This Resource Guide further clarifies the use of Individual Development Plans (IDP) in Youth CareerConnect (YCC) grant programs.

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IDP FAQs

1. Does the Solicitation for Grant Announcement (SGA) require an IDP?
Yes, the IDP is a requirement of the SGA and is mentioned in several sections:

A. Under Core Element 3: Individualized Career and Academic Counseling
This counseling must include creating Individual Development Plans (IDPs) with each participant that address post-secondary preparation, such as planning that includes the completion of the Free Application for Federal Student Aid (FAFSA) or continued education/training, employment, or both.

Each participant’s IDP should include career objectives, a program of study, degree and/or certificate objectives, and work experiences; the IDP is a living document and should be reviewed and updated regularly throughout participation in the program.

Examples of counseling activities include:
Creating and regularly reviewing and updating each participant’s IDP

B. Under Program Design, Employer Engagement
Describe strategies and detailed plans for employer engagement and program participant immersion in an array of work-based learning opportunities that includes a combination of internship opportunities, pre-apprenticeship opportunities, Registered Apprenticeship opportunities, job shadowing opportunities, and career awareness activities that directly relate to the selected high growth industry(ies)/occupation(s) and will align with a participant’s IDP

C. Under Program Design, Career and Academic Counseling
a. Identify and describe the career and academic counseling services available to participants. Describe how counseling services will:
   i. Assist each participant to develop career goals, understand career pathway options, and establish an Individual Development Plan (IDP); include how the IDP will be created, reviewed, updated, and developed with clear academic and career goals and participant input; IDPs must include specific career goals, degree/certificate attainment goals, work experience plans, and training needs that correlate to the participant’s academic schedule
D. Under Program Design, Work-Based Learning and Exposure to the World of Work
   a. In this section, applicants must identify how work-based learning opportunities will be incorporated into the academic and career-focused curriculum as well as demonstrate how the implementation of these activities will be incorporated within each participant’s IDP.

2. Are YCC grantees required to create an IDP for each participant?
   Yes, each participant in the YCC program is required to have an IDP.

3. Should an IDP be paper-and-pencil/hard copy or in an electronic format?
   An IDP can be in either a hard-copy or electronic format. When a grantee is monitored, the IDPs must be available for review by the Federal Project Officer (FPO); each grantee will be informed by their FPO if IDPs need to be printed if the electronic system.

4. Does an IDP require a signature?
   Yes, an IDP does require a signature from the student in order to provide evidence that the YCC Counselor discussed the assessment results with the participant and that they jointly developed the IDP (Core Monitoring Guide (2005), Indicator 4.22).

5. How frequently must an IDP be updated?
   The SGA notes the IDP “should be reviewed and updated regularly throughout participation in the program.” In order to keep the IDP relevant to the student, it should be updated at least once a semester.

6. What is reported in the Participant Tracking System (PTS) for IDPs?
   On the services tab within the PTS, grantees must report whether each participant has completed their IDP. The word “completion” means only that the IDP has been created. It does not mean the YCC participant has completed all of the goals within their IDP.

7. Can YCC grant funds be used to pay for the development and implementation of the IDP?
   Yes, YCC grant funds can be used to pay for the development and implementation of the IDP; please discuss with your FPO.
### 8. What are the differences between an IDP, ILP and an IEP?

<table>
<thead>
<tr>
<th>Individual Development Plan (IDP)</th>
<th>Individualized Learning Plan (ILP)</th>
<th>Individualized Education Program (IEP) Transition Plan</th>
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<tr>
<td>IDPs are required by the YCC grant for all participants.</td>
<td>ILPs may be required by state law or executive edict. Currently 37 states &amp; DC require or encourage ILPs for all students and states use different names.</td>
<td>IEP Transition Plans are required by federal law for students receiving special education services.</td>
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<td>The purpose is to assists a student and his or her parent/legal guardian in:</td>
<td>The purpose is to provide a document and a process that students can use to define their career goals and postsecondary plans in order to inform their decisions about their courses and activities throughout high school. The process incorporates self-exploration, career exploration, and career planning and management skill building activities. The plan addresses each student’s holistic needs to support goal achievement.</td>
<td>The purpose is to develop postsecondary goals based on the student’s preferences, strengths, interests, and assessments that are age appropriate and developmentally appropriate for the individual and identify the transition services required for him or her to achieve these goals. ILPs and IEP Transition Plans are complimentary. While both reflect the student’s goals, the ILP documents the student’s activities, action steps, and accomplishments towards achieving goals and the IEP Transition Plan articulates what supports and services the school will provide to make sure the student accomplishes the measurable goals.</td>
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<td>• Exploring the postsecondary career and educational opportunities available to the student</td>
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<td>• Aligning course work and curriculum</td>
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<td>• Applying to postsecondary education institutions</td>
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<td>• Securing financial aid</td>
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<td>• Entering the workforce</td>
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<td>The plan addresses each student’s holistic needs to support goal achievement.</td>
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<td>An IDP is developed in conjunction with the Career/Academic Counselor(s), the participant, and parent/legal guardian.</td>
<td>ILPs are developed by students, parents/legal guardians and school counselors typically beginning in middle school or no later than 9th grade.</td>
<td>IEP Transition Plans are developed by students in special education, parents/legal guardians, school personnel and other professionals who are part of the student’s IEP team. Transition planning starts no later than the student’s 16th birthday and sometimes as early as age 14.</td>
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### 9. Can an ILP be used as an IDP?

Yes, an ILP can be utilized as the YCC participant’s IDP if the ILP contains all of the required elements under the SGA. If the ILP contains some of the elements, then the ILP can act as a
foundation or part of the IDP; however the additional elements must be collected using another tool.

10. Can an IEP be used as an IDP?
No, an IEP cannot be utilized as the YCC participant’s IDP. An IEP is required by federal law for students receiving special education services and articulates what supports and services the school will provide to make sure the student accomplishes measureable goals. An IDP covers different elements than an IEP and an IEP may or may not be shared with the YCC Program.
INDIVIDUAL DEVELOPMENT PLAN CHECKLIST

Individual Development Plan (IDP) Purpose
An IDP is a roadmap that assists a student and his or her parent/legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum to apply to postsecondary institutions, securing financial aid, and ultimately entering the workforce.

An IDP should be seen as a process that enables students to develop an understanding of themselves, explore careers, understand how post-secondary training can help them achieve their goals, and gain skills to become college and career ready. It creates a road map that will assist the participant to overcome employment barriers and lead her or him to the end goal of unsubsidized employment. This tool is a guide for grantee organizations to create effective IDPs for their program participants according to the requirements set forth by the U.S. Department of Labor, Employment and Training Administration, Division of Youth Services.

IDP Requirements
- Flexible, realistic, and broaden opportunities for participants.
- Developed in partnership with and mutually agreed upon by the student and his or her parent/legal guardian.
- Assist participants with:
  - Applying to postsecondary institutions and exploring post-secondary career and educational opportunities.
  - Securing financial aid and learning about banking and financial literacy.
  - Using labor market information to explore careers and enter the workforce.

IDP components based on the SGA:
- Identification Information. Name, contact information, and other identifiers.
- Summary of Objective Assessment Information. Career interests/aptitudes, occupational skills and work experiences, and developmental or other assessments that may affect services.
- Measurable Long-term Career Goals. Educational, employment, support, life skills, and student development/leadership development aspirations of one year or more.
- Measurable Short-Term Career Goals. Goals that lead to long-term career goals and include action steps with timelines and assigned roles.
- Services and Resources Needed. Tutoring, career awareness activities, supportive services, transportation, childcare, and other supportive services.
- Individuals and Organizations. Those providing internship, community engagement, mentoring, job shadowing, pre-apprenticeship, registered apprenticeship, and other opportunities to students.
Follow-up and Check-in Services.

Tasks and Responsibilities. Clearly stated for student, counselors, family members, and others.

IDP Recommendations

- Review existing tools to determine whether students have already completed certain steps involved in creating an IDP.
- Create a Student-driven process.
- Engage students so that IDPs include student-set goals and action steps.
- Focus on the whole person including strengths, needs, goals, and the five areas of youth development (connecting, thriving, leading, working, and learning).
- Include short-term and long-term goals.
- Detail resources and opportunities to students that align with their IDPs.
- Provide online access to monitor student progress and keep parents engaged.
- Use the IDP to help develop college and career readiness and personalize the learning experience.
- Incorporate IDP activities in the regular school day through advisory periods and/or a weekly class that focuses on career development and planning.
- Engage employers and community partners through work experiences, guest speakers, job shadowing, career mentors, and career projects.
- Assign a mentor or advisor to the student who stays with them from grade to grade to support career development.
IDP RESOURCES

The following list provides resources on ILPs and other tools to construct IDPs and connect YCC program staff and participants to supportive, educational, employment and training opportunities.

**America’s Career InfoNet** helps individuals explore career opportunities in order to make informed employment and education choices. The website features user-friendly occupation and industry information, salary data, career videos, education resources, self-assessment tools, career exploration assistance, and other resources supporting talent development in today’s fast-paced global marketplace. [http://www.careerinfonet.org/](http://www.careerinfonet.org/)

**America’s Service Locator** connects individuals to employment and training opportunities available at local American Job Centers. The website provides contact information for a range of local work-related services, including career development, and scholarship and grant information, and educational opportunities. [http://www.servicelocator.org/](http://www.servicelocator.org/)


**First Step: A student Practitioner’s Resource Guide to Supportive Services** provides youth practitioners with the information needed to connect young adults to those supportive services their employing organizations may not offer. The Guide provides quick and easy access to programs and services at the state or local level. [http://wdr.doleta.gov/directives/attach/TEN/TEN_31_12_Att.pdf](http://wdr.doleta.gov/directives/attach/TEN/TEN_31_12_Att.pdf)

**Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families** is an InfoBrief which discusses the importance of soft skills and offers strategies parents and families can use to help their child develop skills for employment success. [http://www.ncwd-youth.info/information-brief-28](http://www.ncwd-youth.info/information-brief-28)

**ILP Fact Sheet** explores the components of an ILP. [http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan](http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan)

**ILP Resources Home Page** connects the user to numerous resources on ILPs: [www.ncwd-youth.info/ilp](http://www.ncwd-youth.info/ilp)
Map: Individualized Learning Plans Across the U.S., this Interactive Policy Map is to provide a snapshot of ILP implementation in all 50 states and Washington, D.C.  
http://www.dol.gov/odep/ilp/map/

My Future Website helps young adults plan their next steps in life by bringing together the most recently available information about colleges, careers, and military services. Designed primarily for individuals between 16 and 24 the site features information drawn and collated from the U.S. Departments of Commerce, Defense, Education, and Labor. The site contains information on more than 1,000 military and civilian careers and nearly 7,000 accredited colleges, universities, and trade schools, and it can serve as a central resource for valuable background on college admission requirements, employment trends, and military benefits.  
http://www.myfuture.com

My Next Move Website is a U.S. Department of Labor website intended to assist all jobseekers. It may be useful for students, young adults, and other first-time workers as they explore potential careers based on their interests. The tool complements the “mySkillsmyFuture” site, which is designed to help those with previous work experience match their existing skills to new occupations.  
http://www.mynextmove.org/

Promoting Quality Individualized Learning Plans: A How to Guide Focused on the High School Years was developed in response to feedback from schools indicating a need for curriculum and implementation guidelines to support whole-school buy-in for implementing individualized learning plans (ILPs).  
www.ncwd-youth.info/ilp/how-to-guide

Skills to Pay the Bills: Mastering Soft Skills for Workplace Success, created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments.  
http://www.dol.gov/odep/topics/youth/softskills/

Students and Career Advisors helps young people identify their interests, explore careers, obtain work experience (through employment, internships, or apprenticeships), and find education options.  
www.careeronestop.com/studentsandcareeradvisors

U.S. Department of Labor, Employment and Training Administration, Notice of Availability of Funds and Solicitation for Grant Applications for the Youth CareerConnect Program  

Using Career Interest Inventories, this Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to conduct career interest inventories with youth.  

What’s My Next Move? A guide produced by the U.S. Department of Labor’s Employment and Training Administration designed to help high-school students manage their career and employment path. It combines online resources and action items for teens to complete on their own or in with an adult. [http://www.careeronestop.com/whats-my-next-move.aspx](http://www.careeronestop.com/whats-my-next-move.aspx)

Youth.gov “Map My Community” allows users to search for federally-funded, youth related resources. [http://youth.gov/map-my-community](http://youth.gov/map-my-community)