Rhode Island Individual Learning Plan Development and Implementation Toolkit

April 2020

RIDE Rhode Island Department of Education

The Individual Learning Plan (ILP) Framework and Toolkit

To help guide the renewed focus on individual learning plans (ILPs), the Rhode Island Department of Education (RIDE) convened a diverse working group of education, postsecondary, community, and industry stakeholders. This working group provided a key set of recommendations to help guide the revitalization of the ILP as a meaningful way to connect a student's academic, career, and social-emotional goals and passions with their secondary school experiences.

These recommendations led to the release of this toolkit, as well as the release of a menu of turnkey ILP system and curriculum solutions. In fall 2017, RIDE issued a request for proposals for vendors that could provide a comprehensive electronic ILP system and curriculum. A review team, supported by a number of school and district staff serving as technical advisors, considered vendor proposals. The final menu of vendor options that schools and/or districts can choose from as they implement or revise the ILP programs for their students includes four different vendor options. In December 2019, districts submitted an ILP Adoption Success Plan to indicate their chosen vendor option. The original toolkit was revised in 2020, in collaboration with the Regional Educational Laboratory-Northeast, with additional implementation recommendations and supports.

As districts begin to implement a new or revised ILP program, RIDE will help support implementation by 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.

ILP Adoption Toolkit Table of Contents

Section	ILP Toolkit Item	Intent of Section	Page #
A	ILP Overview Systems-level decisions	This section explains the purpose of ILPs, the Rhode Island regulation requirements for the ILP curriculum including alignment to the American School Counselor Association (ASCA) standards, the components of an ILP program and an overview of practices that constitute high-quality implementation.	
B	Scope & Sequence and Curriculum Model	This section provides a Rhode Island ILP model scope and sequence, as well as a turnkey curriculum model with lesson plans aligned to vendors and vendor-specific features from the state-vetted menu.	
C	Menu of RIDE-Approved Electronic ILP Platform Vendors	This section identifies the ILP system and curriculum vendor and electronic platform menu, frequently asked information about each vendor, Master Price Agreement costs, and implementation considerations.	
D	ILP Implementation and Success Plan	This section describes the keys to high-quality implementation of ILPs. It also includes a plan template for schools and districts to document the current status of their ILP system and curriculum implementation and a brief section to indicate which vendor from the menu has been adopted or to propose a model that is not on the menu.	
Appendices			
A	ASCA Mindsets and Behaviors for Student Success		
B	Rhode Island Graduation and College Entrance Requirements		

Each section has been designed to be used in concert with one another but also as a stand-alone resource. All resources are available as individual components on www.ride.ri.gov/schoolcounseling.

This page intentionally left blank

Section A.
ILP Overview

Section A. ILP Overview

Individual Learning Plan Framework (Revised 2020)

The individual learning plan (ILP) is a student-directed academic and career planning tool that personalizes academic and training pathways beginning in middle school. The ILP is a living electronic portfolio that is required to follow each student from Grade 6 to Grade 12, and is accessed through the ILP electronic platform. In the ILP platform, students access curriculum-based ILP activities and compile their activity results and self-reflections. During ILP sessions, teachers and counselors deliver the supporting curriculum through lessons aligned with the American School Counselor Association (ASCA) standards for student mindsets and behaviors. These standards support academic, career, and social-emotional development through the following ILP activities:

- Self-exploration of values, interests, strengths, and competencies
- Exploration of college and career opportunities
- Planning and goal setting for participation in coursework, training, experiences (e.g., work-based learning) and other supports toward progress along career pathways

Each district's ILP program is defined by its ILP curriculum and the process the district adopts to deliver lesson plans, facilitate student planning, and monitor students' progress towards academic and career goals (see ILP Process & Curriculum). Central to the ILP process are conversations between students and educators who deliver the ILP lessons (ILP session guides) to help students make meaning from the activity results, set goals, and discuss strategies for achieving the goals. Ongoing training in the ILP process is critical for educators.

Both the 2016 Secondary School Regulations and the state's career readiness action plan, PrepareRI, identify the ILP as the backbone of personalization and relevance of a student's education. By the 2020–21 academic year, all middle schools and high schools will have either adopted an ILP system from the state-vetted menu or developed their own ILP system and curriculum model that meets the state's expectations and aligns with the needs of the student population.

The Purpose of ILPs

The ILP activities for self-exploration, career exploration, and career planning, when implemented in a high-quality manner, help to develop foundational mindsets, behaviors, and competencies identified by ASCA standards for career development, academic development, and social-emotional development (ASCA, 2014; Solberg, 2019). Figure A1 highlights the most critical ASCA standards supported by the ILP process. The ILP program supports (a) development of student mindsets that lead to increased engagement and ownership of educational experiences, (b) understanding of and participation in challenging educational and training pathways to meaningful careers, and (c) development of strategies for setting and achieving academic and career goals. When these

development objectives are met, students are more likely to graduate with a meaningful degree and persist toward college and career goals (Conley, 2012; Rumberger, 2011).[1] [ILP Infographic Resource](#)

Figure A1. Theory of Action for Student Development Outcomes and Pathway Outcomes Resulting From High -Quality ILP Implementation

Components of High Quality ILP Implementation	Student Development Outcomes	Pathway Outcomes
When the ILP process is implemented in a high-quality manner…	**. . . then ILPs can support the development of these mindsets and competencies in students . . .**	**. . . and lead to these outcomes that scaffold progress along a career pathway.**
"High-quality" means: • ILP as a process of guided student reflection • Ensure buy-in with communications strategy • Develop academic and technical opportunities • Training to develop ILP *process* experts • Dedicated classroom periods • Continuous improvement in Year 1	Outcome ❶: Foundational Mindsets • Understand relevance of education to current and future lives. • Develop sense of belonging and identity aligned with academic success. • Develop self-belief and self-confidence.	Achieve greater student engagement in and ownership of educational careers.
	Outcome ❷ Understand full range of educational and training opportunities and supports and how they connect to meaningful careers.	Participate in challenging educational and training pathways to meaningful careers.
	Outcome ❸ Develop academic and career goal setting skills and strategies for achieving the goals.	Graduate with college and career readiness credentials.
		Pursue and receive college or training credentials toward meaningful career pathways.

Outcome ❶—ILPs promote **foundational mindsets** that lead to student engagement and ownership in several ways. ILPs directly support students' understanding of the relevance of school through the ILP goal setting process. This process prompts students to set long-term career goals and then reflect on how short-term goals, including educational goals, are necessary to reach the long-term goals. ILPs also support students' sense of belonging, by building their college- and career-going identities. Many students simply do not otherwise see themselves as academic achievers, and ILPs can help them to break out of narrow conceptions of *what* is possible and *for whom* it is possible. The third mindset that

---

[1] References for "The Purpose of ILPs": Arrington, 2000; ASCA, 2014; Bobek et al., 2005; Britton & Spencer, 2017; Budge, Solberg, Phelps, Haakenson, & Durham, 2010; Bullock & Wikeley, 1999; Conley, 2012; John J. Heldrich Center for Workforce Development, 2011; John J. Heldrich Center for Workforce Development, 2012; Locke & Latham, 2002; Phelps, Durham, & Wills, 2011; Plasman, 2018; Rogers, Creed, & Glendon, 2008; Rogers, Milkman, John, & Norton, 2013; Rumberger, 2011; Sidiropoulou-Dimakakou, Mylonas, & Argyropoulou, 2015; Solberg, 2019; Solberg et al., 2018; Solberg, Howard, Gresham, & Carter, 2012; Solberg, Wills, Redmon, & Skaff, 2014.

ILPs help support is self-belief and feelings of self-competence. When students break down their long-term goals into more manageable steps as part of the ILP goal-setting process, they are more likely to see an achievable path to their goals. ILP conversations between students and adults during ILP sessions play an important role in providing positive reinforcement to students and in providing a space to discuss strategies for overcoming educational and personal obstacles to goals.

Outcome ❷—Many ILP activities are designed to promote **student understanding regarding meaningful career and college options and the educational and training opportunities and supports that make up pathways to postsecondary placement**. All students will participate in activities that explore two-year and four-year college options and the 16 career clusters identified by the Association for Career and Technical Education (https://www.acteonline.org/career-clusters-2/). Activities and lessons then describe the pathways that lead to these opportunities: coursework, training opportunities, and experiential opportunities, as well as supports such as tutoring resources. These opportunities include STEM (science, technology, engineering, and mathematics) coursework, Advanced Placement and International Baccalaureate classes, and opportunities for career and technical education (CTE) certification. When students understand these pathways to meaningful work, they can make coursework and training decisions in an informed way. ILPs can also introduce students to valuable out-of-school experiences, such as work-based learning opportunities (e.g., internships) that require them to develop and demonstrate workplace skills and help them to form relationships with industry professionals who can act as mentors and models (additional positive influences on self-confidence).

Outcome ❸—Finally, the ILP process develops **student goal setting skills and strategies for achieving the goals**. Goal setting and monitoring of progress toward goals is inherent to academic and career success and is a process that thriving adults engage in on a regular and often intuitive basis (Locke & Latham, 2002). Yet goal setting, developing strategies for attainment, and monitoring progress toward them are skills that must be developed. When students deploy goal setting skills and strategies, they are more likely to prioritize participating in pathway opportunities, graduating with meaningful credentials, and pursuing college and/or training credentials.

The Purpose of ILPs

When the ILP process is implemented in a high-quality manner:

- Students develop mindsets that drive their **engagement and ownership of their educational careers**.
- Students are **connected to educational and training pathways** for meaningful careers, understand the prerequisite coursework and experiences needed, and are more likely to participate in them.
- Students develop **goal setting skills and strategies for achieving the goals** that are integral to sustained success during and after high school.

ILP Process & Curriculum

A district ILP program consists of two interlinking components: the ILP curriculum and the ILP process. The curriculum is the ILP lesson content that supports student development along the ASCA standards, and the process consists of the steps for delivering the content and facilitating associated student ILP activities. Each student, beginning no later than entry into sixth grade, is required to have an ILP.

ILP Process

Through the ILP process, students document their developmental progress along the ASCA academic, career, and social-emotional development standards through middle school, high school, and their transition to postsecondary opportunities. Local education agencies (LEAs) are responsible for adapting and/or developing an interactive ILP process that provides regular and multiple opportunities for students to reflect on and revise their ILPs during structured ILP sessions, as well as outside of sessions. The ILP process consists of the following five steps that can occur in order or, at times, in parallel:

1. **Delivery of ILP lesson plan.** The content of ILP curricula is delivered two ways: through structured lessons that the district can adapt from the state lesson model (see Section B) and through ILP activities for self-exploration, career exploration, and career planning. Each discrete lesson should be led by an ILP session guide (i.e., an adult who delivers the lesson plan and guides students through the activities) using materials such as videos or resources developed in collaboration with the district. The session guide will usually be a counselor or a classroom teacher.

2. **Student ILP activities.** ILP lesson plans are followed by the completion of related student activities embedded in the electronic ILP platform. The platform integrates a wealth of self-assessment and exploration tools that inform students and walk them through career-oriented decisions (see Table A1 for required activities and artifacts to be included). A significant portion of the ILP session time should provide space for students to complete activities and ask questions of the ILP session guide. These activities must include student goal setting activities that progress along career pathways.

3. **Guided student reflection.** This step is the heart of the ILP process. Students have the opportunity to ask the ILP session guide questions, but more importantly, the ILP session guide helps students to interpret, make meaning from, and connect results across all ILP activities. The guide also leads detailed discussions regarding the student-set long-term and short-term goals, including discussions about strategies to address educational challenges and other perceived barriers. By providing positively reinforcing encouragement and helping to reframe setbacks within a growth perspective, guides help to reinforce the relevance of educational opportunities and to promote students' sense of belonging, positive identity formation, and feelings of self-competence.

4. **Goal monitoring and strategy formulation (required semiannually, recommended quarterly).** Students' goals and strategies for achieving the goals should be addressed on a regular basis. Because semester-long goals are common (e.g., to receive a B or higher in Algebra), it is recommended that progress toward goals be revisited on at least a quarterly basis, to adjust

strategies mid-semester as needed. Interaction with ILP session guides to identify and update successful learning and behavioral strategies to achieve goals is critical.

5. **Student-led ILP conferences attended by teachers and parents (recommended)**. Annual ILP conferences at which students present their ILPs to parents and teachers have been identified as a particularly promising step in the ILP process (Budge, Solberg, Phelps, Haakenson, & Durham, 2010). In this student-led meeting, students take ownership of their ILPs by presenting the results of and their interpretations of the ILP activities, their goals, and how they plan to attain them. ILP conferences are an excellent way to engage parents in the ILP process and teachers have noted how it forges connections between teachers, parents, and students (Solberg et al., 2018).

Student-led ILP Conferences

It is recommended that at the end of each school year, students present their ILP portfolios to parents and teachers in a group setting. Schools may schedule small sessions if possible or schedule a larger ILP parent–teacher event devoted to these presentations. During each student's conference:

- Students give parents and teachers a "tour" of their ILP using a laptop and/or other presentation tools, including assignments and artifacts that demonstrate the attainment of college and career readiness skills.

- For each of the three areas of the ILP (self-exploration, career exploration and career planning), students present the activities they have completed, the activity results, and their reflections on the results.

- Key topics to discuss include students' strengths, career interests, relevant school opportunities that will support these interests, and postsecondary opportunities.

- Students discuss their "starting" annual goals, mid-year adjustments to their goals, how they have worked to overcome barriers to the goals, and the new goals they have identified for the coming year.

- Parents and teachers ask probing questions to reinforce the positive decisions the student has made and pose other opportunities the student might explore related to their interests.

ILP Curriculum

LEAs are responsible for adopting and/or developing an interactive ILP curriculum that provides regular and multiple opportunities for students to learn about and practice goal setting, planning, and achievement in academic, career, and social and personal domains. Curricula are delivered through lesson plans during ILP sessions. LEAs may choose to adopt the state model (see Section B) or develop a district curriculum. Districts must indicate to RIDE whether they are using the state model or a custom model. In the case of a district curriculum, the district will need to include key information about the ILP curriculum in its implementation Success Plan (see Section D).

Districts have flexibility in designing the ILP curriculum but must meet the following requirements:

- Ensure the curriculum aligns with **ASCA student standards** for academic, career, and social-emotional development (see Appendix A).

- Integrate the **curriculum activities** for students that demonstrate progress toward academic development, career development, and social-emotional development goals (see Table A1).

- Establish 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 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 process and procedure for students to address relevant **transition planning**, as appropriate, in each grade level between Grade 6 and Grade 12.

Districts will need to notify RIDE if their ILP system is updated or replaced in a way that affects the ILP system adherence to these requirements.

Curriculum Activities for Students

The following curriculum activities and student artifacts must be integrated in each district's ILP curriculum. Within each key component, there are opportunities to set goals aligned to each of the three ASCA learning domains (academic, career, and social-emotional development) and artifacts are to provide evidence of progress towards them. Districts may identify additional artifacts as evidence of student progress in addition to those in Table A1.

The ILP electronic platform options provided by the state (see Section C) should integrate each of these activities and artifacts. Districts developing their own curriculum or supplementing their ILP platform options can find many resources for supporting ILP curricula and student activities in the National Collaborative on Workforce and Disability's *Promoting Quality Individual Learning Plans Throughout the Lifespan* (http://www.ncwd-youth.info/publications/promoting-quality-individualized-learning-plans-throughout-the-lifespan-a-revised-and-updated-ilp-how-to-guide-2-0/). All activities should be designed appropriately for respective grade levels.

Table A1. Curriculum Activities and Artifacts

Key Components	Activities and Artifacts
Middle School and High School Coursework	- Setting learning goals for the student based on academic and career interests and identifying required skills needed, as well as the student's program of study aligned to the student's secondary and postsecondary goals - The list of courses and learning activities student will engage in while working toward meeting local graduation requirements - Analyze assessment results to determine progress and identify needs for intervention and advisement - Document academic achievement - Student plan for and documentation of earning postsecondary credentials while in high school through AP courses; dual credit courses; CTE courses; preapprenticeship programs - Career Pathway (endorsement) identification and progress toward attainment

Key Components	Activities and Artifacts
Postsecondary and Career Planning	• Identifying career plans, options, interests, and skills; exploring entry-level opportunities; and evaluating educational requirements • Résumé building and updating • Workforce readiness exam results • Postsecondary education and/or training; Search, Identification, and Admission Requirements review • Creating financial assistance plans for postsecondary education and/or training • College and/or training program applications or job or military application • Career goals • Work experience reflections
Career Exploration	• Documentation of the student's efforts in exploring careers, including a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; and interest surveys the student completes • Identification and documentation of progress with coursework necessary to pursue career options
Self-Awareness	• Interests and skills assessment • Extracurricular activity goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities • The student's plans for and experiences in contextual and service learning
Applied Learning Skill Development	• Progress toward and reflection on the cross-curricular, skill-based standards students are expected to learn and acquire over the course of their K–12 education, including communication, problem solving, critical thinking, research, reflection and evaluation, and collaboration

Transition Planning

The ILP process shall ensure that all students are provided with opportunities to develop and revise transition goals that include successfully moving from middle school to high school, from school to school, and from high school to postsecondary opportunities. Involved educators, students, and their families should discuss and document the necessary supports, programs, resources, and placement to help students progress through grade levels.

Transition planning components to coordinate with the ILP program should include, at minimum, transitional goals, appropriate supports or programs for students (e.g., individualized education programs, 504 plans, English language learner programs, Personal Literacy Plans), and scheduling considerations or other pertinent information necessary to assist students in successful transitions. Postsecondary transition plans should document students' plans after high school, including how they connect to career pathways (e.g., work, apprenticeships, technical schools, college, and/or military service) as well as any necessary postsecondary supports. District and school leaders should be included in the ILP program planning process to ensure alignment across programs.

Transferability of ILPs

ILPs must be transferable documents and must follow students when they move from grade to grade, school to school, and district to district. In addition, ILPs must be provided to students as they transition to postsecondary placements. Districts are required to establish policies and procedures that support intradistrict transfers of the ILPs, including from middle school to high school.

Privacy

An ILP is a confidential document; levels of access to an ILP are based on the role and responsibilities of those individuals accessing the document (some sections of the ILP can be shared, such as in advisory groups, while respecting privacy as requested). Access to some sections of an ILP may be limited to the student, the family, and involved educators (those individuals providing direct educational and support services to students). LEAs are advised to follow all Family Educational Rights and Privacy Act and related privacy policies in the implementation of ILPs.

Keys to High-Quality Implementation of ILPs

While developing the ILP program (curriculum and process), districts should also plan for implementation. To implement ILPs in a successful way that yields their full benefits, districts should follow the six practices outlined below. The absence of any of these practices can meaningfully decrease your district's chances for successful ILP implementation (see Section D for complete descriptions).[2]

1. **Put the process of guided student reflection at the center of the ILP process.** Successful implementers of ILPs consistently point to the benefits of the relationships that form between adults leading ILP sessions and students. The guided feedback process forms the basis of this relationship. Guided reflection helps students to make meaning from ILP results and make connections between all ILP activities, as well as holding students accountable for progress towards goals.

2. **Ensure buy-in from principals, teachers, and the school community with a targeted communications strategy.** The ILP process assigns responsibility for students' career development to the broader school community. Because this a significant shift for many educators, the success of ILPs depends *first* on their understanding and belief in the purpose of ILPs. Leaders must clearly and frequently communicate the purpose and goals of the ILP process through a dedicated initiative. Families should be invested. School working committees will need to meet on a regular basis to take ownership of the school ILP process.   IMPLEMENTATION ACTION TEMPLATE OUTREACH RESOURCE NEWSLETTER TEMPLATE

3. **Develop challenging academic and technical opportunities that connect students to meaningful careers.** Districts must provide students with the educational and training opportunities described in ILP lessons and identified by students' short-term goals. Academic coursework, CTE learning, and work-based learning opportunities, including internships, service learning, apprenticeships, and job

---

[2] Also see Section D for full itemization of references supporting these recommendations.

shadowing, should be accessible to all students, or the ILP program can risk being perceived as an abstract, irrelevant exercise.

4. **Develop experts in the ILP *process*.** Training should emphasize expertise in the process of guided reflection and individualized feedback for students. By virtue of their life experiences, all educators know what it is like to make decisions about careers and the future. Districts should build the capacity of educators to conduct critical career conversations with students that help them to set goals. Asking guiding questions that prompt students to reflect on connections between school and their future, emphasizing students' strengths, and framing challenges positively are all important components of the goal setting process for which educator training should be provided. See Sample Student Ambassador [Application](#) and [Flyer](#).

5. **Assign dedicated time for the ILP process during advisory periods or other teacher-supervised periods.** ILPs require a whole-school commitment. Very few schools have the resources to conduct one-on-one ILP sessions for all students, so counselors and teachers should team up to conduct ILP sessions in classrooms on a regular basis. Counselors might come into classrooms to support lessons, and videos can be deployed to provide ILP lesson scaffolding. There is no set rule for how often these sessions should occur, but once per semester is the absolute minimum frequency for effectiveness—some districts have ILP sessions multiple times a month. The time and classroom space devoted to ILPs should be an issue at the top of a school's ILP working committee agenda, and restructuring schedules will require strong leadership from principals and superintendents.

6. **Begin continuous improvement efforts for the ILP program in Year 1.** Because of the significant shifts in school culture and infrastructure that ILPs call for, districts and schools should anticipate a multiyear effort toward high-quality ILP implementation. By identifying data and information sources in Year 1 of implementation that can inform the continuous improvement of the ILP program, districts and schools can address implementation barriers before they become systemic issues.

Section B.
Scope & Sequence and Curriculum Model

Section B. Scope & Sequence and Curriculum Model

How to Use the Scope & Sequence

The following pages are intended to provide a turnkey curriculum model aligned to vendors and vendor-specific features from the state-vetted menu. This document includes the model scope and sequence, as well as a proposed curriculum model for its implementation aligned to the ILP framework.

The suggested curriculum model is broken into two sessions (framed as lesson plans in this document). These lesson plans may be delivered in a whole-class setting or individually to students. In addition, the activities in any session can be broken up into more lessons as desired and/or feasible. Follow-up and reflection with and by students are encouraged during all sessions. Each lesson plan also includes key information about how the lesson plan aligns to specific grade levels and applicable components or features from the specific vendors identified in the RIDE ILP menu. In addition to the two sessions, each grade level includes an ongoing activity or activities that will help support the success of the lessons plans for that grade level.

As feedback is received from vendors and schools and additional vendors are added, RIDE will continue to iterate and update this document.

Rhode Island Model Individual Learning Plan

Scope & Sequence

The ILP scope and sequence identifies the key ILP grade-level academic, career, and social-emotional benchmarks students should complete regardless of the ILP system that is implemented. The benchmarks are aligned to the Rhode Island-adopted American School Counseling Association (ASCA) standards and domains. Each school system's ILP system and curriculum should address each of these benchmarks for each appropriate grade level. RIDE has already verified that the vendors on the RIDE ILP menu address these standards. Use these infographics to share the scope and sequence with your school community.

Grade 6

☐	Academic: Create two academic SMART goals (one short term, one long term)
☐	Academic: Identify beneficial strategies that can assist with academic success
☐	Career: Complete a career awareness assessment
☐	Social-emotional: Complete interest Inventory
☐	Social-emotional: Identify outside activities/interests currently involved in

Grade 7

☐	Academic: Complete a Learning Style Inventory
☐	Career: Create two career SMART goals (one short term, one long term)
☐	Career: Explore Career Clusters and identify at least 1 of interest
☐	Career: Save at least 3 careers of interest/potential matches
☐	Social-emotional: Reflect on progress toward goals and adjust as necessary

Grade 8

☐	Academic: Engage in high school transition activities (tours, presentations, high school scheduling, etc.) with opportunity for reflection
☐	Career: Explore and research career(s) of interest
☐	Social-emotional: Review and revise goals reflecting on progress
☐	Social-emotional: Complete a skills assessment
☐	Social-emotional: Identify strengths and needs

Grade 9

☐	Academic: Create a four-year academic plan
☐	Academic: Review graduation requirements and explore potential learning opportunities
☐	Academic: Explore postsecondary programs and majors related to goals
☐	Academic: Create two academic SMART goals (one short term, one long term)
☐	Career: Explore career pathways related to career awareness/cluster results/interests
☐	Social-emotional: Create initial résumé to update throughout high school

Grade 10

☐	Academic: Complete an ability profiler
☐	Academic: Complete a college/postsecondary search
☐	Academic: Save at least 3 colleges of interest/potential matches
☐	Career: Create two career SMART goals (one short term, one long term)
☐	Career: Attend a career fair and/or research careers of interest (videos, interviews, etc.)
☐	Social-emotional: Reflect on progress toward goals and adjust as necessary

Grade 11

☐	Academic: Attend a college fair/tour
☐	Academic: Complete a skills inventory
☐	Career: Participate in an internship, job shadow, work-based learning experience
☐	Career: Complete a career awareness/exploration survey and compare to current goals and interests
☐	Social-emotional: Review and revise goals reflecting on progress
☐	Social-emotional: Participate in a service learning or volunteer experience [By 2024-2025 the requirement is: work based learning experience (industry projects, service learning, internships, apprenticeship, school-based enterprise).

Grade 12

☐	Academic: Create a postsecondary transition plan (completing applications, cover letters, financial information, etc., as necessary)
☐	Career: Research current job outlook for careers of interest
☐	Social-emotional: Résumé (update final version)

Goal Setting Best Practices

As indicated in the grade-level scope and sequence and the following grade-level model lesson plans, goal setting is a central activity of the ILP curriculum. In the goal setting process, students are asked to make connections between all elements of the ILP to formulate goals that consider their personal strengths and interests, alongside college, career, and learning opportunities.[3]

The student goal setting process includes setting long-term goals, breaking them down into short-term goals and tasks, identifying barriers to goal attainment, developing strategies to overcome these barriers, monitoring progress towards attainment, and making adjustments to strategies as needed. Utilizing the SMART goal framework (Specific, Measurable, Attainable, Realistic, Timely), ILP session guides will assist students in developing these long- and short-term goals. The quality of the goal setting can vary widely. Decades of research on goal setting have identified the following evidence-based practices. Integrate these considerations into your district's goal setting processes by building ILP leaders' and session guides' capacity in these areas, working with your technology provider to enhance goal setting modules in the digital platform, and providing tools to session guides to facilitate meaningful conversations about goals.

- **Imagine what success looks like:** Before narrowing in on specific goals, provide a space for the student to reflect on what type of future they envision for themselves. It can include their career, the effects of this career on their lives and others close to them, how and where they see themselves living, etc. Imagining the future can help develop positive cognitive connections between goals and their ultimate benefits.

- **Aim high, within reason:** Higher goals, when still perceived as possible, lead to greater effort and perseverance than goals that are either too easy or too difficult. ILP session guides should devote time to conversing individually with students about the right balance of challenge and viability for their goals.

- **Break long-term goals down into short-term goals and barriers**: Short-term goals for next steps should accompany all long-term goals. By "seeing" a path mapped out to goal attainment, students can build confidence and motivation toward long-term goals. Each long-term goal should have multiple short-term goals or tasks that are specific as possible and occur within the semester and school year. Potential barriers to achieving these goals, whether academic weaknesses or personal challenges, should be brainstormed and strategies for surmounting these barriers should be embedded in the goals, including details such as "where" and "when" these barriers will be faced and addressed. Prioritize these short-term goals based on their importance and timing so that they don't conflict with each other. Ensure that some short-term goals are clearly achievable so that they set students up for success.

---

[3] References for "Goal Setting Best Practices": Britton & Spencer, 2017; Brown et al., 2003; D'Anna, 2018; Duckworth, Kirby, Gollwitzer, & Oettingen, 2013; Hulleman & Harackiewicz, 2009; John J. Heldrich Center for Workforce Development, 2012; Kosovich, Hulleman, Phelps, & Lee, 2019; Locke & Latham, 2002; Rogers, Milkman, John, & Norton, 2013; Skaff, Kemp, Sternesky McGovern, & Fantacone, 2016; Solberg et al., 2018.

- **Integrate academic goals to promote student ownership of learning:** The goal setting process should help students make connections between their academic life and long-term goals in order to take ownership of their educational careers. It is important for adults to guide students into making these connections themselves—do not simply tell students what these connections are. Students with low expectations, in particular, may benefit from being prompted to reflect on how classwork is relevant to their future careers, day-to-day life and hobbies or other interests (Hulleman & Harackiewicz, 2009; Kosovich, Hulleman, Phelps, & Lee, 2019). Trying to tell students why something is important without first letting them reflect themselves can actually have a negative effect on motivation for some students.

- **Provide positive feedback and framing during goal setting and student reflection:** Adults can help hold students accountable for goals and provide critical individualized feedback. Allow students to first evaluate their own progress and provide positive reinforcement where needed. ILP instructors or counselors should focus on positive progress so that students develop confidence and understand their overall progress, which they can't always see. This points back to writing short-term goals that set students up for success. Be ready to suggest strategies for getting past short-term barriers to continue to build students' belief in their ability to conquer obstacles. Help to reframe perceived failures as opportunities for growth. This process also requires frequent touchpoints to gauge progress, which is recommended at least once a quarter. Frequently reviewing goals will help to foster a goal-orientation in students.

- **Balance performance-oriented goals with learning goals**: On the one hand, performance-oriented goals are important for students to have a reference point to gauge their progress. For example, "attain a 'B' in Algebra I" might be a good goal for some students. But, it could be supplemented by a related *learning* goal (or process goal) that provides support when "external" goals aren't reached. Failure to attain a "B" doesn't mean that valuable progress toward a long-term goal hasn't been achieved. Learning goals can focus on making progress in specific challenging content areas that are hard to measure or developing learning or study strategies—for example, setting goals to complete algebra homework each night or to work with a study partner on an ongoing basis. By meeting incremental learning goals, students can develop the belief and confidence towards mastering broader and longer-term goals.

- **Promote commitment toward goals**: Working toward goals requires commitment. Adults can hold students accountable through frequent feedback sessions that positively reinforce students' motivation and perseverance towards goals. "Public" commitments might also help to reinforce sustained efforts by students. At check-ins, ILP session guides can ask students how committed they think they have been to their goals and why or why not. Encourage discussion of goals among students. Student-led ILP presentations of their goals for parents and other adults might also help support commitment levels.

Rhode Island Model ILP Curriculum

Grade Level:	6	Session:	Ongoing
Introduce students to your district's web-based ILP system and ensure that all students can log on. (Log on information should be in a user-friendly format that students can easily recall.)			

Grade Level:	6	Session:	1 of 2
Session Name:	Goal Setting and Career Awareness		
Lesson Preparation:	• Review SMART goal format and prepare example(s).		
Lesson Delivery Time:	45–50 minutes		
ASCA Standards:	• Mindsets Standards 5 & 6 • Behavior Standards—Learning Strategies: 4, 6, & 7; Self-Management Skills: 5 & 6		
Student Objectives:	Students will establish SMART goals. Students will explore career interests by completing an awareness assessment.		
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their academic achievements. As part of their goal creation, students should be able to identify beneficial strategies that can assist them with having academic success and reach the established goals. Any academic supports required should be noted in the ILP. • Students should also complete a career awareness assessment. Discuss results to gather feedback and allow students the opportunity to reflect on the information.		

Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• My Goals • Career Key	• My Goals & Plans • Career Selector	• My Goals & Action Plan • Career Key	• Goal Setting • How Do I Learn Best? • Career Exploration

Additional Tools and Resources
• Additional resources will be added as they are identified.

Grade Level:	6	Session:	2 of 2
Session Name:	Identifying Interests		
Lesson Preparation:	• N/A		
Lesson Delivery Time:	40–45 minutes		
ASCA Standards:	• Mindsets Standards 1 & 3 • Behavior Standards—Learning Strategies: 2 & 10; Self-Management Skills: 8		
Student Objectives:	• Students will explore interests. • Students will create a list of extracurricular activities.		
Student Activities:	• Have students complete an interest inventory. • Follow up by allowing students to identify outside activities and interests they are currently involved in and record this information as part of the ILP. Discuss what similarities exist between what students are already involved in and the results of the interest inventory.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• What's Your Road? Road Trip Nation • Interests, Road Trip Nation	• Matchmaker • My Activities & Experiences	• Interest Profiler • Experiences & Activities	• Activities Log • Interest Inventory

Additional Tools and Resources

• Grade 6 Lesson – Identifying interests

Grade Level:	7	Session:	Ongoing

Remind students of your district's web-based ILP system and ensure that all students can log on.

Grade Level:	7	Session:	1 of 2
Session Name:	Exploring Career Clusters		
Lesson Preparation:	• Review SMART goal format and prepare example(s). • Review the 16 career clusters and prepare a short lesson introducing them.		
Lesson Delivery Time:	45–50 minutes		
ASCA Standards:	• Mindsets Standards 2 & 4 • Behavior Standards—Learning Strategies: 5, 7, & 9; Self-Management Skills: 5		
Student Objectives:	• Students will establish SMART goals. • Students will investigate career clusters and choose careers of interest.		
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their career aspirations. • Students should also explore career clusters. Request students save at least 3 careers to their ILP of potential interest that came up as matches based on the exploration exercise.		

Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• My Goals • Career Cluster Finder • Careers I'm Thinking About	• My Goals & Plans • Explore Careers— Career Clusters • My Saved Careers	• My Goals & Action Plans • Career Cluster Survey • Careers of Interest	• Goal Setting • Career Video Activity

Additional Tools and Resources
• Additional resources will be added as they are identified.

Grade Level:	7	Session:	2 of 2
Session Name:	Learning Styles		
Lesson Preparation:	• Create a short lesson identifying learning styles.		
Lesson Delivery Time:	50–55 minutes		
ASCA Standards:	• Mindsets Standards 1 & 5 • Behavior Standards—Learning Strategies: 4, 7, & 9; Self-Management Skills: 5		
Student Objectives:	• Students will complete an inventory to determine their learning style.		
Student Activities:	• Have students complete a learning style inventory. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress toward those goals and adjust as necessary. Suggest including feedback from the learning style inventory to the academic goals.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Learning Styles Inventory • My Goals	• Learning Styles Inventory • My Journal	• Do What You Are • Annual Reflection	• Find Your Strengths (Multiple Intelligences) • Goal Setting (Reflection)

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	8	Session:	Ongoing

All students should be provided the opportunity to engage in high school transition activities, including but not limited to facility tours and presentations in regard to opportunities and scheduling sessions. These transition activities should be documented somewhere in the ILP.

Grade Level:	8	Session:	1 of 2
Session Name:	Identifying Strengths & Needs		
Lesson Preparation:	• Prepare a list of academic supports and enrichment opportunities available for students.		
Lesson Delivery Time:	30–35 minutes		
ASCA Standards:	• Mindsets Standards 1, 2, 3, & 5 • Behavior Standards—Learning Strategies: 1, 3, 9, & 10; Self-Management Skills: 1, 6, 7, & 10; Social Skills; 2, 3, & 8		
Student Objectives:	• Students will identify strengths and weaknesses.		
Student Activities:	• Students should complete a skills assessment and compare the results to past survey activities. • In addition, identify strengths and needs and explore and document any academic supports and/or enrichment opportunities that may be available to participate in.		

Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• MI Advantage • Strength's Explorer	• My Skills • My Activities & Experiences	• Basic Skills Inventory • How You See Yourself	• Goal Setting • My Course Planner • Skills Inventory

Additional Tools and Resources
• Additional resources will be added as they are identified.

Grade Level:	8	Session:	2 of 2
Session Name:	Career Exploration		
Lesson Preparation:	• Determine expectations and guidelines for the research to share at the start of the lesson.		
Lesson Delivery Time:	55–60 minutes		
ASCA Standards:	• Mindsets Standards 3 & 4 • Behavior Standards—Learning Strategies: 1, 4, 5, & 9; Self-Management Skills: 3 & 5; Social Skills: 1, 5, & 6		
Student Objectives:	• Students will research information about careers of interest.		
Student Activities:	• Have students explore and research careers of interest. • Encourage students to save additional careers of interest based on new information. You can choose to make this an ongoing activity, resulting in students reporting out formally on their findings and/or utilizing the information to design a career fair. • Review and revise goals (both academic and career) that have been previously established. Reflect on progress toward those goals and adjust as necessary.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Explore Careers and Clusters & "Themes" Road Trip Nation • My Goals	• Explore Careers by School Subject • My Journal	• Explore Career Clusters • Annual Reflection	• Career Cluster Survey • Goal Setting (Reflection)

Additional Tools and Resources

Career Grade 8 project and google presentation, Grade 8 Career Day, Grade 8 Transition night, Grade 8 Step up day

Grade Level:	9	Session:	Ongoing

Review graduation requirements with all students and provide information to assist students with exploring potential learning opportunities related to their interests and future career goals.

Grade Level:	9	Session:	1 of 2
Session Name:	Creating a Four-Year Academic Plan		
Lesson Preparation:	• Review SMART goal format and create an example(s). • Prepare an example of the expectations and requirements for a four-year academic plan.		
Lesson Delivery Time:	50–60 minutes		
ASCA Standards:	• Mindsets Standards 2, 4, & 5 • Behavior Standards—Learning Strategies: 1, 4, 6, 7, 8, & 9; Self-Management Skills: 1, 2, 4, & 10; Social Skills: 8 & 9		
Student Objectives:	• Students will establish SMART goals. • Students will create a four-year academic plan. • Students will investigate career pathways and choose careers of interest.		
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their academic achievements. Create a four-year academic plan that includes what coursework a student plans to take. This plan should be revisited at least once a year. • Students should also explore career pathways related to previous career awareness and cluster activities as well as current interests. Students should continue saving and updating careers of interest in their ILP.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• My Goals • Game Plan • Career Interest Profiler	• My Goals & Plans • My Course Plan • Explore Careers by Industry	• My Goals & Action Plans • Plan of Study • Career Finder	• Goal Setting • My Course Planner • Skills Inventory

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	9	Session:	2 of 2
Session Name:	Résumé Building & Exploring Majors		
Lesson Preparation:	• Prepare a sample résumé(s).		
Lesson Delivery Time:	40 minutes		
ASCA Standards:	• Mindsets Standards 1, 3, & 4 • Behavior Standards—Learning Strategies: 9 & 10; Self-Management Skills: 3 & 8; Social Skills: 1		
Student Objectives:	• Students will start a résumé. • Students will explore postsecondary programs and majors.		
Student Activities:	• Have students create an initial résumé to update throughout high school. • Explore postsecondary programs and majors related to students' goals. Help students make connections about how this information is important to a student's high school plan.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Résumé • Explore Careers and Clusters (Majors)	• Build My Résumé • Explore Education—Search for Majors	• Résumé Builder • Explore Programs and Majors	• Résumé Builder • College Majors/RI Promise

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	10	Session:	Ongoing

All students should attend a career fair and/or research careers of interest (e.g., videos, interviews). Although these activities should be ongoing throughout a student's high school experience, there should be at least one documented incident of participating in such an activity in a student's ILP.

Grade Level:	10	Session:	1 of 2
Session Name:	Goal Setting & Examining Abilities		
Lesson Preparation:	• Review SMART goal format and create an example(s).		
Lesson Delivery Time:	40–45 minutes		
ASCA Standards:	• Mindsets Standards 2, 4, & 5 • Behavior Standards—Learning Strategies: 4, 7, & 9; Self-Management Skills: 1 & 5		
Student Objectives:	• Students will establish SMART goals. • Students will complete an ability profiler.		
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their career aspirations. • Complete an ability profiler and compare results to career aspirations.		

Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• My Goals • Do What You Are	• My Goals & Plans • Ability Profiler	• My Goals & Action Plans • Ability Profiler	• Goal Setting • Researching Careers

Additional Tools and Resources
• Additional resources will be added as they are identified.

Grade Level:	10	Session:	2 of 2

Session Name:	Postsecondary/College Search
Lesson Preparation:	• Create a list of characteristics (e.g., size, location) students should explore as part of the search process.
Lesson Delivery Time:	30–35 minutes
ASCA Standards:	• Mindsets Standards 1, 2, 4, 5, & 6 • Behavior Standards—Learning Strategies: 1, 4, & 9; Self-Management Skills: 1, 4, 5, 6, & 10; Social Skills: 5 & 9
Student Objectives:	• Students will complete a college/postsecondary school search.
Student Activities:	• Students should complete a college/postsecondary school search. Request students save into their ILP at least 3 colleges of interest that come up as potential matches. Students should utilize the information to incorporate suggested coursework into their academic plans. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress toward those goals and adjust as necessary. Suggest including feedback from previous activities to the goals.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Advanced College Search • My Goals	• School Selector • My Journal	• School Finder • Annual Reflection	• College Tracker • Goal Setting (Reflection)

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	11	Session:	Ongoing

All students should attend a college fair and/or tour a college campus. Although these activities should be ongoing as a student continues to explore options, there should be at least one documented incident of participating in such an activity in a student's ILP.

All students should participate in an at least one internship, job shadow and/or work-based learning experience that is documented in their ILP. In addition, they should participate in at least one volunteer and/or service learning experience that is also documented in their ILP.

Grade Level:	11	Session:	1 of 2
Session Name:	Career Awareness & Exploration		
Lesson Preparation:	• N/A		
Lesson Delivery Time:	30 minutes		
ASCA Standards:	• Mindsets Standards 4, 5, & 6 • Behavior Standards—Learning Strategies: 1, 5, & 6; Self-Management Skills: 1, 4, 5, 6, & 10; Social Skills: 5 & 8		
Student Objectives:	• Students will complete a career exploration survey.		
Student Activities:	• Have students complete a career awareness/exploration survey and compare the results to current goals and interests. Encourage students to explore why their current goals may not be matching survey results as a means of assessing the reality of their goals.		

Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• Career Key	• Career Key	• Career Selector	• Goal Setting • Job Shadow • Launch My Career

Additional Tools and Resources
• Additional resources will be added as they are identified.

Grade Level:	11	Session:	2 of 2
Session Name:	Exploring Skills & Goal Reflection		
Lesson Preparation:	• N/A		
Lesson Delivery Time:	35–40 minutes		
ASCA Standards:	• Mindsets Standards 1, 4, & 5 • Behavior Standards—Learning Strategies: 1, 3, & 9; Self-Management Skills: 1, 5, & 7; Social Skills: 1, 6, & 7		
Student Objectives:	• Students will explore their individual skill set using an inventory exercise. • Students will reflect on goals in relation to their skills.		
Student Activities:	• Have students complete a skills inventory and explore the skills necessary to be successful in their chosen career path. Have students explore other options in the same career pathway. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress toward those goals and adjust as necessary. Suggest including feedback from the career awareness/exploration survey to the career goals.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Super College Match • My Goals	• My Skills • My Journal	• Transferable Skills • Annual Reflection	• Skills Inventory • College Tracker • Goal Setting (Reflection)

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	12	Session:	Ongoing

All students should create a postsecondary transition plan. As necessary, students should complete applications (college and job), create cover letters, explore financial information, and participate in mock interviews.

Grade Level:	12	Session:	1 of 2
Session Name:	Current Job Outlook		
Lesson Preparation:	• Prepare a list of websites and resources students can use to research the information.		
Lesson Delivery Time:	30 minutes		
ASCA Standards:	• Mindsets Standards 4 & 6 • Behavior Standards—Learning Strategies: 1, 4, 5, & 9; Self-Management Skills: 10; Social Skills: 5		
Student Objectives:	• Students will determine the job outlook for their chosen career path.		
Student Activities:	• Research current job outlook for careers of interest in Rhode Island and in other areas of interest using additional resources provided by the Department of Labor and the Governor's Workforce Board.		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CC
• TBA, awaiting vendor feedback	• My Journal	• TBA, awaiting vendor feedback	• Goal Setting • Career Outlook • College Planning Tools

Additional Tools and Resources

• LaunchMyCareerRI.Org

Grade Level:	12	Session:	2 of 2
Session Name:	Résumé Building		
Lesson Preparation:	• Prepare examples of sample résumés.		
Lesson Delivery Time:	20 minutes		
ASCA Standards:	• Mindsets Standards 1, 4, & 5 • Behavior Standards—Learning Strategies: 2, 3, 4, 5, & 10; Self-Management Skills: 3, 5, 8, & 10; Social Skills: 1, 7, & 8		
Student Objectives:	• Students will produce a completed résumé.		
Student Activities:	• Students should update the final version of their résumé, which should have been an ongoing process and should continue to be so after high school.		
Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CC**
• Résumé	• Build My Résumé	• Résumé Builder	• Résumé Builder • Scholarship Links
Additional Tools and Resources			
• Additional resources will be added as they are identified.			

Section C.
ILP Menu of
RIDE-Approved Vendors

RIDE Rhode Island Department of Education

Section C. ILP Menu of RIDE-Approved Vendors

Introduction to the Menu

In fall 2017, RIDE issued a request for proposals for vendors that could provide a comprehensive ILP system and curriculum. A review team, supported by several school and district staff serving as technical advisors, considered vendor proposals. This process culminated in a menu of vendors that schools and/or districts may choose from as they implement or revise the ILP programs for their students. Schools and districts have the option of adopting a vendor from the menu or proposing an alternative solution through a state-vetting process. All schools and districts are required to adopt a vendor no later than the 2020–21 school year. In developing the menu, RIDE sought to include turnkey providers of both systems and curriculum. RIDE will also be developing a list of complementary resources that schools can use to enhance the student ILP experience.

How to Use This Document

At this time, RIDE has approved four vendors for the ILP Menu. The following pages are intended to provide commonly asked technical information about each vendor, including information about the vendor's curriculum, technological functionality, and cost. As vendors are added, additional overviews will be included. Districts can use the Section E: ILP District Decision Rubric Tool to compile information about the different vendor platforms to support their decision-making (see https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/SchoolCounseling.aspx#16611424-individual-learning-plans). If you have questions regarding each platform, you can communicate with the vendor contact or with the Office of College & Career Readiness at RIDE via e-mail at occr@ride.ri.gov

Naviance

Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. Learn more at https://www.naviance.com.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes/No	Notes
Skills/Ability Assessment	Yes	Gallup Strengths, Learning Styles, Multiple Intelligence Assessment, Do What You Are
Interest Assessment	Yes	Career Clusters and Holland Codes
College Admission Statistics based on Local Data	Yes	Scattergrams using school data
National and Local Scholarships	Yes	Tracking capabilities

Technical Support/Professional Development Opportunities

Type of Support/Professional Development	Summary
Included Implementation	Developing implementation plan, establishing training plan
Ongoing, Included in Annual Fees	Naviance Network, a library of support tools and online help, user community; Counselor Community/RepVisits, ability to connect with higher education admissions counselors; unlimited phone and e-mail support for all schools
Additional Training for Purchase	Hobsons Summer Institute

Technology Functionality

Commonly Asked Technology Questions	Yes/No	Notes
Student Information System Single-Sign-On	Yes	Active Directory or Clever
Student Information System Integration	Yes	CURL or Clever
Mobile Access	Yes	Complete mobile responsive design
Electronically Send and Track Transcripts	Yes	Through eDocs to more than 2,800 destinations, including integration with all Common App schools

Considerations

The following information may be helpful to know when considering implementing this solution:

- Starfish, a Hobson's product, has been adopted by Rhode Island public higher education institutions as a product for student plan management, supporting easy transition from high school to higher education.
- Naviance is used by 40% of high school students across the United States.

Cost

Fee Type	Recurrence	Middle School	High School	Notes/Overall
Implementation Fees	One-Time	$2,500–$4,500	$2,500–$4,500	Purchasing as a district yields less per school implementation costs
Per Student	Annual	$4.60/student	$6.85/student	Software and curriculum
On-Site Training	Per Use	$1,350 per 6-hour session		
Virtual Training	Per Use	$1,500–$4,000 estimated Year 1 costs		

Vendor Contact	Name	E-Mail	Phone
	Sean Kruglak	sean.kruglak@hobsons.com	1.703.859.7368

Richer Picture

Richer Picture is an online system that helps schools personalize student learning through individual learning plans, electronic portfolios, electronic badges, project-based learning, pathways, and data dashboards. Students have multiple opportunities to document their growth over time as a learner, a community member, and an individual in readiness for college and career. Learn more at http://www.richerpicture.com.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes/No	Notes
Skills/Ability Assessment	Yes	Habits of Mind
Interest Assessment	Yes	Interest Profiler
College Admission Statistics Based on Local Data	No	In progress
Local Scholarships	No	Does not list scholarships but includes a FAFSA tracker

Technical Support/Professional Development Opportunities

Type of Support/Professional Development	Summary
Included Implementation	Includes 3 hours of on-site training in addition to planning and roll-out
Ongoing, Included in Annual Fees	E-mail and phone support; webinars; user support group
Additional Training for Purchase	On-site and online workshops

Technology Functionality

Commonly Asked Technology Questions	Yes/No	Notes
Student Information System Single-Sign-On	No	In progress
Student Information System Integration	Yes	
Mobile Access	Yes	
Electronically Send and Track Transcripts	No	Transcript tracker only

Considerations

The following information may be helpful to know when considering implementing this solution:

- Badges can track students' progress on goals and pathways, proficiency-based graduation requirements, and state council designations.
- Includes 28–30 complete lesson plans per grade level for advisories from the state of Washington's Career Guidance Curriculum.

Cost

Fee Type	Recurrence	Middle School	High School	Notes/Overall
Implementation Fees	One-Time			$2,750/LEA includes half-day on-site training
Per Student	Annual	$5/student	$5/student	Minimum of $3,500/LEA, additional $4/student for student portfolios
On-Site Training	Per Use	$2,500/full-day or $1,500/half-day up to 25 participants		
Virtual Training	Per Use	$50/attendee (public webinars free)		

	Name	E-Mail	Phone
Vendor Contact	Reina Quintero	schools@richerpicture.com	1.401.785.0401

XAP Choices360

XAP provides state-level sponsors, school districts and individual schools with online tools for students and adults to explore careers and discover, plan for, and apply to colleges and universities. Today, XAP's products are used by thousands of K–12 institutions and colleges and universities in the United States and Canada. Learn more at https://www.xap.com.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes/No	Notes
Skills/Ability Assessment	Yes	Ability Profiler/Aptitude Assessment
Interest Assessment	Yes	Interest Profiler
College Admission Statistics Based on Local Data	Yes	Scatterplots with local data
Local Scholarships	Yes	

Technical Support/Professional Development Opportunities

Type of Support/Professional Development	Summary
Included Implementation	
Ongoing, Included in Annual Fees	Library of resources and regularly scheduled live webinars
Additional Training for Purchase	On-site and virtual training

Technology Functionality

Commonly Asked Technology Questions	Yes/No	Notes
Student Information System Single-Sign-On	TBD	Accounts can be created from student information system data
Student Information System Integration	Yes	Course information, student accounts
Mobile Access	Yes	Responsive design of website
Electronically Send and Track Transcripts	Yes	Parchment is incorporated

Considerations

The following information may be helpful to know when considering implementing this solution:

- XAP has partnered with RI schools during the past 10 years through the WaytoGoRI platform.
- XAP offers Paws in Jobland curriculum for elementary education audiences.

Cost

Fee Type	Recurrence	Middle School	High School	Notes/Overall
Implementation Fees	One-Time			$350/2-hour planning session
Per Student	Annual	$2.25/student	$4.25/student	High school minimum $1,500; middle school minimum $800
On-Site Training	Per Use			$1,800 per day
Virtual Training	Per Use			$250 per webinar

	Name	E-Mail	Phone
Vendor Contact	Simone Swett	sswett@xap.com	1.250.869.4321

Xello

Xello, formerly CareerCruising, is an online program that helps anyone, anywhere in the world, create a successful future through self-knowledge, exploration, and planning. Xello helps students discover the pathway that's right for them, whether it involves a trade, college, university, entrepreneurship, or other training. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to form a vibrant, visual roadmap that's easy to update and share. Learn more at https://xello.world.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes/No	Notes
Skills/Ability Assessment	Yes	
Interest Assessment	Yes	
College Admission Statistics Based on Local Data	Yes	Scatterplots using school data
Local Scholarships	Yes	

Technical Support/Professional Development Opportunities

Type of Support/Professional Development	Summary
Included Implementation	Kickoff meeting, training plan on-site
Ongoing, Included in Annual Fees	Prerecorded webinars and resource library
Additional Training for Purchase	On-site and virtual sessions

Technology Functionality

Commonly Asked Technology Questions	Yes/No	Notes
Student Information System Single-Sign-On	Yes	
Student Information System Integration	Yes	
Mobile Access	Yes	
Electronically Send and Track Transcripts	Yes	

Considerations

The following information may be helpful to know when considering implementing this solution:

- Xello has additional solutions for elementary education.

Cost

Fee Type	Recurrence	Middle School	High School	Overall
Implementation Fees	One-Time	$400	$800	
Per Student	Annual	$2.50/student	$3/student	High school minimum $2,000; middle school minimum $1,000
On-Site Training	Per Use	$2,500/training		
Virtual Training	Per Use	$450/training		

	Name	E-Mail	Phone
Vendor Contact	Idan Firestein	idanf@xello.world	1.800.965.8541 ext. 2271

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. 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.

> **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).[4]

---

[4] 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.

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.

> **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.

2. 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.[5]

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

---

[5] "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.

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.

	District Leadership	District ILP and Counseling Staff	CTE and Career Coordinators and General Curriculum Directors	Other Specialized Staff[a]	Principals	School Counselors	School ILP Committee[b]	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.

3. 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.[6]

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.

---

[6] 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.

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

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 coursework[a]
- Dual or concurrent enrollment coursework[a]
- Coursework for transcripted credits
- Commissioner's diploma seal for academic achievement

CTE coursework for high-wage, high-demand fields across the 16 career clusters[a]

- CTE pathway concentration (3 or more courses)
- Pathways endorsement for diplomas
- CTE industry certification programs

Work-based learning opportunities[a]

- 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 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.

4. 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).[7]

---

[7] 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.

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.

> **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.

5. 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.[8]

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

---

[8] 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.

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

6. 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).[9]

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.

---

[9] 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.

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 and the Rhode Island Scope and Sequence.
  - ❏ 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 or through an online form on 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. 47). 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 Staff[a]	Principals	School Counselors	School ILP Committee[b]	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.

References

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

American School Counselor Association. (2004). *The ASCA National Standards for Students.* Alexandria, VA: Author. Retrieved from http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf

Arrington, K. (2000). Middle grades career planning programs. *Journal of Career Development*, *27*(2), 103–109.

Bobek, B. L., Robbins, S. B., Gore Jr., P. A., Harris-Bowlsbey, J., Lapan, R. T., Dahir, C. A., & Jepsen, D. A. (2005). Training counselors to use computer-assisted career guidance systems more effectively: A model curriculum. *The Career Development Quarterly*, *53*(4), 363–371.

Britton, T., & Spencer, G. (2017). Individualized learning plans: Do students who fail to plan, plan to fail? Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Brown, S. D., Krane, N. E. R., Brecheisen, J., Castelino, P., Budisin, I., Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior*, *62*(3), 411–428.

Budge, S. L., Solberg, V. S., Phelps, L. A., Haakenson, K., & Durham, J. (2010). *Promising practices for implementing individualized learning plans: Perspectives of teachers, parents, and students*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Bullock, K., & Wikeley, F. (1999). Improving learning in year 9: Making use of personal learning plans. *Educational Studies*, *25*(1), 19–33.

Conley, D. T. (2012). *A complete definition of college and career readiness*. Eugene, OR: Educational Policy Improvement Center (NJ1). Retrieved from https://files.eric.ed.gov/fulltext/ED537876.pdf

D'Anna, L. L. (2018). *Impact of individualized learning plans on educational completion among incarcerated youth* (Doctoral dissertation). Retrieved from https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6197&context=dissertations

Duckworth, A. L., Kirby, T. A., Gollwitzer, A., & Oettingen, G. (2013). From fantasy to action: Mental contrasting with implementation intentions (MCII) improves academic performance in children. *Social Psychological and Personality Science*, *4*(6), 745–753.

Gore Jr, P. A., Bobek, B. L., Robbins, S. B., & Shayne, L. (2006). Computer-based career exploration: Usage patterns and a typology of users. *Journal of Career Assessment*, *14*(4), 421–436.

Gottfredson, L. S. (2002). Gottfredson's theory of circumscription, compromise, and self-creation. *Career Choice and Development*, *4*, 85–148.

Hackmann, D. G., Malin, J. R., Fuller Hamilton, A. N., & O'Donnell, L. (2019). Supporting personalized learning through individualized learning plans. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *92*(1-2), 63–70.

Harackiewicz, J. M., Rozek, C. S., Hulleman, C. S., & Hyde, J. S. (2012). Helping parents to motivate adolescents in mathematics and science: An experimental test of a utility-value intervention. *Psychological Science*, *23*(8), 899–906.

Hobsons Research. (2016). *Individual learning plans for college and career readiness: State policies and school-based practices. Research to practice brief*. Retrieved from https://www.nacacnet.org/globalassets/documents/publications/research/ilp_brief_designed.pdf

Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. *Science*, *326*(5958), 1410–1412.

John J. Heldrich Center for Workforce Development. (2011). *New Jersey Department of Education personalized student learning plan pilot program, 2010–2011: Evaluation report*. Newark, NJ: Edward J. Bloustein School of Planning and Public Policy, Rutgers University. Retrieved from https://www.nj.gov/education/cte/pslp/EvaluationReportY2.pdf

John J. Heldrich Center for Workforce Development. (2012). *New Jersey Department of Education personalized student learning plan pilot program, 2011–2012: Evaluation report*. Newark, NJ: Edward J. Bloustein School of Planning and Public Policy, Rutgers University. Retrieved from https://www.nj.gov/education/cte/pslp/EvaluationReportY3.pdf

Kosovich, J. J., Hulleman, C. S., Phelps, J., & Lee, M. (2019). Improving algebra success with a utility-value intervention. *Journal of Developmental Education*, *42*(2), 2–10.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*(9), 705.

Malin, J., Hamilton, A. F., & Hackman, D. G. (2015). *Individualized learning plans: Implementation in Joliet Township High School District 204*. Springfield, IL: Pathways Resource Center at University of Illinois. Retrieved from https://occrl.illinois.edu/docs/librariesprovider4/prc/joliet.pdf

National Collaborative on Workforce and Disability. (2013). *Using individualized learning plans to produce college and career ready high school graduates*. Policy Brief. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2016/11/PolicyBrief_issue_6.pdf

National Collaborative on Workforce and Disability. (2014a). *Families and college and career readiness: What schools can do to engage families in the individualized learning plan process*. Info Brief. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2016/10/infobrief-40-families-and-college-and-career-readiness-ilp.pdf

National Collaborative on Workforce and Disability. (2014b). *Personalized learning: Policy insights from four states*. Policy Brief. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2016/11/policy-brief-03-Personalized-Learning_Policy-Insights-from-Four-States.pdf

Phelps, L. A., Durham, J., & Wills, J. (2011). Education alignment and accountability in an era of convergence: Policy insights from states with individual learning plans and policies. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, *19*, 1–33.

Piesch, H., Häfner, I., Gaspard, H., Flunger, B., Nagengast, B., & Harackiewicz, J. M. (2019). Helping parents support adolescents' career orientation: Effects of a parent-based utility-value intervention. *Unterrichtswissenschaft*, *47*(3), 271–293.

Plasman, J. S. (2018). Career/education plans and student engagement in secondary school. *American Journal of Education*, *124*(2), 217–246.

Rhode Island Department of Education. (2005). *The Rhode Island Framework for Comprehensive K–12 School Counseling Programs.* Retrieved from https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/Counseling/RIFramework_web.pdf Schools/Educational-Programming/Counseling/RIFramework_web.pdf

Rhode Island Department of Education. (2017). *Regulations of the Council on Elementary and Secondary Education*. In Office of College and Career Readiness. Retrieved from http://www.ride.ri.gov/Portals/0/Uploads/Documents/CESE/Secondary_School_Regulations_Amendment_10_11_16.pdf

Rogers, M. E., Creed, P. A., & Glendon, A. I. (2008). The role of personality in adolescent career planning and exploration: A social cognitive perspective. *Journal of Vocational Behavior*, *73*(1), 132–142.

Rogers, T., Milkman, K. L., John, L., & Norton, M. I. (2013). *Making the best-laid plans better: How plan making increases follow-through*. Manuscript in preparation. Retrieved from http://scholar.harvard.edu/files/todd_rogers/files/making_the_best_laid_plans_better._how_plan-making_increases_follow-through.pdf

Rumberger, R. W. (2011). *Dropping out: Why students drop out of high school and what can be done about it*. Cambridge, MA: Harvard University Press.

Sidiropoulou-Dimakakou, D., Mylonas, K., & Argyropoulou, K. (2015). Self-efficacy in career planning: a new approach to career exploration. *International Journal of Learning, Teaching and Educational Research*, *11*(2).

Skaff, L. F., Kemp, J. N., Sternesky McGovern, L. A., & Fantacone, J. M. (2016). Educator and parent views of the effectiveness of individualized learning plans for students with disabilities. *Career Development and Transition for Exceptional Individuals*, *39*(2), 68–78.

Solberg, S. (2019). *Making school relevant with individualized learning plans*. Cambridge, MA: Harvard Education Press.

Solberg, S., Howard, K., Gresham, S., & Carter, E. (2012). Quality learning experiences, self-determination, and academic success: A path analytic study among youth with disabilities. *Career Development and Transition for Exceptional Individuals*, *35*(2), 85–96.

Solberg, S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J., & Costa, L. (2018). *Promoting quality individualized learning plans throughout the lifespan: A revised and updated "ILP how to guide 2.0."* Washington, DC: National Collaborative on Workforce and Disability for Youth. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf

Solberg, S., Phelps, L. A., Haakenson, K. A., Durham, J. F., & Timmons, J. (2012). The nature and use of individualized learning plans as a promising career intervention strategy. *Journal of Career Development*, *39*(6), 500–514.

Solberg, S., Wills, J., Redmon, K., & Skaff, L. (2014). *Use of individualized learning plans: A promising practice for driving college and career efforts. Findings and recommendations from a multi-method, multi-study effort*. Washington, DC: National Collaborative on Workforce and Disability for Youth. Retrieved from http://www.ncwd-youth.info/wp-content/uploads/2018/03/ILPs-A-Promising-Practice-for-Driving-College-and-Career-Efforts.pdf

U.S. Department of Education. (2008). *Family Educational Rights and Privacy Act*. Retrieved from https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Welsh, S. L. (2005). *Goal-oriented personal learning plans and their effect on student aspirations regarding post-secondary education*. Boston, MA: Boston College.

Appendices

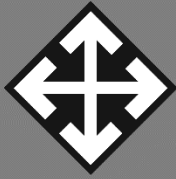A. ASCA Mindsets and Behaviors for Student Success

B. Rhode Island Graduation and College Entrance Requirements

C. Diploma Personalization/Council Designations - More information coming soon

D. Work Based Learning Guidance and Instructions for high quality projects for students. -More information coming soon

This page intentionally left blank

Appendix A.
ASCA Mindsets and Behaviors for Student Success

ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by

a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

> **Category 1: Mindset Standards** – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.
>
> **Category 2: Behavior Standards** – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.
>
> a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
>
> b. **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
>
> c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Self-confidence in ability to succeed
M 3. Sense of belonging in the school environment
M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Positive attitude toward work and learning

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1.	Demonstrate ability to assume responsibility	B-SS 1.	Use effective oral and written communication skills and listening skills
B-LS 2.	Demonstrate creativity	B-SMS 2.	Demonstrate self-discipline and self-control	B-SS 2.	Create positive and supportive relationships with other students
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3.	Demonstrate ability to work independently	B-SS 3.	Create relationships with adults that support success
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4.	Demonstrate empathy
B-LS 5.	Apply media and technology skills	B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals	B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-LS 6.	Set high standards of quality	B-SMS 6.	Demonstrate ability to overcome barriers to learning	B-SS 6.	Use effective collaboration and cooperation skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals	B-SMS 7.	Demonstrate effective coping skills when faced with a problem	B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8.	Actively engage in challenging coursework	B-SMS 8.	Demonstrate the ability to balance school, home and community activities	B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9.	Demonstrate personal safety skills	B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10.	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small group counseling by focusing on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at *www.schoolcounselor.org/studentcompetencies*. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

This page intentionally left blank

Appendix B.
Rhode Island Graduation and College Entrance Requirements

RI High School to College Pipeline:

Requirements for High School Graduation
URI/RIC Admissions Requirements

	RI Secondary Diploma Requirements	RIC Undergraduate Freshman applicants	URI First-Year Student Admission Requirements	URI Engineering applicants	URI - Other (Recommended for applicants to Business, Chemistry, Computer Science, Physics, and Pharmacy)
English	4	4	4	4	4
Math ⭐	4	3 including Algebra I and II, and Geometry	3 including Algebra I and II, and Geometry	4 including pre-calculus or calculus	4 including pre-calculus or trigonometry
Physical / Natural Science	3	2 lab science	2 >1 lab science	3 physical science classes with labs, including 1 unit of physics, 2 other physical sciences and chemistry	2 >1 lab science
History / Social Science	3	2	2	2	2
World Language ⭐	None	2 in same world language	2 in same world language	2 in same world language	2 in same world language
Additional Units	6 courses to include, but not limited to, world languages, the arts, technology, P.E., and health	5	5 additional college preparatory units	5 additional college preparatory units	5 additional college preparatory units
Minimum Total	20	18	18	18	18
Additional	The 20 courses must include demonstration of proficiency, as defined by the LEA and aligned with high school content standards in 6 core content areas: English language arts, math, science, social studies, the arts, and technology.	Additional coursework in any of the above referenced subjects, or other college preparatory elective courses offered by your high school.	Additional college preparatory units include: English, world language, mathematics, social science, or laboratory science.		

*CCRI is not represented on this chart because it is an open enrollment school and there are no academic requirements for general admission.

**Math and World Language have been marked with a star to illustrate that these are the two content areas that are most likely to impact students.

RIDE Rhode Island Department of Education

This page intentionally left blank

Appendix C.

[Diploma Personalization/Council Designations](#)

More Information Coming Soon

This page is intentionally left blank

Appendix D.

Work Based Learning Guidance and Instructions for high quality projects for students

More information coming soon