



Blueprints

Redesigning High Schools for the 21st Century Volume 7, Issue 2

On Our Way to Individual Learning Plans (ILPs)?

By: Al Hauge, Minnesota Department of Education

During the 2012 legislative session, Minnesota Statutes, Section 120B.125 was passed around planning for successful student transitions from high school to postsecondary. It is "highly recommended" that ALL students create an "Individual Learning Plan (ILP)" that starts no later than 9th grade to explore their college and career interests and aspirations and develop this plan for a smooth and successful transition to postsecondary education or employment.

So what actually is an ILP? Let me explain it this way. When a family goes on a road trip they plan out their route, where they are going to stay, their budget, as well as other incidentals. Well an ILP is a student's road map towards a successful transition through high school and beyond. If it is done systematically and engineered in a constructive manner it will pay big dividends for the student.

On November 15, 2012, Minnesota was honored to have Dr. Scott Solberg, Associate Dean at Boston University, present at the Career and Technical Education, *CTE Works* Conference and again the next day to more than 120 additional individuals (Legislators, Educators, Community Partners, and others) around ILPs. He is a nationally-recognized expert on statewide implementation of ILP's.

Through his expertise, Scott provided concrete information on how to approach Individual Learning Plans in Minnesota. Steps include, but are not limited to:

- a) Developing an electronic portfolio system that students, educators, community partners, and parents can access
- b) Creating grade level ILP Curriculum
- c) Establishing all school buy-in through Professional Learning Communities
- d) Linking the ILP to Common Core State Standards
- e) Creating an ILP impact assessment system.

What are some considerations for your district? Do you currently have your students develop individual learning plans? If so, what are the components of their plans? Do you store them electronically or develop them on paper only? Do parents and students have regular access to them? Do they link academic courses, postsecondary plans and career interests? And, if your district does not employ an ILP system, what would be needed in order to do so?

Measuring Up

How ready are today's Minnesota students for college and career:

- 78 percent are ready for first year college English
- 64 percent are ready for college-level reading
- 62 percent are ready for first year college math
- 42 percent are ready for first year college science
- 36 percent met the ACT college benchmark in all 4 areas

* Source: ACT results for the 44,977 MN who took the ACT (74% of class of 2012)

Designer Showcase

Individual Learning Plans (ILPs) are Critical

By: Mo Amundson, Rochester Schools

In May 2012, the Rochester School District called 29 individuals together to set the direction of the district for the next five years. I was fortunate to be one of the 29. We spent three very long days together to craft each word and phrase that we could each support publicly and privately which would move the district through the next five years. The School Board unanimously passed the plan a week later.

One of our strategic objectives is, "By 2017 all students will create and pursue their individual evolving roadmap that empowers them to reach their full potential." In other words, each student will have an Individual Learning Plan, a Career and College Plan or any other catchy name that you want to call it. The message is the same; students need to have a plan to know where they can go, what they can do and how to get there that doesn't limit choices but expands options available to them. As part of the plan, students have the opportunity to shop for careers that match their interests and skills. In Rochester, students have opportunities to "taste" some careers at the "buffet table" of Career and Technical Education. We have two apprenticeship programs at the Mayo Clinic; one is through our Health Science Career Center which is a partnership with the Mayo Clinic and Rochester Community and Technical College. This is an apprenticeship in Clinical Laboratory Medicine. The other apprenticeship is at the Mayo Clinic in the Engineering Department. Because these students had ILPs, they were able to take advantage of opportunities to solidify their career choices, get experience in their areas of interest and match those interests with their skills.

High School Toolbox – Strategies and Resources

[Minnesota Programs of Study](#) is an academic and career plan developed by your school to help move you towards a college and career path.

[Individualized Learning Plans How-to Guide](#) is designed for schools, educators, and other professionals who assist youth with college and career readiness and transition planning.

[Naviance](#) is a college and career readiness platform helping connect academic achievement to postsecondary goals.

[The Minnesota Career Information System \(MCIS\)](#) is Internet-based and offers a wealth of career, educational and labor market information in one comprehensive, easy-to-use tool.

*The Minnesota Career Information System (MCIS) annually serves 271,000 unique visitors.
Average time per visit is 18.64 minutes. Average number of pages per visit is 36.7.*

[Advancement Via Individual Determination \(AVID\)](#) is a college readiness system designed to increase schoolwide learning and performance for elementary through higher education.

Helpdesk

The [Get Ready program](#) is an early intervention and college awareness program for fourth through tenth grade students from low-income families and those from groups traditionally under-represented in college. The program helps prepare students by providing college planning information, academic tutoring and information on career and higher education options.

Check it out! [Ready, Set, Go website](#) is a great new Minnesota resource with 'tools' to help students, parents and educators prepare for high school and postsecondary success.

[ACT's "ENGAGE"](#) assessments evaluate students' self-reported psychosocial attributes, determine their levels of academic risk, and identify interventions to help them succeed. ENGAGE also measures motivation, social engagement and self-regulation for middle school students and beyond.

On the Drawing Board - Calendar of Events

Events sponsored by MDE, unless otherwise noted

Using EXPLORE and PLAN Data for College and Career Readiness

For more information: [Email Al Hauge](#)
(Webinar) **January 24, 2013**

[Real World Design Challenge](#)
(St. Paul) **January 30, 2013**

[Minnesota Association of Career and Technical Educators](#)
(St. Paul) **February 6, 2013**

[Programs of Study/Technical Skill Assessments](#)
(St. Cloud) **February 12, 2013**

[Minnesota Association of Alternative Programs](#)
(Rochester) **February 13-15, 2013**

[ACT State Organization Conference](#)
(Bloomington) **February 15, 2013**

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