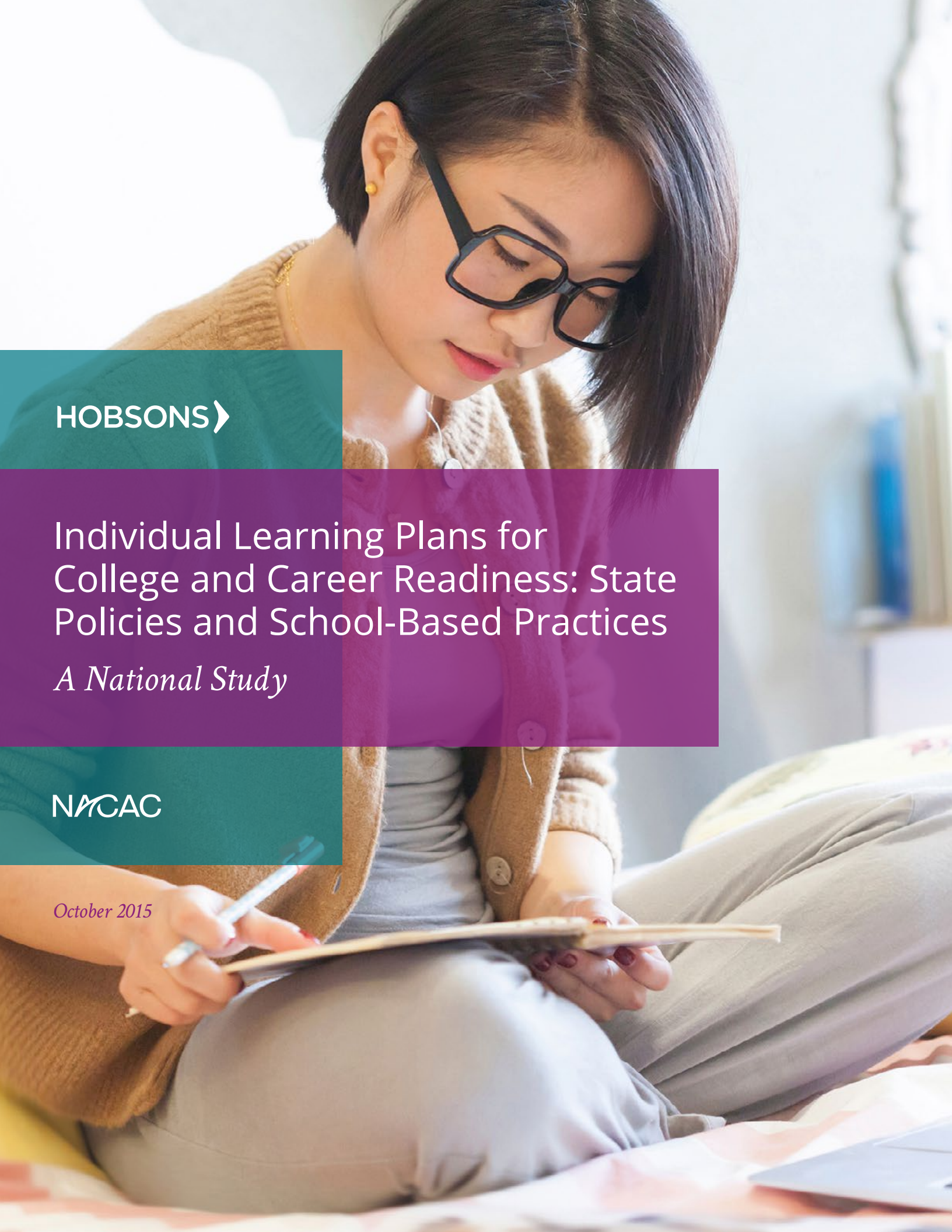

HOBSONS

Individual Learning Plans for College and Career Readiness: State Policies and School-Based Practices

A National Study

NACAC

October 2015

Executive Summary

College and career readiness is an increasing priority of secondary schools, school districts, and states. The changing economic and technological landscape has necessitated that schools provide students with the skills to navigate the complex requirements of the 21st century workplace. This report examines how states and schools have responded to these demands through schools' use and implementation of Individual Learning Plans (ILPs) and expands upon two prior reports developed by Hobsons in 2009 and 2011. ILPs are personalized plans developed collaboratively by students and school personnel to set goals that help students focus on their academic and career futures and keep them on track toward these goals. ILPs are also known as Academic Achievement Plans, Personal Learning Plans, Personal Graduation Plans, or 4-Year Plans.

The National Association for College Admission Counseling (NACAC), in partnership with Hobsons and with analytical support from Coffey Consulting, LLC, initiated this study to more fully understand:

1. How ILPs are operationalized in high schools
2. Who is tasked with implementing ILPs in high schools and the scope of their responsibility for assessing the success of ILPs on student outcomes
3. The extent to which ILP requirements contribute to high school students' college/career readiness and successful transition to postsecondary education and work

To answer these questions, NACAC oversaw a review of state websites (Chapter 1) and surveyed a random sample of school personnel at public high schools in all 50 states and the District of Columbia (Chapters 2, 3, and 4). Key findings include:

- Twenty-nine states and the District of Columbia mandated ILP policies or other college and career readiness initiatives.
- In some cases, state-level ILP mandates have not translated into school-level practice. Among survey respondents in ILP-mandated states, 29 percent reported that they did not, in fact, use ILPs. Conversely, many survey respondents from states without ILP mandates (44 percent) reported using ILPs in their schools.
- More than half of survey respondents with ILPs (54 percent) had been using them for more than five years. Nearly one-third (31 percent) had been using ILPs for 10 years or more.
- Almost all survey respondents reported that ILPs were initiated by 9th grade. Nearly 40 percent of schools initiated an ILP in 8th grade.
- Survey respondents indicated a relative lack of involvement in ILP development, implementation, and evaluation among state- and district-level stakeholders, as well as among school administrators and personnel other than counselors.
- According to survey respondents, counselors were most involved with implementation of ILPs and least involved with evaluation.
- Counselor training related to ILP use was lacking. One-third of survey respondents reported receiving training on ILP implementation, 24 percent for ILP design/development. Only 7 percent reported having received training for evaluation of ILPs.
- Nearly three-quarters of survey respondents (74 percent) indicated that tracking of ILP progress ended upon high school graduation, thereby limiting assessments of effectiveness.
- Nearly two-thirds (62 percent) of survey respondents judged that, based on their professional experience, ILPs somewhat or greatly contributed to successful student outcomes.
- Feedback from survey participants pointed to the need for more one-on-one time between counselors, students, and their families.

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Chapter 1. State Policies Regarding ILPs

A state scan was conducted to identify ILP initiatives in place or under development in all 50 states and the District of Columbia. The scan consisted of a thorough search of each state's education department website for information related to ILPs. This scan was supplemented with a follow-up email sent to an education department representative from each state that asked the following questions:

- How do students develop a plan with the Individualized Learning Plan? For example, do students develop the plan online or do students create the plan with academic counselors?
- What are the typical components of an Individualized Learning Plan?
- How many times are the Individualized Learning Plans reviewed?
- Has there been any research on the effectiveness of Individualized Learning Plans? If yes, what has the research found?

In cases where state websites did not provide information about ILPs and state contacts did not respond to our emails, the U.S. Department of Labor's Office of Disability Employment Policy database of ILP mandates was used to identify a state's ILP policies.[1] This database was used to identify ILP policies in eight states.

The state scan revealed that each of the 50 states and the District of Columbia had an initiative that promoted college and career planning for high school students. Twenty-nine states and the District of Columbia mandated ILPs for all students. While the number of states that mandated ILPs was consistent with the most recent study, [2] there were changes in which states were listed. In Hobsons' most recent report, released in 2011, Arkansas, Florida, Mississippi, and Utah were listed as having state ILP mandates. As of this report, these states no longer had ILP mandates. States that now mandate ILPs that did not previously include Maryland, Minnesota, Vermont, and Wisconsin (Table 1).

1 Available from: http://www.dol.gov/odep/ilp/map/ (accessed 9/28/2015).

2 Bloom, Todd and Emily Kissane. "Individual Learning Plans: Improving Student Performance." Hobsons. April 2011.

Table 1. *States with Mandated Individual Learning Plans (ILPs) or other College and Career Planning Initiatives, by Year*

State	2009	2011	2015
Alaska	Unknown	•	•
Arizona	•	•	•
Arkansas		•	
Colorado	Unknown	•	•
Connecticut		•	•
Delaware	•	•	•
District of Columbia	•	•	•
Florida	•	•	
Georgia		•	•
Hawaii	•	•	•
Idaho	•	•	•
Indiana	•	•	•
Iowa	•	•	•
Kentucky	•	•	•
Louisiana	•	•	•
Maryland	Unknown		•
Michigan	•	•	•
Minnesota			•
Mississippi	•	•	
Missouri	•	•	•
Nevada	•	•	•
New Jersey		•	•
New Mexico	•	•	•
New York	Unknown		
Oregon	•	•	•
Rhode Island	•	•	•
South Carolina	•	•	•
South Dakota		•	•
Tennessee	•	•	•
Utah	•	•	
Vermont			•
Virginia		•	•
Washington		•	•
West Virginia	•	•	•
Wisconsin			•
Total	**21**	**30**	**30**

Sources: Connolly, Faith. "Results of State Survey on Individual Learning Plans."Naviance. 2009; Bloom, Todd and Emily Kissane. "Individual Learning Plans: Improving Student Performance." Hobsons. April 2011; Scan of state policies conducted by 2015 report authors.

Note: States not listed were not found to have a mandate in any of the years studied.

Note: Prior reports (2009 and 2011) made a distinction between "ILP models" and "guidance frameworks or other college and career readiness initiatives." Due to uncertainly related to replicating this methodology, and in order to make year-to-year comparisons, these distinctions were eliminated for the current report. Any state-level mandate requiring particular activities related to college and career planning for secondary school students was included.

Note: For the 2009 report, Alaska and Colorado declined to participate, and Maryland and New York requested that their survey responses not be published.

State ILP policies were examined for key characteristics (see Table 2). The most common ILP elements included: an academic plan; identification of academic, career, and personal goals; a career exploration tool; and the capacity to update ILPs annually. Less commonly found characteristics among the states and the District of Columbia included: a resume builder; opportunities for personal reflection; personality and learning style assessments; identification of strengths and needs; an action plan, which allows students to set goals and timelines to better monitor progress; community service learning; and referrals for learning support.

The most commonly found ILP component, academic plans, tended to include course mapping for graduation requirements and/or college and career goals. Most plans allowed students to identify academic, career, and personal goals as a guide map for high school. Many states were beginning to use electronic and online plans to better enable students not only to remain on course, but to update the plan annually and effectively, and to share updates with students, parents, counselors, and teachers.

Table 2. *Key Elements of State ILPs or other College and Career Planning Initiatives*

	Number of States that Include Each Element
Academic plan	49
Academic, career, and personal goals identified	45
Career exploration	45
Updated annually	41
Strengths and needs assessments	21
Resume builder	18
Personal reflection	17
Service learning	16
Action plan	15
Personality and learning style assessments	10
Learning support referral	10

Source: Scan of state policies conducted by 2015 report authors.
Note: n = 51 (50 states and the District of Columbia)

Some states had been, or were in the process of, collecting data on ILPs to better evaluate their use and effectiveness in improving students' high school performance and college enrollments. Based on the state scan, only nine states had conducted formal evaluations on ILPs, although several states were currently collecting data to measure ILP efficacy in the future. Of the states that had evaluated ILP use, most collected data on ILP usage and completion, including Colorado, the District of Columbia, Indiana, Kentucky, and Nebraska. Other states had assessed ILP effectiveness, including California, Oklahoma, Rhode Island, and South Carolina. New Jersey, for instance, contracted Rutgers University to conduct a three-year evaluation of their Personalized Student Learning Plan pilot program, which provided valuable information on effective implementation strategies in New Jersey. The study found that the following factors increased student success: a clear framework for school personnel to follow; adequate training and time allotted to school personnel; strong teams that include grade-level teachers as well as counselors and administrators; continuous feedback; and collective commitment at school sites.[3] Table 3 provides an overview of the type of ILP assessments used by these states and the District of Columbia.

Table 3. *Types of State-Level Assessments of ILP/College and Career Planning Initiatives*

States with ILP Assessments	Type of Assessments
California	Tracks whether students in certified pathway program earn additional credits, are more likely to be on track toward graduation, and are more likely to graduate than peers in more traditional high school programs.
Colorado	Tracks Individual Career and Academic Plan usage, along with milestones within the plan.
Delaware	Beginning to collect data.
District of Columbia	Tracks student course completion, specifically repetition of courses, and regularly administers surveys.
Indiana	Tracks High School Graduation Plan usage and graduation rates. Indiana also has a survey called the Learn More Indiana Survey.
Kentucky	Tracks ILP usage and completion rates.
Nebraska	Tracks Personal Learning Plan usage and effectiveness.
New Jersey	Rutgers University conducted a three-year evaluation report on the state's Personalized Student Learning pilot program.
Oklahoma	Tracks academic achievement in Career and Technical Education programs.
Rhode Island	Has a Data Hub with statistics on student success measures and is collecting data on ILP usage.
South Carolina	Conducts longitudinal studies on the state's Personal Pathways to Success initiative.

Source: Scan of state policies conducted by 2015 report authors.

To better understand ILP use and evaluation efforts, all 50 states and the District of Columbia were contacted via email between October and December 2014.

3 John J. Heldrich Center for Workforce Development. "New Jersey Department of Education Personalized Student Learning Plan Pilot Program, 2011-2012 Evaluation Report." October 2012. Available from: http://www.state.nj.us/education/cte/pslp/EvaluationReportY3.pdf (accessed 9/28/15).

Representatives from 25 states and the District of Columbia provided a response. Many of these respondents shared that ILPs were created at the local level, meaning schools determined the elements of students' ILPs. These respondents included Alaska, Connecticut, Indiana, Kentucky, Maine, Michigan, Minnesota, New Hampshire, New Jersey, New Mexico, and Rhode Island. However, some respondents noted that ILP elements are state regulated, including Delaware, Hawaii, and Missouri. Respondents from South Carolina and Virginia provided information about their state's use of technology when creating and using ILPs. South Carolina indicated that the state uses a web-based program called Powerschool, and Virginia has implemented an interactive online tool, Virginia Education Wizard. Both tools allow students to create and follow a path to help them become career and college ready.

Chapter 2. ILPs in Practice: How Schools Use ILPs

Table 4 presents the distribution of the schools surveyed by state. Close to two-thirds (64 percent) of all schools in the United States were surveyed. Of the 10,000 surveyed schools, 16 percent responded, with more than half reporting that they used ILPs. While the state scan identified that 29 states and the District of Columbia have state-mandated ILPs, survey respondents from 44 states and the District of Columbia reported ILP state mandates.

Table 4. *Distribution of Schools Surveyed by State*

State Name	Mandated ILP State	Total Number of High Schools	% of Total High Schools Surveyed	% of Surveyed Schools that Responded	% of Survey Respondents Using ILPs
Alabama		266	48	11	71
Alaska	•	48	79	11	75
Arizona	•	364	79	13	78
Arkansas		271	79	8	44
California		1,223	48	14	72
Colorado	•	272	79	14	83
Connecticut	•	163	79	18	87
Delaware	•	27	78	14	0
District of Columbia	•	26	81	29	83
Florida		463	48	9	26
Georgia	•	396	48	14	62
Hawaii	•	39	79	19	17
Idaho	•	110	79	25	59
Illinois		644	48	18	25
Indiana	•	348	79	13	60
Iowa	•	301	79	18	79
Kansas		290	48	30	66
Kentucky	•	214	79	27	100
Louisiana	•	188	79	14	90
Maine		107	48	24	8
Maryland	•	185	79	17	40
Massachusetts		279	79	16	19
Michigan	•	582	79	16	72
Minnesota	•	392	79	26	57

Table 4 cont'd.

State Name	Mandated ILP State	Total Number of High Schools	% of Total High Schools Surveyed	% of Surveyed Schools that Responded	% of Survey Respondents Using ILPs
Mississippi		201	48	7	43
Missouri	•	478	79	16	75
Montana		116	47	16	33
Nebraska		257	48	21	69
Nevada	•	94	79	15	82
New Hampshire		83	49	20	25
New Jersey	•	344	79	11	17
New Mexico	•	146	79	13	47
New York		915	48	11	34
North Carolina		466	48	16	43
North Dakota		136	48	20	69
Ohio		769	48	14	8
Oklahoma		427	48	15	10
Oregon	•	221	79	15	58
Pennsylvania		595	48	22	6
Rhode Island	•	45	78	46	88
South Carolina	•	201	79	20	87
South Dakota	•	133	79	17	89
Tennessee	•	300	79	11	44
Texas		1,176	79	10	79
Utah		130	48	16	80
Vermont	•	45	76	35	50
Virginia	•	306	79	17	64
Washington	•	315	79	19	50
West Virginia	•	101	79	18	93
Wisconsin	•	413	79	22	66
Wyoming		56	48	33	44
State Unknown		--	--	--	34
Total	30	15,667	63.8	16.3	56.3

--Not applicable.

Source: The list of all U.S. high schools was acquired from the U.S. Department of Education's Common Core of Data (CCD), 2012-13. Only high schools classified as "regular" were included.

Note: Schools in states that were determined to have an ILP mandate during the scan of state policies were oversampled to ensure adequate response from schools that use ILPs.

Note: School location was known for only 1,573 of the total 1,626 survey respondents. Among the 915 survey respondents who reported using an ILP, state location was known for 857.

Table 5 profiles the survey respondents by ILP use, school enrollment, Title I status, locale, free and reduced-price lunch rate, and school type. According to the survey, 56 percent of respondents reported working in schools that used ILPs.

Table 5. *School Characteristics of Survey Respondents*

School Characteristics, 2012-2013	Percentage of Survey Respondents
ILPs Used	
Yes	56
No	39
Not sure	2
Missing	2
School Enrollment	
0-50	0
50-249	19
250-499	22
500-749	12
750-999	9
Over 1000	36
Missing	3
Title I School	
Yes	52
No	44
Missing	3
Locale	
City	16
Suburb	26
Town	18
Rural	37
Missing	3
Free/Reduced-Price Lunch	
0%	1
1-24%	22
25-49%	42
50-74%	23
75% and above	8
Missing	4
School Type	
Traditional public school	81
Charter school	4
Missing	16

Note: School characteristics were merged with survey responses using the U.S. Department of Education's Common Core of Data (CCD), 2012-13.
Note: n = 1,626

Table 6 shows the job characteristics of the respondents. More than half (60 percent) identified as either a school or a college counselor, and an additional one-third (33 percent) identified as the director or head of a school's counseling department.

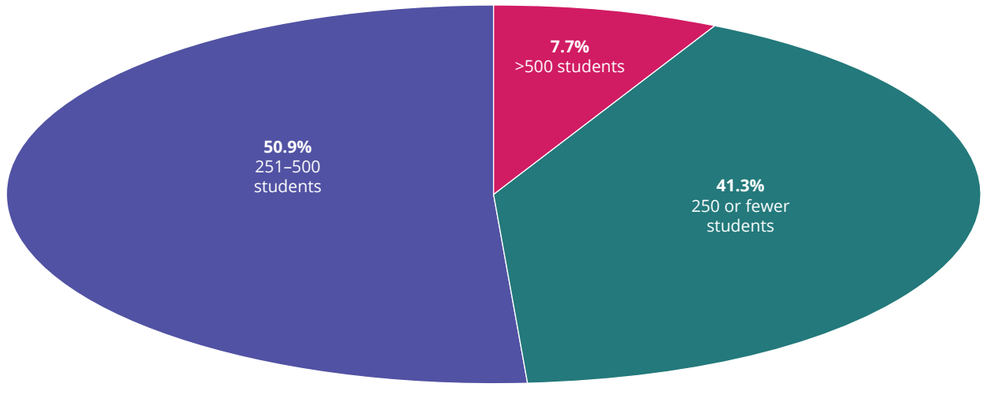
Table 6. *Job Title of Survey Respondents*

Job Title	Percentage of Survey Respondents
School Counselor	57
Director or Head of Counseling Department	33
College Counselor	3
Principal; Vice/Assistant Principal; Head of School	2
Other	3
Missing	3

Source: High School ILP Survey.
Note: n = 1,626

Among those survey respondent schools that use an ILP, the vast majority had student caseloads of 500 or fewer, with more than 40 percent reporting a student-to-counselor ratio of 250 or lower. Data limitations did not allow for a comparison of ratios at schools not using ILPs. However, the distribution shown in Figure 1 at least suggests that survey respondents at "ILP schools" benefited from smaller caseloads than the national public school average of 482 students per counselor.[4]

Figure 1. *Distribution of Counselor Caseloads at Survey Respondent "ILP Schools"*



Source: High School ILP Survey
Note: n=854

4 Common Core of Data. Elementary/Secondary information System (ELSi) tableGenerator. (2012-13). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

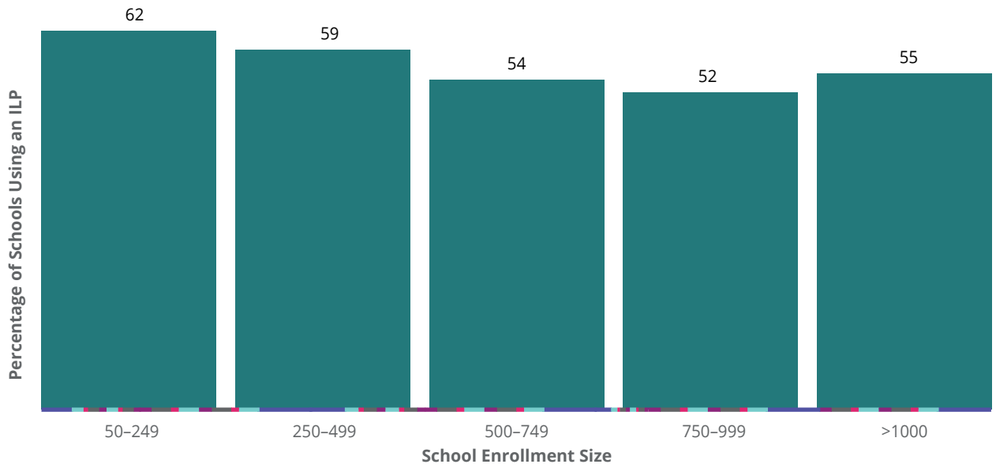
Characteristics of Schools That Use ILPs Compared with Schools That Do Not Use ILPs

Figures 2 - 5 show how schools that use ILPs compare to those that do not use ILPs on various school characteristics, as well as the state mandate status, as determined by the scan of state policies.

Enrollment size, school locale, and school type

As shown in Figure 2, small schools (those with a total enrollment of fewer than 250 students) were significantly more likely to use ILPs in comparison with schools enrolling 500 or more students.[5]

Figure 2. *Percentage of Schools Using an ILP, by School Enrollment Size*



Sources: High School ILP Survey; U.S. Department of Education's Common Core of Data (CCD), 2012-13.
Note: n=1,573

Use of ILPs did not vary greatly based on school locale. Half (50 percent) of schools located in suburban areas used ILPs compared to just under 60 percent of schools in each of the other locales (city, town, and rural) (n = 1,573). Interestingly, charter schools were significantly more likely than traditional public schools to use ILPs. Seventy-three percent of charter schools reported using ILPs compared with 54 percent of traditional public schools (n = 1,374). Many charter schools have

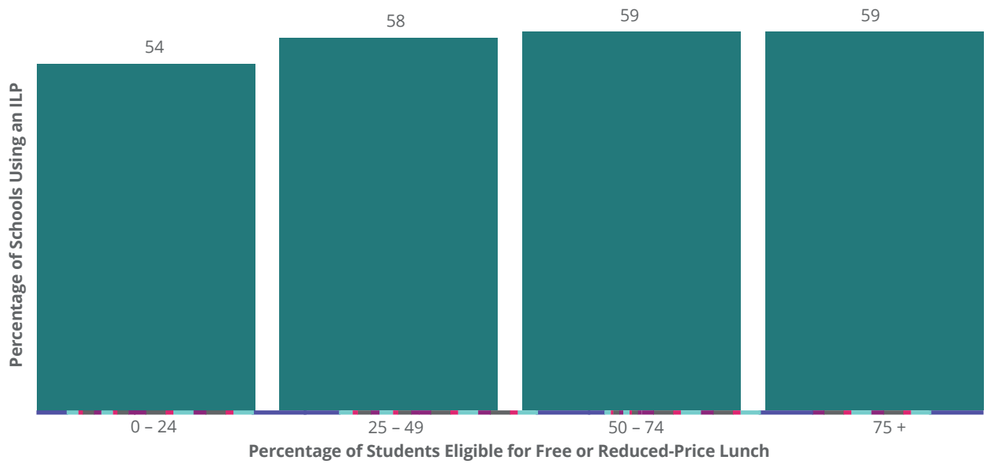
5 All significance testing in the report is at the $p < .05$ level.

a college preparatory or career-oriented mission, which may explain the higher percentage of charter school respondents reporting use of ILPs.

Indicators of student and school financial resources

The percentage of students who qualify for free or reduced-price lunch was used as a proxy for the general socioeconomic status of a school's student body. Survey results indicated that schools with the lowest proportions of FRPL-eligible students (fewer than 25 percent) were less likely to use ILPs, as compared to those with more low-income students (Figure 3).

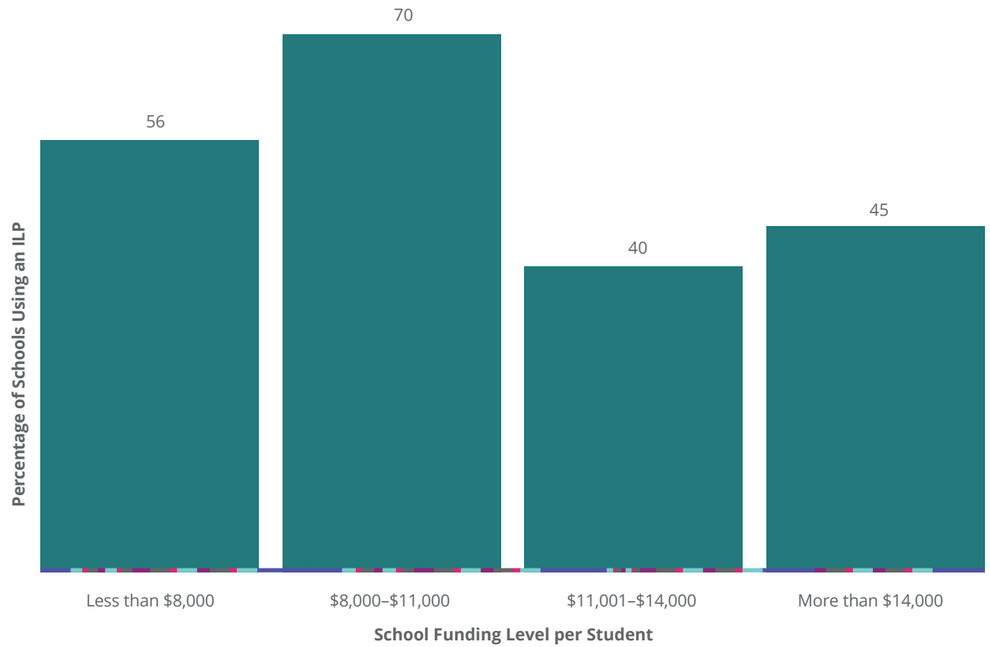
Figure 3. *Percentage of Schools Using an ILP, by Student Eligibility for Free or Reduced-Price Lunch*



Sources: High School ILP Survey; U.S. Department of Education's Common Core of Data (CCD), 2012-13.
Note: n=1,562

ILP usage also varied by per student funding levels. As shown in Figure 4, higher-funded schools ($11,000 per student or more) were significantly less likely to use ILPs than those with funding between $8,000 and $11,000 per student. No difference was found between the lowest funding level (less than $8,000 per student) and other groups. A school's Title I status was not found to relate to ILP use. Fifty-eight percent of Title I schools and 56 percent of non-Title I schools used ILPs (n = 1,571).

Figure 4. *Percentage of Schools Using an ILP, by School Funding Level*



Sources: High School ILP Survey; U.S. Department of Education's Common Core of Data (CCD), 2012–13.
Note: n=1,517

State ILP mandate status

Table 7 compares results of the state policy scan with survey responses on ILP use. Interestingly, 29 percent of survey respondents located in states that had been identified as mandating ILPs reported that they did not, in fact, use ILPs. Administrators and other leaders at these schools may have been unaware of the state mandates, or they may have lacked the resources to comply. Conversely, many survey respondents from states without ILP mandates (44 percent) reported using ILPs in their schools. This finding is consistent with information revealed during the state policy scan. Although only 30 states have mandated ILPs, all states have some type of college and career readiness initiative. Some of these initiatives are designed and managed at a more local level, and some schools may implement ILPs independently, recognizing the potential benefit to students.

Table 7. ILP Mandate Status According to Survey Respondents, Compared to State Policy Scan

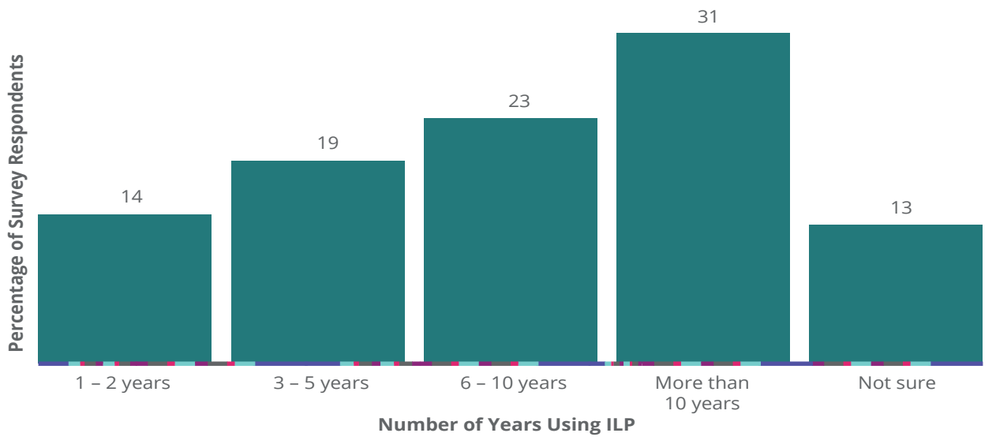
Respondent Characteristics	ILP Status		
	Used	Not Used	Missing/Not Sure
State mandated (state scan)			
Yes	67	**29**	3
No	**44**	53	3
State mandated (survey response)			
Yes	96	0	4
No	93	2	6
Not sure	96	1	4

Sources: Scan of state policies conducted by 2015 report authors; High School ILP Survey.

ILP Features

Figures 5 and 6 profile schools that use ILPs by ILP timespan and grades in which ILPs are initiated. More than half of schools (54 percent) had used ILPs for more than five years, with 31 percent having used ILPs for more than 10 years (Figure 5).

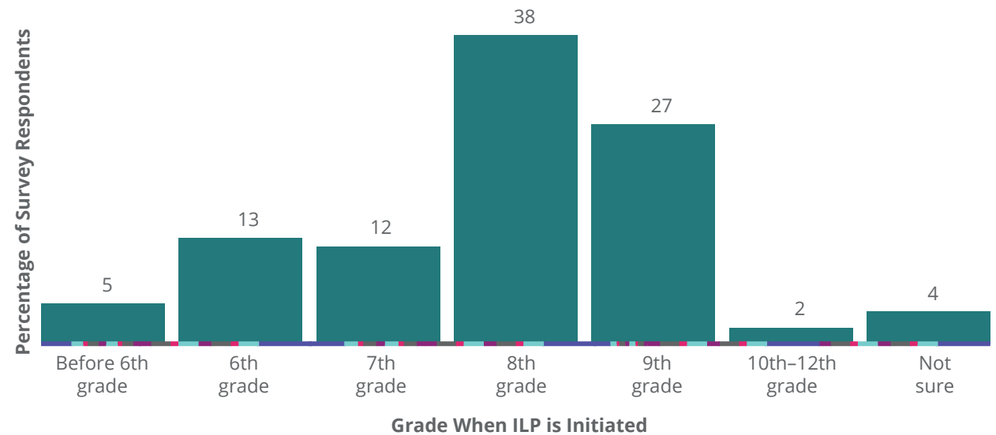
Figure 5. Number of Years Survey Respondent Schools Have Used ILPs



Source: High School ILP Survey
Note: n=905

Respondents were most likely to report initiating ILP use in the 8th grade (38 percent), followed by 9th grade (27 percent). Only two percent of respondents indicated that ILP use started in grades 10 through 12 (Figure 6).

Figure 6. Grades ILPs Were Initiated



Sources: High School ILP Survey.
Note: n=904

The large majority (81 percent) of respondents reported that their state-level ILPs were mandated for all students, and another 5 percent indicated that most students were encouraged to participate. Few schools reported that ILPs were used only for particular groups, such as students with disabilities or English language learners (3 percent), academically at-risk students (2 percent), or select grade levels (2 percent).

Table 8 displays the elements that respondents reported were included in their schools' ILPs. The most commonly reported element was "progress toward high school graduation" (88 percent), followed by "completion of high school course plan of study" (81 percent), "career interest identified" (77 percent), and "participation in dual enrollment courses" (65 percent). Survey results were consistent with the state policy scan, which found academic plans to be the most common component.

Table 8. Elements Included in ILPs Used by Survey Respondents

ILP Element	Percentage of Schools
Progress toward high school graduation (e.g., high school courses taken)	88
Completion of high school course plan of study	81
Career interest identified	77
Participation in dual enrollment (college) courses	65
Self-assessment of interests, strengths, aptitudes, etc.	48
Completion of pre-college entrance examinations (ACT's PLAN, EXPLORE, etc.)	44
Student resume completed	43
Completion of college entrance examinations (ACT, SAT)	41
Extracurricular non-athletics	37
Volunteerism	34
Extracurricular athletics	30
Awards	29
Work experience (e.g. apprenticeship, internship, job shadowing)	29
FAFSA completion	23
College application submission	20
Postsecondary financial plan	20
Participation in personal financial literacy courses/workshops/activities	18
Other financial aid application completion (e.g., scholarship and grant applications)	16
Other	10
Postsecondary plans	3
Academic supports and interventions	1
Goal setting	1
Other miscellaneous elements	1
Test support	1
Missing	3

Source: High School ILP Survey.

ILP Implementation

Tables 9-12 provide details about how ILPs are implemented, including training of school personnel, involvement of various stakeholders, and communication among school personnel and with students and families. As Table 9 displays, respondents were most likely to report having received no ILP training (44 percent). Approximately one-third (33 percent) reported having received training related to ILP implementation.

Table 9. Types of ILP Training Provided for Survey Respondents Using ILPs

Types of ILP Training	Percentage of Schools
No training	44
Implementing ILPs	33
Communicating with students about their ILPs	28
Designing/developing ILPs	24
Communicating with families about ILPs	22
Best practices in using ILPs	19
Communicating with teachers about ILPs	13
Evaluating ILP implementation	7
Other	7
Workshops/trainings	1
Training by other school personnel	1
State training	1
District training	1
Other miscellaneous type of training	1
Not sure	1
None	1
Missing	0

Source: High School ILP Survey.

Based on the particular characteristics of ILPs and other college/career readiness initiatives across different states, potential stakeholders—school counselors, other school staff, district-level personnel, and state-level leaders—are likely to be involved to varying degrees with ILP design, implementation, and evaluation. Survey results indicated that school counselors were more often involved with ILPs compared to other stakeholders (Table 10). Counselors were most likely to be involved with ILP implementation (79 percent), followed by ILP design/development (62 percent), and ILP evaluation (50 percent). Similarly, other school-level personnel also were more involved in the implementation stage (39 percent) than in the design/development and evaluation stages (32 and 21, respectively.) In contrast, state- and district-level personnel were each most likely to be involved in the design/development stage (34 percent and 26 percent, respectively).

Table 10. Stakeholders Involved in ILP Design, Implementation, and Evaluation

Percentage of Schools Reporting Involvement of Each Stakeholder	
ILP design/development	
Counselor	62
School	32
District	26
State	34
Not sure	5
ILP implementation	
Counselor	79
School	39
District	18
State	9
Not Sure	3
ILP evaluation	
Counselor	50
School	21
District	14
State	11
Not sure	30

Source: High School ILP Survey.

Survey respondents also provided more detail about the level of involvement of school-based personnel (including, counselors) in ILP design, implementation, and evaluation. More than one-third (35 percent) of survey respondents reported that school-based personnel were highly involved in ILP implementation, compared to only 19 percent for ILP design and 14 percent for ILP evaluation (Table 11). The combined survey results presented in Tables 10 and 11 clearly indicate that ILP implementation is the area in which counselors have played the largest role.

Table 11. Level of Involvement of School-Based Personnel in ILP Design, Implementation, and Evaluation

	Percentage of Schools
ILP design/development	
Highly involved	19
Somewhat involved	37
Not involved	41
Missing	3
ILP implementation	
Highly involved	35
Somewhat involved	42
Not involved	21
Missing	2
ILP evaluation	
Highly involved	14
Somewhat involved	31
Not involved	53
Missing	3

Source: High School ILP Survey.

When asked about the frequency of meetings related to ILPs between school personnel and administration, the most common response of survey respondents was never (32 percent) or not sure (26 percent) (Table 12). Seventeen percent of respondents reported a meeting frequency of once each academic year, and another 16 percent met once each term. Very few survey respondents (7 percent) reported meeting more often than once per term.

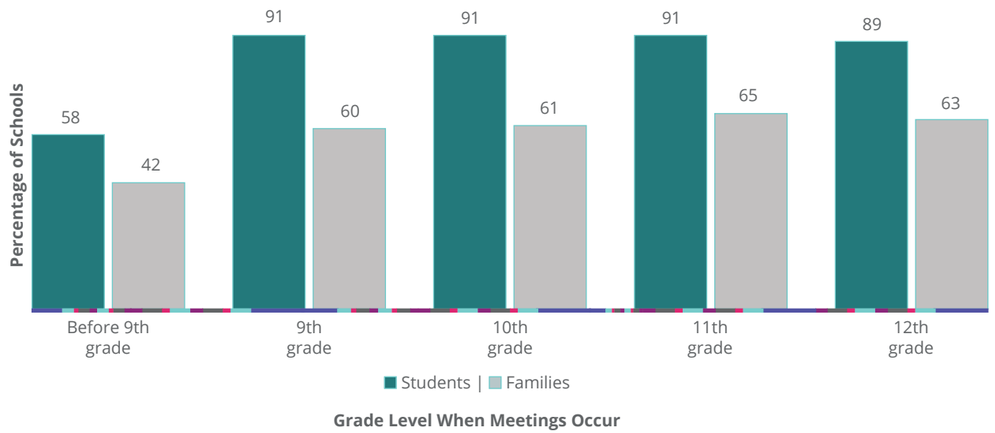
Table 12. How Frequently School Personnel and Administration Meet about ILPs

	Percentage of Survey Respondents
Once a month or more	3
Several times each term	4
Once each term	16
Once each academic year	17
Never	32
Not sure	26
Missing	3

Source: High School ILP Survey.

Figure 7 and Table 13 display the frequency of ILP meetings, by grade level, between school personnel and students and families, respectively. The vast majority of survey respondents (approximately 90 percent) reported that students at their schools meet with personnel to review ILPs at least once per academic year beginning in 9th grade. However, yearly ILP meetings with families occurred at less than two-thirds of schools (between 60 percent and 65 percent, depending on grade level) (Figure 7).

Figure 7. *Percentage of Survey Respondents Who Reported that Students or Families Meet with School Personnel at Least Once per Academic Year*



Source: High School ILP Survey.
Note: n = 915

Additional detail about meeting frequency by grade level for students and families can be found in Table 13. While survey respondents indicated that students across all grade levels meet with school personnel at least once per academic year, students in 12th grade were significantly more likely than those in grades 9 and 10 to meet several times per term (25 percent of schools versus 14 percent). Looking at the timeframe of "at least once each term," shows that 9th and 10th graders meet that frequently at 43 percent of schools, 11th graders at 48 percent of schools, and 12th graders at 54 percent of schools.

Table 13. *Meeting Frequency between School Personnel and Students and Families, by Grade Level*

	Percentage of Schools Reporting Each Level of Meeting Frequency					
	Once a month or more	Several times each term	Once each term	Once each academic year	Never	Not sure/Not Applicable/ Missing
Students						
Before 9th grade	2	8	9	39	3	38
9th grade	5	14	24	49	1	8
10th grade	5	14	24	48	2	8
11th grade	5	19	24	43	2	8
12th grade	8	25	21	36	3	9
Families						
Before 9th grade	1	1	3	37	12	25
9th grade	1	2	8	49	21	12
10th grade	1	3	8	49	21	11
11th grade	1	5	8	52	18	10
12th grade	1	7	9	45	19	10

Source: High School ILP Survey.
Note: n = 915

ILP Tracking and Evaluation

The survey also collected information about state-mandated ILP tracking. Table 14 shows that more than one-third (36 percent) of schools had reported mandated tracking at the time of the survey. However, a similar proportion of survey respondents (31 percent) were not sure if ILP tracking was mandated. Nearly one-quarter of survey respondent schools indicated that all ILP tracking was done on paper. Thirty percent reported tracking using computer software or an online system, and another 37 percent used a combination of paper and computer-based solutions. The majority of respondents (74 percent) only tracked ILPs through the point of high school graduation.

Few respondents (12 percent) indicated working in a state that formally evaluates ILP policies, while the majority (78 percent) were unsure if their state conducted ILP evaluations (Table 14). This finding is consistent with other survey results indicating

the relative lack of involvement of counselors with ILP evaluation, as compared to design and implementation (see Tables 10 and 11).

Table 14. ILP Tracking and Evaluation

	Percentage of Schools
ILP tracking mandated by state	
Yes	36
No	32
Not sure	31
Missing	1
ILP tracking method	
Combination of paper and computer software/online system	37
Computer software/online system	30
On paper	24
Not tracked	8
Missing	1
ILP tracking duration	
Ends upon high school graduation	74
1-3 years after graduation	9
4-6 years after graduation	2
Other	1
Depends on individual student	1
A few months after graduation	1
Indefinite tracking length	1
Not sure	10
Missing	3
Frequency of state-level ILP evaluations	
2-5 Years	4
Annually	8
Never	8
Other	1
Often	1
Not Sure	78
Missing	3

Source: High School ILP Survey.

Chapter 3. ILP Effectiveness: Connecting ILPs to Student Outcomes

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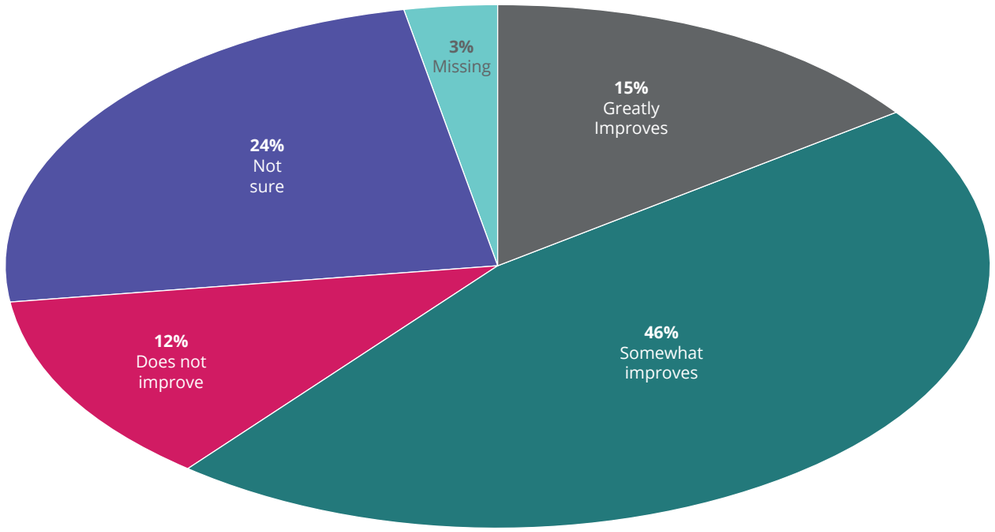
Respondents who used ILPs were asked to provide student outcomes directly following high school graduation, including the percentage of students accepted into college, enrolling in college, and entering the workforce. On average, 57 percent of graduates at survey respondent schools were accepted into college, and just under half (48 percent) enrolled in college. Twelve percent entered directly into the workforce. No correlations were found between these outcomes and specific ILP elements as reported on the survey.[6] Because similar information about student outcomes was not available for survey respondents who did not use ILPs, it was not possible to make a comparison of ILP and non-ILP schools. However, further research should compare graduate outcomes of schools that use ILPs with those that do not to provide a greater understanding of the relationship between ILP usage and graduate outcomes (see Chapter 4, Policy Recommendations). According to the U.S. Department of Education's National Center for Education Statistics, 65 percent of students in 2013 enrolled in college the fall immediately following high school graduation.[7]

6 Correlation coefficients were equal to, or below .1

7 NCES. "Fast Facts: College and University Education." 2015. http://nces.ed.gov/fastfacts/display.asp?id=372

Figure 8. Survey Respondents' Experience-Based Views of the Contribution of ILPs to Students' College and/or Career Success



Source: High School ILP Survey.

Respondents were also asked to report their perceptions of the contribution of ILPs to students' college and career success. As displayed in Figure 8, the majority (62 percent) felt that ILPs somewhat or greatly contributed to successful student outcomes. Nearly one-quarter (24 percent) were not sure whether or not ILPs were related to student success, and 12 percent felt that ILPs did not have any effect on successful student outcomes.

Finally, respondents were asked to report any effective ILP practices and potential areas for improvement. Nearly half (45 percent) did not identify any effective ILP practices (Table 15). Of the other 45 percent who did report effective ILP elements, just over half (51 percent) provided specific examples. These open-ended responses were coded into categories, the most common being career and college guidance (20 percent); followed by consistent and constant review of ILPs by students, staff, and parents (9 percent); and graduation course plan and requirements (5 percent).

Table 15. Survey Respondents' Experience-Based Views Related to Effective ILP Practices

Effective ILP Practices	Percentage of Survey Respondents
Thinking about how ILPs are used at your school, are there any ILP practices that you believe are particularly effective at improving students' college and/or career success?	
Yes	45
Career and college guidance	20
Consistent and constant review of ILP by students, staff, and parents	9
Individual student meetings, often with parents	5
Graduation course plan and requirements	5
Develop ILPs early	1
Other	2
Missing	3
No	45
Missing	10

Source: High School ILP Survey.

Just over half (54 percent) of survey respondents reported areas of potential improvement (Table 16), including more time with students or smaller student-to-counselor ratios (14 percent), greater access to technology (10 percent), and more buy-in from students, parents, and/or staff (8 percent).

Table 16. Survey Respondents' Experience-Based Views Related to ILP Improvement

	Percentage of Survey Respondents
Is there anything that would make the use of ILPs at your school more effective?	
Yes	**54**
More time with students/smaller student- to- counselor ratio	14
More access to technology	10
More student, parent, and or/staff buy-in	8
More staff, resources, training, and funding	5
More use in the classroom and by teachers	3
Broader range of ILP elements/more student-driven ILP	3
Better guidance from school, state, and or/district	2
More data, tracking, and evaluation	2
Other miscellaneous areas of improvement	4
Not sure	1
Missing	2
No	**34**
Missing	11

Source: High School ILP Survey.

Chapter 4. Recommendations for Policy and Practice

The results of the state policy scan and national school survey suggest that ILPs are regularly used across states. The survey respondents, most of whom were school counselors, seemed to view ILPs favorably and felt they contributed to students' successful outcomes, and the majority had been using ILPs for more than five years. However, the survey responses also indicated that ILP implementation and evaluation could be improved. Below are five areas that policymakers and state education officials should consider when designing, implementing, and evaluating ILP programs and policies.

Improved Communication and Consistency

One interesting finding is a discrepancy in the awareness of ILP mandates between state-level education officials and school counselors who work directly with ILPs. The state policy scan, which relied on communication with state-level contacts, state website reviews, and a federal database of state policy mandates, revealed that 29 states and the District of Columbia, or 66 percent of survey respondents' schools, mandated ILP usage. However, 96 percent of respondents reported that their states mandated ILPs. This finding points to a need for greater awareness and communication related to ILPs at the state level, specifically between states, districts, schools, and school personnel.

The state policy scan also revealed that states have widely varied names for ILPs, which could create confusion about whether or not a state ILP mandate exists. Perhaps more consistent naming and messaging of plans across states would facilitate greater knowledge and familiarity with ILPs. Individualized Education Plans (IEPs), which serve students with disabilities, seem to be consistently named and more widely known across states, which may reflect a more established and ingrained state-level policy to which ILP policy can aspire.

The lack of information about ILPs on state education websites also points to a need for greater public awareness of ILPs, particularly among families of students in the college and career pipeline. States should not only create greater consistency

in their messaging to districts and schools, but also improve messaging to promote greater awareness among the public. If parents are aware of ILPs, they may be more invested in their students' plans and help facilitate greater engagement with ILP follow-up and completion.

Need for Greater Investment and Engagement

Survey respondents indicated that there was limited involvement in ILP implementation, development, and evaluation among state and district-level stakeholders, as well as among some school administrators and personnel (other than counselors). Greater engagement on the part of leadership would help set ILPs as a priority and perhaps would generate a more concerted effort to track and improve ILP elements.

Need for Uniform Tracking and Evaluation

While some states seemed to conduct regular ILP evaluations, it was unclear whether any consistent indicators of usage, progress, and outcomes exist. State and district-level leadership can help increase the effectiveness of ILPs by creating clear, consistent guidelines to be shared at state and national levels. This would facilitate further efforts to track ILP usage and assess their effects on related outcomes.

Due to limitations of this survey, student outcomes could not be compared by ILP usage, but an effort should be made to do so on a larger scale. This would help determine the extent to which ILPs may or may not have an effect on successful student outcomes such as graduation, college application, and college enrollment.

In addition to tracking usage and outcomes, robust qualitative data could provide additional insight into ILP usage and effectiveness. It would be useful to gain greater insight into counselors' experiences with ILP training and implementation, what they have learned, how they feel ILPs help, any challenges they have experienced, and the level of awareness of ILPs on the part of other school personnel and administrators. Focus groups and interviews with counselors using ILPs – particularly with those who have been using ILPs for more than 10 years (31 percent of respondents) – as well as with students who participated in the ILP process, could provide useful information to help guide the future use and development of ILPs.

Need for Greater Training

The survey results indicated that most schools did not have any extensive training in place for ILPs. While nearly one-third of respondents indicated having received training for ILP implementation, it was not clear whether any training existed to ensure that ILPs continued to be used and tracked in the most effective and consistent manner. Training should be developed for all phases of ILP usage, from development to delivery and evaluation.

Prior NACAC research has shown that lack of access to professional development opportunities related to college counseling is a persistent problem for secondary school counselors, particularly for those who work at public schools. Results of NACAC's 2013 Counseling Trends Survey indicated that only 40 percent of respondent high schools required professional development in college counseling, and only 57 percent of those with this requirement paid all costs associated with the professional development. Private high school survey respondents were much more likely than public schools to require professional development of counselors (54 percent and 34 percent, respectively), and they were more likely to cover all associated costs (69 percent and 31 percent, respectively).[8] The general nature of these findings has been consistent over many years of the annual survey administration.

Implications for Reduced Student/Counselor Ratio

Survey participants pointed to the need for more one-on-one time between counselors and students and their families. For ILPs to be effective, they likely require a commitment to meet regularly with students on an individual basis, track their progress, and regularly re-evaluate goals and plans. Additional capacity may need to be built into schools to carry this through on a large scale.

While counselors generally report positive perceptions of their ILP programs, it seems a greater level of investment and engagement could be achieved from additional stakeholders and personnel at the state, district, and school levels. More consistent messaging, increased awareness, greater coordination, improved tracking and training, and increased resources toward counseling personnel are all ways to help maximize the effectiveness of ILPs, both in policy and practice. As a start, greater insight should be gained into ILP experiences and impact before further expansion or changes are made.

8 State of College Admission. (2014). National Association for College Admission Counseling: Arlington, VA.

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John J. Heldrich Center for Workforce Development. “New Jersey Department of Education Personalized Student Learning Plan Pilot Program, 2011-2012 Evaluation Report.” October 2012. Available from: http://www.state.nj.us/education/cte/pslp/EvaluationReportY3.pdf (accessed 9/28/2015).

NCES. “Fast Facts: College and University Education.” 2015. Available from: http://nces.ed.gov/fastfacts/display.asp?id=372 (accessed 9/28/2015).

Appendix A: Methodology

State Inventory

A scan of state websites was conducted between October and November 2014 to update prior research examining states' policies on Individual Learning Plans (ILPs) and to extend the literature by determining to what extent ILPs are assessed at the state level and the types of outcomes measured (i.e., high school completion, college entry, workforce transition). To ensure the state scan was as consistent as possible with previous studies, the proposed methodology took into account the processes and procedures articulated in Naviance's 2009 *Results of State Survey on Individual Learning Plans* and Hobson's 2011 *Individual Learning Plans: Improving Student Performance*. An additional scan of state websites was conducted in August 2015 to account for any changes in states' ILP policies.

Each state's education department website was reviewed to compare and update the information provided in the 2009 and 2011 studies (Table B1 and Table B2). State plans, regulatory documents, and other information available on state websites were mined to extract the desired information. Supplemental literature from educational organizations, foundations, government agencies, and peer-reviewed journals published after 2012 were consulted to confirm findings.

Materials and resources collected as part of the state scan were reviewed in light of a standardized data collection tool to ensure that comparable data was collected. The characteristics of each ILP were compared to the domains specified in the data collection tools, which were consistent with those listed in previous studies.

While the materials available on the state department of education websites provided the majority of the information in the final tables, additional information was also gathered directly from state counseling offices to verify the data collected. All 50 states and the District of Columbia were contacted via email and asked the following questions:

- How do students develop a plan with the {name of ILP in the state}? For example, do students develop the plan online or do students create the plan with academic counselors?
- What are the typical components of a plan?
- How many times are plans reviewed?
- Has there been any research on the effectiveness of the {name of ILP in the state}? If yes, what has the research found?

Twenty-three states responded, and their feedback was integrated into the findings reported in Chapter 1 of this report.

Appendix B: State ILPs

Table B1. State Status on Developing, Implementing, and Assessing Individual Learning Plans

State	Website(s)	State Mandate	Type of Plan or Activity	Agencies Involved	Delivery	Assessment Information	Assessment Findings	Number of Times ILP is Reviewed
Alabama	www.alcareerinfo.org	No	Online planning tools and resources	Alabama Career Information	Network; funding from College	Access Challenge Grant; Alabama Department of Education	Online sample education plans	No assessment information. Annually, at minimum
Alaska	http://www.livebinders.com/play/play?id=1193391	Yes	Personal Learning and Career Plan	Alaska Department of Education and Early Development; Alaska Department of Labor and Workforce Development; University of Alaska	Electronically and/or paper document	No assessment information	No assessment information	Annually, at minimum
Arizona	http://www.azed.gov/ecap/	Yes	Education and Career Action Plan	Arizona Department of Education	Paper document and/or online portfolio	No assessment information	No assessment information	Annually, at minimum
Arkansas	http://arkansasworks.kuder.com/	No	College and Career Planning Center	Department of Career Education; Department of Education, Department of Higher Education, Department of Workforce Services, and Economic Development Commission; Arkansas Science and Technology Authority; Arkansas Association of Two-Year Colleges, State Chamber of Commerce	Online	No assessment information	No assessment information	Annually, at minimum
California	http://www.connectedcalifornia.org/linked_learning	No	Linked Learning: students follow industry-themed pathways that integrate academics, technical courses, and work-based learning	ConnectEd: The California Center for College and Career Linked Learning Alliance, a statewide group of more than 140 education, industry, and community organizations and individuals	Online	http://www.sri.com/work/projects/evaluation-california-linked-learning-district-initiative	Results found that students enrolled in certified pathways across the districts 1) earned an average of 6.6 more credits in the 10th grade than similar peers in a more traditional high school program and 2) were 8.9 percentage points more likely to be on track at the end of 10th grade to complete the a-g requirements than similar peers in a more traditional high school program.	Annually, at minimum
Colorado	http://www.cde.state.co.us/postsecondary/icap	Yes	Individual Career and Academic Plan	Colorado Department of Education; Colorado Council of High School and College Relations; Colorado Department of Higher Education; Colorado Community College System; Colorado High School Graduation Initiative	Paper document	http://www.cde.state.co.us/postsecondary/icapitemsmatrix	Has a document detailing milestones for ICAP progress	Annually, at minimum

Table B1 cont'd.

State	Website(s)	State Mandate	Type of Plan or Activity	Agencies Involved	Delivery	Assessment Information	Assessment Findings	Number of Times ILP is Reviewed
Connecticut	http://www.sde.ct.gov/sde/cwp/view.asp?a=2702&Q=334064	Yes	Student Success Plan	Connecticut Department of Education	Electronic student portfolios	No assessment information	No assessment information	Recommended at least twice a year
Delaware	http://www.doe.k12.de.us/Page/2140	Yes	Student Success Plan	Delaware Department of Education	Online Education Success Planning and Evaluation System (ESPES)	Just beginning to collect data	Just beginning to collect data	Four times a year, at minimum
District of Columbia	https://access.bridges.com/auth/login.do?sponsor=37	Yes	Individual Graduation Portfolio	District of Columbia Public Schools	Online portfolio	Surveys and analyses have been done	Data has shown that using the IGP has reduced repeater courses being taken and also has empowered the students to take ownership of their grades.	About two to three times a year
Florida	https://www.floridashines.org/partners/mycareershines-implementation https://www.floridashines.org/documents/111597/112763/05.15.15+Memo+from+the+Florida+Department+of+Education.pdf/12c677d2-3d91-477e-8dbc-7c2d5fd7e7e4	No	College and Career Planner	State University System of Florida; Florida College System; Florida Department of Education	Paper document; online portfolio	No assessment information	No assessment information	Annually, at minimum
Georgia	https://www.gacollege411.org/Home/_default.aspx	Yes	Peach State Pathways: Education and Career Planning Tool	Education Pathways	Georgia Department of Education	Electronically and/or paper document	No assessment information	No assessment information. Annually, at minimum
Hawaii	http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/GraduationRequirements/Pages/home.aspx	Yes	Personal Transition Plan	Hawaii Department of Education	Online portfolio	No assessment information	No assessment information	Annually, at minimum
Idaho	http://www.pte.idaho.gov/Career_Guidance/Program_of_Study_curriculum/Programs_of_Study.html	Yes	Individual Graduation Plans	Professional-Technical Education	Electronically and/or paper document	No assessment information	No assessment information	Annually, at minimum
Illinois	https://secure.whatsnextillinois.org/	No	College and Career Exploration and Planning	Illinois Student Assistance Commission	Online	No assessment information	No assessment information	Annually, at minimum

Table B1 cont'd.

State	Website(s)	State Mandate	Type of Plan or Activity	Agencies Involved	Delivery	Assessment Information	Assessment Findings	Number of Times ILP is Reviewed
Indiana	http://www.in.gov/learnmoreindiana/2587.htm	Yes	High School Graduation Plan	Indiana Commission for Higher Education; Indiana Department of Education	Online tracker and/or paper document	Learn More Indiana Survey	In 2005, when the Grad Plan legislation was adopted, the high school graduation rate was about 73%. This past year it was 86%.	Annually, at minimum
Iowa	https://secure.ihaveaplaniowa.gov/default.aspx	Yes	I Have A Plan	Iowa Department of Education; Iowa College Student Aid Commission; Iowa Workforce Development; College Saving Iowa 529 Plan	Online portfolio	No assessment information	No assessment information	Annually, at minimum
Kansas	http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/CSASHome/IndividualPlansofStudy(IPS)-Student.aspx	No	Individual Plan of Study	Kansas State Department of Education	Paper document	No assessment information	No assessment information	Twice annually
Kentucky	http://education.ky.gov/educational/ccadv/ilp/Pages/default.aspx	Yes	Individual Learning Plan	Kentucky Department of Education	Online tracker	ILP usage statistics; http://education.ky.gov/educational/CCadv/ilp/Pages/ilpUsage.aspx	ILP usage statistics provide information on percentage of completions as well as frequency of use of the tool	Annually, at minimum
Louisiana	http://www.louisianabelieves.com/resources/classroom-support-toolbox/counselor-support-toolbox/individual-student-planning	Yes	Individual Graduation Plan	Louisiana Department of Education	Paper document	No assessment information	No assessment information	Annually, at minimum
Maine	http://www.maine.gov/doe/plan/	No	Personal Learning Plan under development	Maine Department of Education	Under development	No assessment information	No assessment information	Annually, at minimum
Maryland	http://www.marylandpublicschools.org/msde/divisions/careertech/career_technology/cd.htm	Yes	Maryland Career Development Framework	Maryland State Department of Education	Paper document	No assessment information	No assessment information	Annually, at minimum
Massachusetts	https://www.yourplanforthefuture.org/Ext/YPFC/Home/index.html	No	Your Plan for the Future	Massachusetts Educational Financing Authority; Massachusetts Department of Elementary and Secondary Education; Massachusetts Department of Higher Education	Online tracker	No assessment information	No assessment information	Unknown

Table B1 cont'd.

State	Website(s)	State Mandate	Type of Plan or Activity	Agencies Involved	Delivery	Assessment Information	Assessment Findings	Number of Times ILP is Reviewed
Michigan	http://www.michigan.gov/documents/mde/MDE_EDP_10-2-09_296459_7.pdf	Yes	Educational Development Plan	Michigan Department of Education	Paper document	No assessment information	No assessment information	Annually, at minimum
Minnesota	http://education.state.mn.us/MDE/StuSuc/CollReadi/index.html	Yes	Personal Learning Plan	Minnesota Department of Education	Online and/or paper document	No assessment information	No assessment information	Annually, at minimum
Mississippi	https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx	No	Pathways to Success	Mississippi Department of Education; Mississippi State University	Paper document	No assessment information	No assessment information	Annually, at minimum
Missouri	http://dese.mo.gov/college-career-readiness/guidance-counseling/personal-plans-study	Yes	Personal Plan of Study	Missouri Department of Elementary and Secondary Education	Online tracker and/or paper document	No assessment information	No assessment information	Annually, at minimum
Montana	http://www.mus.edu/BigSkyPathways/	No	Big Skys Pathways (career pathways)	Montana Association for Career and Technical Education; Montana University System; Montana Office of the Commissioner of Higher Education; Montana Office of Public Instruction	Paper document	No assessment information	No assessment information	Annually
Nebraska	http://www.education.ne.gov/CARED/PDFs/PLPBooklet.pdf	No	Personal Learning Plan	Nebraska Department of Education	Paper document	http://www.education.ne.gov/CARED/PDFs/PLPBooklet.pdf	Includes information about usage and effectiveness	Annually, at minimum
Nevada	http://cteae.nv.gov/Career_Guidance/	Yes	Academic Plan	Nevada Department of Education	Unknown	No assessment information	No assessment information	Annually, at minimum
New Hampshire	http://www.education.nh.gov/career/guidance/nh_comp_guid.htm	No	Individual planning as part of the Comprehensive Developmental Guidance and Counseling Program Model	New Hampshire Department of Education	Paper document	No assessment information	No assessment information	Unknown
New Jersey	http://www.state.nj.us/education/cte/pslp/	Yes (piloted in select school districts)	Personalized Student Learning Plan	State of New Jersey Department of Education	Online tracker	http://www.state.nj.us/education/cte/pslp/EvaluationReportY3.pdf	Rutgers completed a three year evaluation report on the PSLP pilot program.	Annually, at minimum
New Mexico	http://ped.state.nm.us/ped/PEDNextStepPlan.html	Yes	Next Step Plan	New Mexico Public Education Department	Paper document	No assessment information	No assessment information	Annually, at minimum

Table B1 cont'd.

State	Website(s)	State Mandate	Type of Plan or Activity	Agencies Involved	Delivery	Assessment Information	Assessment Findings	Number of Times ILP is Reviewed
New York	http://www.p12.nysed.gov/cte/careerplan/	No	Career Plans	New York State Education Department; University of the State of New York; New York State Department of Labor	Online portfolio and/or paper document	No assessment information	No assessment information	Annually, at minimum
North Carolina	http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programs-study.pdf	No	Program of Study for Comprehensive School Counseling	Public Schools of North Carolina	Paper document	No assessment information	No assessment information	Unknown
North Dakota	http://www.dpi.state.nd.us/title1/resource/individual/individual.shtm	No	Individual Learning Plan	North Dakota Department of Public Instruction	Paper document	No assessment information	No assessment information	Unknown
Ohio	http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Development/2012-IACP.pdf.aspx	No	Individual Academic and Career Plan	Ohio Department of Education	Online portfolio	No assessment information	No assessment information	Annually, at minimum
Oklahoma	https://www.okcareertech.org/	No	Career Tech	Oklahoma Department of Career and Technology Education	Online and or/ paper document	Evaluation by the National Association for Career and Technical Education on Career Tech	Students at schools with highly integrated rigorous academic and CTE programs have significantly higher achievement in reading, mathematics and science than do students at schools with less integrated programs.	Annually, at minimum
Oregon	http://www.ode.state.or.us/teachlearn/certificates/diploma/ed-plan-and-profile.pdf	Yes	Education Plan and Profile	Oregon Department of Education	Paper document	No assessment information	No assessment information	Annually, at minimum
Pennsylvania	http://www.pdesas.org/default.aspx	No	Standards Aligned System	Pennsylvania Department of Education	Online	No assessment information	No assessment information	Unknown
Rhode Island	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/ILP-Framework-Final.pdf	Yes	Individual Learning Plan	Rhode Island Department of Education	Paper document	http://ridatahub.org/	The Data Hub doesn't have direct reports on ILPs, but has data information on student success and other measures.	Prior to the start of each semester, at minimum
South Carolina	http://recs.sc.gov/Pages/welcome.aspx	Yes	Individual Graduation Plan	South Carolina Department of Education	Electronic plan	http://www.nrccte.org/sites/default/files/publication-files/nrccte_sc_personal_pathways_final_report.pdf	Longitudinal study on Personal Pathways to Success Initiative	Annually, at minimum
South Dakota	http://sdmylife.com/about-us/	Yes	Personal Learning Plan	South Dakota Department of Education	Online portfolio and/or paper document	No assessment information	No assessment information	Annually, at minimum
Tennessee	http://www.planningyourdreams.org/	Yes	Focused Plan of Study	Tennessee Department of Education; Tennessee Board of Regents	Online portfolio	No assessment information	No assessment information	Annually, at minimum

Table B1 cont'd.

State	Website(s)	State Mandate	Type of Plan or Activity	Agencies Involved	Delivery	Assessment Information	Assessment Findings	Number of Times ILP is Reviewed
Texas	http://ritter.tea.state.tx.us/taa/stanprog102303.html	Required for junior/middle/high school students identified as at risk for not graduating	Personal Graduation Plan	Texas Education Agency	Paper document	No assessment information	No assessment information	Unknown
Utah	http://www.schools.utah.gov/cte/documents/guidance/model/UtahModel.pdf	No	Student Education Plan or Student Education Occupational Plan	Utah State Office of Education	Paper document	No assessment information	No assessment information	Annually, at minimum
Vermont	http://education.vermont.gov/plp-working-group/main	Yes (in implementation phase)	Personal Learning Plans	Vermont Department of Education	In implementation phase	No assessment information	No assessment information	Unknown
Virginia	http://www.doe.virginia.gov/instruction/graduation/academic_career_plan/index.shtml	Yes	Academic and Career Plan	Virginia Department of Education	Electronic and/or paper document	No assessment information	No assessment information	Review before 9th and 11th grade
Washington	http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx	Yes	High School and Beyond Plan	State of Washington Office of Superintendent of Public Instruction	Paper document	No assessment information	No assessment information	Annually, at minimum
West Virginia	http://wvde.state.wv.us/counselors/links/framework/more-about-links.html	Yes	Individual Student Transition Plans	West Virginia Department of Education	Paper document	No assessment information	No assessment information	Annually, at minimum
Wisconsin	http://sspw.dpi.wi.gov/sspw_counsl1	Yes	Individual Learning Plan	Wisconsin Department of Public Instruction	Electronic portfolio and/or paper document	No assessment information	No assessment information	Annually, at minimum
Wyoming	http://edu.wyoming.gov/beyond-the-classroom/college-career/planning-for-college/	No	College and Career Readiness	Wyoming Department of Education	Unknown	No assessment information	No assessment information	Unknown

Table B2. Characteristics of State Individual Learning Plans

State	Academic Plan	Academic, Career, Personal Goals Identified	Career Exploration	Resume Builder	Updated Annually	Personal Reflection	Personality and Learning Style Assessments	Strengths and Needs	Action Plan	Service Learning	Learning Support Reference
Alabama	•	•	•	•	•	•		•	•	•	
Alaska	•	•	•	•	•	•	•	•		•	•
Arizona	•	•	•	•	•			•		•	•
Arkansas	•	•	•	•	•		•	•			
California	•	•	•		•			•	•		
Colorado	•	•	•	•	•				•	•	
Connecticut	•	•	•		•	•		•		•	•
Delaware	•				•						•
District of Columbia	•	•	•	•	•	•	•	•	•		
Florida	•	•	•		•		•		•		
Georgia	•	•	•		•		•		•		
Hawaii	•	•	•	•	•	•			•		•
Idaho	•	•	•		•					•	
Illinois	•	•	•		•				•		
Indiana	•	•	•		•						
Iowa	•	•	•	•	•	•	•	•		•	
Kansas	•	•	•		•		•		•		
Kentucky	•	•	•	•	•	•				•	
Lousiana	•		•		•						
Maine	•	•	•							•	
Missouri	•	•	•	•	•				•		
Montana	•	•	•		•						
Nebraska	•	•	•		•	•			•		
Nevada	•	•			•						
New Hampshire	•	•	•				•				
New Jersey	•	•	•	•	•						
New Mexico	•	•	•		•						
New York	•	•	•		•	•	•				

Table B2 cont'd.

State	Academic Plan	Academic, Career, Personal Goals Identified	Career Exploration	Resume Builder	Updated Annually	Personal Reflection	Personality and Learning Style Assessments	Strengths and Needs	Action Plan	Service Learning	Learning Support Reference
North Carolina	•	•	•								
North Dakota	•						•				
Ohio	•	•	•	•	•	•	•	•		•	
Oklahoma	•	•	•		•						
Oregon	•	•	•		•	•					
Pennsylvania	•										
Rhode Island	•	•	•	•	•	•	•		•	•	
South Carolina	•	•	•	•	•			•	•		
South Dakota	•	•	•	•	•	•					
Tennessee	•	•	•	•	•	•	•		•		
Texas	•						•			•	
Utah	•	•	•		•	•	•	•	•	•	
Vermont	•	•	•				•			•	
Virginia	•	•	•			•			•		
Washington	•	•	•	•	•	•	•	•			
West Virginia	•	•	•		•	•	•				
Wisconsin	•	•	•	•	•		•	•			

Note: No information was available for Wyoming.

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