



Multiple Pathways to a Nontraditional Career—Strategies to Address Student Interests and Needs



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Multiple Pathways to a Nontraditional Career – Strategies to Address Student Interests and Needs

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National Collaborative on Workforce & Disability for Youth

Who We Are

- ▶ National Collaborative on Workforce & Disability for Youth, a national technical assistance center
- ▶ Focus on transition needs of ALL youth, including youth with disabilities and other disconnected youth
 - Improve state and local policy
 - Strengthen workforce development service delivery
 - Improve competencies of youth service professionals
 - Engage youth and families
- ▶ Supported by Office of Disability Employment Policy, U.S. Department of Labor



Overview:

- ▶ Individualized Learning Plan (ILP)
 - Research based recommendations for District and School Implementation
 - Resources and Support

Individualized Learning Plans

- ▶ Typically begin in middle school - no later than 9th grade
- ▶ Required or strongly encouraged in 37 states for **all students**
- ▶ ILPs by any other name ... Education & Career Action Plan, Student Success Plan, High School and Beyond, etc.

Purpose of ILPs

- ▶ Purposes for ILP in education system:
 - To personalize learning and reengage low performing youth
 - To develop college and career readiness
 - To prepare early to meet graduation requirements
- ▶ ILP is not the same as an Individualized Education Program (IEP) for students with disabilities.

What is a Quality ILP?

Quality ILP Activities

- ▶ A document consisting of:
 - (a) course taking and post-secondary plans aligned to career goals; and
 - (b) documentation of the range of college and career readiness skills that the student has developed.
- ▶ A process that enhances the relevance of school and out-of-school learning opportunities, and provides the student access to career development opportunities that involve building skills in self exploration, career exploration, and career planning and management



Career Readiness

Intended ILP Outcomes

- ▶ Rigorous courses aligned to self-defined post-secondary career goals
- ▶ Self (Career) awareness skills
- ▶ Career exploration skills
- ▶ Career planning and management skills (Immersion)
 - Soft skills, resiliency, financial literacy, work-based learning

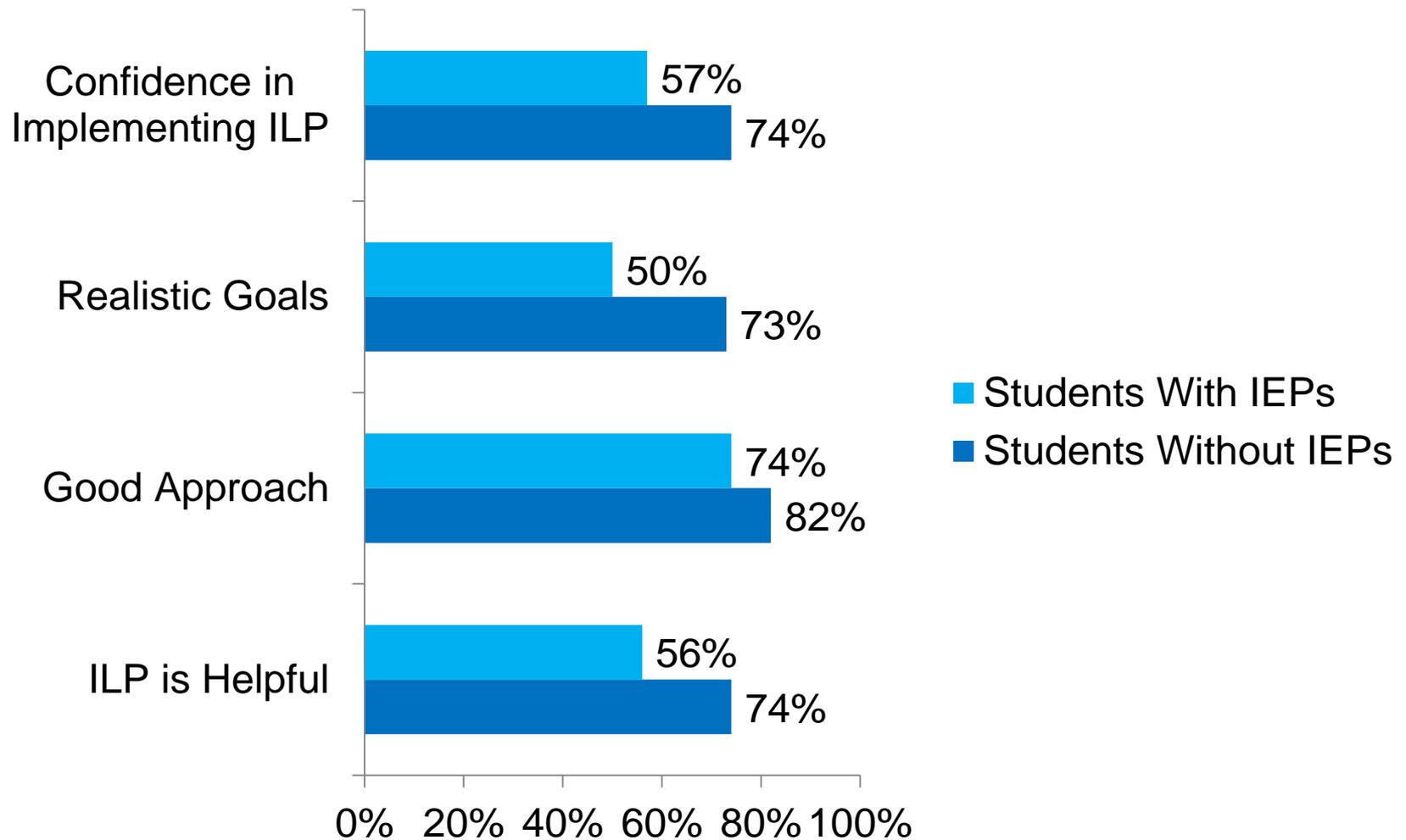
Becoming Career Ready is a Student Who is Able to:

- ▶ Identify one or more careers of interest
- ▶ Clearly describe plans to pursue the careers of interest
- ▶ Connect career plans to personal interests, skills and values
- ▶ Identify how current courses relate to career plan
- ▶ Articulate skill and entry requirements for their careers
- ▶ Engage in additional learning opportunities
- ▶ Describe their needed skills & future development plan

ILP Pathway to College and Career Readiness



ILP Reactions from Educators



Altarum (2011). Parent and educator perspectives on ILPs: Final recommendations
From a four state report. Report available from Altarum.

Teacher's ILP Experience

“I love it. I absolutely love it. I think it's a success in that it's made everyone a stakeholder in where this child is going ... the ILP makes the courses and the curriculum the child chooses more relevant. They understand now why they have to take algebra I. They understand now why they have to take biology.”

Altarum (2011). Parent and educator perspectives on ILPs: Final recommendations
From a four state report. Report available from Altarum.

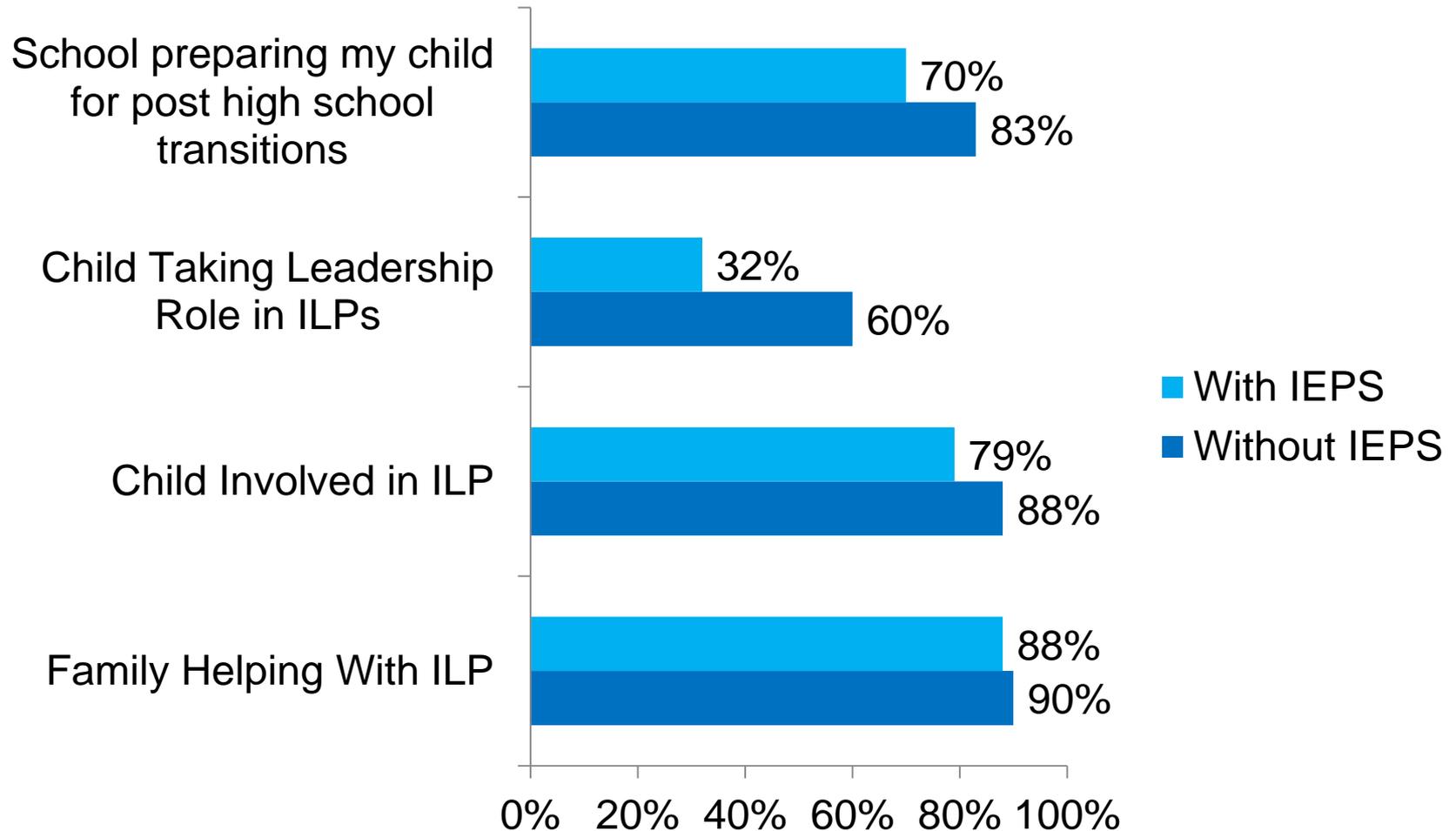
Another Teacher's Experience

“It really is selling public education.. the parent leaves feeling really good about what we're doing, good about what their kid's doing, they're more likely to be engaged and involved in the school...and lets them see what we do in our school.”

Altarum (2011). Parent and educator perspectives on ILPs: Final recommendations
From a four state report. Report available from Altarum.



ILP Reactions from Families



Altarum (2011). Parent and educator perspectives on ILPs: Final recommendations From a four state report. Report available from Altarum.

Family ILP Experiences

“[This school] really seems focused on launching adults as opposed to getting through a curriculum...”

Altarum (2011). Parent and educator perspectives on ILPs: Final recommendations
From a four state report. Report available from Altarum.

Family ILP Experiences

“It gave [my daughters] a sense that they had chosen [these courses], that they had decided this, that they had set goals around this...”

Altarum (2011). Parent and educator perspectives on ILPs: Final recommendations
From a four state report. Report available from Altarum.

Family ILP Experiences

“[This school] really seems focused on launching adults as opposed to getting through a curriculum...”

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Implementation Strategies

- ▶ Communication Materials
 - Definition of an ILP
 - Grade level ILP activities
 - Grade level competencies
 - Emphasize “all means all”
 - Strategy for education and workforce development

- ▶ Tailored to key stakeholder groups
 - District and school leaders, school board, elected officials
 - Educators
 - Families
 - Business community, youth serving organizations

Tailored Professional Development

- ▶ Designed by an ILP professional learning community of educators and leaders at both district and school levels
 - PLC should include school counseling, special education, and CTE representation with general educators
- ▶ Leadership orientation
- ▶ Educators orientation and periodic PD

School Level ILP Implementation Strategies

- ▶ Whole school implementation
- ▶ Affirmation that “all means all” students engage in ILPs
- ▶ Annual Student-led parent-teacher conferences
- ▶ Skills focus on development self-exploration, career exploration, and career planning and management
- ▶ Family engagement – ILP syllabus, clarity regarding link to IEPs and transition plan, homework using online systems.

Work-Based Learning

- ▶ Tours
- ▶ Job Shadowing
- ▶ Rotations
- ▶ Mentoring
- ▶ Entrepreneurship
- ▶ Service Learning
- ▶ Internships/Co-Ops
- ▶ Youth apprenticeship (paid)

Minnesota: Spectrum of Work-Based Learning Experiences

Tours:

Students take part in tours of worksites. Employer-led tours of site which provides students with information on requirements of different jobs.

Rotations:

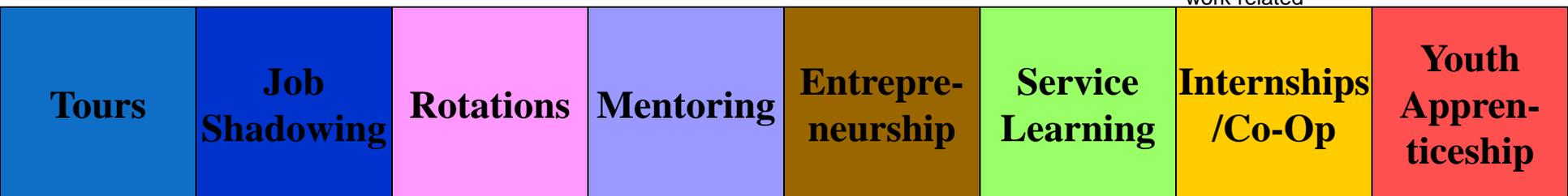
Students work in a number of different departments or for different employers, to explore different occupations within an industry cluster.

Entrepreneurship:

Students create an alternate work program, are their own boss, earn money, create a project, run their business, and earn high school credit.

Internships/ Co-Ops:

Students participate in paid work experience with employer, school coordinator and student agreeing to follow training plan. Students take vocational and work related



Job Shadowing:

Students make brief worksite visits to spend time with individual workers learning what their jobs entail.

Mentoring:

Students are paired with "adult peers" from the workplace who provide guidance and encouragement on career-related, interdisciplinary projects.

Service Learning:

Students unpaid work, geared to the public good, integrated with school learning through projects or similar mechanisms.

Youth Apprenticeship:

The integration of academic instruction and work-based learning. The student commits to one or two years of paid work experience in a specific trade and is registered as a youth apprentice.

Quality Individualized Planning

- ▶ Quality ILPs more than documentation
- ▶ Quality ILPs strategies actively and continuously engage youth in
 - **Self Exploration**
 - **Career Exploration**
 - **Career Planning & Management**

Career Development Strategies

Use the ILP How-to Guide

Includes Sample Lessons, Activities & Tools for:

- Self Exploration
- Career Exploration
- Career Planning & Management
 - Job Search Skills
 - Youth Development and Leadership
 - Career and Work-Readiness Skills
 - Work-Based Learning
 - Financial Literacy

www.ncwd-youth.info/ilp/how-to-guide

Career Development Strategies

Self Exploration

Purpose: To help youth become aware of their interests, skills, and values to guide career exploration & planning

Youth Competencies	Activities
Identify own abilities, strengths, skills, and talents	Complete online career interest, ability, and values assessments using O*NET
Identify own social skills that will support future employability	Complete “Why Should I Hire You?” Activity
Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility)	Complete “Do You Have The Universal Skills Employers Seek?” Activity

Career Development Strategies

Career Exploration

Purpose: To help youth learn about the skills and qualities required to be successful in various careers and the education and training necessary to pursue each career.

Youth Competencies	Activities
Able to describe short- and long-term career and life goals	Complete “Goal Setting Begins with a Dream” Activity
Able to use different types of career information resources (i.e., occupational, educational, economic, and employment) for career planning	Complete “Considering Labor Market Information in Your Career Choice” Activity
Able to develop a career plan to meet own career goals	Design a travel map that identifies one's main goals and stops along the road (learning opportunities, experiences) needed to help reach the ultimate destination

Career Development Strategies

Career Planning & Management

Purpose: To help youth develop a range of skills needed to secure and succeed in employment, navigate career changes, and pursue growth opportunities throughout a lifetime.

Youth Competencies	Activities
Able to identify strategies for improving educational achievement & options for continued education & training	Complete “Connecting Education to Our Careers” Activity
Career Readiness/ Work Readiness Skills (Communication; Enthusiasm & Attitude; Teamwork; Networking; Problem Solving & Critical Thinking; and Professionalism)	Complete soft skills activities in U.S. DOL ODEP’s <i>Skills to Pay the Bills: Mastering Soft Skills for Workplace Success</i>
Job Seeking Skills: resume and cover letter writing, job applications, interviewing, finding and pursuing employment leads, networking	Career Portfolios - Putting it all together: The Career Development checklist, Resume builder

More Resources for Youth Workforce Development

- ▶ Using Career Interest Inventories, <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>
- ▶ Career Exploration in Action, <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/career-exploration-in-action>
- ▶ Engaging Youth in Work Experiences, <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/engaging-youth-in-work-experiences>
- ▶ Skills to Pay the Bills: Mastering Soft Skills for Workplace Success, <http://www.dol.gov/odep/topics/youth/softskills/>
- ▶ Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families, <http://www.ncwd-youth.info/information-brief-28>
- ▶ 411 on Disability Disclosure: A Workbook for Youth: <http://www.ncwd-youth.info/411-on-disability-disclosure>

Learn More About ILPs

- **How-to Guide:** “Promoting Quality Individualized Learning Plans: A How to Guide Focused on the High School Years” www.ncwd-youth.info/ilp/how-to-guide
- **ILP Fact Sheet:** <http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan>
- **Policy Brief:** “Using Individualized Learning Plans to Produce College and Career Ready High School Graduates” <http://www.ncwd-youth.info/ilp/produce-college-and-career-ready-high-school-graduates>
- **ILP Resources Home Page:** www.ncwd-youth.info/ilp



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Q & A

Time for Questions



Thank you Scott

Thanks to the
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