Section D.   
ILP Implementation and Success Plan

## Section D. ILP Implementation and Success Plan

As districts begin to implement a new or revised ILP, the Rhode Island Department of Education (RIDE) will help to support implementation through continuing to develop toolkit resources, working directly with schools interested in state technical support, and reporting on statewide common and best practices. For more information about these resources and opportunities, visit [ride.ri.gov/schoolcounseling](http://www.ride.ri.gov/schoolcounseling). This section of the ILP Adoption Toolkit provides guidance on high-quality implementation practices and includes a Success Plan template that districts are required to submit to RIDE. Districts should consider the Keys to Implementation discussed here and how the keys can fit into their ILP Program and Success Plans.

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| Keys to Implementation  The experiences of other states and districts in ILP implementation have informed an emerging body of research and evaluation literature. Findings of this research have identified the following key actions that districts should integrate into implementation, including describing them in Success Plans.   1. Put the process of guided student reflection at the center of the ILP process. 2. Develop and launch a communications strategy to secure buy-in from teachers, principals, and the school community. 3. Develop challenging academic, technical, and experiential opportunities that connect students to meaningful careers. 4. Develop counselors and teachers into experts in the ILP *process*. 5. Assign dedicated time for the ILP process during advisory periods or other teacher-supervised periods. 6. Begin continuous improvement efforts for the ILP Program in Year 1. |

* + - 1. Put the Process of Guided Student Reflection at the Center of the ILP Process

The ILP process includes ILP lessons, student activities, guided student reflection, progress monitoring of student goals, and an annual student-led ILP conference. Each of these steps is important; however, the heart and soul of the ILP process is guided reflection and conversations led by the adult ILP session guide. Students, educators, and parents alike cite the positive impact of ILPs on the relationships between adult ILP session guides and students and the benefits to be gained from those relationships (Bullock & Wikeley, 1999; Hobsons Research, 2016; John J. Heldrich Center for Workforce Development, 2011, 2012; Solberg, Wills, Redmon, & Skaff, 2014).[[1]](#footnote-2)

In a guided reflection, students share and interpret the results of their ILP activities, and teachers ask targeted questions and provide reinforcing feedback to help students make connections between the components of the ILP and the students’ short-term and long-term goals. There are a number of reasons why the process of guided feedback adds significant value to the ILP process. When facilitated by an adult who has received proper training and support for providing guided feedback, the process can do the following:

* Provide a trusting relationship that connects students to the school community and a sense of emotional safety critical to learning.
* Help students draw meaning from the ILP activity results, including through helping students to make connections between ILP activities.
* Provide objective feedback on student performance, abilities, and so forth.
* Challenge students’ ingrained beliefs and assumptions about their abilities, self-worth, and educational and career aspirations.
* Provide positive, reinforcing feedback to support feelings of self-competence.
* Promote the students’ sense of belonging within the school and help build their college-going and career-going identities.
* Hold students accountable for decisions and commitments related to goals.

Although most educators can intuitively provide encouraging feedback to students on a variety of subjects, districts should ensure that teachers receive adequate training in the process of providing guided feedback, with an emphasis on the goal setting process. In the goal setting process, ILP session guides help students to think across the results of the ILP activities to consider how their emerging knowledge of their own strengths, values, and interests, understanding of career options and awareness of challenging educational opportunities connect to each other to inform a vision for their future (see Goal Setting Best Practices).

Districts should work with providers of the electronic ILP platforms to create functional prompts and “blank” spaces for student reflection throughout the ILP activities. For example, in a career exploration activity, reflection prompts could be inserted to ask students to compare the pros and cons of two career pathways. Students could be asked to reflect on how the activity results impact their own choices. Districts should prioritize training for ILP session guides in the facilitation of guided feedback.

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| Reflecting on Work-Based Learning  Students should be given the opportunity to reflect on their work-based learning experiences within the ILP process. As part of this reflection, students should consider the connections between their work-based learning experience and their academic coursework, as well as future professional and educational goals. District ILP coordinators should connect with the district’s digital platform provider to understand how the ILP platform provides space for students to reflect on these experiences and provide additional space within the platform as needed. Additionally, they should connect with school and district career coordinators to coordinate efforts to use the ILP for this reflection. |

* + - 1. Ensure Buy-In From Teachers, Leaders, and the School Community by Developing and Launching a Communications Strategy

When ILPs are successfully implemented, all members of the school community take ownership for helping students to connect their educational experiences to their future goals and plans, including using classroom time for ILP sessions. This collaborative process is a shift from relying solely on counselors to work with students on their college and career plans after graduation and is important for several reasons. Most RIDE counselors have large portfolios of students and cannot provide the amount of one-on-one guidance included in the ILP process. Teachers and students have established relationships through day-to-day interaction that serve as a good working foundation for ILP conversations. Because teachers know their students well, they can bring this knowledge to the guided feedback process, helping to connect what they know about students’ strengths, interests, and academic and personal challenges to the goal setting process. For these reasons, it is important that the broader school community and counselors partner to deliver ILP lesson plans and facilitate other steps of the ILP process.

Buy-in from the larger school community to the ILP program and their roles in it is therefore critical. To ensure that members of the schoolwide community are thoroughly invested in the ILP process and supported in their efforts, districts should stake steps to ensure that:

* A dedicated **communications strategy** is implemented regarding the purpose of ILPs and key aspects of the ILP program to achieve buy-in among all educators,
* School **principals** prioritize the ILP program and recognize its success as an important mechanism for achieving broader school and district goals,
* **Teachers** fully understand and support the mission of the ILP process and are designated to act as ILP session guides who play a critical role in the process of guided student feedback,
* **ILP working groups** are established at the school level dedicated to successful implementation and ongoing improvement of the ILP process, and
* **Families** are communicated with on a regular basis about the purpose of ILPs and ongoing ILP activities and participate in events such as student-led ILP conferences.

**Communications strategy.** ILPs involve a culture shift in integrating career guidance and planning into the broader school community. Time for the delivery of ILP curricula and for students to work on their ILPs should be scheduled into advisory periods led by teachers. It is essential for teachers to understand the purpose of ILPs and why their support is critical. Without teacher investment in the process, students will not be invested. Districts should use content from this guidance in communication and training resources customized for different audiences, including educators, staff, families, and other community stakeholders. The communications should clarify what ILPs are and address the importance of ILPs in making school relevant for students, the importance of the role of the schoolwide community, and important school-level implementation considerations.

**Principal leadership.** Similar to other programs, successful implementation of ILPs requires the sustained leadership of a dedicated school principal. Principals should be prepared for a multiyear effort and to make ILPs a central priority in communications and training for the foreseeable future. Teachers and counselors implementing ILPs have indicated that principal leadership is essential in driving the scheduling and structuring of ILP sessions into the school day and in ensuring that ongoing ILP-related training is available for counselors and teachers.

**Teacher investment.** Teachers are critical to the success of ILPs in a number of ways. They deliver ILP lessons; guide students through ILP activities, including goal setting activities; and provide positive, encouraging feedback to support students’ self-belief in achieving educational, college, and career goals. Teachers’ belief in the purpose of ILPs is therefore critical. Communication and training for teachers regarding the ILP process should initially focus on the purpose of ILPs and the important role of teachers in the ILP process.

**School-level ILP working committee.** Although counselors might coordinate school-level ILP efforts, implementation of the ILP at the school level involves many decisions that require consultation across leaders; teachers in different grade levels; and other staff, such as career and technical education (CTE) coordinators and special education coordinators. Stakeholders should collaborate to make critical decisions regarding the scheduling and structure of ILPs, development and delivery of ILP curricula, ongoing training for teachers, and programming efforts for coursework and experiential opportunities that align with college and career pathways (e.g., emerging student goals should inform the work of CTE coordinators in developing career pathways).

This committee should also be dedicated to the continuous improvement of the ILP process, by identifying and consulting data that are available from the ILP digital platforms and through feedback from teachers, leaders, and other sources. Districts might also consider establishing a districtwide community of practice as a forum for school ILP leaders to discuss emerging ILP development and implementation issues.

**Family support for ILPs.** It is imperative that families support the ILP process. Positive family support that encourages active career exploration helps students to develop beliefs in their career search abilities and their ability to engage in career decision making. Such support can be vital, for example, in reducing students’ perceived barriers to their plans. Family and peer support are some of the most important influences on high school seniors’ achievement, graduation, and perseverance toward college completion.[[2]](#footnote-3)

Parents involved in the ILP process have said that ILPs give them a chance to have career-specific conversations with their children and give them opportunities to encourage their students to explore more possibilities and make future plans. Some teachers have reported that ILPs give them a platform for engaging parents about their children’s education and that some parents become more involved in their students’ education process as a result.

Districts are required to establish a process for families to access and review student ILPs and to notify parents on an annual basis regarding how to access the ILPs. Districts and schools can take a number of additional actions, such as the following, to engage families in the ILP process:

* Develop user-friendly and culturally relevant communications (including language translations) regarding the purpose and process of ILPs and/or why certain coursework or other opportunities support students’ goals.
* Require parents to review and approve students’ ILPs on an annual basis.
* Provide families with a syllabus outline, by grade level, of the ILP activities students will be participating in, including conversation starters for how families can support these activities.
* Develop ILP homework activities that students are directed to complete at home in collaboration with their parents.
* Implement annual student-led parent–teacher conferences at which students present their ILPs, including their goals and plans for achieving the goals.
* Integrate discussion of ILPs into general parent–teacher conferences and discussions.
* Integrate ILP family engagement practices into training for teachers and counselors.

#### ILP Roles for Adults and Students

Districts are required to define the roles of all involved adult stakeholders and students in the ILP program and to provide training and guidance to district and school staff regarding their roles within the ILP program. District ILP and counseling staff as well as school counselors will most likely drive the day-to-day operation of the ILP program; however, many stakeholders should contribute to the program development, implementation and the school-level ILP process itself. This framework suggests how ILP program responsibilities might break down across district and school staff, but districts have flexibility in defining roles.

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|  | District Leadership | District ILP and Counseling Staff | CTE and Career Coordinators and General Curriculum Directors | Other Specialized Staffa | Principals | School Counselors | School ILP Committeeb | Teachers | Students | Families |
| **Develops the district ILP program (i.e., curriculum and process)** |  | | | | | | | | | |
| Leads district ILP program design and development |  | x |  |  |  |  |  |  |  |  |
| Provides voice to district ILP program design and development | x |  | x | x | x | x | x | x | x | x |
| Develops and/or provides information about ILP resources and tools |  | x |  |  |  |  |  |  |  |  |
| Develops academic and technical pathway opportunities (e.g., academic and CTE coursework, work-based learning) | x | x | x |  | x |  |  |  |  |  |
| Provides input on the development of pathway opportunities |  |  |  | x |  | x | x | x | x | X |
| **Implements the ILP program** |  | | | | | | | | | |
| Oversees day-to-day ILP operations |  | x |  |  |  | x |  |  |  |  |
| Drives ILP staff time commitments and priorities at the school level | x | x |  |  | x |  |  |  |  |  |
| Drives ILP launch communication plan | x | x |  |  | x |  |  |  |  |  |
| Drives school-day scheduling updates to dedicate time to ILP sessions | x | x |  |  | x |  |  |  |  |  |
| Drives technology infrastructure updates to ensure reliable access | x |  |  | x | x |  |  |  |  |  |
| Develops ILP training |  | x | X |  |  | x |  |  |  |  |
| Delivers ILP training |  | x |  |  |  | x |  |  |  |  |
| Attends ILP training |  |  |  | x | x |  | x | x |  |  |
| Monitors ILP progress and drives implementation adjustments |  | X |  |  |  | x | x |  |  |  |
| Updates ILP policies as needed | x | x |  |  |  |  |  |  |  |  |
| **Facilitates the school ILP process (from ILP lessons through ILP parent conferences)** |  |  |  | x |  | x |  | x |  |  |
| **Participates in the ILP process** |  |  |  |  |  |  |  |  | x | x |

a Other specialized staff include special education staff, English language learner staff, school psychologists, school social workers, and technology staff. Technology staff are specifically responsible for driving technology infrastructure development and providing timely technology support during the ILP process; other specialized staff may be involved in various ways in the ILP program development and implementation and facilitation of the ILP process.

b The school ILP committee might be most appropriately led by the school counselor and should include the principal or vice principal, grade-level curriculum leaders, school-level coordinators of CTE coursework and/or work-based learning, special education leaders, and other leaders of specialized staff.

* + - 1. Develop Challenging Academic and Technical Opportunities That Connect Students to Meaningful Careers

A critical purpose of the ILP curriculum is to increase student awareness of the academic and technical opportunities open to them, either at the school building, online, or at other schools through registration in the Advanced Course Network (<https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx>). By utilizing the career exploration and course-mapping features of the ILP electronic platform, students learn the required or recommended course and training pathways for their careers of interest. In parallel, ILP session guides should ensure that awareness of all academic and technical opportunities, credentials, and supports critical to career pathways is a goal of ILP lessons. Students and ILP session guides should look across the recommended career pathways and requirements for admission into public Rhode Island colleges (see Appendix B), as well as high school graduation requirements to map out course and training pathways utilizing these opportunities.[[3]](#footnote-4)

Figure D1 indicates the various coursework, experiential opportunities, supports, and credentials that should be introduced to students through the ILP curriculum. When implemented in a high-quality manner, ILPs can increase awareness of and participation in these opportunities. It is critical then that, as ILPs are implemented, these opportunities and supports are expanded for all students. District and school ILP coordinators should work together with curriculum coordinators, CTE coordinators, and work-based learning coordinators so that the ILP curriculum supports awareness of the opportunities available to students. For a complete description of these opportunities, see <https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/SchoolCounseling.aspx>.

**Career stereotypes.** One important role for ILP session guides during guided reflection is to help students view their career options broadly, including by anticipating and addressing perceived barriers due to gender, race, disability status, English language learner status, or other characteristics. Students begin to consciously and unconsciously narrow their view of career possibilities as early as elementary school, based on cues and messages received from family, peers, and society (Gottfredson, 2002). Training for counselors and teachers should include conversational approaches to mitigating career stereotypes among students. Guest speakers, internship mentors, and other adult models who share the race, gender, and/or other characteristics can contribute importantly to supporting students’ interests and identification with careers beyond stereotype.

Figure D1. Important Academic and Technical Opportunities, Credentials, and Supports for Inclusion in ILP Curricula

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| College preparation and/or STEM career preparation   * Algebra I, Algebra II, and Geometry * World Language/Seal of Biliteracy * Computer Science * Physics * Trigonometry, Pre-Calculus, and Calculus (engineering pathways) | College-level coursework   * Advanced Placement or International Baccalaureate courseworka * Dual or concurrent enrollment courseworka * Coursework for transcripted credits * Commissioner’s diploma seal for academic achievement |
| CTE coursework for high-wage, high-demand fields across the 16 career clustersa   * CTE pathway concentration (3 or more courses) * Pathways endorsement for diplomas * CTE industry certification programs | Work-based learning opportunitiesa   * Internships * Apprenticeships * Service learning * Industry projects * School-based enterprises |
| Assessments   * SAT and ACT college admissions * AP/IB assessments for college credit * Armed Services Vocational Aptitude Battery (ASVAB) * [Commissioner’s diploma seal](https://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/DiplomaSystem.aspx#16441117-performance-assessments) for achievement * CTE certification testing | Career exploration and awareness activities   * Job shadowing, career fairs, museum visits * Guest speakers and other adult models who share the demographics of student population * Completion of Free Application for Federal Student Aid (FAFSA) |

**a** Off-site or electronic enrollment available through the Advanced Course Network.

* + - 1. Develop Counselors and Teachers Into Experts in the ILP Process

As noted throughout this guidance, a key to successful implementation of ILPs is focusing on the process of guided reflection and individualized feedback that takes place in conversations between students and ILP session guides. District training and provision of other resources are important supports for implementing this process successfully. Training does need to include basic training in using the ILP digital platforms, scope and sequence and how to implement lessons. But when students, teachers, and principals are asked about the main benefits of ILPs, they emphasize how critical the relationships are between adults and students and how these collaborations can positively influence students’ attainment of self-management skills such as goal setting and managing progress toward the goals (Solberg et al., 2018).[[4]](#footnote-5)

Districts should work with RIDE to understand what ILP training and other resources are available that might be used or adapted at the district or school level. Districts should determine which aspects of the ILP process will be uniform across schools and can be delivered as district training. Training delivered to counselors and teachers who act as ILP session guides should include the following components:

* ILP purpose and process overview
* ILP electronic platform navigation
* ILP scope and sequence and lesson delivery
* ILP conversations, with emphasis on student goal setting and guided reflection
* Academic and technical coursework, training, and experiential opportunities and supports available to students

**ILP purpose and process overview.** Educator buy-in to the ILP process is so important that it should be the focus of initial training and communication to teachers. Training on ILP implementation might appropriately be delivered to teachers at the school level, because certain aspects of implementation, including school schedules and structures of ILP sessions are likely to vary from school to school. The district should determine what components of the ILP process are flexible across its schools and ensure that schools provide supports in those areas where appropriate.

**ILP career guidance systems.** A basic function of ILP session guides is to answer questions of students who are completing activities within their ILP platform. Teachers need time and space to interact with the district’s electronic ILP platform (e.g., Naviance, Xello, Richer Picture, XAP) so that they can help students navigate through the system as well as help work through technical glitches.

**ILP lesson delivery.** Because teachers and counselors have lived the career activities and decisions embedded in the ILP curriculum, such as résumé building and goal setting, they will have some natural familiarity with content embedded in the ILP scope and sequence. Regardless, teachers and counselors who deliver ILP lessons must become familiar with these lessons and the goals for each session. Some training should be devoted to familiarizing ILP session guides with the objectives, content, and student activities to be completed for each ILP lesson. ILP session guides should also be clear on how to interpret the results of various assessment activities, such as career interest inventories or student strength finders.

**ILP conversations with an emphasis on student goal setting.** One of the most meaningful components of the ILP process for students and teachers is the ILP conversations and guided reflection, particularly to support student goal setting. It is through these conversations that students are held accountable for their ongoing goal setting and other choices within the ILP process. The American School Counselor Association (ASCA) has also published a bank of conversation starters (<https://www.schoolcounselor.org/school-counselors/publications-position-statements/career-conversation-starters>) related to career issues and self-management skills that can help to support these conversations.

**Academic, technical, and experiential opportunities.** Figure D1 lists the academic, technical, and experiential opportunities available across districts that are critical for access by all students. Teachers might be unaware of many of these opportunities, and yet these opportunities are a critical content piece of the ILP curriculum. Training should expose teachers to these opportunities so that they understand what is available in their districts and how students can connect to these opportunities.

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| Integration With Social-Emotional Learning Supports  Many of the skills related to goal setting, such as delayed gratification and positive framing of setbacks, are social-emotional competencies that are included under the self-management grouping of competencies. Districts might collaborate with social and emotional learning support staff in their district or at the state level to support teacher capacity building in this area. Social and emotional learning support staff may have expertise and/or other resources that can support district-level ILP efforts. See RIDE’s landing page (<https://www.ride.ri.gov/StudentsFamilies/HealthSafety/SocialEmotionalLearning.aspx>) for social and emotional learning for more information. |

* + - 1. Assign Dedicated Time for the ILP Process During Advisory Periods or Other Teacher-Supervised Periods

The whole school needs to be committed to ILP implementation. Although counselors trained in the ASCA standards are the most qualified staff to oversee schoolwide ILP practices, it is common practice to deploy ILPs in classroom settings and train teachers to deliver ILP curricula. Counselors and teachers might team up to conduct ILP sessions; counselors could come into classrooms and/or make use of videos to provide ILP lesson scaffolding. The scheduling and structuring of ILP sessions are key issues that the school ILP team should focus on early in implementation and revisit periodically.[[5]](#footnote-6)

#### Structuring of ILP Sessions

ILP sessions should be structured around the student activities accessible through the career guidance system. ILP session guides deliver an ILP lesson to give proper context for the activity, and while the students are doing the activity, guides should provide individualized support. Lessons should be at least 30 minutes to ensure interaction with student(s). The basic structure looks like the following:

1. ILP session guide delivers ILP lesson.
2. Students participate in activity.
3. Guide provides individualized support and guides student reflection.

Schools should structure ILP sessions with the intention of maximizing the one-on-one interaction between ILP guides and students. Effective implementation relies on students’ opportunities to reflect on and discuss the ILP activities with adults and receive feedback that encourages them to set goals and overcome barriers to the goals. Smaller ILP sessions of 10 or fewer students have been found to improve the impact of ILPs, compared to schools using larger groups of students (John J. Heldrich Center for Workforce Development, 2011, 2012); however, various structures are in use that also use small student groups or mentors outside of the classroom, such as the following:

* Small class of students (10 or less) with highly interactive, individualized attention from the ILP session guide, maximizing the time spent on student activity and providing scaffolding as needed
* Medium class of students with delivery of ILP curricula followed by targeted individual attention
* Large class of students with delivery of ILP curricula followed by small student group breakouts and targeted individual attention
* Medium or large class of students with delivery and targeted individual attention and supporting conversations led by mentors who aren’t ILP session guides

#### Scheduling of ILP Sessions

To a certain extent, the scheduling of ILP sessions will be contingent on how many sessions the curricula demands. The state model curricula provide lessons for two ILP sessions per year; however, it is recommended that sessions be scheduled quarterly or more so that each lesson plan is given ample time for curricula delivery, student exploration, and individualized feedback. Nationwide, it is not uncommon to deliver career development curricula at least once a month (Solberg et al., 2018). One priority should be to provide timely check-ins on progress toward student goals. Because students should have goals for semester-long courses, it makes sense to have at least a quarterly check-in to assess academic progress mid-semester and discuss strategies for improving performance as needed.

Finding time in the schedule and physical space for ILP sessions can be a challenge. Schools typically deliver ILP lessons in one of the following three settings:

* During a common classroom period such as advisory period or homeroom, study hall, or some other special activity that has flexible time for ILP lessons
* Substituting ILP lessons for traditional lessons in a course that is common across a grade level, such as health or physical education
* Creating a dedicated period for ILP lessons
  + - 1. Begin Continuous Improvement Efforts for the ILP Program in Year 1

Successful implementation of ILPs is a multiyear process. It involves significant infrastructure shifts, with the introduction of an electronic ILP platform and updated scheduling to accommodate ILP sessions. There are also cultural shifts, because meaningful conversations about career issues move from being the sole responsibility of counselors to all educators. Because of these significant changes, districts and schools should adopt a perspective of continuous improvement for their ILP programs. All districts are required to establish a process for reviewing and analyzing the successes, challenges, and growth opportunities of the ILP program across schools, including determining and tracking results across indicators of implementation (e.g., percentage of students completing an ILP) and student outcomes from the ILP process (e.g., participation in CTE coursework). Districts are also required to document their ILP process and the ILP curriculum (see ILP Process & Curriculum).[[6]](#footnote-7)

Data and information regarding the quality of ILP implementation and effectiveness should be shared and discussed among ILP leaders, preferably in the context of meetings of district-level and school-level ILP working committees. Until data systems are running smoothly, these forums should welcome ILP session guides to provide first-hand feedback regarding their experiences. Districts should also consider participating in **RIDE’s ILP Community of Practice**, an active forum of ILP district leaders that provides a space for discussion of best practices and strategies for overcoming barriers to ILP implementation. Interested parties can find additional information at the State K-12 School Counseling and Guidance landing page (<https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/SchoolCounseling.aspx#16611630-ilp-professional-learning-group>).

Working committees should consider the use of structured processes, such as the Plan-Study-Do-Act process (<https://www.doe.in.gov/school-improvement/siresourcehub/plan-do-study-actadjust-template-school-improvement-initiatives>), for reviewing and integrating data into ongoing implementation cycles. In contrast to longer term evaluation efforts, these processes are designed to promote quality implementation practices early and often in the ILP program initiation phase.

Data and information regarding the level of implementation of ILPs and the relationship of ILP implementation to student outcomes are available from a variety of sources. District ILP teams should plan on identifying a number of data sources that combine implementation data as well as student engagement and outcome data (e.g., student completion of ILP activities, relationship of ILP completion to graduation rates). In early stages of implementation, there should be emphasis on ensuring quality implementation; student outcome data should be incrementally phased into continuous improvement efforts. Data and information should be collected regarding districts’ ILP support efforts as well as schools’ ILP efforts. The following sources might provide helpful data and information for continuous improvement.

#### ILP Electronic Platforms

Each of the four state-recommended ILP electronic platforms integrate automated tracking features regarding completion of single activities or groups of activities, such as completion of all ILP activities for a particular grade level. Such data might provide a baseline indication of participation in the ILP process. Data can be used to determine which components of the ILP process are underutilized compared with other components. Districts might also collect information on which curriculum activities (i.e., Table A1) are completed. Districts should work with technology providers to customize tracking capabilities where possible.

#### Rubrics for Assessment of Readiness and Implementation Status

The use of rubrics to evaluate the status of ILP implementation is fairly common across states. Rubrics can be used by schools or districts at the beginning of the implementation process to assess readiness to implement ILPs, or they can be used by districts to evaluate individual schools based on observations. Rubrics, by definition, describe different aspects of implementation along a gradient of quality—the process of developing or adapting a rubric, then, can be a productive exercise in identifying key dimensions of implementation and in determining what high-quality implementation actually looks like.

#### Survey Questions

Surveys regarding ILP implementation and outcomes are also in fairly common use among a number of states and districts. Although caution must be exercised in interpreting survey results, surveys nonetheless can serve as a promising source of evidence. RIDE’s annual SurveyWorks instrument can provide useful school-level data along indicators related to the ILP process. SurveyWorks asks questions about the ILP process directly and indirectly. For example, one item asks students whether they find the ILP helpful. Other questions address the mindsets that ILPs can help to support—understanding the relevance of school, sense of belonging, and self-efficacy. Other questions probe student engagement in challenging coursework, CTE, and goals for the future. Districts might also develop or adopt their own survey, again, with an understanding of the limits of such data. Researchers have also developed survey instruments that focus on specific outcomes related to the ILP process. In one study, for example, researchers employed different surveys that measured goal setting behaviors, self-confidence in career search skills, and self-confidence in academic coursework (see “Quality Learning Experiences, Self-Determination, and Academic Success” by Solberg, Howard, Gresham, & Carter, 2012). The advantage of surveys vetted in peer-reviewed research studies is that they have usually undergone rigorous technical testing for reliability and validity.

#### Needs Assessments

Under the Every Student Succeeds Act of 2015, needs assessments are required in all Comprehensive Support and Improvement schools and Title I schools operating schoolwide programs of support. Needs-assessment protocols and instruments may be updated to account for inputs or processes critical to implementation of ILPs. For example, needs assessments might look at access to computers in classrooms, availability of technical support staff, and/or internet bandwidth issues. These are foundational technology inputs the ILP process relies on and that might readily be integrated into needs assessments. Student participation indicators, such as completion of ILP activities, might also be phased in and can help support important questions regarding equitable access to the ILP process. Student outcome measures related to ILPs, such as increased motivation or better performance in coursework, might be considered for the future if and when measures of these outcomes have been validated under a rigorous technical research design.

#### Teacher Evaluation Instruments

Most teacher evaluation instruments evaluate educators along dimensions of practice that align with the ILP process. For example, instruments might measure the extent to which teachers integrate goal setting practices into the classroom or the quality of a teacher’s instruction regarding goal setting practices. Examine district evaluation tools to determine where they overlap with the ILP process and might be leveraged to support ILP implementation.

### Research & Evaluation

Districts might also consider more rigorous research and evaluation efforts, either through their own research and evaluation offices or in partnership with universities, federally funded education research labs (<https://ies.ed.gov/ncee/edlabs/>), or other research consultants. Rigorous research and evaluation initiatives can be challenging to conduct in-house because local research and evaluation staff are often tasked with day-to-day operations such as generating and validating data for accountability or other reports. It also may be challenging to locate partners who are interested in the same research questions as the district. However, if an appropriate research partner can be found, then the district can benefit from rigorously designed research that can isolate and identify implementation success factors and determine more definitively whether ILPs are causing changes in student outcomes. Districts interested in ILP research and evaluation may contact the RIDE School Counseling Fellow (<https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/SchoolCounseling.aspx>).

### Summary of Requirements (Checklist)

The following checklist includes all requirements for districts in their implementation of ILPs. By the beginning of school year 2020–21, districts should be able to demonstrate how they are meeting all requirements.

* Roles and Responsibilities
  + Define expectations for adult stakeholders and students.
  + Provide training and guidance to all district and school staff involved in ILP implementation or the ILP process regarding their roles and appropriate components of the ILP program.
* ILP Implementation
  + General
    - Ensure all students, beginning in sixth grade, complete an ILP.
    - Ensure students review and interact with their ILP at least twice a year, at the beginning of the semester (quarterly recommended).
* Electronic Platform
  + Identify and implement an ILP electronic platform for each district/school. The electronic platform may be from the RIDE-provided menu or may be school or district developed.
  + If the electronic platform is school or district developed, provide key information to RIDE regarding the ILP program through the RIDE-developed process.
* Curriculum
  + Identify and implement an ILP curriculum for each district/school. The curriculum may be the state model or may be school or district developed.
  + If the curriculum is school or district developed, provide key information to RIDE regarding the ILP program through the RIDE-developed process.
* Coordination With Other Plans
  + Establish policies and procedures that support coordination between ILPs and other student plans.
  + Establish policies and procedures that address student information security.
* Family Engagement
  + Establish a process for family to access and review a student’s ILP.
  + Establish a process for family to be notified annually of how to access a student’s ILP.
* Transferability
  + Establish policies and procedures that support intradistrict (including middle to high school) transferability of ILPs.
* Evaluation
  + Establish a process for review and determining successes, challenges, and growth opportunities for the ILP program, including identifying indicators of implementation quality and student outcomes and tracking results across these indicators.
  + Document the ILP program (the district-level ILP process and ILP curriculum).
* Curriculum Domains
  + Ensure the ILP curriculum and electronic platform aligns with the ASCA’s student standards.
  + Establish a process, procedure, and curriculum for students to address *academic development* goal setting, planning, and achievement in each grade level between Grade 6 and Grade 12.
  + Establish a process and procedure for students to address *career development* goal setting, planning, and achievement in each grade level between Grade 6 and Grade 12.
  + Establish process and procedure for students to address *social-emotional development* goal setting, planning, and achievement in each grade level between Grade 6 and Grade 12.
  + Establish a process and procedure for students to address relevant transition planning, as appropriate, in each grade level between Grade 6 and Grade 12.

### About the Success Plan

The ILP Success Plan offers a road map to schools and districts as they approach the adoption of a new or revised ILP system. Once submitted, it is intended to help gather common and best practices across Rhode Island regarding ILPs and, for schools proposing new models, gather information to use in the vetting and promotion of new options that districts across the state may adopt in implementing their ILP system and curriculum.

Please use the table below to determine which parts of the Success Plan your school or district should complete. The Success Plan has been streamlined for schools and districts adopting a RIDE ILP Menu option. Schools proposing a locally developed option will also complete Part 3 of the plan, which will then be reviewed by RIDE staff for alignment to state ILP system and curriculum standards.

|  |  |  |  |
| --- | --- | --- | --- |
| Schools | Part 1:  All ILPs | Part 2: Using  RIDE ILP Menu | Part 3: Locally  Developed ILPs |
| Schools adopting a state-vetted ILP system and curriculum | X | X |  |
| Schools proposing a new ILP system and curriculum | X |  | X |

Please use the table below to determine the date by which your school or district should submit your success plan to RIDE.

|  |  |  |
| --- | --- | --- |
| Schools | State Model | Local Model |
| Implementation in the 2018–19 school year | Sept. 1, 2018 | X |
| Implementation in the 2019–20 school year | Sept. 1, 2019 | Dec. 1, 2018 |
| Implementation in the 2020–21 school year | Sept. 1, 2020 | Dec. 1, 2019 |

Please note that the December deadline for local models is to allow time for RIDE review ahead of the following school year.

The success plan can be submitted by e-mail to [OCCR@ride.ri.gov](mailto:OCCR@ride.ri.gov) or through an online form on [www.ride.ri.gov/schoolcounseling](http://www.ride.ri.gov/schoolcounseling).

### Part 1: All ILP Models

|  |  |
| --- | --- |
| School(s): School(s) Name | District: District/Charter Name |
| Contact: Name of Contact | Contact: Contact Title |
| Contact: Contact E-Mail | Contact: Contact Phone |
| Grade Levels Using System described in this report: Grade Levels | |
| Number of Students using system described in this report: Number of Students | |

#### Overview

**Indicate which approach your school(s)/district has taken in adopting a comprehensive ILP system and curriculum.**

* **We have selected a state-vetted model. Please indicate which model:**
  + We have adopted the *Hobson’s Naviance* option from the state-vetted menu.
  + We have adopted the *XAP’s Choices360* option from the state-vetted menu.
  + We have adopted the *Anaca Technologies’ Xello* option from the state-vetted menu.
  + We have adopted the *Idea’s Consulting Richer Picture with Career Guidance Washington* option from the state-vetted menu.
* **We have developed our own system and curriculum model that meets the state’s expectations.**

**Please describe how the ILP system and curriculum fit into and complement the existing structures in Grades 6–12.** [Word limit: 250]

**Please briefly describe your ILP system from a student’s perspective.** *How often do they interact with the ILP, with whom and how? If this varies by grade level, please summarize at the school level (i.e., at* *the middle school level; at the high school level).* [Word limit: 200]

**Please briefly describe your ILP system from a parent or family member perspective.** *How often do they interact with the ILP, with whom and how? If this varies by grade level, please summarize at the school level (i.e., at the middle school level; at the high school level).* [Word limit: 200]

**Please briefly describe your process for delivering ILP lesson plans and providing time for students to complete ILP activities**. *Who delivers the lesson plans? How often are they delivered? In what class are they delivered? How are lessons delivered?* [Word limit: 200]

**Please briefly describe your ILP Programs lessons and timeline.** *Provide a list of the lessons and when they are delivered.* [Word limit: 200]

**Please briefly describe how student reflection on ILP activities takes place as part of your ILP process.** [Word limit: 200]

**Please briefly describe what process you have in place to evaluate your program and the plan for continuous improvement.** [Word limit: 200]

#### ILP Roles for Adults and Students

**In the table below, place an “X” to indicate how adults and students participate in the ILP process in your district** (see the sample on p. 7). District ILP and counseling staff as well as school counselors will most likely drive the day-to-day operation of the ILP program; however, many stakeholders should contribute to program development, implementation and the school-level ILP process itself. This framework suggests how ILP program responsibilities might break down across districts and school staff, but districts have flexibility in defining roles.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DISTRICT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | District Leadership | District ILP and Counseling Staff | CTE and Career Coordinators and General Curriculum Directors | Other Specialized Staffa | Principals | School Counselors | School ILP Committeeb | Teachers | Students | Families |
| **Develops the district ILP program (i.e., curriculum and process)** |  | | | | | | | | | |
| Leads district ILP program design and development |  |  |  |  |  |  |  |  |  |  |
| Provides voice to district ILP program design and development |  |  |  |  |  |  |  |  |  |  |
| Develops and/or provides information about ILP resources and tools |  |  |  |  |  |  |  |  |  |  |
| Develops academic and technical pathway opportunities (e.g., academic and CTE coursework, work-based learning) |  |  |  |  |  |  |  |  |  |  |
| Provides input on the development of pathway opportunities |  |  |  |  |  |  |  |  |  |  |
| **Implements the ILP program** |  | | | | | | | | | |
| Oversees day-to-day ILP operations |  |  |  |  |  |  |  |  |  |  |
| Drives ILP staff time commitments and priorities at the school level |  |  |  |  |  |  |  |  |  |  |
| Drives ILP launch communication plan |  |  |  |  |  |  |  |  |  |  |
| Drives school-day scheduling updates to dedicate time to ILP sessions |  |  |  |  |  |  |  |  |  |  |
| Drives technology infrastructure updates to ensure reliable access |  |  |  |  |  |  |  |  |  |  |
| Develops ILP training |  |  |  |  |  |  |  |  |  |  |
| Delivers ILP training |  |  |  |  |  |  |  |  |  |  |
| Attends ILP training |  |  |  |  |  |  |  |  |  |  |
| Monitors ILP progress and drives implementation adjustments |  |  |  |  |  |  |  |  |  |  |
| Updates ILP policies as needed |  |  |  |  |  |  |  |  |  |  |
| **Facilitates the school ILP process (from ILP lessons through ILP parent conferences)** |  |  |  |  |  |  |  |  |  |  |
| **Participates in the ILP process** |  |  |  |  |  |  |  |  |  |  |

a Other specialized staff include special education staff, English language learner staff, school psychologist, school social workers, and technology staff. Technology staff are specifically responsible for driving technology infrastructure development and providing timely technology support during the ILP process; other specialized staff may be involved in various ways in the ILP program development and implementation and facilitation of the ILP process.

b The school ILP committee might be most appropriately led by the school counselor and should include the principal or vice principal, grade-level curriculum leaders, school-level coordinators of CTE coursework and/or work-based learning, special education leaders, and other leaders of specialized staff.

#### Training & Professional Development

Please share the information below regarding any training and professional development offered to educators in your school/district for the ILP system and curriculum. Specifically, the table seeks to understand how many hours of professional development the school utilized that had been included by the system vendor and how many additional hours of professional development your school or district chose to purchase. Information provided in this section will help report on common and best practices regarding ILP program responsibilities.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of Staff (And Roles) | Number of Hours (Included In System Fees) | Number of Hours (Purchased Above System Fees) |
| On-site | *Number of staff* | *hours* | *hours* |
| Virtual | *Number of staff* | *hours* | *hours* |

### State-Vetted ILP Systems

If you have selected a state-vetted menu option, please answer the following questions.

**Please share any notes regarding how you have customized the state-vetted option.** [Word limit: 200]

Your customizations can help the state in understanding how the programs are used.

**Please share purchased or non-purchased ILP curriculum or system resources you use to complement the state-vetted program.** [Word limit: 250]

Your additions help us to understand the gaps you’ve identified in the state-vetted options.

This is the end of the form for schools and districts that have adopted a state-vetted option*.* If you have developed your own model, please continue on to complete the next section.

### Locally Developed ILP Systems

The following sections are only for schools and districts that are proposing a locally developed option that is not on the state menu. Information provided here will be reviewed by RIDE for alignment to state ILP system and curriculum expectations. In consultation with the school or district proposing the option, systems that meet the state expectations may then be added to the state ILP menu for additional schools and districts to consider for adoption.

#### Curriculum

If schools and districts develop their own ILP systems, they should be sure to align their model to the Rhode Island Model Scope and Sequence (or an ASCA-aligned equivalent model). Please share the ways in which your ILP curriculum can provide, facilitate, and/or document students’ reflections of their goals and alignment to their education for each domain.

##### Domains (Academic, Career, and Social-emotional)

If you’ve adopted the RI Scope and Sequence model, please check here ❑ and only add additional components in the table below. If you have not adopted the RIDE Scope and Sequence model, please use the following tables to share how your ILP system and curriculum address the Rhode Island-adopted ASCA domains and standards for each grade level.

|  |  |
| --- | --- |
| Grade | Academic |
| 6 | Academic components |
| 7 | Academic components |
| 8 | Academic components |
| 9 | Academic components |
| 10 | Academic components |
| 11 | Academic components |
| 12 | Academic components |

|  |  |
| --- | --- |
| Grade | Career |
| 6 | Career components |
| 7 | Career components |
| 8 | Career components |
| 9 | Career components |
| 10 | Career components |
| 11 | Career components |
| 12 | Career components |

|  |  |
| --- | --- |
| Grade | Social-emotional |
| 6 | Social-emotional components |
| 7 | Social-emotional components |
| 8 | Social-emotional components |
| 9 | Social-emotional components |
| 10 | Social-emotional components |
| 11 | Social-emotional components |
| 12 | Social-emotional components |

##### Mindsets & Behaviors

If you’ve adopted the RI Scope and Sequence model, please check here ❑ and only add additional components in the table below. If you have not adopted the RIDE Scope and Sequence model, please use the following tables to share how your ILP system and curriculum address the Rhode Island-adopted ASCA domains and standards for each grade level.

|  |  |
| --- | --- |
| Grade | ASCA Mindsets & Behaviors Alignment |
| 6 | ASCA Mindsets & Behaviors Alignment |
| 7 | ASCA Mindsets & Behaviors Alignment |
| 8 | ASCA Mindsets & Behaviors Alignment |
| 9 | ASCA Mindsets & Behaviors Alignment |
| 10 | ASCA Mindsets & Behaviors Alignment |
| 11 | ASCA Mindsets & Behaviors Alignment |
| 12 | ASCA Mindsets & Behaviors Alignment |

#### Technology System

##### Requirements

The items in this table are requirements of any ILP system. Please check the box next to the required technical functions that your ILP system provides. To be approved, a system should address all components listed here.

* Web-hosted
* Secure, independent access and different views for students, parents/family, teachers, counselors, school staff, district staff, intermediaries, and community partners (including workforce and afterschool organizations)
* Ability to report usage at student and parent levels, including inclusion of state student identification number in system for reporting
* Ability to retain and transition data between schools and districts
* Ability to retain and transition data from middle school to high school and high school to postsecondary
* Ability to document and store students’ reflections of all activities in the ILP curriculum, including for work-based learning
* Aggregate and disaggregate reporting on participation in components of curriculum documented in the system

**Please provide any additional comments or notes about variations. If your system does not address one of the areas, do not check that box and explain here:** Click or tap here to enter text.

##### Additional Features

The items in this table are not requirements of an ILP system but will help us to understand the features schools prioritize in implementation. Please check the box next the optional technical functions that your ILP system provides.

* Integration and/or interoperability with state and local student information systems and state department data systems and data collection specifications
* Opportunity for students to review past course history, including grades earned
* Ability to review progress toward graduation requirements, Rhode Island State Graduation Designations, NCAA Clearinghouse, Qualified Admissions, etc.
* Ability to report aggregate and disaggregate progress toward graduation requirements, Rhode Island State Graduation Designations, NCAA Clearinghouse, etc.
* Electronically sending and tracking transcripts
* Education plan, including course forecasting
* Keep record of students’ postsecondary applications, scholarship applications, transcripts sent, financial aid progress, fee waivers requested, and status
* Keep a record of the student assessment data completed at each grade level

**Please provide any additional comments or notes about variations:** Click or tap here to enter text.

**Please describe any additional system/technology components that you have integrated beyond those listed above.** Though not required, information provided here will help us to understand the features schools prioritize in implementation.

Please describe any additional system/technology components that you have integrated beyond those listed above.

#### Costs

Please share the total cost of the system for each category of expenses. This information will help us to identify this system and curriculum as a potential addition to the menu of options for other schools and districts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| One-Time Fees | Annual User Fees | On-Site PD | Virtual PD | Other (including additional programs) | Total |
| $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |

#### Additional Context

**Please use this space to provide any additional comments or information regarding your locally developed ILP system and curriculum.**

*Additional Comments*

This is the end of the form for all schools and districts.

1. References for “Guided Student Reflection”: Bobek et al., 2005; Brown et al., 2003; Budget, Solberg, Phelps, Haakenson, & Durham, 2010; Gore, Bobek, Robbins, & Shayne, 2006; Hackmann, Malin, Fuller, & O’Donnell, 2019; Hobsons Research, 2016; Hulleman & Harackiewicz, 2009; John J. Heldrich Center for Workforce Development, 2011. [↑](#footnote-ref-2)
2. “Family Support for ILPs”: Britton & Spencer, 2017; Brown et al., 2003; Budge, Solberg, Phelps, Haakenson, & Durham, 2010; Harackiewicz, Rozek, Hulleman, & Hyde, 2012; Hobsons Research, 2016; Malin, Hamilton, & Hackman, 2015; National Collaborative on Workforce and Disability, 2013, 2014a; Phelps, Durham, & Wills, 2011; Piesch, Hafner, Gaspard, Flunger, Nagengast, & Harackiewicz, 2019; Rogers, Creed, & Glendon, 2008; Skaff, Kemp, Sternesky McGovern, & Fantacone, 2016; Solberg et al., 2018. [↑](#footnote-ref-3)
3. References for “Developing Challenging Academic and Experiential Opportunities”: Budge, Solberg, Phelps, Haakenson, & Durham, 2010; Gottfredson, 2002; Hackmann, Malin, Fuller Hamilton, & O’Donnell, 2019; John J. Heldrich Center for Workforce Development, 2011; Skaff, Kemp, Sternesky McGovern, & Fantacone, 2016. [↑](#footnote-ref-4)
4. References for “Develop Counselors and Teachers”: Budge, Solberg, Phelps, Haakenson, & Durham, 2010; Hackman, Malin, Fuller Hamilton, & O’Donnell, 2019; Hobsons Research, 2016; John J. Heldrich Center for Workforce Development, 2011, 2012; National Collaborative on Workforce and Disability, 2013; Phelps, Durham, & Wills, 2011; Solberg et al., 2018. [↑](#footnote-ref-5)
5. References for “Assign Dedicated Time”: Budge, Solberg, Phelps, Haakenson, & Durham, 2010; John J. Heldrich Center for Workforce Development, 2011, 2012; National Collaborative on Workforce and Disability, 2013; Solberg et al., 2018. [↑](#footnote-ref-6)
6. References for “Begin Continuous Improvement”: Hackmann, Malin, Fuller Hamilton, & O’Donnell, 2019; Hobsons Research, 2016; John J. Heldrich Center for Workforce Development, 2011; National Collaborative on Workforce and Disability, 2013, 2014b; Phelps, Durham, & Wills, 2011; Solberg et al., 2018; Solberg, Howard, Gresham, & Carter, 2012*.* [↑](#footnote-ref-7)