

Charting a Path to the Future through Individualized Learning Plans



Introduction

Many students are well into secondary school before they start to think seriously about what comes after high school. They may only begin to consider college and career options as graduation approaches, or they may have long-held postsecondary aspirations, but limited information about how to prepare for entry and success in their desired fields.

The earlier students start to explore their interests and how those interests might align with various postsecondary options, the more time they have to build the knowledge and skills necessary to achieve their goals. When purposeful planning begins in middle school, students can be more strategic about course selection, extracurricular activities, and learning experiences. This type of proactive decision-making has the additional benefit of keeping students motivated and engaged in school. On the flip side, it is often difficult to address misalignment among interests, knowledge, and skills late in high school. To address these needs, some schools and districts provide the opportunity for students to tailor their educational trajectory and career planning with the help of an Individualized Learning Plan approach.

What is an ILP?

Individualized Learning Plans (ILPs) are a long-term and comprehensive approach to education and career planning; they span multiple grade levels and courses and are personalized to each student.¹ ILPs empower all students to think early and often about their postsecondary plans; continually check the alignment of their interests and skills with their college and career aspirations; and select academic and extracurricular options that support achievement of these aspirations. ILPs continuously evolve to include activities and experiences that correspond to the student's progress, guiding learning through phases of self-exploration, career exploration, and career planning and management.² As a student-driven process, ILPs also give youth greater choice and voice in their academic and postsecondary careers, thereby promoting self-efficacy among students to manage their own academic careers and aspirations.

More specifically, an ILP is both a document, which records students' academic and career plans to better assess their readiness for college and careers,³ and a process, which helps youth self-define their career and life goals.⁴ ILPs help students examine their pattern of interests, skills, and values (self-exploration skills); determine how this pattern is commensurate with a range of careers and aligned courses and postsecondary pathways (career exploration skills); and develop the job search experience, social-emotional learning, financial literacy, and other skills critical to a successful transition to college and/or the world of work (career planning and management skills). Together these elements constitute a way to target individual development and student investment in their own educational experience.

The promise of a high-quality education leading to opportunity and shared prosperity for all children is a deeply held value in Massachusetts. Despite a record of prominent successes, however, our Commonwealth has struggled to provide students from all backgrounds the supports necessary for long-term life success. To confront this challenge, the Massachusetts Budget and Policy Center and the Rennie Center for Education Research & Policy are undertaking this shared research project: the *Roadmap for Expanding Opportunity: Evidence on What Works in Education*.

This series of reports builds on progress initiated with the Education Reform Act of 1993, addressing critical areas in which progress has stalled. Ultimately, this project will provide a roadmap for bringing education reform into the 21st century. Reports will examine promising evidence-based strategies for supporting all children in achieving college, career, and life success. In particular, analyses will be grounded in a recognition that learning must extend beyond traditional school structures and offerings.

Reports will offer strategies for adapting a broad evidence base to local contexts, including cost analyses to assess the level of resources required to support district and statewide innovation. Ultimately, these briefs are designed to provide education leaders and practitioners with building blocks for driving future educational reforms across the Commonwealth.

Benefits of ILPs

Because they explicitly require personalized attention and supports, ILPs can leverage students' unique strengths and goals to help them prepare for a successful future. The ILP process both requires and motivates students to establish postsecondary expectations and pursue related coursework and out-of-school learning experiences.⁷

When implemented effectively, ILPs have been shown to foster higher levels of student motivation to persist in school, a result of increased clarity regarding postsecondary options, goal-setting skills, and understanding of their own interests.⁸ ILPs also have resulted in increased daily school attendance and decreased disciplinary referrals.⁹ Research has shown that the process of developing learning plans improves students' academic self-efficacy,¹⁰ and makes students more likely to engage deeply in challenging academic work.¹¹ Ultimately, students who participate in ILPs are more likely to make thoughtful decisions about college and careers.¹² Importantly, research suggests that these outcomes are most prominent when students engage in career planning activities prior to entering high school, rather than during high school alone.¹³

ILPs also can be used to support broader school and district improvement efforts and to boost academic outcomes for students. Many districts are looking to provide more personalized learning opportunities to students with a variety of interests, abilities, and learning styles, and ILPs could enable them to create programs of study—and identify ancillary academic and non-academic supports—best suited to the needs and goals of individual students.

ILPs in Massachusetts

In 2012, the Massachusetts Integration of College and Career Readiness Task Force made several recommendations to equip students to meet the Massachusetts Definition of College and Career Readiness.¹⁴ In response, the Massachusetts Department of Elementary and Secondary Education (ESE) has prioritized creating new and enhancing existing tools and resources to support districts' efforts to implement college and career readiness strategies. As a resource and a strategy, ILPs are well aligned to this statewide priority. While ILPs promote and enhance college and career readiness in their own right, they also can serve as a thread to tie together all of a school's or district's activities to encourage purposeful, effective planning and preparation for college and career. ILPs can be used to:

- Translate the state's recommended course of study for high school students (MassCore) into student-specific maps to college and career;^A
- Support the provision of comprehensive school counseling programs and services in accordance with the Massachusetts Model for Comprehensive School Counseling (MA Model), the vision produced by a task force of the Massachusetts School Counselors Association;^B
- Complement the Early Warning Indicator System (EWIS) by including steps to address areas identified as in need of extra attention;
- Help identify needs for academic supports and non-academic services and articulate a plan for meeting those needs; and
- Enhance efforts to improve graduation rates by helping address some of the factors that lead students to disengage from and ultimately drop out of school, such as academic struggles, lack of supportive relationships with adults, and the sense that school is not relevant to "the real world."

^A The Massachusetts Board of Elementary and Secondary Education recommends that high school students complete the MassCore course of study, in preparation for meeting the academic and non-academic requirements of college and the workforce. For more information, see www.doe.mass.edu/ccr/masscore/.

^B The vision statement for MA Model is "To implement standards-based school counseling programs statewide in order to ensure that every student has the necessary academic/technical, workplace readiness and personal/social knowledge and skills for school and future success." For more information, see masca.org/dev2/images/stories/Resources/mamodel_comprehensive_school_counseling_programs.pdf.

A note on terminology

Practitioners, researchers, and policy makers use many different terms to refer to the concept of an individualized learning plan. For example, some use the term SLP to stand for "student learning plan" or "student learning profile." In this paper, we use the term ILP, which is roughly synonymous with these alternatives.

The Individualized Education Program (IEP) is a federally required plan created on behalf of students receiving special education services.⁵ ILPs do not replace IEPs, but they can be used as a complement for transition planning.⁶

Study methods

In this report, the Rennie Center for Education Policy & Research focuses on Individualized Learning Plans (ILPs) as a key tool that districts and schools can use to prepare students for college and career success, as well as the costs districts incur to implement ILPs. In Massachusetts, as noted above, some public school districts have utilized ILPs to pursue a holistic approach to college- and career-readiness that aligns with students' academic, career-based, and personal and social growth.^c Based on a scan of recent literature, the Rennie Center identifies effective practices in developing ILPs to support college- and career-readiness. Then, the team highlights districts and schools that have been using differentiated approaches and strategies to implement ILPs and are at varied stages of implementation. Finally, the research team compiled cost estimates for replicating ILP strategies across Massachusetts public school districts. The research team selected districts for participation in the study to reflect different stages of ILP implementation, focusing on: planning and piloting, the first year of roll-out, and sustaining progress and scaling. By documenting ILP practices in various stages of implementation, the Rennie Center team hopes to highlight the use of an innovative college- and career-readiness strategy that can instill in students a critical set of 21st century skills that support long-term life success.

Included in this research study are programmatic profiles of:

- **Monson High School**, where district-level counseling staff have been working on ILP implementation issues for over a decade. Currently, the district is focusing on K-12 vertical alignment of college- and career-readiness goals.
- **Minnechaug Regional High School**, a grantee of the Department of Elementary and Secondary Education's Integrating College and Career Readiness demonstration project. The grant catalyzed ILP implementation at the high school as well as the integration of college- and career-readiness and ILP activities in the middle school.
- **Leominster Center for Excellence**, an innovation school that is part of the Big Picture Learning Network, a collection of schools sharing a student-centered design model and instructional practices. The school, which enrolls a small population of students seeking an alternative path to a high school diploma, is currently implementing ILPs. It is also receiving assistance from the Massachusetts Institute for College and Career Readiness (MICCR) to measure the effectiveness of the initiative.
- **New Bedford High School**, a large urban high school in turnaround status. As part of its turnaround plan, the school is implementing ILPs with their ninth graders, with plans to expand gradually across the upper grades. The school is also working with the Massachusetts Institute for College and Career Readiness (MICCR) program to develop its use and evaluation of ILPs (see additional information about MICCR in the school's profile on page 5).

The research team also compiled cost estimates—described in Appendix A—for replicating program strategies across the Commonwealth's public school districts, focusing on the resources needed to implement key aspects of ILP programming aligned with the school's implementation status. Cost data are presented as part of school profiles that appear over the next several pages, and detailed in Appendix A. To note, the study team decided to exclude the Leominster Center for Excellence from the cost analysis due to its unusually small size, student population characteristics that necessitate alternative learning options to the district's traditional high school, and the unique structure of its academic program (see additional information in the text box on page 8). Including a cost analysis of the Leominster Center for Excellence would involve highlighting not only the resources needed to replicate ILP implementation per se, but also the resources needed to implement an intensive academic program with features such as real-world, internship opportunities and small staff-student ratios.

^c Here, we use the definition of college- and career-readiness developed by the Integrating College and Career Readiness (ICCR) Demonstration Initiative of Massachusetts.

At the state level, ESE has developed several initiatives to support ILP implementation. In 2013, ESE launched the Integrated College and Career Readiness (ICCR) Demonstration Initiative, and through a competitive grant process, ESE selected five districts to serve as demonstration sites. ESE provides financial and technical support to help grantees plan and build a more comprehensive approach to college and career readiness through the creation, expansion, and integration of activities that mutually support academic growth, social-emotional development, and workplace readiness skill attainment for all students in grades 7 through 12—all elements that are captured in ILPs.^D ESE is also working closely with the Massachusetts Education Financing Authority (MEFA) to support the implementation of Your Plan For The Future (YPPF), a digital platform that was developed to support districts in implementing this type of personalized student planning.^E MEFA offers YPPF at no cost to districts, and it serves as a hub for college and career exploration and planning.

ILPs are gaining in popularity with additional research and information available on ILP-related outcomes. Nationally, and here in Massachusetts, ILPs are continuing to emerge as a critical strategy to meet college- and career-readiness goals. In 2014, in response to districts' requests for information and resources that would enable them to create their own programs, ESE issued guidance for developing and implementing ILPs.¹⁵ The resulting *Massachusetts Guide for Implementing ILPs* addresses both the document and the process aspects of ILPs, providing tips, best practices, and sample tools related to both. It also describes the relationship between ILPs and school and district improvement plans, as well as the relationship between ILPs and other forms of student plans.^F While district implementation of ILPs is voluntary in the Commonwealth, ESE highlights the relevance of ILPs to strong college and career readiness strategies and provides resources and supports to promote their use. Many districts across the Commonwealth have established, or plan to establish, their own ILP programs—making the timing of this report all the more relevant for documenting the lessons learned in the early stages of local ILP implementation.

^D According to the University of Massachusetts Donahue Institute's ICCR Issue Brief, all five of the participating districts developed or expanded ILP programs through the initiative. For more information, see www.doe.mass.edu/ccr/initiatives/ICCR-IssueBrief.pdf.

^E Your Plan for the Future was developed is the product of a collaboration between the Commonwealth's education agencies and the Massachusetts Education Financing Authority (MEFA). For more information, see www.yourplanforthefuture.org.

^F Information about other student plans and their connections to ILPs can be found on page 11 of the guide. The student plans that are included in the guide are the Education Proficiency Plan (EPP), Career Vocational Technical Education Career Plan (Career Plan), Special Education Individualized Education Program (IEP), Transition Planning Form (TPF), and Individual Student Success Plan (ISSP).

Implementing ILPs

The emerging research base on ILPs offers a number of recommendations and strategies for implementing ILPs successfully. In the following section, we summarize several common themes from the research literature about the effective use of ILPs and, in sidebar text boxes, highlight examples from the studied districts. For more detail on the specifics of ILP implementation in these focal districts, see Tables 1 and 2, which report patterns and findings across districts at different stages of ILP implementation.

Tailor to students' interests, strengths, and learning needs. ILPs depend on the authentic participation and agency of students in crafting an educational experience that reflects their genuine skills and interests. As such, educators and students should assess student skills and interests as a core part of the planning process. This will help students access learning and career exploration opportunities that build on existing interests and improve skills in need of strengthening, while assisting teachers with differentiating instruction and advising.¹⁶ Students are more likely to report that ILPs are relevant to their long-term goals when activities are tailored to their interests and learning styles.¹⁷ ILPs can also incorporate information from local employers about job opportunities that will be available to students and the skills needed to pursue those jobs. By doing so, ILPs can facilitate relevance for students between their academic experiences and their goals for the future.

Activate students' ownership for learning goals. Students should take the lead in their ILP goal-setting. Studies have found that active engagement in ILP goal-setting actually increases the likelihood that students will achieve their goals and improves their understanding of the relevance of schooling.¹⁸ ILPs must focus not just on long-term goals, but also on short-term steps and actionable strategies for students to pursue. Focusing on immediate strategies for both short- and long-term goals makes students more likely to see the importance of academic success and pursue challenging, goal-relevant coursework.¹⁹ Goal-setting also helps students develop stronger long-term planning skills.²⁰ Student-led parent-teacher conferences can be a valuable venue for promoting student leadership and self-determination, as well as improved

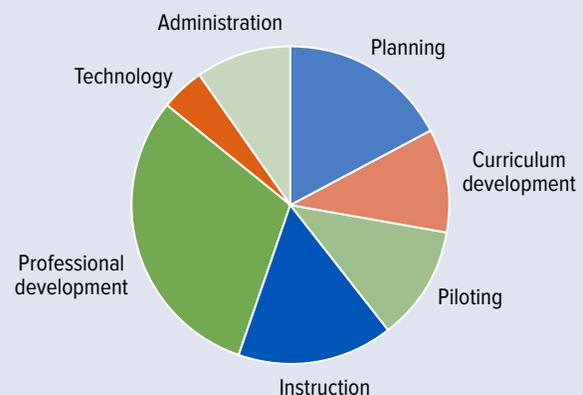
New Bedford: Harnessing ILPs to meet student and community needs

Local context. Having heard from local employers that students lacked the skills needed to access local job opportunities, and with an eye toward improving enrollment and graduation rates, New Bedford leaders applied to the Massachusetts Institute of College and Career Readiness (MICCR) in 2014.⁶ With the help of MICCR facilitators, leaders designed and have begun to implement an initiative to place ILPs at the core of a school turnaround plan, focusing on a re-envisioned advisory program and the use of a Massachusetts-developed online database (YPFF) to structure students' ILP experiences. Through the use of ILPs, New Bedford hopes to provide students with more engaging and relevant learning experiences while also preparing a skilled workforce to meet the demand of the current and future job market.

Program highlights. In conjunction with ESE staff, New Bedford educators spent the first half of 2015 planning to re-launch a freshman advisory program in fall 2015 with an embedded ILP process. Students would use the advisory period to work with the YPFF technology and an advisor to complete a career inventory survey, set goals toward a career plan, and determine future coursework in accordance with those goals. Although issues with technological access slowed progress early in the year—pushing the school to shift schedules and reallocate ILP activities—the high school plans to continue expanding ILP use within the school's formal structures and overall culture. Plans include developing additional channels for students to communicate about their ILPs, embedding ILP activities in 10th grade academic courses, and having school counselors consult ILPs when assisting students with course planning.

Cost profile. The need for training educators to meet these goals drives the resource distribution described below. New Bedford has dedicated resources to continuing ILP implementation. Vertical expansion—and the customizing of ILP activities for 10th graders—drives instructional costs. For additional information on per-pupil costs at New Bedford High School, see Appendix A.

New Bedford ILP per-pupil costs (2014-15)



⁶ The Massachusetts Institute for College and Career Readiness (MICCR) builds capacity for school communities to rely on evidence-based strategies to identify/develop college and career readiness strategies, and collaborate with academic researchers to implement/evaluate these strategies with fidelity and quality.

student-parent communication in long-term goal setting and greater parental engagement in students' educational experiences.²¹

Pursue a collaborative, relationship-driven approach. ILPs work best when all parties are invested and when students are able to develop strong relationships with the teachers who support their planning and work. Specifically, studies have found that students rate the quality of the ILP experience more highly when they felt they had positive interactions and engagement with their teachers throughout the planning process.²² ILPs can be even more successful when a network of partners beyond the educator and student collaborates as part of the planning team. Across multiple studies, students, educators, and parents reported that ILPs were more successful when they incorporated all aspects of a student's support system—including family members, counselors, and community partners—and that ILPs improved the engagement of families with their children's academic and career planning.²³

Though it can be a challenge to coordinate continuous involvement across multiple stakeholders, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) handbook offers step-by-step guidelines for connecting students, educators, family members, and community leaders to form a robust ILP Leadership Team that meets regularly to monitor student progress and adjust ILP implementation accordingly.²⁴ Some sources also suggest that schools hold ILP meetings and IEP meetings consecutively to facilitate parental involvement.²⁵

Provide strong leadership and encourage commitment to ILPs. Successful implementation of ILPs requires the clear articulation of school-level goals and a strong commitment from educators.²⁶ Without effective communication from school and district leaders about the purpose and value of ILPs, or clearly established goals and outcomes for the process, teachers and other school staff may struggle to recognize the potential of ILPs and instead see them as yet another burdensome task.²⁷ To improve staff commitment to ILPs, leaders need to create structures for regular communication and feedback across the community, provide resources and training about developing learning plans, and assist with the use of career-based curricula to guide advising. In particular, professional development can provide staff with a greater understanding of the many tools and resources available to help students capitalize on the ILP process and reach their postsecondary goals.²⁸

Collaborating across stakeholders in Minnechaug

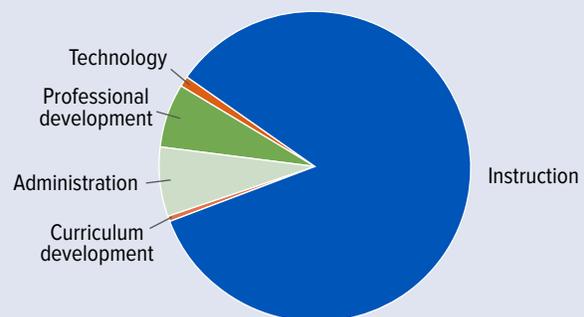
Local context. Unlike ILP programs that are led by school counselors, the ILP structure at Minnechaug Regional High School (MRHS) evolved through the support of core academic teachers, in collaboration with other invested parties. MRHS students had long engaged in ILP-relevant activities, including a health and developmental guidance course that had space for individualized planning, the use of an ILP-compatible digital platform called Naviance to track college applications, a four-year course plan document, and a senior internship semester where students could pursue personally relevant learning opportunities. In 2012, a committee of teachers, parents, a few students, and a School-to-Career coordinator received a grant to combine these disparate elements into a coherent ILP initiative.

Program highlights. During their planning year (2012-13), the committee focused on developing a bimonthly 20-minute advisory period to supplement time spent in the developmental guidance course and during school counseling sessions, in which students could revisit their academic maps and plan for the future. Committee members visited other high schools to observe advisory programs, hired a consultant to present an ILP workshop, and developed an ILP-specific curriculum for advisory time. The committee also sought a stronger connection with parents, providing a survey through Naviance to track parent awareness of the new focus and reflections on its success. Finally, the grant offered the opportunity to coordinate ILP and career activities in middle and high school.

MRHS scaled up to full implementation in the 2014-15 year, but challenges remain in aligning middle and high school ILPs through the electronic platform to create a six-year plan rather than a two-plus-four-year plan. Leaders also feel that the advisory curriculum is not always implemented consistently across teachers, and they are seeking ways to offer professional development to support advisors and facilitate a common understanding of the purpose and focus of an ILP.

Cost profile. These continuing challenges reflect the choices around distribution of resources Minnechaug has made. The district has allocated the majority of funds to instructional activities and professional development, including paying teachers to fine-tune curricular resources to support ILP programming. For additional information on per-pupil costs at Minnechaug Regional High School, see Appendix A.

Minnechaug ILP per-pupil costs, high school only (2014-15)



Note: These figures represent the costs for students across grades 9-12.

Dedicate time and resources. There are many promising models of ILP implementation, but beyond certain core principles, there is little evidence that one specific method of implementation is more effective than another. The approaches that leaders select must be tailored to the local context, just as ILPs are tailored to individual students.²⁹

However, all ILPs require dedicated time and resources. Empirical studies suggest that ILP planning and career exploration activities should occur at least two to three times per week.³⁰ While some sources recommend using daily advisory periods for ILP review,³¹ others report success in using freshman transitions courses, health classes, and/or guidance sessions as opportunities for revising and updating ILPs.³² Students, teachers, and parents all report more positive experiences with ILPs when there are regular check-ins and additional time for planning, reflection, and guidance.³³

Providing ample time for managing the ILP process and aligning it to the rest of the school's work and structures may be even more critical for success than investing in special ILP databases or tools. Nevertheless, facilitating access to resources such as model ILP curricula, career information systems, and virtual learning opportunities (all of which have been shown to improve student outcomes³⁴) also requires investment in technology and infrastructure.

Monitor progress systematically. Web-based career systems can be highly effective tools for synthesizing career exploration and awareness activities, documenting goals and achievements, and monitoring progress.³⁵ Web-based systems can also promote accountability in the ILP process, both for potential state-level monitoring of ILP implementation progress and for sharing student data with teachers, families, and students themselves.³⁶ There are many existing online tools available for this type of data collection, such as the state-supported YPFF; however, much work remains to ensure consistent data collection in ILP districts and schools.^H While the schools profiled in this report have ideas about how to monitor their progress, they all face ongoing challenges with identifying appropriate metrics and outcomes that extend beyond traditional academic indicators.

^H The NCWD/Youth handbook includes hyperlinks to a variety of useful online tools, including "Guideposts for Success," an online platform that provides career exploration and enrichment activities in five key workforce development areas. Other useful online resources include O*NET, which provides a crosswalk between student assessment results and potential career pathways, as well as Career Cruising, Career Locker/WIS Careers, Kuder Navigator and the Oregon Career Information System, to name just a few.

Monson: Investing in shared goals, structures, and resources

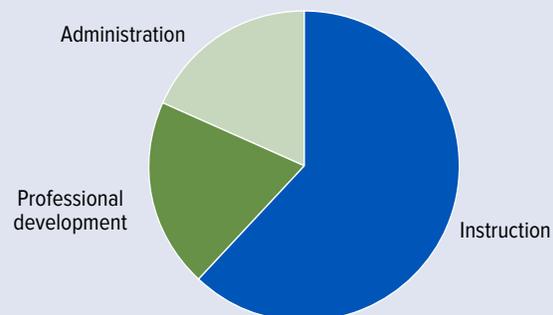
Local context. For over a decade, Monson High School's ILP work has been driven by the conviction of district and school leaders that every student is entitled to a fully developed college- and career-ready plan, whether that involves two- or four-year college, work, or military service. Educators share a commitment to postsecondary planning that helps students identify their own interests and skills and develop a comprehensive vision for advancing through the school system. ILPs—formerly paper-based, now housed on the YPFF digital platform—serve as the linchpin of their strategy.

Program highlights. In middle school, students are introduced to the YPFF digital platform as part of a required course, and they engage in career exploration activities with their school counselor and academic teachers. Once they start 9th grade, students participate in mandatory ILP activities as part of their academic courses, such as a career-based research paper for sophomores. They also review their ILP monthly with advisors, a relationship that continues across all four years of high school.

Monson depends on its high school counselor ratio (seven counselors for 1,050 students, plus a school-to-career specialist) to power its focus on college and career preparation. Counselors meet weekly to manage the YPFF process, provide YPFF training for staff as needed, and work within academic classrooms to facilitate ILP activities. Monson also leverages community connections, recruiting local employers and others to serve as career advisors for students. Moving forward, Monson hopes to improve alignment between YPFF and the college admissions process, as well as to extend ILP and career planning activities back through kindergarten.

Cost profile. The K-12 focus on college- and career-readiness, and the desire to develop and introduce ILP-aligned activities as early as kindergarten drives the decisions about how to allocate resources. District-level guidance leaders conduct extensive professional development opportunities for colleagues to support continued progress toward program goals. For additional information on per-pupil costs at Monson High School, see Appendix A.

Monson ILP per-pupil costs (2014-15)



Note: These figures represent the costs for students across grades 8-12.

The Leominster Center for Excellence

The Leominster Center for Excellence (LCE) in Leominster, MA, was founded in 2012 as an alternative learning option for students who were not succeeding at the district’s main high school. In fall 2014, educators restarted the school as an “innovation school”¹ and member of the Big Picture Learning (BPL) network. The school focused on implementing the key BPL tenets, including setting a goal to offer an individualized experience to their students focused on strong advising relationships, real world experiences, and providing core content in nontraditional ways. LCE’s use of ILPs as a touchstone for organizing the student experience, as well as the foundation of much of their educator collaboration and professional development, holds potential as a model that could be adapted to other schools with a range of governance structures, learning models, and sizes.

At LCE, the ILP serves as a common thread through students’ entire educational experience. Students develop an ILP at the beginning of ninth grade in collaboration with their advisor and a parent. This document asks students to reflect on their goals—including both academic and socio-emotional skills—and how those goals fit into their academic and career trajectories. ILPs also specify protocols for when, where, and how progress will be assessed. The student, advisor, and family members meet at the end of every trimester to guide an ongoing conversation about the students’ goals for the next trimester. Students also write journal reflections on the learning plan at six additional points during the year, focusing on progress toward their goals.

Use of an ILP as a guiding element is particularly important due to the school’s recent (2015) decision to integrate internships as a core component of their educational model. According to one administrator, the school aims to foster students’ understanding of “real-world, experiential, applied learning, and how to be a critical thinker, quantitative reasoner, and scientist.” Thus, students spend three mornings a week in traditional classes, with advisory periods in the afternoons for meetings or career exploration activities. The remaining two days are dedicated to internships. At the end of each trimester, students return to their ILP and plan a demonstration of mastery, called an exhibition, which they present to family members and educators as evidence of progress towards their goals.

Internship days also provide the school with opportunities to engage faculty in ILP-relevant professional development. Faculty meet to review ILPs collectively, discuss student progress, and create norms about the use of ILPs (such as what constitutes a strong ILP, how to facilitate an ILP session, and how to help students set and assess appropriate, rigorous goals). Thanks to their participation in the BPL network, LCE also receives materials, plus a two-day visit each trimester from a BPL coach, who interacts with students and leads the faculty in visioning, planning, and learning exercises. Summer professional development for LCE staff has also focused on topics like goal-setting and personal growth.

Some aspects of LCE are rare for a public school setting and enable staff to work with ILPs in a uniquely deep way. Most importantly, the school serves only forty students—many with special learning needs such as autism or high anxiety—and uses an application process that includes an interview with administrators and counselors to ensure that students’ needs are a good fit with LCE’s model. In all, each advisor spends five or six hours of advisory time each trimester working on ILPs with each of their 11-12 advisees, a substantial time investment. Even in these circumstances, LCE administrators report that a major goal and ongoing challenge is to ensure that the ILP remains a concrete presence in students’ minds in between regular check-ins.

Still, having students return to a consistent document for reflection has been key for focusing on appropriate future goals. The advisory structure, in which students develop a long-term relationship with an adult who knows them well, is another structure that might be replicated across larger learning communities, as long as the school can dedicate time for regular reflection. LCE’s creation of regular exhibition days, in which students demonstrate their progress and tie it explicitly to their ILPs, is an assessment structure that might be adaptable for other contexts. Finally, LCE’s experience demonstrates the importance of dedicating substantial time to the ILP process, incorporating it as a guiding system rather than solely a set of tools and resources.

¹ Massachusetts “innovation schools” are in-district and autonomous schools that can operate with increased autonomy and flexibility, and can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts. For more information, see www.doe.mass.edu/redesign/innovation/.

Table 1. Summary of implementation findings from study districts

As discussed previously, each of the highlighted programs represent a different implementation phase, and respond to different local needs. These factors are reflected both in choices about programmatic strategies and components (detailed below in Table 1) and allocated resources (see program-level cost estimates in Appendix A). The costs of implementing a program fully aligned with the research base may exceed those documented here; it is rare in real-world settings for programs to implement all research-based activities discussed.

IMPLEMENTATION STATUS				
	Planning & piloting	First full year of implementation		Sustaining progress & scaling
	New Bedford High School	Minnechaug Regional High School	Leominster Center for Excellence	Monson High School
Tailored to students' interests, strengths, and learning needs	District-level educators heard from business leaders that students do not have the skills to access locally available jobs, leading to a community-wide focus on student needs. Specific goals include improving graduation rates, college enrollment rates, and students completing a career inventory survey.	<i>Information not available at this time</i>	ILPs are used as a tool to engage students in the small learning community, and in the future, internship selection.	The school tries to reflect the diverse community needs in the way it talks about ILPs: it prepares students for all postsecondary options, including work, military, community college, and public/private colleges.
Student engagement in their own learning	Student completion of a career inventory survey was the priority for the pilot year (2015-16). This included students setting goals, developing a career plan, and determining coursework (for grades 10-12) that matched their expressed interests and goals.	<ul style="list-style-type: none"> ■ Middle school ILP activities, conducted in 7th and 8th grade, are focused on exploration and goal-setting. Students and their counselor complete an interest and abilities map, as well as a goal-setting exercise. ■ Students complete career planning activities in grades 9-12 within both an advisory period and a health/wellness course. Juniors and seniors also participate in linked college readiness activities. 	<ul style="list-style-type: none"> ■ In 2015-16, LCE expanded internship options to enhance real-world learning. Teachers have been working to ensure ILPs capture student learning that takes place outside of school. ■ Student goal-setting is the 2016-2017 focus for ILP implementation. To ensure that students' own learning goals remain foremost in their minds, goals are set at the start of the school year and are reviewed in depth with students and parents every trimester. Six or more times per year, students review the ILP and journal about their progress. 	The district-wide focus of ILP implementation in Monson is on students working with educators to identify their interests/skills and articulate college and career interests and goals, as well as identify courses to be taken at the high school. An additional goal of this work is to expand the use of student interest activities that all students in MHS complete, such as working with middle school students to complete a career interest inventory.

IMPLEMENTATION STATUS				
	Planning & piloting	First full year of implementation		Sustaining progress & scaling
	New Bedford High School	Minnechaug Regional High School	Leominster Center for Excellence	Monson High School
Collaborative, relationship-driven approach between educators and students and among educators	A planning process that included high school educators and district administrators kicked off in the 2014-15 school year. All 9th grade teachers were offered professional development in spring 2015 in anticipation of ILP rollout at the beginning of the 2015-16 school year.	<ul style="list-style-type: none"> The initial planning team, funded as part of a state Integrating College and Career Readiness grant, included classroom teachers, parents, and students; guidance staff were added over time. During the 2012-13 school year, the school held initial professional development for teachers planning advisory lessons, including visits to other schools implementing advisory programs. 	<ul style="list-style-type: none"> Faculty jointly review ILPs Six or more times per year to discuss student progress toward goals. These meetings usually occur prior to ILP check-ins with students and their parents. After ILP check-ins, faculty meet to debrief common questions like: What made it a good conversation? What was the content of the meeting? What are student goals and how are they being assessed? 	Monson’s focus is on integrating college- and career-readiness with the development of ILPs. At the start of the 2015-16 school year, the lead district guidance counselor planned a college- and career-readiness training for all K-8 teachers, delivered by other teachers, to reinforce the notion of integration. Advisory teachers were also trained to incorporate ILP-related activities into the advisory period.
Strong leadership and encourage commitment	<ul style="list-style-type: none"> School and district leaders have articulated a strategic plan for ILP implementation as part of school’s turnaround plan. The district applied to be a part of the Massachusetts Institute of College and Career Readiness to address college readiness and enrollment goals. 	District-wide plan to implement ILPs over six years (grades 7-12).	Superintendent-level support of personalized learning includes the use of ILPs as a driver of a student’s four-year path through high school.	<ul style="list-style-type: none"> District- and school-level leaders made ILPs a priority, which in turn fostered staff commitment. School staff translated this commitment to support and training for counseling staff and classroom teachers. Community leaders have provided important guidance and leadership to build school-to-career connections for students.
Dedicated time, as part of instructional activities	ILPs were initially rolled out during 9th grade advisory periods (every other week) in the 2015-16 school year. In March 2016, New Bedford High School re-launched ILPs as part of a required 9th grade course every other day. This allowed for greater ease in scheduling access to technology for students.	Middle school students complete interest inventories within academic courses. High school students complete college and career planning activities in a health and well-being course (9th grade) as well as in the advisory period (grades 9-12). Students work with Naviance during advisory periods.	ILPs at the Leominster Center for Excellence are used as a goal-setting and progress tool for all students in the school. This work is done during advisory periods.	ILP activities are required within an academic course in 9th, 10th, and 11th grade. For example, sophomores complete a career planning project that involves writing a paper on a particular career, including college options aligned with that career.

IMPLEMENTATION STATUS				
	Planning & piloting	First full year of implementation		Sustaining progress & scaling
	New Bedford High School	Minnechaug Regional High School	Leominster Center for Excellence	Monson High School
Monitor progress through dedicated resources (including technology)	Scheduling technology access to support student use of Your Plan for the Future (YFFF) during course periods has been a challenge; the shift in ILP scheduling is expected to create more access to technology resources.	While Naviance has been relatively easy for MRHS to use, challenges remain about how to ensure that ILP-related activities conducted during the advisory period are inputted into Naviance (e.g., advisories are not scheduled for the computer lab; students are responsible for entering information). Additionally, the middle school does not have a Naviance application, impeding full vertical alignment of ILP activities.	Leominster Center for Excellence uses a paper/hard-copy version of the ILP, which is then stored and shared among staff via Google docs. According to many educators at the school, this contributes to how frequently teachers and students work together on the ILP.	<ul style="list-style-type: none"> ■ MHS has used ILPs for over a decade. Three years ago, the school migrated from a paper copy to Your Plan for the Future. Students are responsible for uploading all information from instructional activities. ■ However, school staff reports that YFFF lacks sufficient flexibility to house students' diverse academic and college planning assignments.

Table 2. Common implementation patterns in study districts, by phase of implementation

The table below highlights common successes and challenges of ILP implementation as reported by districts at different stages of implementation. Based on these findings, the Rennie Center study team has developed a set of questions—organized by implementation status—that other district leaders may find useful in local ILP implementation efforts.

Lessons from study districts	Implementation questions for district leaders to consider
PLANNING/PILOT YEAR	
<ul style="list-style-type: none"> ■ Identify key stakeholders (e.g., district leaders, educators, counselors, parents, students) to form a leadership team; build a culture of decision-making. ■ Determine local student needs by developing appropriate methods to collect data, and align ILP goals to documented needs. ■ Create a plan to orient staff to local ILP purpose and goals. ■ Decide on “placement” of ILPs in particular courses (i.e., an advisory period or a content-based course) and particular grades; conduct a pilot of structures, content, and curriculum. ■ Develop technology plan that accounts for student access on-site. 	<ul style="list-style-type: none"> ■ Who are the key stakeholders for this work in your district? Which educators are best positioned to plan roll-out, and who will be involved once implemented? ■ What are the goals for ILPs? Who should be involved in identifying these goals? ■ Will you target particular grades? ■ How do ILPs fit into existing college- and career-readiness approaches or structures? ■ Will students be connected to ILPs online? What access will students have to technology during the school day? ■ What data points will be identified to assess the success of ILPs (e.g. attendance, suspension, or other points identified by the school)?
EARLY IMPLEMENTATION/FIRST FULL YEAR OF IMPLEMENTATION	
<ul style="list-style-type: none"> ■ Determine grades/cohorts for possible expansion and the pace of implementation across multiple grades. ■ Focus on aligning ILPs with academic subjects to decide on curriculum and other ILP content (e.g., if ILPs are implemented in advisories, how will linkages be built to academic courses?). ■ Fine-tune delivery of content and plan for technology access. ■ Develop and implement supports to build professional expertise among all educators who will have a role in ILP implementation. 	<ul style="list-style-type: none"> ■ What modifications are needed based on what was learned from the ILP implementation pilot? ■ Which district resources and instructional materials are currently supporting ILPs? Are these meeting implementation needs? ■ Are modifications to staffing or scheduling needed to support ILP implementation? ■ Is technology access adequate to meet student needs? ■ What professional supports are needed to deepen staff expertise, especially among staff who are leading ILP implementation?
SUSTAINING AND SCALING IMPLEMENTATION	
<ul style="list-style-type: none"> ■ Identify needs to achieve vertical alignment of ILP activities and content across grades 9-12 (or 6-12). ■ Strengthen relationship-building between students and educators. ■ Structure program options to maximize continuity in student experiences across grade levels and classes. ■ Determine whether further scaling of ILP implementation—such as across middle and high schools in the district—meets student needs. ■ As needed to scale up implementation, engage leadership team in decision-making on required time and resources (including district-level supports). 	<ul style="list-style-type: none"> ■ Have student needs changed over time? ■ What ILP-aligned activities can be implemented across different grade levels? ■ How can staffing decisions support continuity of student-educator relationships? ■ How can school-wide resources be aligned with student ILP goals?

Considerations for state policymakers

Districts that wish to employ ILPs as an overarching strategy for supporting students' college- and career-readiness can access numerous resources and examples of effective processes or instruments. Less clear, however, are the policy levers that can promote more widespread implementation across the state.

ILPs, which can be used to support various college- and career-readiness initiatives as well as school and district improvement priorities, should not be perceived as a stand-alone initiative or as “another thing to do.” For example, ILPs can support the implementation and strengthening of MA Model, MassCore, career development education, and personalized learning, and they can also bolster efforts to improve graduation rates. Indeed, the links between and among ILPs and state and district priorities should be made explicit, and the ways in which to infuse ILPs into the advancement of those priorities should be a recurring conversation among policymakers and their constituents. In addition, continued efforts at the state level should be made to understand and ameliorate the challenges or barriers to implementation that districts and schools face. To those ends, we offer the following considerations about the potential of ILPs to streamline disparate systems, programs, and services and help all students prepare for life after high school.

Utilize ILPs to address both the academic and non-academic aspects of what it means for students to be college and career ready. The Massachusetts Definition of College and Career Readiness acknowledges that academic preparation is necessary, but not sufficient, to ensure postsecondary successful.³⁷ To be truly prepared, students must gain the knowledge, skills, and experiences in the academic, personal/social/emotional, and workplace readiness domains. ILPs help students to identify their interests, translate those interests into potential career paths. Students can then use ILPs to map out the specific courses, supports, extracurricula, and in- and out-of-school experiences needed to build the knowledge, skills, and competencies required by their chosen field and the workforce in general. These practices are central to the Massachusetts Model for Comprehensive School Counseling (MA Model), and ILPs are a practical way to operationalize many aspects of the MA Model in districts and schools. Further, the process of determining the academic and non-academic experiences necessary to achieve students' postsecondary goals can be a natural entree into the state's recommended course of study for high school students (MassCore).

Schools and districts can engage with ILPs to harness resources in a student-centered, student-driven way. The goals and priorities of many districts and schools are multifaceted and—due to resource constraints—often competing. Narrowing in on what students actually want and need—according to students themselves with guidance and support from trained adults—allows districts to streamline offerings and ease the burden of competing initiatives. Likewise, ILPs can help schools and districts make policy decisions that are responsive to student needs or interests and perhaps enable resources to be allocated in new ways. For example, a credit-bearing internship program aligned with students' ILP goals may enable eligible students to leave the school building to gain valuable workplace experiences, while also freeing up school staff to concentrate more attention on students who are not yet ready for those opportunities.

Integrate, align, and promote ILPs as a more efficient administration of student supports and services. An effective ILP process—especially when initiated in middle school—essentially eliminates the chance that a student will “slip through the cracks.” Through regular check-ins, each student will develop a close working relationship with at least one adult, while adults can more easily identify gaps in students' college and career readiness and devise coherent approaches to address them. This ensures that appropriate interventions are targeted toward the students who need them, and it can help to avoid both redundancy and underutilization of student supports and services.

Create systemic ILP opportunities that allow students to take ownership of their education and their future. Many educators and policymakers grapple with ways to keep students engaged and motivated in school. Allowing students to pursue their interests and make connections between their academic career and what they want to achieve can have a meaningful impact on their level of engagement and motivation. Further, as active participants in their school experience, and given the opportunity to make productive choices and articulate their preferences, students can achieve a greater sense of self-confidence and self-efficacy. These are critical antidotes to the conditions that often lead students to disengage from and ultimately leave high school before graduating.

Conclusion

There is increased conversation in education policy about the idea that there is no one-size-fits-all approach to preparing students for productive and fulfilling participation in the 21st century society and economy. ILPs are a personalized approach to ensuring that students leave high school with the appropriate knowledge, skills, and expectations to achieve their postsecondary goals and set themselves on a path toward lifelong success. This policy brief not only suggests the benefits of adopting ILPs as a critical college- and career-readiness strategy, but highlights concrete steps—and aligned, requisite resources—that support school-wide implementation. College- and career-readiness will continue to be a policy imperative in the coming years for districts and schools across the Commonwealth. As more districts strive to respond to this need locally, ILPs can be an important tool that can engage educators, youth-serving organizations, the business community and students, themselves, in a vision on how to do so.

Appendix A: Cost analysis findings and methods

Program costs

Costs for three of the four programs highlighted in this policy brief are discussed below. Each program is at a different phase in the use of ILPs, and this is reflected both in the active program components and concomitant costs. The programs also differ in terms of which students are currently using ILPs. As such, the costs of the three programs are not comparable at the school level. Rather, the Rennie Center team developed cost estimates for each program—both total program costs and per-student costs—to demonstrate the expenses that might be associated with piloting, implementing, and sustaining a robust ILP program with middle and/or high school students. Please note that the costs of implementing a program fully aligned with the research base may exceed those documented here; it is rare in real-world settings for programs to implement all research-based activities discussed.

A resource cost model approach was used to estimate the program costs associated with each selected model. The Rennie Center team identified the major “ingredients,” or resources, used by each school or district for the following program components:

1. Planning
2. Curriculum development
3. Piloting
4. Instruction/implementation
5. Professional development
6. Technology
7. Program oversight & administration

These seven components provide a common framework for organizing resources. Within each component, we identified specific activities and the associated cost of those activities at both the high school and middle school levels (when middle school students were included in ILP development). For example, Monson High School provides a number of different professional development sessions for teachers and school counselors at multiple levels on college and career readiness generally and on ILPs specifically. At New Bedford High School and at Minnechaug Regional High School, professional development activities are limited to staff at the high school. New Bedford and Monson both use Your Plan for the Future, a free platform provided by the Massachusetts Educational Finance Authority (MEFA), for ILP development. Minnechaug uses Naviance, which charges a subscription fee per student. Activities like these comprise the “package” of resources provided by each school system to support ILP development with their students. A dollar value was assigned to each resource according to its market price or unit price, as appropriate. Resource values were then annualized so that the resulting cost estimates reflect the total annual cost per student for the 2014-15 school year. An overview of program components and their associated resources is provided in Table 1.

Table A1: Program components included in resource cost estimates, 2014-15

	New Bedford High School^J (Planning/Piloting/Early implementation)	Minnechaug Regional High School (Planning/First year implementation)	Monson High School (Sustaining existing program)
Planning	<ul style="list-style-type: none"> ■ 160 high school teachers at 75 minutes each receive ILP training from two ESE staff ■ 42 advisors at 75 minutes each receive training from MEFA trainer on YPFF ■ 11 school counselors at 75 minutes each receive training from MEFA trainer and technology specialist on YPFF ■ 12 exploratory teachers at 75 minutes each receive training from technology specialist on YPFF ■ Two graduation facilitators at three hours each receive training on YPFF from technology specialist 	<ul style="list-style-type: none"> ■ 77 high school teachers receive one hour of professional development (PD) in professional learning communities (PLCs) four times per year ■ Five lead teachers at four hours each provide PD in PLCs ■ No PD for M.S. teachers 	<ul style="list-style-type: none"> ■ College and career training for 59 K-8 teachers at three hours each, provided by teacher trainer ■ Eight advisory teachers at two hours each receive training from MEFA trainer on YPFF ■ 25 high school teachers at six hours each receive training from MEFA trainer on YPFF
Curriculum development	<ul style="list-style-type: none"> ■ Four hours for Teaching & Learning Specialist to develop curriculum plan for implementation in exploratory course ■ Three hours per week for 35 weeks for Teaching & Learning specialist to modify College Board Lessons 	24 hours for school counselor to develop six ILP-related lessons to include in advisory	Curriculum development occurred many years ago; costs are not included
Piloting	42 advisory teachers met with freshmen for two 40-minute meetings to pilot use of Your Plan for the Future (YPFF) during advisory	<i>Information not available at this time</i>	<i>Information not available at this time</i>
Instruction/ implementation	<ul style="list-style-type: none"> ■ 12 teachers relaunched YPFF implementation during exploratory classes March through June; 52 minutes per session, two sessions per week, for a total of 8-10 class periods ■ Technology specialist registered all participating freshmen in YPFF, 12 hours/week for two weeks ■ Two graduation facilitators assisted with re-launch, 12 hours/week for two weeks 	<ul style="list-style-type: none"> ■ Five school counselors at 20% time per year on ILP development and update ■ 85 advisory teachers at 15 minutes per month on ILP updates ■ Five school counselors at 90 minutes per year with students on ILP creation 	<ul style="list-style-type: none"> ■ School-to-Career specialist at 30% time conducts interest inventory in 9th grade, assists with 10th grade career-based research project, develops resume and interview skills for 11th graders, works with 12th graders on college applications ■ K-8 school counselor at 10% time ■ Grade-level team leader at six hours to plan and provide career day ■ Technology teacher at 7.5 hours per year on YPFF with students (three 50-minute classes per trimester)

^J New Bedford High School began planning for implementation during the 2014-15 school year, with piloting and implementation in the 2015-16 school year.

	New Bedford High School^J (Planning/Piloting/Early implementation)	Minnechaug Regional High School (Planning/First year implementation)	Monson High School (Sustaining existing program)
Professional development	<ul style="list-style-type: none"> ■ 160 high school teachers at 75 minutes each receive ILP training from two ESE staff ■ 42 advisors at 75 minutes each receive training from MEFA trainer on YPPF ■ 11 school counselors at 75 minutes each receive training from MEFA trainer and technology specialist on YPPF ■ 12 exploratory teachers at 75 minutes each receive training from technology specialist on YPPF ■ Two graduation facilitators at three hours each receive training on YPPF from technology specialist 	<ul style="list-style-type: none"> ■ 77 high school teachers receive one hour of PD in PLCs four times per year ■ Five lead teachers at four hours each provide PD in PLCs ■ No PD for M.S. teachers 	<ul style="list-style-type: none"> ■ College and career training for 59 K-8 teachers at three hours each, provided by teacher trainer ■ Eight advisory teachers at two hours each receive training from MEFA trainer on YPPF ■ 25 high school teachers at six hours each receive training from MEFA trainer on YPPF
Technology	<ul style="list-style-type: none"> ■ Laptop cart donated by GEAR UP program ■ All other technology was pre-existing; YPPF at no cost 	<p>Naviance costs include the following options:</p> <ul style="list-style-type: none"> ■ Scheduling ■ Self-discovery ■ Strengths explorer ■ Naviance e-docs—app to send documentation through Naviance ■ Career exploration ■ Academic planning 	Using existing technology; Your Plan for the Future at no cost
Program oversight & administration	<ul style="list-style-type: none"> ■ Chief Operating Officer (COO) at 1 hour/week for 40 weeks for logistics and programming ■ COO at 14 hours for oversight of advisory and exploratory rollout plan ■ Technology specialist at 1.5 hours/week for 20 weeks for oversight of advisory implementation ■ Technology specialist at 1 hour/week for 15 weeks for oversight during exploratory implementation 	<ul style="list-style-type: none"> ■ Director of Guidance at 20% time for oversight ■ Two middle school counselors at 10% each 	<ul style="list-style-type: none"> ■ School-to-career specialist at 20% time ■ Director of Guidance at 5% time

Tables A2a-2c provide total and per-pupil annual program costs by component for each of the three programs participating in this research study.

Table A2a. New Bedford High School ILP costs per pupil, 2014-15 school year

New Bedford High School began planning for implementation during the 2014-15 school year, with piloting and implementation in the 2015-16 school year. New Bedford has not used additional funds to pay for the ILP launch, but has reallocated existing resources and regular staff time to the project. All costs are calculated based on 2014-15 salaries and number of students and teachers for standardization purposes, even though activities may have occurred across years.

New Bedford High School (Planning/Piloting/Early implementation)	
Number of students participating (2014-15)	Grades 9: 400
Planning	\$31.26
Curriculum development	\$18.61
Piloting	\$21.09
Instruction	\$28.27
Professional development	\$55.46
Technology	\$7.50
Program oversight & administration	\$16.91
TOTAL PER-PUPIL COSTS	\$179.11

Table A2b. Minnechaug Regional High School ILP costs per pupil, 2014-15 school year

Minnechaug Regional High School costs span several years, with planning occurring in 2012-2014 and implementation in 2014-15. All costs are calculated based on 2014-15 salaries and number of students and teachers for standardization purposes, even though activities may have occurred across years.

Minnechaug Regional High School (First year implementation costs)	
Number of students participating (2014-15)	Grades 7-8: 525 Grades 9-12: 1,187 Total 7-12: 1,712
Planning	No planning costs were incurred for the 2014-15 school year
Curriculum development	\$1.28
Piloting	N/A
Instruction	
Middle school	N/A
High school	\$261.05
Professional development	
Middle school	N/A
High school	\$20.87
Technology	\$3.14
Program oversight & administration	\$30.85: Middle school only \$22.10: High school only
TOTAL PER-PUPIL COSTS	\$307.83 per grade 8-12 student

Note: These figures represent the costs for students across grades 9-12.

Table A2c. Monson ILP costs per pupil, 2014-15 school year

While program administrators in Monson do not work across the entire K-12 system with the same intensity as their 8-12 work, they do undertake activities intended to foster system-wide alignment. However, since the students in grades 8-12 currently receive the majority of benefits from the work, we report the average per-pupil cost at that level. This average takes into account the slightly different costs for 8th graders vs. high schoolers, weighting the average according to the proportion of the student body they comprise. All costs are calculated based on 2014-15 salaries and number of students and teachers for standardization purposes, even though activities may have occurred across years.

Monson High School (Sustaining existing program)	
Number of students participating (2014-15)	Grade 8: 90 Grades 9-12: 317
Planning	Planning occurred three or more years ago; no costs were incurred for the 2014-15 school year
Curriculum development	Curriculum development occurred many years ago; no costs were incurred for the 2014-15 school year
Piloting	N/A
Instruction/Implementation	\$190.52 per grade 8-12 student
Professional development	\$61.40 per grade 8-12 student
Technology	No technology costs were incurred for the 2014-15 school year
Program oversight & administration	\$55.90 per grade 8-12 student
TOTAL PER-PUPIL COSTS	\$308.43: high school only \$339.28: high school & middle school

Note: These figures represent the costs for students across grades 8-12.

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