

Achieving Their Goals

Implementing an Individualized Learning Plan Process to Build Student Success

PATHWAYS RESOURCE CENTER

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Introduction

Individualized Learning Plans (ILPs) are becoming increasingly common in middle schools and high schools across the United States. Throughout the last decade, a growing number of states have mandated the use of ILP processes to engage students in the creation of secondary and postsecondary academic plans, assist students with the development of planning skills, and promote career and college readiness (Phelps, Durham, & Wills, 2011). By 2011, 25 states and the District of Columbia required the use of ILPs, with a majority of the remaining states providing frameworks, models, and other supports for school districts interested in implementing ILP processes for their students (Bloom & Kissane, 2011). It should be noted, while models for ILP processes frequently build on what has been learned from the implementation of Individualized Education Plans (IEPs) for students with identified disabilities through the Individuals with Disabilities Education Act, ILPs are not equivalent to IEPs and are not intended to replace them. ILPs result from a student-centered and student-driven ILP process that is intended to serve every student, regardless of disability status.

ILPs are one part of a comprehensive school counseling program that supports students' growth and achievement through individual student planning (American School Counselor Association, 2012). Although the ILP process is student driven, in order to be successful students will need the guidance and support of a wide variety of individuals including an advisor. It is recommended that schools adopt a whole-school approach for staffing the ILP process; advising should not be the exclusive responsibility of a school counselor (Rennie Center for Education Research & Policy [Rennie Center], 2011; Solberg, Wills, & Osman, 2012). Implementing or building on a Teacher Advisory Program, in which students receive ongoing advising and support from an assigned member of the school's professional staff (teachers, administrators, counselors, etc.), can facilitate the implementation and coordination of ILPs in a school or district (Hackmann, 2013). Under these models, school counselors provide training, support, and coordination for Teacher Advisors, whose services supplement and support existing counseling services (Hackmann, 2013). Two other strategies that compliment ILP processes are integrating ILPs into regularly scheduled advisory periods/processes and integrating ILP processes into student-led parent/teacher conferences (National Collaborative on Workforce and Disability for Youth [NCWD/Youth], 2013; Rennie Center, 2012).

This guide begins with an overview of concepts and applications of ILPs, including segments on key concepts and definitions, benefits for students, related processes, and components pertaining to ILPs. Subsequently, this guide provides a four-phase process for implementing and evaluating ILPs, including the following: (a) engagement and commitment, (b) process development and alignment, (c) process implementation, and (d) continuous improvement. Finally, the guide concludes with a listing of additional resources and templates that can be customized for Illinois school districts as they implement their ILP processes.

Purpose

The purpose of this guide is to provide school districts with the knowledge necessary to successfully implement a high quality ILP process in schools and across districts. Specifically this guide provides:

- a framework for a high quality ILP process;
- a model for implementing/enhancing ILP processes; and
- tools, templates, and additional resources to support implementation/enhancement of ILPs at the school or district level.

Key Concepts and Definitions

ILPs also may be called individual graduation plans, next-step plans, or personalized learning plans. Although terms may be used interchangeably by educators to refer to various processes, tools, and products related to ILPs, there are important distinctions. Because ILPs are an entry point to career pathways and programs of study and a key contributor to students' college and career readiness, it is important to establish a common vocabulary and shared understanding of the key concepts surrounding ILPs. For clarity, the following definitions are provided.

- **Individualized Learning Plan process:** a student-centered planning *process* wherein the student takes an active role, with the guidance of her/his parents, teachers, and counselors, in accessing, setting, reflecting on, and creating a plan to achieve her/his academic, career, and personal goals.
- **Individualized Learning Plan:** a *product* of the ILP process that provides ongoing documentation of an individual student's reflections; personal, academic, and career goals, skills, and interests; course plans and completed coursework; postsecondary aspirations and transition plan; and complementary learning activities (e.g., community service activities, workplace learning, and extracurricular activities).
- **Individualized learning planning tools:** computer software programs, assessments, and templates are *tools* that are utilized by districts that allow students to outline their skills and interests; record their educational experiences; map their coursework; and set academic, career, and personal goals.
- **Career clusters:** groups of occupations and industries that have in common a set of foundational knowledge and skills. The Illinois Career Cluster Model includes 16 career clusters with multiple related career pathways (Nicholson-Tosh & Bragg, 2013); Table 1 provides a brief description of each of these career clusters. The Illinois career clusters are closely aligned with the National Career Clusters® Framework (National Association of State Directors of Career Technical Education Consortium, 2012).
- **Career pathways:** multi-year programs of academic and technical study that prepare high school students for a full range of postsecondary options within each of the 16 clusters. Currently, there are 79 recognized pathways, each with specific pathway-level knowledge and skills. These pathways provide a context for exploring career options at all levels of education and a framework for linking learning to the knowledge and skills needed for future education and employment (Nicholson-Tosh & Bragg, 2013). Figure 1 illustrates the Career Cluster Framework that features the 16 Career Clusters and their associated 79 Career Pathways.
- **College and career readiness:** a student achieves college and career readiness when he/she possesses the knowledge and skills necessary to enroll and succeed in credit-bearing courses (without the need for remediation) that lead to a degree, certificate, or career training programs in the chosen career pathway (This definition is an adaption of the ACT's (2011) and Conley's (2014) definitions and does not necessarily reflect ISBE endorsement).
- **Individualization or personalized learning:** a process in which school personnel help the student to access his/her personal skills, interests, and aspirations, and through which the student, with the support of mentors, evaluates the options available to him/her and creates a pathway toward academic, personal, and career goals.
- **Programs of study:** sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary elements, which include both academic and career and technical education content. Programs of study should start no later than the ninth grade and continue through at least two years of postsecondary education. Programs of study include opportunities to earn college credit (dual credit or dual enrollment) during high school, an industry-recognized credential or certificate at the secondary/postsecondary level, and an associate or baccalaureate degree (Nicholson-Tosh & Bragg, 2013).

Table 1: The 16 Career Clusters™

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training

Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Finance

Planning and related services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration

Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism

Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Information Technology

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics

The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Source: National Association of State Directors of Career Technical Education Consortium. (2012). *The 16 career clusters®*. Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

Note: Information on Illinois's Career Cluster model is available on the Illinois Community College Board's website at <http://iccbdsrv.iccb.org/programsofstudy/clusters.html>

Figure 1: Career Cluster Framework



Source: Nicholson-Tosh, K., & Bragg, D., (2013). *Illinois career clusters, pathways, and programs of study guide*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign, pp. 12-13.

Benefits of Individualized Learning Plans

Various stakeholders, including policy makers, middle level and high school educators, postsecondary educators and students, have been shown to benefit from students' access and participation in ILP processes. The benefits associated with the adoption and utilization of ILP processes are outlined below by stakeholder group.

Policy makers

Policy makers advocate for the use of ILPs to improve student career and postsecondary education planning knowledge, improve retention of students in high school and postsecondary education programs, provide efficient use of educational resources, improve completion rates and promote economic growth through education, and as a method for students to build lifelong planning skills (Phelps et al., 2011).

Middle level and high school educators

ILP processes can improve student relationships with educational personnel, reduce disciplinary problems, improve parental involvement, and improve graduation rates (Bloom & Kissane, 2011; Bullock & Wikeley, 1999; Phelps et al., 2011; Wilkerson, 2010). Educators can use knowledge of students' career goals in lesson preparation, as they connect course content to students' career interests and identify opportunities for students to engage in work-based learning experiences. Aggregated student-level data from ILPs can be utilized by school administrators for program planning and evaluation, thus improving the rigor and overall quality of programs provided for students (Hackmann, 2013; Phelps et al., 2011). Additionally, development of Programs of Study to meet student demand and development of students' transition plans contribute to improved partnerships with postsecondary educators and enhanced curriculum alignment across P-20 institutions.

Postsecondary educators

ILP processes encourage students to engage in rigorous and relevant coursework at the middle and high school levels that is aligned to their career interests, ideally reducing the need for remediation for students entering postsecondary education and workforce training, as well as improving educational outcomes in general for students as they transition to postsecondary education (Hackmann, 2013). Engagement in such processes improves students' understanding of and engagement in pre-college activities (e.g., bridge programs, dual credit, dual enrollment, Advanced Placement, career/technical education coursework, work-based learning, student organizations), accelerating their time to completion for postsecondary and/or industry credentials and providing them with a wider array of opportunities to gain additional skills and credentials during their secondary and postsecondary studies.

Students

Students are the primary beneficiaries of their engagement in ILPs processes. Benefits to students include:

- improved relationships with educational personnel;
- improved communication skills;
- improved goal setting and planning skills;
- improved understanding of their own interests, skills, and abilities;
- improved college and career readiness;
- increased understanding of their postsecondary and career options;
- enhanced understanding of the relevance of coursework to career goals;
- increased engagement, motivation, and self-efficacy in their academic work; and
- increased engagement in more challenging coursework. (Bullock & Wikeley, 1999; NCWD/Youth, 2013; Phelps et al., 2011; Rennie Center, 2011; Solberg, Phelps, Haakenson, Durham, & Timmons, 2012; Wilkerson, 2010)

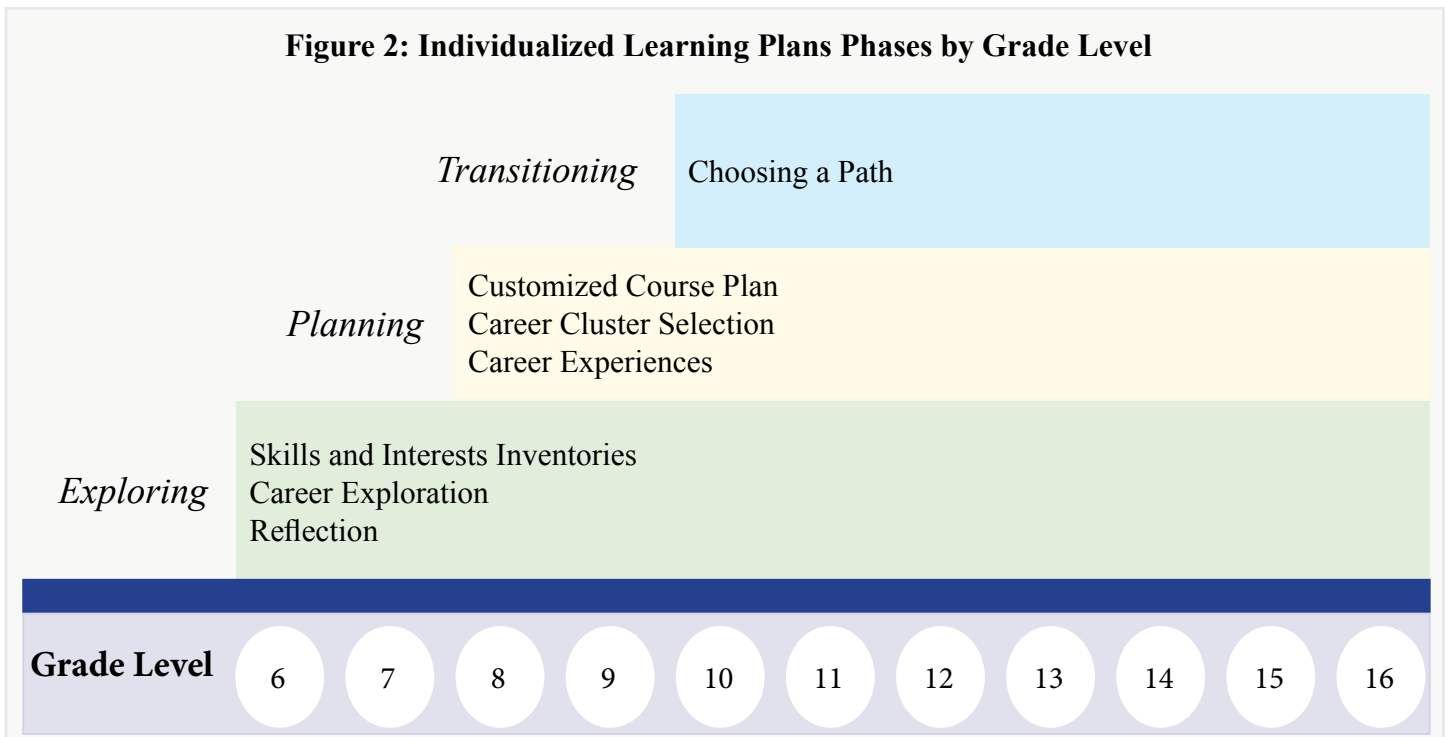
Phases of the Individualized Learning Plan Process

The ILP process is student-centered, wherein students take an active role in assessing, reflecting on, and planning based on their academic, career, and personal goals. This process provides an entry point for students to engage with their selected career area. Central to this process is a customized dynamic ILP that reflects students and their learning environment. This plan is a living document that captures students’ activities as they progress through their education and into the workforce. To be optimally effective ILPs need to be reviewed and referenced frequently, particularly should the student’s career interests change (NCWD/Youth, 2013; Solberg et al., 2012). Information captured in the ILP should always reflect students’ current goals and interests. Responsibility for completing and updating the ILP should be as student-directed as possible given the student’s abilities, with staff playing an increasingly supportive role in the process. Although the process is student-directed, ILPs are shared among parents/guardians, counselors, and teachers to allow them to support students’ academic and career development.

Phases of the Individualized Learning Planning Process

The ILP process begins with a broad exploratory framework and becomes increasingly specialized as the student engages in and develops skills toward a specific program of study for her/his selected career. It can be helpful to think of the ILP process as involving the three phases of development with seven key elements that are outlined below. Figure 2 provides a timeline for these phases relative to students’ grade levels. However, it is important to note that although these phases can build on each other, they are not strictly linear. Each phase represents a continuous mechanism that allows students to reassess their progress as it relates to any of the phases or elements of the process as their interests evolve, as well as when they encounter new opportunities or barriers. One of the outcomes of participating in the ILP process is enhanced planning skills; as such, this process should not terminate after students matriculate from formal education but should continue to inform their choices as lifelong learners. Finally, activities that occur throughout this process should be documented in the student’s ILP.

Figure 2: Individualized Learning Plans Phases by Grade Level



Phases of the Individualized Learning Plan Process (continued)

Phase One: Exploring

Exploration activities are focused on promoting self-reflection, building self-awareness, and exploring the spectrum of career opportunities. There are three major elements in this phase: (a) skill and interest inventories, (b) career exploration, and (c) reflection. This phase is typically initiated in sixth or seventh grade, although district personnel ideally should introduce career awareness and self-reflection activities in the early elementary grades. Appendix A provides descriptions of available tools that are free and can be adopted by districts to support implementing the elements in this phase.

Skill and interest inventories. During this phase students participate in a series of skill and interest inventories. These activities are intended to build students' self-awareness about who they are, the skills they possess and what their current interests are. It should be emphasized with students that these assessments are intended to be used as part of the career exploration process; they should be free of value judgments and support individual growth while not restricting students' opportunities. The ILP process should integrate and complement other career advisement processes already occurring within the school. General or informal assessments typically are utilized in earlier grades, whereas formal assessments are more commonly adopted as part of standardized testing with students during their high school years. Most districts utilize standardized and/or commercially available assessment tools as part of this process. Numerous skill and interests assessments are available to help students develop an understanding of their skills and interests, including those provided as part of career advisement software programs (e.g., Career Cruising, Naviance, What's Next Illinois), as well as assessments utilized for career and college readiness testing (e.g., ACT®, SAT®, Kudar® navigator Armed Services Vocational Aptitude Battery tests). School district officials must determine what assessments are feasible and appropriate to use in their individual communities.

Career exploration. During this phase, students investigate a variety of career interests and are provided guidance toward the identification of a career cluster that they wish to explore in more depth. Exploration should be an iterative process as students progress through their coursework, and as they are exposed to new career areas students may choose to explore new career pathways and even change the career cluster they are pursuing. Exploratory activities may be implemented in dedicated coursework (such as a required career exploration course or as part of a work-based learning activity), may be incorporated into the school guidance or Teacher Advisory processes, and/or could be integrated throughout each teacher's daily teaching and learning activities.

Reflection. Starting with this phase and throughout the process, students participate in a combination of reflection activities that build self-awareness and help students to see the relevance and application of their current and future studies to their academic, career, and personal goals (State of Rhode Island and Providence Plantations Department of Education, 2010; Wilkerson, 2010). These reflections provide a record for students as they work toward building occupational and academic identities. It is recommended that each major activity in the planning process include at least one reflection activity to help students to internalize what they have learned from the experience.

Phases of the Individualized Learning Plan Process (continued)

Phase Two: Planning

Planning activities assist students to move toward a program of study of personal interest. Activities in this phase build students' understanding of their program of choice and the foundational skills needed to be successful in that program. There are three major elements in this phase (a) career cluster selection, (b) development of a customized course plan, and (c) planning and participating in career related experiences. This phase is typically initiated in the eighth grade as students begin planning for their high school studies. Appendix B provides a collection of resources that high schools can use to build *Career Experience* opportunities for students.

Career cluster. The first step of this phase is for students to choose, based on their exploration activities, a career cluster to pursue. The purpose of this selection is not to limit the students' prospects but to provide them with a focus to their academic activities as they continue to identify mechanisms to further explore the opportunities available to them. The selection of a career cluster is not final; as students develop new interests and are exposed to more fields they may choose to change their focus to a different career cluster. As students build knowledge about their career cluster they can evaluate different career pathways and programs of study. Ultimately students will select a program of study to pursue. In the initial high school grade levels, most programs of study will focus on the development of foundational knowledge skills relevant to all programs of study within each career cluster area. As such, there is an inherent flexibility that allows students to switch freely between programs of study inside their career cluster.

Customized course plan. Once students select their career cluster, they will create a customized course map that maximizes the academic opportunities available to them to build skills and knowledge in their career cluster of choice. It is important that students see this plan as providing them the greatest potential opportunities in this career cluster area that they have selected. Students' initial course plans may focus on their secondary school coursework, while also including assessments and work-based experiences. As students initiate work on the third phase of their ILP process (transitioning), those selecting postsecondary study can extend their course plan into the first year or two of postsecondary study. The National Association of State Directors of Career Technical Education Consortium provides a sample Plan of Study for each career cluster and each of the 79 career pathways (<http://www.careertech.org/career-clusters/resources/plans.html>) that can be downloaded and customized by the district or by students.

Career experiences. Identifying opportunities for early career experiences, including such activities such as internships, externships, industry mentoring, workplace learning projects/courses, and part-time or summer employment in their chosen career cluster (and program of study), often occurs concurrently with the development and review of the student's course plan. Hands-on career experiences provide the student with context that increases the relevance of his/her studies and either reinforce the student's interest in the field or help the student to recognize the need make changes in the chosen career pathway.

Phases of the Individualized Learning Plan Process (continued)

Phase Three: Transitioning

Transitioning activities assist students as they prepare to matriculate out of their secondary studies. Activities in this phase build students' portfolios, assist them in developing and integrating knowledge about their postsecondary choices, and help prepare students for a relatively seamless transition from secondary to postsecondary life. This phase typically is initiated in tenth grade, after students have become acclimated to their high school studies. Appendix C provides a sampling of resources that high schools can use to help students plan transitions from high school to the workforce, military, and/or postsecondary education.

Choosing a path. The student's knowledge and skills in their chosen program of study is one factor that contributes to his/her successful entry into postsecondary education, military, and/or the workforce. Additionally, students need to possess an understanding of the rigor and expectations associated with their postsecondary plans. *All students regardless of their current postsecondary plans need to understand the resources that are available to them and possess knowledge about key processes such as admission procedures, financial aid procedures, and applying for employment.* For example, while not every student may choose to pursue postsecondary education after high school, it is important that all students are provided support in exploring the opportunities available to them and to gain an understanding of common college processes, environment, and culture. Likewise all students need to build the skills and competencies (including soft skills) required to secure employment and be successful in the workplace. Soft skills include communication skills, enthusiasm and attitude; teamwork; networking; problems solving and critical thinking; and professionalism (Office of Disability Employment Policy, n.d.).

Students interested in postsecondary education opportunities also should be encouraged to take full advantage of opportunities such as Advanced Placement, dual credit and dual enrollment courses, career/technical education coursework, college bridge programs, etc., that allow them to advance their studies and prepare for the transition to college. In addition to having completed a rigorous academic program, students choosing to enter the workforce after high school need to possess knowledge about searching for and applying for employment, interviewing, as well as have an understanding of expectations for behavior and performance in the workplace. Students interested in a career in the military need to possess knowledge about the different military branches, military career opportunities, entrance and advancement requirements, and programs available to them through the military to help support further education (if so desired).



Components of the Individualized Learning Plan Process

The ILP process includes 25 key components that fall into five areas: (a) identifying supports, (b) student reflection, (c) developing an action plan, (d) building a portfolio, and (e) planning for transition. Descriptions of each area and the associated key components are provided below. District officials who desire to implement or improve their ILP processes are encouraged to customize and expand on the components to reflect the opportunities and supports available to students within their school system.

A customizable ILP template is attached as Appendix D. Each ILP component described in this guide is represented in this ILP template. Districts are encouraged to view this template as an example that they can customize to reflect the opportunities and supports provided to students in their district. This template and an example ILP are available on the Pathways Resource Center website (http://pathways.illinois.edu/?page_id=928); the ILP template provided is a Word document that can be downloaded. This format was chosen because of the accessibility of the software necessary both to customize and complete the form. Alternatively, districts may choose to administer ILPs through web forms, physical copies, or through use of individualized learning planning tools software such as those provided through Career Cruising, Naviance, or What's Next Illinois.

Identifying Supports

The goal of *identifying supports* is to promote alignment and coordination of the student's ILP process with other supports and services provided to the student. This part of the process also encourages the student, parent(s)/guardian(s), advisors and mentors to help identify and incorporate any additional supports and services the student needs. Key components included in the area of *identifying supports* are:

- Identifying individuals that will support the student's ILP process;
- Response to Intervention, when applicable;
- Individualized Education Plans and 504 plans, when applicable; and
- English Language Learner supports, when applicable.

Student Reflection

The goal of *student reflection* activities is to help students become self-aware of their strengths, interests, skills, and ambitions, and to use this information as they explore potential career pathways. Reflection activities assist students in learning from their experiences. Reflection activities help students to identify and develop attitudes and behaviors that contribute to their success. Key components included in the area of *student reflection* are:

- advisory meeting summaries,
- skills and interests assessments,
- student reflection activities, and
- career exploration activities.

Developing an Action Plan

The goals of *developing an action plan* include for the students to identify the activities necessary for them to achieve their goals and learn how to map these activities onto a timeline with clear deadlines. Key components included in the area of *developing an action plan* are:

- student's academic, career, and personal goals;
- activity plan to support goals that includes deadlines;
- course map or academic plan (including Advanced Placement, career/technical education, dual credit and dual enrollment, when available); and
- the student's chosen career pathway and program of study.

Components of the Individualized Learning Plan Process (continued)

Building a Portfolio

The goals of *building a portfolio* are to (a) help students to learn to identify accomplishments and activities that reflect their skills and knowledge and (b) assist students to build the evidence they need to demonstrate their skills and knowledge as they enter college and/or their careers. Key components included in the area of *building a portfolio* are:

- résumé and soft skill development;
- work-based learning activities;
- community service and service learning activities;
- competitions, public recognition, and awards;
- school activities and organizations, including those that are aligned to the student's career interests; and
- individual projects (that demonstrate key knowledge or skills).

Planning for Transition

The goals of *planning for transition* are to (a) help students to explore and select their postsecondary education, workforce, and military service opportunities; (b) help students build a competitive portfolio that is specialized to the opportunities they want to pursue; and (c) build students' knowledge about postsecondary educational opportunities that may be available to them. This process includes building students' understanding of expectations of college students, admissions processes, registration processes, academic and non-academic supports, financial aid, housing, etc. Key components included in the area of *planning for transition* fall under three postsecondary paths: (a) workforce, (b) military service, and (c) postsecondary education. Students' ILPs should be customized to include components from each of these paths to ensure that students possess the knowledge, skills, and competencies required to successfully enter the workforce and enter postsecondary education, even if the student is not currently actively pursuing that path.

Key components to prepare students for the workforce are:

- job search preparation (interview skills, continued soft-skill development/assessment, résumé review),
- activities relative to applying for employment (customized résumés, letters of application, job applications).

Key components to prepare students for postsecondary education are:

- selecting a postsecondary education option,
- completing the application process, and
- review of financial aid packages and scholarships.

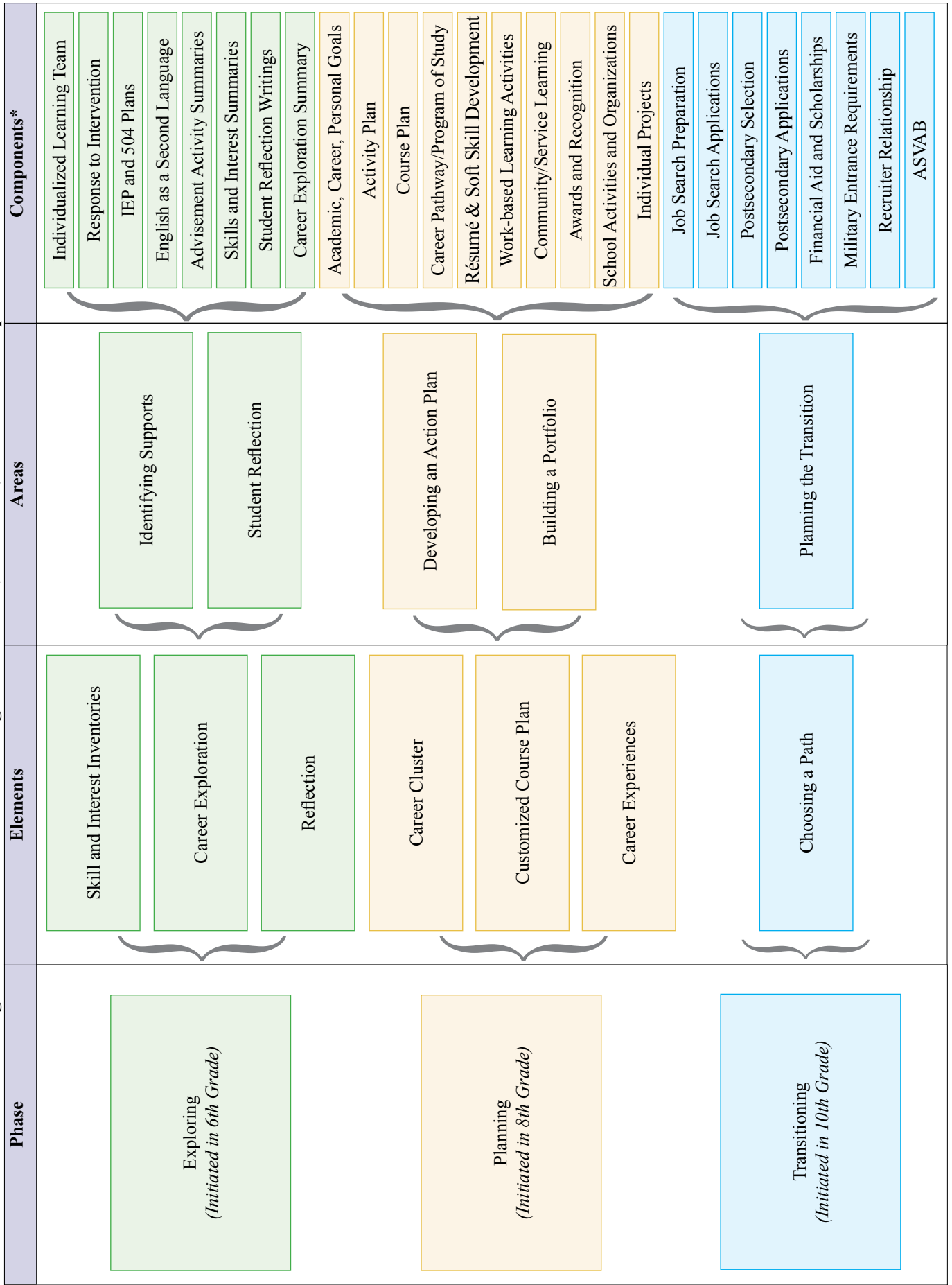
Key components to prepare students for military service are:

- exploration of relevant entrance requirements,
- preparation for the Armed Services Vocational Aptitude Battery test (including pretesting), and
- building a relationship with a recruiter.

Summary

To this point the phases, elements, areas, and components of an ILP process have been discussed individually. The relationships among these parts of the process are important to understand. The three phases provide the framework for understanding the flow and timing of the seven key elements of the process. Once a student begins to work within the elements of a process, these components are ongoing. As students mature, they enter new phases, and more elements are added to their processes. The areas of students' ILPs are an organizing framework for the components that comprise the ILP. Figure 3 provides a graphic representation of the interaction among phases, elements, areas, and components.

Figure 3: Individualized Learning Plans Phases, Elements, Areas and Components



*Note: Not every component listed is relevant to all students.

Four Phases of Implementation

This guide began with an overview of the key concepts and applications of ILPs. This section provides an overview of the process for implementing and evaluating ILP processes. The implementation process involves four phases: (a) engagement and commitment, (b) process development and alignment, (c) process implementation, and (d) embedding the process. This process draws from the Pathways to Results process, an equity focused continuous improvement process that has been developed by the Office of Community College Research and Leadership, which districts are encouraged to access as an additional resource for supporting the implementation and evaluation of the ILP process (<http://occrll.illinois.edu/project/pathways>).

Engagement and Commitment Phase

The Engagement and Commitment phase is about forming an engaged and committed team of individuals who will design, implement, and evaluate the ILP process for the school or district. This team is responsible for (a) customizing the ILP process so that it meets the needs of the local student population and is situated effectively within the existing systems in place at the district; (b) developing external and internal partnerships that contribute expertise and resources to the process; (c) building buy-in with district personnel, students, and parents; and (d) engaging in continuous improvement processes to ensure ongoing fidelity, efficiency, and efficacy of the implemented ILP processes.

The school administrators will need to consider a number of questions when building their team. The first question pertains to leadership: What individual or team of individuals will lead this effort? As part of this process, leaders need to have the authority to effectively implement the team's plans at the school or district level. The team implementing ILP processes needs to have the authority to implement new processes, collect relevant data, and engage both internal and external partners. Ideally the team would be led by an educator with knowledge of career and college planning, career and college readiness, and processes in place at the school or district that support students.

The ILP team needs to have the collective capacity to successfully engage in their work; thus, team members must possess, or have access to people who possess, an expertise in college and career advising, curriculum, special education and student accommodations, and have the ability to access and analyze student/program data. Additionally, the team needs to have the authority and capacity to build and sustain partnerships that span the P-20 spectrum. The team must have a collective credibility with key internal and external stakeholders to be successful. One of the key aspects of building buy-in and credibility is the engagement of different stakeholder groups in the development and implementation of the ILP process. The team should have a balance of key staff, teachers, and administration. And finally, the team may stand independently or may be nested into an existing committee but must retain the ability to engage partners and to conduct the necessary work in a timely manner.

The first task of this team is to build a shared understanding of the ILP process and how it benefits students. The information provided in early sections of this guide should help facilitate this understanding. Sharing ILP materials, providing the group with a presentation on the ILP process, and holding a carefully crafted group discussion about the ILP process are all means of ensuring the team is provided the basic information necessary to effectively commit to promoting and working toward a shared vision. *Adopting shared definitions, developing a purpose statement, and establishing overarching goals can help to focus the work of the team and can help improve the overall efficiency and efficacy of the group's work.* A team charter template for tracking this information is available in Appendix E. This template and a sample charter are provided on the Pathways Resource Center website (http://pathways.illinois.edu/?page_id=928). Pathways to Results process also utilizes a team charter and provides a charter template (<http://occrll.illinois.edu/projects/pathways/ptr-phase-one-engagement-and-commitment>).

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It is important that these formation processes do not derail the team's work. It is recommended that the team be conscientious about the time spent in these formation activities, so that the majority of the team's allocated time can be dedicated to developing the ILP process itself, with the understanding that there is the flexibility to revisit and refine their charter and goals as the collaborative process unfolds.

The second step for the team is to discuss the following series of questions and develop plans to address these questions as necessary. Plans created to address these questions should include a clear designation of who is responsible and anticipated timeline.

1. Are the right people represented in the core team?
2. What internal and external partners does the team currently have access to?
3. What internal and external partners does the team need to engage?
4. Who are the team's stakeholder groups and how will the team communicate and engage with them?

Although these questions are essential at the early stages of team formation, it is likely that the team will need to continually revisit these questions throughout the implementation and evaluation process.

Process Development and Alignment Phase

The Process Development and Alignment phase is about designing and preparing for implementation of an ILP protocol. This phase involves three steps: (a) review existing academic and support structures, (b) plan the new ILP processes, and (c) provide supports for personnel.

Review existing academic and support structures. The first step of the Process Development and Alignment phase is to review existing academic and support structures. This review is the first step toward customizing the ILP process so that it meets the needs of the local student population. The review assists the team to develop a shared understanding of the existing formal and informal academic and nonacademic supports currently provided to students. This shared understanding, in turn, allows for the ILP process to be situated effectively within the district's existing systems. Academic and non-academic support services include, but are not limited to, those services that support students' career and academic planning; accommodate students with learning, physical, and other disabilities; provide workplace learning experiences; provide dual credit and dual enrollment, Advanced Placement, and career/technical education course opportunities; and provide mentoring and other social supports. Additionally, any data available to the districts regarding the utilization of supports provided to students and the students' selections of postsecondary plans should be reviewed. In addition to a review of services, the team should review any existing benchmarks (in advising) that have been set regarding the grade-by-grade competencies that students should acquire. If the school or district has not previously established grade-by-grade benchmarks that document students' competencies, it is recommended that these benchmarks, with associated goals and objectives, be developed and aligned with ILP activities for each grade level (NCWD/Youth, 2013). This review will also highlight areas where their existing processes compliment each other and are well aligned with potential ILP processes, and where processes may need adjustment or improvement. Although taking the time to review existing structures may be somewhat frustrating to team members who are eager to move directly into identifying and planning new solutions, this essential step provides the team with a foundation necessary to identify feasible processes that will align well with existing structures. This exercise can highlight areas of expertise that exist within the team or that are needed to successfully integrate an ILP process into the existing structures.

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Plan new processes. The second step of the Process Development and Alignment phase is to plan new ILP processes. This step requires both envisioning what the process will look like and planning for it. Envisioning requires a combination of brainstorming, evaluation, and negotiation. During this envisioning process teams are encouraged use Figure 3 to guide a conversation about the different phases, elements, areas, and components involved in an ILP. This discussion should include prioritizing areas and components of the ILP process, opportunities for piloting different ideas, and general agreement on the timeline necessary to plan and develop the various components of the ILP process. Additionally, each idea needs to be considered for its feasibility and alignment with the overall plan.

The next task for the team is to choose 3-5 individuals to serve as a core team whose responsibility is to coordinate the efforts of the team. Additionally, this core group is responsible for drafting the overall framework for the ILP process. The framework serves two purposes. First, it provides the team with a shared understanding of the purpose, roles, and protocol for the ILP process. Secondly, when finalized, this framework serves as a tool for communicating the work of the team throughout the district, including the Board of Education, faculty, students, parents, and community. Key components of the framework are a purpose statement, roles and responsibilities, and a protocol for ILP processes. Additional sections can be added as necessary to clarify the ILP process to each of the intended audiences. The purpose statement should address:

- what ILPs are,
- what process the district is initiating to support institutionalizing ILPs,
- who benefits from ILPs, and
- how the ILP will be integrated with other support systems (e.g., IEPs, 504s, ELL).

At minimum the roles and responsibilities of the student and their families, administrators, teachers, and staff should be included in the description of roles and responsibilities. The protocol should address:

- when, how, and the frequency with which students will be engaged in the ILP process;
- who will have access to a student's ILP (confidentiality);
- how the process will be monitored and by whom; and
- how the information in the learning plans will be used by the district.

Several states have developed statewide ILP frameworks that can prove useful for examples for this step. One example of such a framework is the *Individual Learning Plan Framework* provided by the State of Rhode Island and Providence Plantations Department of Education (<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/ILP-Framework-Final.pdf>). Once the framework is drafted by the core team, it should be shared with the entire team and refined until consensus can be reached and the framework is adopted by the full ILP team.

Subsequent to the development of a framework, the team as a whole or in subgroups can start to plan for the implementation of the ILP elements. If subgroups are formed this can provide an opportunity to engage staff and teachers who are not part of the core team. Depending on the size of the team and the existing structures that support students the team may choose to look at elements by phase. This approach would involve planning and implementing all of the ILP components under a single phase before progressing to work on subsequent phases. Alternatively, teams may choose to address the ILP components individually based upon identified priority needs or all at once. It is essential to develop an implementation plan that addresses all of the ILP components, if not concurrently then sequentially. Each subgroup will envision how the assigned component will function within the overall ILP process when fully implemented and use this information to develop an implementation plan. Appendix F contains a worksheet intended to support and document the envisioning process. This worksheet and an example of a completed envisioning worksheet are available on the Pathways Resource Center website

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(http://pathways.illinois.edu/?page_id=928). Once drafted, these plans (the completed worksheets) should be presented to the full team for feedback and to promote opportunities for collaboration among the teams. Care should be provided to ensure these new processes are well aligned with each other and existing student support processes. The core team should retain copies of all finalized plans and should facilitate coordination across the different subgroups. Additionally, the core team is responsible for ensuring that ILP templates are customized to reflect the work of the subgroups and that all information about the changes is communicated with all appropriate audiences, especially teachers and students.

Supports for personnel. The final step of the Process Development and Alignment phase is providing supports for personnel. These supports include providing personnel with information and training necessary for the successful implementation of the new ILP processes. Tasks in this step include involving teachers, staff, and administration outside of the team in the process by communicating with them about the planning and implementation process, how these changes will impact them, and how these changes will benefit them and their students. The framework created in the previous section is a useful tool in this process. In addition, the team may want to create a shared digital space where personnel can access the framework and other plans related to the development and implementation of ILP processes. In general, the earlier that personnel are engaged, the more likely they will be to support the necessary changes. The team should discuss and plan any professional development that is needed to successfully implement these new processes. The team may want to consider how information and training can be incorporated into existing communications provided to personnel (e.g., newsletters, emails, meetings) or whether district-wide or building-level professional development will be provided.

Process Implementation Phase

The Process Implementation phase includes a) piloting the new processes and b) scale up these processes to full implementation. This phase relies heavily on the plans drafted in the process development and alignment phase. However, no planning can fully account for the decisions that are necessary when a new process is implemented for the first time. Ongoing flexibility and problem solving are critical components of the implementation process. It may be tempting to skip the pilot process, especially when you are confident in the design of a new process. However, beyond the data collected during a pilot, a successful pilot helps communicate the process to a wider audience and can contribute to acceptance and fidelity of the process during full implementation. The piloting process should include designing materials and processes for communicating to students and parents about the value of ILPs and the process developed by the ILP team. One model for communicating about ILPs to students is the Office of Disability Employment Policy's *KICKSTART your ILP materials* available at <http://www.dol.gov/odep/ilp/Kickstart.htm>.

Pilot new processes. The first step of the Process Implementation phase is piloting the new ILP processes. Pilots are a dedicated and purposeful trial period for a new process or set of processes that allow for refinement before implementing it throughout the school system. In planning for the pilot, there are a number of considerations for the team. The Pilot Planning Worksheet, Appendix G, provides teams with a form for planning and documenting pilots for their new component processes. The team may choose to pilot each new process or to group processes in sets to pilot them, or the team choose to pilot two or more alternative processes and compare the results. After an initial meeting the subgroup responsible for the pilot should determine:

- What was learned through the pilot?
- Was sufficient information was gained through the pilot?
- What refinement is needed to the process?
- Have we met our criteria for transitioning to full implementation?

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Based on the outcomes of these questions the team will need to determine if:

- an alternative processes should be considered,
- an additional round of piloting and data collection is necessary, or
- the process should be transitioned to full implementation.

Scale to full implementation. The second step of the Process Implementation phase is the full implementation of the new ILP processes. Full implementation is reached when the new process is opened to the entire student population. Teams are encouraged to think of the early experiences with the full implementation of a new process as an expanded pilot. During the early period of full implementation the team is learning how this process impacts students when taken to scale. As a result, further refinement will likely be necessary. An Implementation Planning Worksheet, Appendix H, can assist with transitioning from pilot to full implementation of the new ILP process. It is important to recognize that the different components of the overall ILP process are interrelated and, while they might be piloted separately, the component processes may impact each other in unanticipated ways when fully implemented.

Embedding the Process Phase

The Embedding the Process phase is about integrating the ILP processes into the culture of the organization. This phase is important to ensure the long-term sustainability of the program and the continued positive benefits of ILP processes for both students and the district. This phase includes (a) distribution of leadership and (b) integration into continuous improvement processes.

Distribution of leadership. The first step of the Embedding the Process phase is the distribution of leadership responsibilities. As the team's ILPs process is reaching full implementation, the work of the team shifts from initial implementation to refinement and sustainability of the processes. One of the key aspects of long-term sustainability requires the team to address ongoing leadership of the various processes that have been implemented. It is impractical in most settings to maintain a committee and its work indefinitely. As such, the team will need to find ways to distribute ownership and leadership for different ILP processes among staff, teachers, and administrators. By this point in the process various members may have adopted, formally or informally, ownership of components of the ILP process. As the team considers ways to institutionalize ILP processes, the team may need to consider instituting a formal plan for distributed leadership. Distributed leadership allows for multiple individuals to concurrently co-lead an initiative (Spillane, 2006). Spillane (2006) describes the different formations of distributed leadership as follows:

- *Collaborated distribution* characterizes leadership practice that is stretched over the work of two or more leaders who work together in place and time to execute the same leadership routine.
- *Collective distribution* characterizes practice that is stretched over the work of two or more leaders who enact a leadership routine by working separately but interdependently.
- *Coordinated distribution* refers to leadership routines that involve activities that have to be performed in a particular sequence. (emphasis in original, p. 60)

Distributed leadership promotes ownership among multiple people within the organization and reduces the reliance on a single individual for the long-term sustainability of the initiative. The team would need to carefully discuss the aspects of the work that need ongoing leadership and oversight. By identifying and formalizing these roles the team empowers a set of people to help ensure the long-term viability of the project and the continued positive outcomes for students.

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Two key processes that need to be considered in the efforts of the team to embed into the school organization include a) identifying and planning for ongoing professional development and b) creating a plan for the ongoing utilization of data collected through students' ILPs. Ongoing professional development includes training new personnel on the ILP process and their role and expanding current personnel knowledge about the ILP process and the components involved. Aggregate review of the data held in students' ILPs can support both administrative and academic planning. This use of data includes identification of trends in course selection and career pathway selections, identification of partnerships needed with potential educational and workforce partners, and subject matter expertise needs for curriculum development and career advisement.

Continuous improvement processes. The second step of the Embedding the Process phase is the integration of the ILP process into the district's continuous improvement processes. Continuous improvement processes encourage data collection and analysis, data-informed decision-making processes, evidence-based problem identification, equity assessments, and refinement of existing programs and practices. Integrating ILP processes into the school's continuous improvement process can ensure the ongoing collection of critical data on ILP processes and the refinement of these processes as needed. Common continuous improvement processes include AdvanceEd, *High Schools That Work*, Rising Star, and Pathways to Results. Summaries of each of these continuous improvement processes and a comparison of these processes are available on the Pathways Resource Center website (<http://pathways.illinois.edu>). The team will need to work with the district's and school's continuous improvement processes to identify metrics that can be measured to monitor the ILP process and consider how this information will be used to promote ongoing growth and refinement.

Conclusion

The purpose of this guide is to provide school districts with a process for the implementation of ILP processes. Districts are encouraged to utilize this guide and the resources referenced, while customizing the processes described and the templates provided to reflect their local culture and resources. ILPs are living documents that are created through an increasingly student-directed process that results in a customized educational plan reflective of the student's academic, career, and personal goals. The intent is to help students to gain goal-setting and planning skills, recognize how education is relevant to achieving their goals, and be motivated to strive for their goals.



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Appendix A: Exploration Resources

Armed Services Vocational Aptitude Battery (ASVAB)*

<http://www.asvabprogram.com>

Targeted Populations: students in grades 10 and higher

Tools: (schools have to register with ASVAB, which is free):

- **Multiple-Aptitude Test.** This test assesses the following eight areas: general science, arithmetic reasoning, word knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto and shop information, and mechanical comprehension <http://www.asvabprogram.com/index.cfm?fuseaction=overview.test>
- **FYI, Interest Inventory.** Helps students to identify their work-related interests and help students to identify occupations that are aligned with their interests <http://www.asvabprogram.com/index.cfm?fuseaction=learn.interests>
- **OCCU-Find (Career Exploration).** OCCU-Find provides resources on over 400 occupations by occupation title, Career Cluster, Interest Codes, and skills <http://www.asvabprogram.com/index.cfm?fuseaction=explore.occurfind>

*Note: Access and familiarity with these tools is essential for students wanting to transition into military service.

However, the tools are applicable to all students regardless of their transition plans. The tools provided are free for both schools and students. However, schools must register with the ASVAB for their students to gain access to the tools.

Bureau of Labor Statistics

<http://www.bls.gov/home.htm>

Target Populations: Youth and Adults

Tool:

- **Occupational Outlook Handbook.** Profiles of hundreds of occupations including activities associated with the occupation, the work environment, median pay, projected job outlook, and education needed to enter the field. Available in English and Spanish <http://www.bls.gov/ooh/home.htm>

CareerOneStop

<http://www.careeronestop.org>

Target Populations: Youth and Adults

Tools:

- **Career and Cluster Videos.** Nearly 550 career videos organized by the 16 career clusters. <http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx>
- **Skill and Ability Videos.** Videos for 23 skills and abilities that employers look for in job candidate <http://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx>

Casey Life Skills

<http://www.casey.org>

Target Populations: students ages 14-21

Tool (access requires the school/provider registering which is free):

- **Casey Life Skills Assessment.** Assesses behaviors and competencies youth need to achieve their long-term goals. Life skills assessed with this tool include maintaining healthy relationships; work and study habits; planning and goal-setting; using community resources; daily living activities; budgeting and paying bills; computer literacy; and connections to caring adults. <http://www.casey.org/Resources/Tools/cls/>

Appendix A: Exploration Resources (continued)

College & Career Academy Support Network

<http://casn.berkeley.edu>

Target Populations: Secondary Students

Tool:

- **Job Exploration Questionnaire.** Provides a series of reflection questions that encourage students to reflect their needs and expectations for a career and work environment. <http://casn.berkeley.edu/resources.php?r=107&c=16>

Get Ready!

<http://www.getready.state.mn.us/>

Target Population: Youth

Tool:

- **Interest Assessment.** Interest assessment that links interests to interest profiles (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) and profiles to related Career Clusters <http://www.ohe.state.mn.us/sPages/interestAssessment.cfm>

iSeek Solutions

<http://www.iseek.org>

Target Populations: Youth and Adults

Tool:

- **Career Cluster.** Descriptions of over 500 careers and 60 industries by career cluster <http://www.iseek.org/careers/clusters.html>

Learn More Indiana

<http://www.in.gov/learnmoreindiana>

Target Populations: students in grades 6-8

Tools:

- **Drive of Your Life.** Interactive career exploration game for students in 6-8th grade. Helps students to learn about themselves, higher education and careers <https://www.driveofyourlife.org/main/index.html>

National Association of State Directors of Career Technical Education Consortium (CTE)

<http://www.careertech.org>

Target Populations: Youth and Adults

Tool:

- **Student Interest Survey.** Helps students to identify their top three Career Clusters based on their areas of interest. This is a paper inventory that is available in both English and Spanish and which can be printed and completed offline <http://www.careertech.org/career-clusters/ccresources/interest-survey.html>

National Collaborative on Workforce and Disability for Youth (NCWD/Youth)

<http://www.ncwd-youth.info>

Target Population: Youth

Tools:

- **Self-Exploration - Who Am I.** Sample exploration activities that can be used or adapted to support students' self-exploration. Additionally, the site provides sample exploration activities from Georgia Career Resource Network and Utah State Office of Education <http://www.ncwd-youth.info/ilp/how-to-guide/section-1/self-exploration#selfexploration>
- **Career Exploration.** Lesson plans that can be used or adapted to support students to develop career exploration skills. Additionally, the site provides sample career exploration resources from Georgia Career Resource Network and Utah State Office of Education http://www.ncwd-youth.info/ilp/how-to-guide/section-1/career_exploration

Appendix A: Exploration Resources (continued)

O*NET Online

<http://www.onetonline.org>

Target populations: Youth, Adults, and Veterans

Tool:

- **My Next Move.** Career exploration tool that allows students to search careers by key word, browse careers by industry or explore careers based on their interests <http://www.mynextmove.org/>
- **Find Occupations.** Students can explore careers by keyword, cluster, industry, job zone, Bright Outlook category, Green Economy Sectors, Job Families, or STEM discipline <http://www.onetonline.org/find/>

Virginia Career VIEW

<http://www.vaview.vt.edu>

Target Populations: children grades K-5 and 6-8, parents, and professionals

Tools (selection of those available):

- **Who R U?** Interest assessment that links students' areas of interest by Career Cluster <http://www.vaview.vt.edu/68/check-it/who-r-u>
- **I've Got Skills.** A selection of skill assessment and reflection activities to help student recognize and assess their skills <http://www.vaview.vt.edu/68/print-it/6-8-skills>
- **All about you!** Reflect activities that help students to envision their futures and relate their preferences to occupational areas <http://www.vaview.vt.edu/68/reality-check/all-about-you>
- **Explore Career Clusters.** Interest inventories for each career cluster. <http://www.vaview.vt.edu/68/career-clusters-whats-that/explore-career-clusters>
- **Virginia Education Wizard.** An interactive career exploration tool. <https://www.vawizard.org/vccs/Main.action>
- **Career Search.** Information including common tasks, projected earnings, and education required for more than 900 occupations <http://www.vaview.vt.edu/68/careersq/career-search>



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Appendix D: Individualized Learning Plan Template

Individualized Learning Plan (ILP)

Student Name: First Name Last Name
Initiated: Grade Level, Month Day Year
Middle School: Middle School Name
Middle School Advisor: Advisor Name
Middle School Counselor: Counselor Name



ILP Team (Who will Support me in this Process?)			
Name	Relationship (List)	Name	Relationship (List)
Name	Relationship (List)	Name	Relationship (List)
Name	Relationship (List)	Name	Relationship (List)
Name	Relationship (List)	Name	Relationship (List)

Additional Supports (Check all applicable supports.)	
<input type="checkbox"/> 504 Education Plan	Date of Most Recent Version
<input type="checkbox"/> Individualized Education Plan (IEP)	Date of Most Recent Version
<input type="checkbox"/> Response to Intervention Plan (RTI)	Date of Most Recent Version
<input type="checkbox"/> English Language Learner (ELL)	Date of Most Recent Version
<input type="checkbox"/> Other Support - Please Specify	Date of Most Recent Version
<input type="checkbox"/> Other Support - Please Specify	Date of Most Recent Version

Advisory Meetings			
Date	<input type="checkbox"/> Summary Attached	Date	<input type="checkbox"/> Summary Attached
Date	<input type="checkbox"/> Summary Attached	Date	<input type="checkbox"/> Summary Attached
Date	<input type="checkbox"/> Summary Attached	Date	<input type="checkbox"/> Summary Attached
Date	<input type="checkbox"/> Summary Attached	Date	<input type="checkbox"/> Summary Attached
Date	<input type="checkbox"/> Summary Attached	Date	<input type="checkbox"/> Summary Attached

Skill and Interest Assessments		
Date Completed	Assessment Name	Results
Date Completed	Assessment Name	Results
Date Completed	Assessment Name	Results
Date Completed	Assessment Name	Results
Date Completed	Assessment Name	Results

Exploring Initiate by Sixth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

Reflection Activities		
Reflection Activity 1	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 2	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 3	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 4	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 5	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 6	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 7	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 8	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 9	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 10	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 11	Date Completed	<input type="checkbox"/> Reflection Attached
Reflection Activity 12	Date Completed	<input type="checkbox"/> Reflection Attached

Career Exploration Activities		
Career Cluster Interest Areas:	Career Cluster (List)	Career Cluster (List)
Activity 1	Career Exploration Activity	Date Completed
Activity 2	Career Exploration Activity	Date Completed
Activity 3	Career Exploration Activity	Date Completed
Activity 4	Career Exploration Activity	Date Completed
Activity 5	Career Exploration Activity	Date Completed

Current Areas of Occupational Interest		
Occupational Area	Education Required	Relevant Course Options
Occupational Area	Education Required	Relevant Course Options
Occupational Area	Education Required	Relevant Course Options

Middle School Course Planning		
Grade Level (List)	Subject (List)	Description (List)
Grade Level (List)	Subject (List)	Description (List)
Grade Level (List)	Subject (List)	Description (List)
Grade Level (List)	Subject (List)	Description (List)
Grade Level (List)	Subject (List)	Description (List)

Exploring Initiate by Sixth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

High School: High School Name

High School Advisor: High School Advisor Name **High School Counselor:** High School Counselor Name

Pathway		
Post-Graduation plan... <input type="checkbox"/> Four Year College/University <input type="checkbox"/> Two Year College/Technical Institution <input type="checkbox"/> Postsecondary Workforce Training <input type="checkbox"/> Military <input type="checkbox"/> Workforce	Career Cluster: Career Cluster (List)	<input type="checkbox"/> Résumé Attached, last updated on Date
	Career Pathway: Career Pathway	<input type="checkbox"/> Student Website or E-Portfolio Web Address
	Program of Study: Program of Study	Credentials Earned: Credential Name Credential Name

Activity Plan			
<i>Include at least one of each type of goal (academic, career and personal)</i>			
Goal 1	Goal Description		
Type (Academic/Career/Personal)		Date Set	
A	Activity Description	Key Supports	Timeline
B	Activity Description	Key Supports	Timeline
C	Activity Description	Key Supports	Timeline
Goal 2	Goal Description		
Type (Academic/Career/Personal)		Date Set	
A	Activity Description	Key Supports	Timeline
B	Activity Description	Key Supports	Timeline
C	Activity Description	Key Supports	Timeline
Goal 3	Goal Description		
Type (Academic/Career/Personal)		Date Set	
A	Activity Description	Key Supports	Timeline
B	Activity Description	Key Supports	Timeline
C	Activity Description	Key Supports	Timeline
Goal 4	Goal Description		
Type (Academic/Career/Personal)		Date Set	
A	Activity Description	Key Supports	Timeline
B	Activity Description	Key Supports	Timeline
C	Activity Description	Key Supports	Timeline

Planning Initiate by Eighth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

High School Course Plan					
Subject	Course and Credit Requirements	Grade Level			
		9 th	10 th	11 th	12 th
		GPA	GPA	GPA	GPA
		<input type="checkbox"/> Grade Report Attached	<input type="checkbox"/> Grade Report Attached	<input type="checkbox"/> Grade Report Attached	<input type="checkbox"/> Grade Report Attached
English / Language Arts	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
Mathematics	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
Science	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
Social Studies	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
Physical Education and Health	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
Additional Required Courses and Recommended Electives	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
CTE / Degree Major Courses	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				
Other Electives	<i>Credits Required:</i>	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit	Course Title Course Credit
	<i>Course Requirements</i>				

Additional Graduation Requirements		
Requirement	Description	Date Completed
Requirement	Description	Date Completed
Requirement	Description	Date Completed
Requirement	Description	Date Completed

Planning Initiate by Eighth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

Additional Learning Opportunities

Advanced Placement Courses

Course Title	Semester Year	Grade Earned	AP Exam Score
Course Title	Semester Year	Grade Earned	AP Exam Score
Course Title	Semester Year	Grade Earned	AP Exam Score
Course Title	Semester Year	Grade Earned	AP Exam Score

Dual Credit Courses

Course Title	Semester Year	Grade Earned	College Credit Earned
Course Title	Semester Year	Grade Earned	College Credit Earned
Course Title	Semester Year	Grade Earned	College Credit Earned
Course Title	Semester Year	Grade Earned	College Credit Earned

Service Learning and Volunteering Experiences

Description	Timeline
Description	Timeline
Description	Timeline

Work-based Learning Experiences

Description	Timeline
Description	Timeline
Description	Timeline

School Activities, Organizations, and Independent Projects

Description	Role and Contributions	Timeline
Description	Role and Contributions	Timeline
Description	Role and Contributions	Timeline
Description	Role and Contributions	Timeline

Potential References

Reference Name	Title/Role	Phone Number and/or Email Address
Reference Name	Title/Role	Phone Number and/or Email Address
Reference Name	Title/Role	Phone Number and/or Email Address
Reference Name	Title/Role	Phone Number and/or Email Address
Reference Name	Title/Role	Phone Number and/or Email Address

Awards and Recognitions

Award Title	Awarded by	In recognition of	Award Date
Award Title	Awarded by	In recognition of	Award Date
Award Title	Awarded by	In recognition of	Award Date

Planning Initiate by Eighth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

Workforce Transitions

Job Search Preparation			
Interview Skills Development			
1	Mock Interviewer	Date	<input type="checkbox"/> Feedback Received
2	Mock Interviewer	Date	<input type="checkbox"/> Feedback Received
Soft Skill Assessment			
1	Assessment Name	Date	Score
2	Assessment Name	Date	Score
Résumé Review			
1	Reviewer Name	<input type="checkbox"/> Provided for Review	<input type="checkbox"/> Feedback Received <input type="checkbox"/> Revisions Complete
2	Reviewer Name	<input type="checkbox"/> Provided for Review	<input type="checkbox"/> Feedback Received <input type="checkbox"/> Revisions Complete

Job Search Activities			
Activity 1	Activity Description		
A	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
B	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
Activity 2	Activity Description		
A	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
B	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
Activity 3	Activity Description		
A	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
B	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
Activity 4	Activity Description		
A	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date
B	Job Title	Company	<input type="checkbox"/> Researched Company and Position
	Required Materials	Deadline	<input type="checkbox"/> Application Submitted Date

Bridging Initiate by Tenth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

Postsecondary Education and Training Transitions

Pre-Application Activities					
FAFSA	Date Submitted				
ACT	Composite	English	Math	Reading	Science
SAT	Writing: Score, Percentage		Math: Score, Percentage		Critical Reading: Score, Percentage
SAT Subject	Subject Score		Subject Score		

Postsecondary Applications			
College/Institution 1	Date Visited	<input type="checkbox"/> Transcript Submitted	Application Deadline
	Program of Study	Tests Required <input type="checkbox"/> Scores Submitted	Date Applied
		<input type="checkbox"/> FAFSA Sent	Application Status (List)
College/Institution 2	Date Visited	<input type="checkbox"/> Transcript Submitted	Application Deadline
	Program of Study	Tests Required <input type="checkbox"/> Scores Submitted	Date Applied
		<input type="checkbox"/> FAFSA Sent	Application Status (List)
College/Institution 3	Date Visited	<input type="checkbox"/> Transcript Submitted	Application Deadline
	Program of Study	Tests Required <input type="checkbox"/> Scores Submitted	Date Applied
		<input type="checkbox"/> FAFSA Sent	Application Status (List)
College/Institution 4	Date Visited	<input type="checkbox"/> Transcript Submitted	Application Deadline
	Program of Study	Tests Required <input type="checkbox"/> Scores Submitted	Date Applied
		<input type="checkbox"/> FAFSA Sent	Application Status (List)

Financial Aid Review							
	Estimated Costs (year 1)				Financial Aid (year 1)		
College/Institution 1	Tuition	Room and Board	Books, Fees, Etc.	Total Estimated Cost	Grants Scholarships	Loans	Total Estimated Aid
College/Institution 2	Tuition	Room and Board	Books, Fees, Etc.	Total Estimated Cost	Grants Scholarships	Loans	Total Estimated Aid
College/Institution 3	Tuition	Room and Board	Books, Fees, Etc.	Total Estimated Cost	Grants Scholarships	Loans	Total Estimated Aid
College/Institution 4	Tuition	Room and Board	Books, Fees, Etc.	Total Estimated Cost	Grants Scholarships	Loans	Total Estimated Aid

Bridging Initiate by Tenth Grade

Appendix D: Individualized Learning Plan Template (continued)

Individualized Learning Plan (ILP)

Student Name: First Name Last Name

Postsecondary Education & Training Transitions (continued)

Scholarships					
Title	Amount	Date Due	Date Applied	Renewable <input type="checkbox"/> Yes <input type="checkbox"/> No	Status (List)
Title	Amount	Date Due	Date Applied	Renewable <input type="checkbox"/> Yes <input type="checkbox"/> No	Status (List)
Title	Amount	Date Due	Date Applied	Renewable <input type="checkbox"/> Yes <input type="checkbox"/> No	Status (List)

Postsecondary Enrollment			
College / University / Institution	<input type="checkbox"/> Deposit/Enrollment Submitted	Start Date	College Advisor

Military Transitions

Preparation for Armed Services Application					
Entrance Requirements			Preferred Branch		
Physical Exam			<input type="checkbox"/> Date Scheduled	<input type="checkbox"/> Passed	
Entrance Requirement			<input type="checkbox"/> Requirement Met		
Entrance Requirement			<input type="checkbox"/> Requirement Met		
Entrance Requirement			<input type="checkbox"/> Requirement Met		
Entrance Requirement			<input type="checkbox"/> Requirement Met		
Recruiter Information					
Name Branch	Phone			E-mail	
	Location			Address	
	Meeting			Date	
Name Branch	Phone			E-mail	
	Location			Address	
	Meeting			Date	
ASVAB					
Pretest 1	AFQT Score	Arithmetic Reasoning	Word Knowledge	Paragraph Comprehension	Mathematics Knowledge
Pretest 2	AFQT Score	Arithmetic Reasoning	Word Knowledge	Paragraph Comprehension	Mathematics Knowledge
Pretest 3	AFQT Score	Arithmetic Reasoning	Word Knowledge	Paragraph Comprehension	Mathematics Knowledge
Test	AFQT Score	Arithmetic Reasoning	Word Knowledge	Paragraph Comprehension	Mathematics Knowledge
Retest (if necessary)	AFQT Score	Arithmetic Reasoning	Word Knowledge	Paragraph Comprehension	Mathematics Knowledge

Bridging Initiate by Tenth Grade

Appendix E: Team Charter Template

Individualized Learning Team Charter

Purpose Statement:	
Sponsor:	
Chair(s):	
Goal 1:	
Goal 2:	
Goal 3:	

Timeline

Activity	Target Start Date	Target End Date

Member List

Name	Signature	Date

Appendix F: Envisioning Worksheet

Element:		
Project Lead:		
Team Members:		
Goal:		
Objective 1:		
Objective 2:		
How does this element <i>currently function</i> at the school/district?		
How do you envision that this element function, when ILP process is <i>fully implemented</i> ?		
What <i>changes</i> are needed to reach this new vision?		
What is the <i>target date(s)</i> for piloting this new process?		
What is the <i>target date(s)</i> for full implementation (of this element)?		
What <i>accommodations</i> are necessary to ensure all students benefit from this element?		
	<i>Target Population</i>	<i>Accommodation</i>
1		
2		
3		
4		

Appendix F: Envisioning Worksheet (continued)

What *steps* are necessary to make these changes?

	<i>Task</i>	<i>Person Responsible</i>	<i>Deadline</i>
1			
2			
3			
4			

What resources are required to *make* these changes?

	<i>Resource</i>	<i>Estimated Cost</i>	<i>Approval</i>
1			
2			
3			
4			

What resources are required to *sustain* these changes?

	<i>Resource</i>	<i>Estimated Cost</i>	<i>Approval</i>
1			
2			
3			
4			

Plan Approved by _____ (name) _____ (signature) on _____ (date)

Notes:

Appendix G: Pilot Planning Worksheet

Process being piloted:	
Timeframe	
Point person for this pilot:	
What <i>populations</i> will this implementation impact?	
<i>Population</i>	<i>Description of the Population</i>
Administrators	
Teachers	
Staff	
Students	
What do we want to <i>learn</i> from this pilot?	
How will we collect <i>data</i> during this pilot?	
How will we <i>communicate</i> information about this pilot to each of the populations impacted (before, during and after the pilot)?	
How will we get feedback about this process from each of the populations impacted by the pilot?	
<i>Population</i>	<i>Method of Gaining Feedback</i>
Administrators	
Teachers	
Staff	
Students	
How will we <i>use</i> the information we learn from this pilot? Who will be involved and when will this work take place?	
What <i>criteria</i> will we use to gauge if the process is ready for full implementation?	
What is the <i>target date(s)</i> for full implementation?	

Appendix H: Implementation Planning Worksheet

Process being implemented:	
Target date for full implementation:	
Point person for this process:	
What <i>populations</i> will this pilot impact?	
<i>Population</i>	<i>Description of the Population</i>
Administrators	
Teachers	
Staff	
Students	
How will we <i>communicate</i> information about this new process to each of the populations impacted?	
<i>Population</i>	<i>Method for Communicating with this Population</i>
Administrators	
Teachers	
Staff	
Students	
How will we get feedback about this process from each of the populations impacted?	
<i>Population</i>	<i>Method of Gaining Feedback</i>
Administrators	
Teachers	
Staff	
Students	
What criteria do we have for the success of this new process?	
How will we collect <i>data</i> about this process?	
How will we <i>use</i> the information we learn? Who will be involved and when will this work take place?	

PATHWAYS RESOURCE CENTER'S MISSION

The mission of the PRC is to provide resources and supports to secondary and postsecondary institutions, employers, communities, and other partners as they engage in successful and sustainable pathways for students from secondary, to postsecondary, to careers.

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