



Promoting Quality Individualized Learning Plans Throughout the Lifespan: An Updated and Expanded “ILP How To Guide 2.0”

The ILP How To Guide 2.0 (Guide 2.0; <https://tinyurl.com/y7qdayuo>) offers an updated and expanded evidenced-based resource for designing, implementing and evaluating quality career development programs and services. Guide 2.0 provides access to a wider range of career development resources, many of which have been released since the 2012 release of Guide 1.0. Whereas the original ILP How to Guide (Guide 1.0) focused on high school age youth, Guide 2.0 is designed for a wider range of stakeholders who serve youth and young adults, including:

- Educators working with or in K12 settings
- Higher education faculty and staff from two and four year institutions, and
- Youth serving organizations, especially those serving “high-need” youth who are currently, or at-risk for, becoming disconnected from education and work.

GUIDE 2.0 OVERVIEW

Guide 2.0 describes the nature and promise of ILPs, provides access to career development activities (Part A) and offers implementation and evaluation strategies (Part B).

Part A - Resources and Activities - identifies new resources and has been modified in a number of ways, for example:

- Guide 2.0 has been expanded to five sections. In addition to self-exploration, career exploration, career planning and management, Guide 2.0 has added work-based learning, and universal design for learning.

Section I	Self- Exploration
Section II	Career Exploration
Section III	Career Planning and Management
Section IV	Work-Based Learning
Section V	Universal Design for Learning

- New resources have been identified that are applicable across a wide range of age groups
- Subsections have been added to highlight resources that may be especially appropriate for elementary, middle/high school, higher education, and youth serving organizations.
- Guide 2.0 more explicitly advocates for an “all means all” approach regarding who should have access to quality career development activities. In addition to continuing to identify resources for working with individuals with disabilities, Guide 2.0 has added a fifth section – Universal Design – to provide ideas on how to modify existing resources to be accessible for all youth and young adult populations, including English Language Learners.

- A more explicit theory of change is offered to frame career development as a strategy for supporting positive youth and adult development rather than solely focusing on making effective career decisions.
- Guide 2.0 more explicitly emphasizes the development of measurable career development “skills” that enable youth and young adults to define their own career and life goals and consequently direct their own learning by proactively connecting to the learning opportunities needed to pursue those goals.
- Guide 2.0 highlights the [Making My Future Work Curriculum](#). This evidence-based curriculum was developed and tested using funding from the U.S. Department of Education’s Institute for Education Sciences (Perry, et. al., 2014).
- Section III on Career Planning and Management has been reorganized to follow the proposed theory of change whereby development of self-exploration and career exploration skills result in establishing career and life goals. Section III begins with academic planning because our research indicated that one of the key outcomes associated with engaging in ILPs is that youth and young adults who perceive the relevance of their academic courses reportedly select into more rigorous courses (Solberg, Wills, Redmond & Skaff, 2014). The next area focuses on exploring postsecondary options which again is drawn from our research which found that one powerful outcome of engaging in ILPs is a stronger focus on selecting postsecondary opportunities, especially among youth who otherwise had not considered continuing beyond high school.
- Work-Based Learning was organized as a separate section because it allowed for more emphasis regarding its impact on all three of the career development skills – Self-exploration, Career Exploration, and Career Planning and Management - and the desire to highlight the range of activities that fall under the broad umbrella referred to as Work-Based Learning.

Part B – Implementation Strategies - has been organized using a Knowledge to Action framework (Wilson et al., 2011) that focuses how to implement ILPs with quality and fidelity. Key themes in Part B emerged as the result of interviews with state and district leaders who were responsible for implementation of ILPs (Solberg, Wills & Larson, 2013). Notable changes to Guide 2.0 include:

- Organizing Part B into three sections:
 - Section VI Adopting ILPs or Adoption Phase
 - Section VII Implementation
 - Section VIII Evaluation and Accountability
- Identifying free-access resources being used by to enable key stakeholders to become aware of the nature and value of ILPs;
- Identifying strategies for designing and executing a comprehensive ILP plan.
- Identifying strategies being used to evaluate whether ILP programs and activities are leveraging critical immediate and long-term goals.
- Highlighting examples of resources and programs that have emerged since Guide 1.0 was released.

Part C – Additional Resources – identifies fee-based resources that support ILP implementation.

IDEAS FOR USING GUIDE 2.0

Introducing ILPs to New Audiences

- In order to identify strategies and examples for communicating the nature and value of ILPs for a variety of audiences and stakeholders, consider starting with the section titled “Gathering and Developing Materials to Gain Buy-in.”
- A number of states have developed policy guidelines related to ILP implementation. The section titled “States Continue to Lead the Way” (Introduction) highlights notable advances by Arizona, Colorado, and Wisconsin.
- A number of programs and initiatives are also identified in Guide 2.0. For those new to ILPs, reaching out to those who are leading these efforts and visiting model programs is an effective way to learn about the nature of ILPs.
- Some states are establishing cross-sector teams, webinars, conferences, and monthly open calls to discuss the nature and implementation of ILPs.

Creating a Scope and Sequence of Career Development Activities that Are Aligned to Key Developmental Outcomes

- Whether in a school setting, higher education, or youth serving organization, it is recommended that a professional learning community team is established to co-design the career development program and activities – see Part B under Adopting ILPs.
- In order to design a scope and sequence of career development activities (See Implementation), the first task is for the team to identify appropriate career readiness competencies and skills that are appropriate for your youth and/or emerging adult population.
- Consider selecting competencies that will leverage important outcomes associated with your organization’s needs.
- It is important to identify a balance of competencies under each of the three skill areas related to self-exploration, career exploration, and career planning and management skills.
- Once the competencies are identified, the team can then refer to Section A to identify a sequence of activities that will enable your youth and/or emerging adults to achieve those competencies.
- It is also recommended that the scope and sequence is designed within the context of a professional learning team. Ideas for constructing the team can be found in Part B under Adopting ILPs.

Implementing ILPs Throughout One's District/School/Higher Education/Organization

- Once the professional learning community team is in place and a scope and sequence established, the next two phases include gaining buy-in from those who will be implementing and providing the professional development needed to support their implementation efforts.
- There is a growing consensus that implementing career development activities should be shared throughout the organization and not fall to school counselors, career counselors, or career specialists (see Part B, Implementation)
- For initial implementation efforts, it is important to consider a phased rollout. This strategy enables your organization to modify and fine-tune the implementation process.

Validating the Impact of ILPs on Key Outcomes

- Once implementation is well underway and an ILP culture has been established, it is important to begin looking at the quality and fidelity of implementation followed by assessing whether and to what extent implementation is leveraging valued outcomes.
- Guide 2.0 offers a more expanded section on evaluation. This section highlights resources from Arizona that enable organizations to conduct a self-study of their ILP content as well as to begin evaluating whether and to what extent ILPs are being implemented with quality and fidelity.

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