



Using ILPs to Drive College and Career Readiness





Collaboration Overview

- Who We Are
- What We Do
- How We Do Our Work?





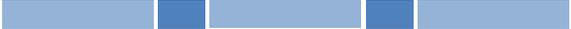
Who We Are

Office of Disability Employment Policy (ODEP), U.S. Department of Labor:

Mission: Provide national leadership on disability employment policy

Vision: A world in which people with disabilities have unlimited employment opportunities





Who We Are

National Collaborative on Workforce and Disability Youth (NCWD - Youth):

Center for Workforce Development, Institute on Educational Leadership (IEL)

PACER Center

National Association of Workforce Development Professionals (NAWDP)

School of Education, Boston University

Institute for Community Integration, University of Minnesota



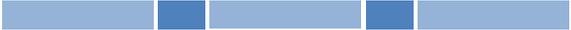


What We Do

NCWD/Youth exists to:

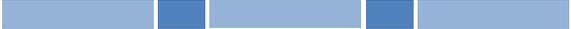
- Improve systems capacity to provide comprehensive transition services for all youth, including youth with disabilities and from vulnerable populations;
- Identify, analyze, and demonstrate effective uses of individualized planning tools to improve high school student outcomes;
- Identify, develop, and promote quality interagency collaboration and service coordination between and among multiple agencies, programs and service providers at the national, state, and local levels;
- Advance youth-centered planning and youth development and leadership opportunities; and
- Promote the need for and further grow a professional development system for youth service professionals.





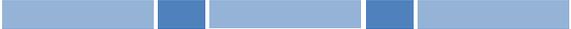
ILP Research

- Began studying nature and promise of individualized learning plans (ILPs) beginning in 2007
- Various methods and studies conducted



Findings?

- ILPs go by many names
- 42 states are engaged in either mandating or encouraging use of ILPs
- ILPs involve a document and a process
- ILP process involves career development activities provided by a caring and encouraging adult educator



- ILP process includes three skills areas:
 - Self-exploration skills
 - Career exploration skills
 - Career planning and management skills
- Key themes:
 - All means all
 - Whole school involvement
 - Communication materials important



Impact?

- ILPs promote positive youth development
 - Once goals are established, youth drive their own process in pursuit of those goals
 - Youth seek a more rigorous sequence of courses
 - Youth strive for more out of school learning opportunities
 - Youth manage are better students, more proactive, self-regulatory, and engaged



This just in...

- Decreased teen pregnancy rates
- Increased graduation rates
- More youth seeking postsecondary education opportunities



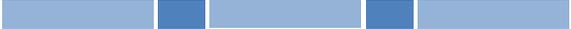
Mia

- Latina, lower income family, oldest of 4 kids, average student.
- Found healthcare career pathway
 - Sought dietary license
 - Completed advanced science classes including 10 college credits
 - Despite mid ranking in her class, received abundant scholarships
- Completing her nursing degree



Implementation Trends

<p>State Guide</p> 	<p>Wisconsin Implementation</p> 
<p>Colorado</p> 	<p>Arizona</p> 



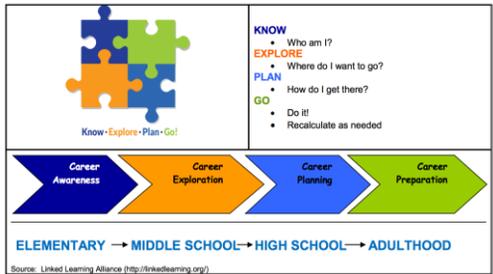
State Guide

- Cross sector collaboration
- Communication and guidance materials
- Online career information systems
- Monitoring and accountability
- Staff professional development
- Connecting with families and family advocacy
- Launching demonstration sites



Wisconsin

Communication and Advocacy Materials



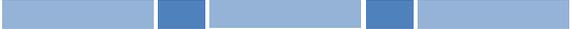


Colorado

Implementation Resources

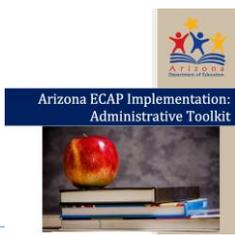
- Start With:**
- ICAP Implementation Toolkit
- Jump to a Section:
- Guiding Questions
 - Readiness and Development
 - Process Tools
 - ICAP Quality Indicators
 - Growth Scale
 - Crosswalks
 - Scope and Sequence
 - Promising Practices
 - PWR-Minded Questions
 - Key Messages and Talking Points





Arizona

District and School Guide





Research Sponsors

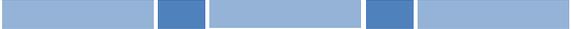


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Websites

- ODEP
www.dol.gov/odep
- NCWD-Youth
www.ncwd-youth.info
- Disability.Gov
www.disability.gov
- Pacer Center
www.pacer.org



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