



ECAPS: Using Personalized Strategies for Enabling Youth to Drive Their Own Success

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BOSTON
UNIVERSITY

National Collaborative on Workforce & Disability for Youth







hours to master your craft



Better get started!

Be a Good Listener



TO PERSEVERE:

patient endurance of hardship;
persisting in a state of enterprise
in spite of difficulties and
discouragement

**Never underestimate
the power of
persistence.**



“EXPLORING THE
UNKNOWN
REQUIRES
TOLERATING
UNCERTAINTY”

BRIAN GREENE



razionalefantasia



To Make the Best
BETTER

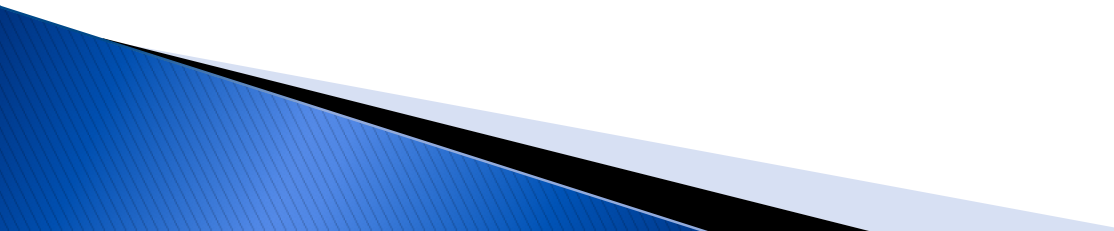
LEADERSHIP
PUBLIC-SPEAKING
RESPONSIBILITY
TEAMWORK
COMMUNICATION
FRIENDSHIP
RESPECT
CREATIVITY
SERVICE
DIVERSITY
COURAGE
COMPASSION
HUMILITY
ACCOUNTABILITY
CONFIDENCE
DISCIPLINE
WORK-ETHIC
DEDICATION
SEWING
COOKING
PERSISTENCE
PERFORMANCE





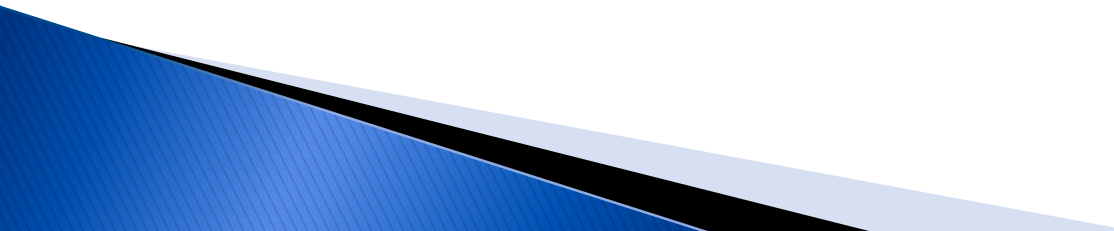


Key Points

- ▶ Redesigning our education efforts to focus on competencies vs. seat time
 - ▶ Complexities of understanding context
 - ▶ Using ILPs to enable youth to become proactive and self-directed
 - ▶ We need to be the caring and encouraging adults that all youth need
- 



Bull, Bernard. (July, 2016). Blog: A Tale of an Aspiring Teacher and Her Existential Crisis

- ▶ What is the ultimate purpose of school?
 - ▶ What is the difference between school and education?
 - ▶ What are the absolutely essential elements of a great education
 - ▶ Who do schools serve best? Who do they fail to serve well? Why?
 - ▶ What policies and practices in schools are getting in the way of our schools helping the greatest number of people reach the highest levels of learning?
- 

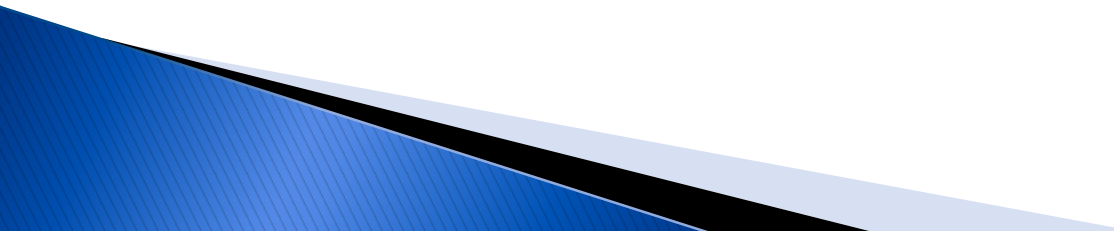




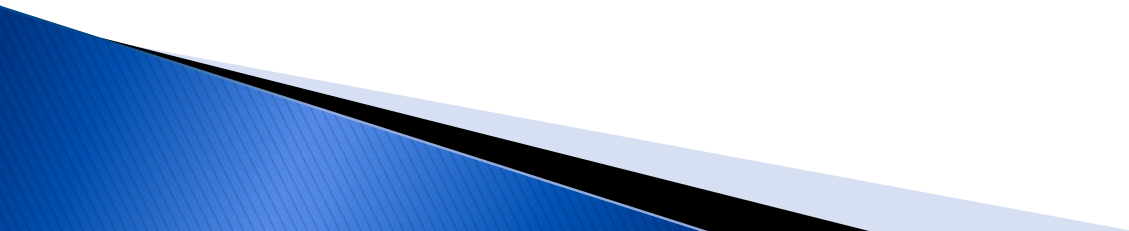


Hispanic News Network U.S.A.

My Existential Crisis Questions

- ▶ Why are so many youth disengaged?
 - ▶ How should one respond when trying to motivate a disengaged student who responds...
 - ▶ How do you find the energy and enthusiasm to teach when the student you know has so much potential...
- 

How can we justify living in a wealthy society
when so many students...







SAVE A LIFE
WITH THE GIFT OF FOOD

FEED AMERICAN CHILDREN



**HUNGRY
COLD
SUFFERING**



Existential Angst

How can I continue educating in an unstable, dangerous community where our children are faced with unfair and unjust life circumstances?







#BESTYEAREVER

"The only way to make change is to see these challenges that we face as opportunities."

— Adam Bellow, Educator

edutopia



Courage is
the
commitment
to begin
without any
guarantee of
success.

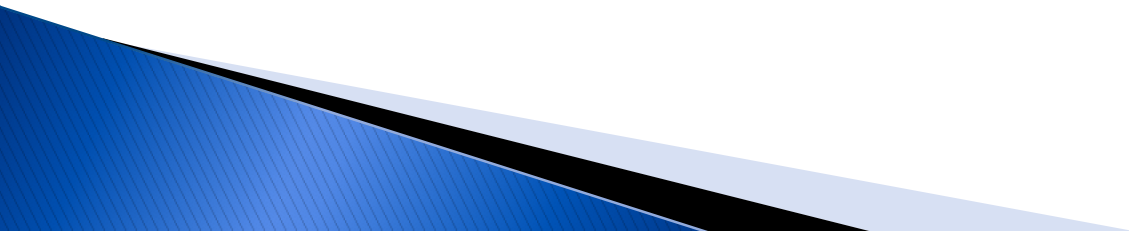
Johann Wolfgang von Goethe

QuotePixel.com

Real Revolution
Starts At Learning,
If You're Not Angry,
Then You Are Not
Paying Attention.

Tim McIlrath

What Is There To Be
Angry About?



Reasons to Be Angry – From Youth.gov

Prevalence of Mental Health Challenges:

- 2 out of 10 low income youth
- 5 out of 10 youth participating in child welfare
- 7 out of 10 court-involved youth

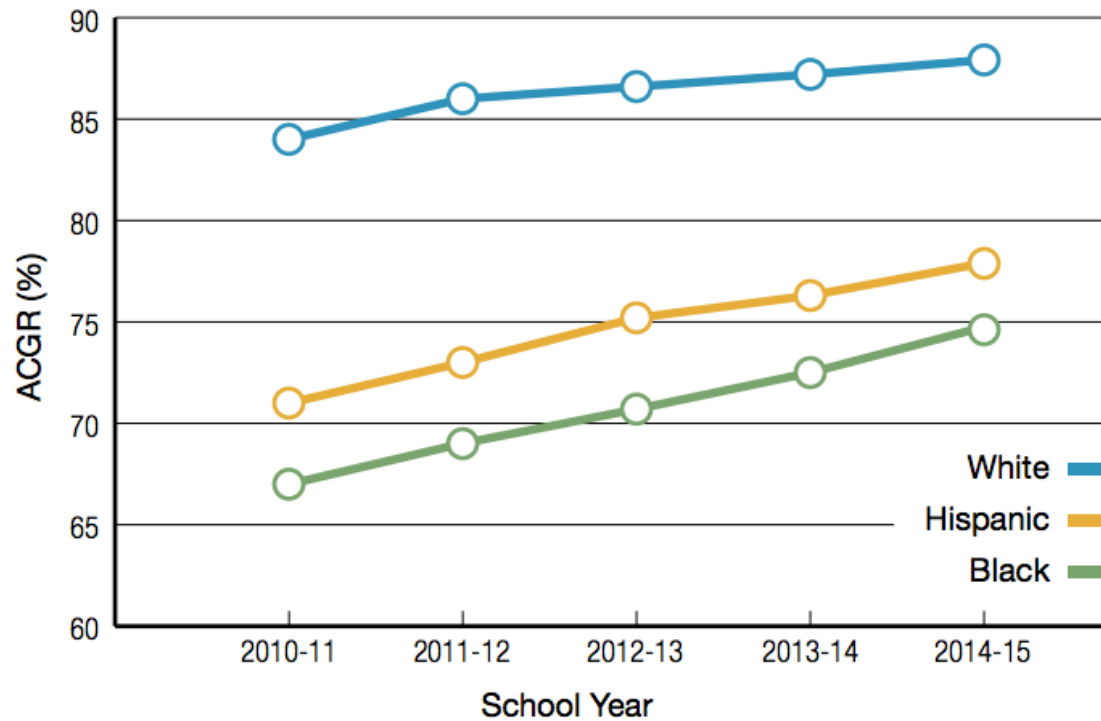
Access to Mental Health Care:

- 2 out of 10 Latino/as
- 3 out of 10 Black youth

The Good News in Education

High school graduation rates improving

Figure 3. Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic/Latino, and White Students from 2010-11 to 2014-15

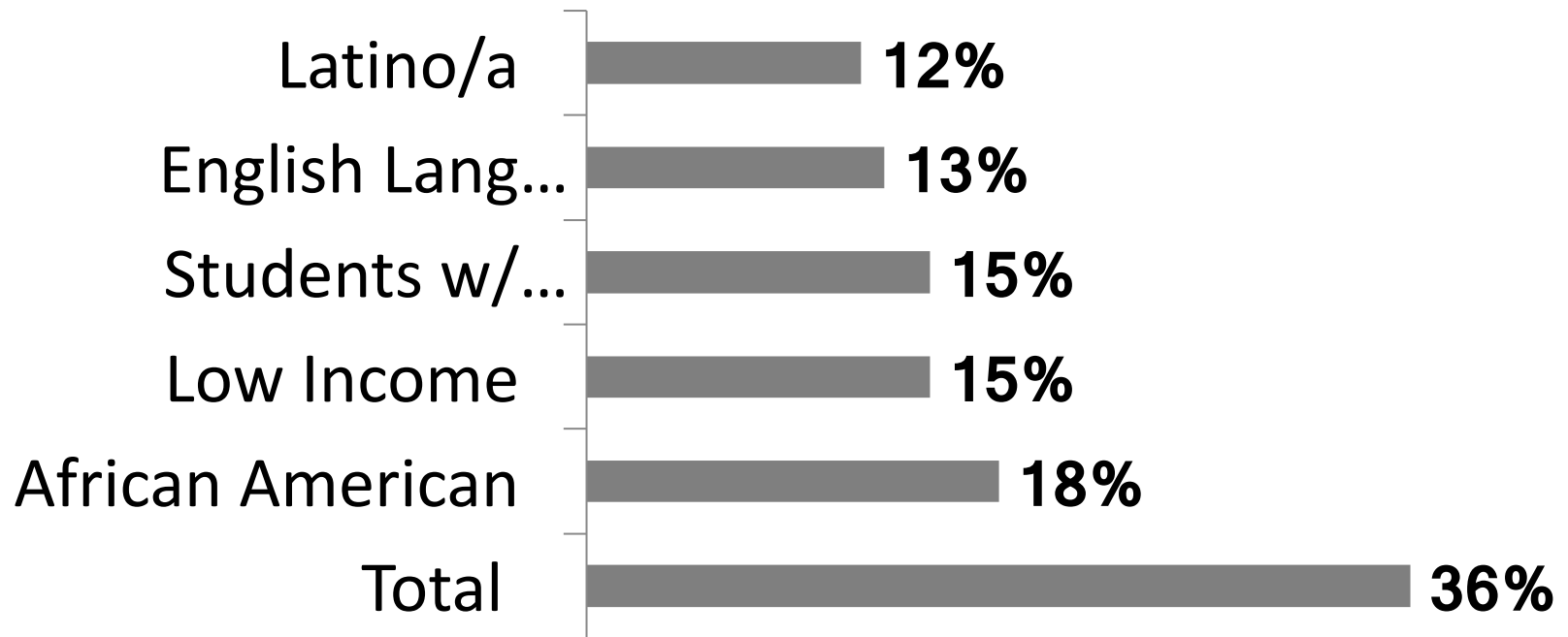


Source: National Center for Education Statistics (NCES). Retrieved from <http://www.ed.gov/news/press-releases/achievement-gap-narrows-high-school-graduation-rates-minority-students-improve-faster-rest-nation>

The Not So Good News...

- ▶ Graduation rate gaps for ELL and youth with disabilities remain
- ▶ Not ready to enter & complete a postsecondary program or degree.

6-Yr Postsecondary Completion Rates for Massachusetts 2008 HS Class



"Anger is like gasoline. If you spray it around and somebody lights a match, you've got an inferno. [But] if we can put our anger inside an engine, it can drive us forward."

— Scilla Elworthy



Middle School GEAR-Up Goal

Ensure that ALL students enter high school with a purpose

ILPs [ECAPs] Make it Happen



Arizona ECAP Implementation: Administrative Toolkit



Individualized Learning Plan

- Resources that describe the nature of ILPs
- Materials to introduce ILPs to youth
- Materials to introduce ILPs to families
- Research supporting ILPs as a promising practice
- Resources for implementation quality ILP programs and activities

Part 1: RESOURCES THAT DESCRIBE THE NATURE OF ILPS

ILP How-to Guide: Promoting Quality Individualized Learning Plans: A "How to Guide" Focused on the High School Years. The Guide provides detailed ILP implementation strategies for districts and schools

ILP Fact Sheet: One page handout to share with educators, parents, and other stakeholders. Feel free to cut and paste into your newsletters and related communication materials. We just ask that you reference NCWD/Youth as the source.

The Nature & Use of Individualized Learning Plans as a Career Intervention Strategy. Peer-reviewed article describing the promise of ILPs. Reference: Solberg, V. S., Phelps, L. A., Haakenson, K. A., Durham, J. F. & Timmons, J. (2012). The nature of individualized learning plans as a career intervention strategy. *Journal of Career Development*.

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Individualized Learning Plan

What is an Individualized Learning Plan (ILP)?



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Many states have adopted policies that require all middle and/or high school students to develop and maintain an individualized learning plan in order to make schools more personalized and improve student outcomes.

What is a Quality ILP?

Based upon several years of research investigating the nature and use of ILPs in states across the U.S., the National Collaborative on Workforce & Disability for Youth (NCWD/Youth) and its partners have developed the following definition of quality ILPs:

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

Research Findings

The ILP research studies by NCWD/Youth and its partners indicate that ILPs show promise as an effective strategy for delivering quality career development opportunities that improve several student outcomes. Students who were more engaged in ILP activities reported stronger goal setting skills, increased motivation to attend school, and increased academic self-efficacy

Policy

- [Colorado Keynote Presentation](#) - "Individualized Career and Academic Plans: Inspiring All Youth to Reach Higher in Pursuit of Their Career and Life Goals" (December 3, 2014)
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Practices & Resources

- [ILP Usage By State](#)

Fact Sheet



Individualized Learning Plans

What is an ILP?

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Quality ILP Activities



The Findings

The ILP research studies by NCWD/Youth and its partners indicate that ILPs show promise as an effective strategy for delivering quality career development opportunities that improve several student outcomes. Students who were more engaged in ILP activities reported stronger goal-setting skills, increased motivation to attend school, and increased academic self-efficacy which leads to better academic achievement, stress and health management, and readiness to engage in career decision-making. Teachers, school counselors, and family members highly value ILPs and believe that it helps students become more focused learners who complete more challenging coursework in order to reach their self-defined career and life goals.

How and When are Individualized Learning Plans Used?

Promising practices for engaging in ILPs include regularly scheduled activities conducted during

advisory periods. ILPs appear to be more effective when they are regularly reviewed and updated

beginning in middle school and continuing through and beyond high school. In this way, ILP activities occur regularly throughout the academic year rather than just once per year.

As a process, quality ILP activities provide opportunities for youth to engage in three phases of skill development: self exploration, career exploration, and career planning and manage-



Families and College and Career Readiness: What Schools Can Do to Engage Families in the Individualized Learning Plan (ILP) Process

Introduction

Families play an important role in helping their youth become college and career ready. Based on a number of research studies, literature reviews, and program evaluations, one can conclude that active family engagement supports the positive academic, career and life outcomes for youth with and without disabilities.¹ Families' aspirations and expectations have been shown to directly affect students' aspirations and expectations of themselves and their actual achievements.² High parental expectations for student success and achievement have been found to be the most significant influence on high school seniors' achievement, including completion

This Information Brief is designed to assist educators in working with parents and family members to facilitate students' career development through the use of individualized college and career planning tools. This brief discusses families' perceptions of whether and how they were engaged in schools' implementation of Individualized Learning Plans and describes suggestions from families of youth with and without disabilities about actions schools can take to improve family engagement in the ILP process.

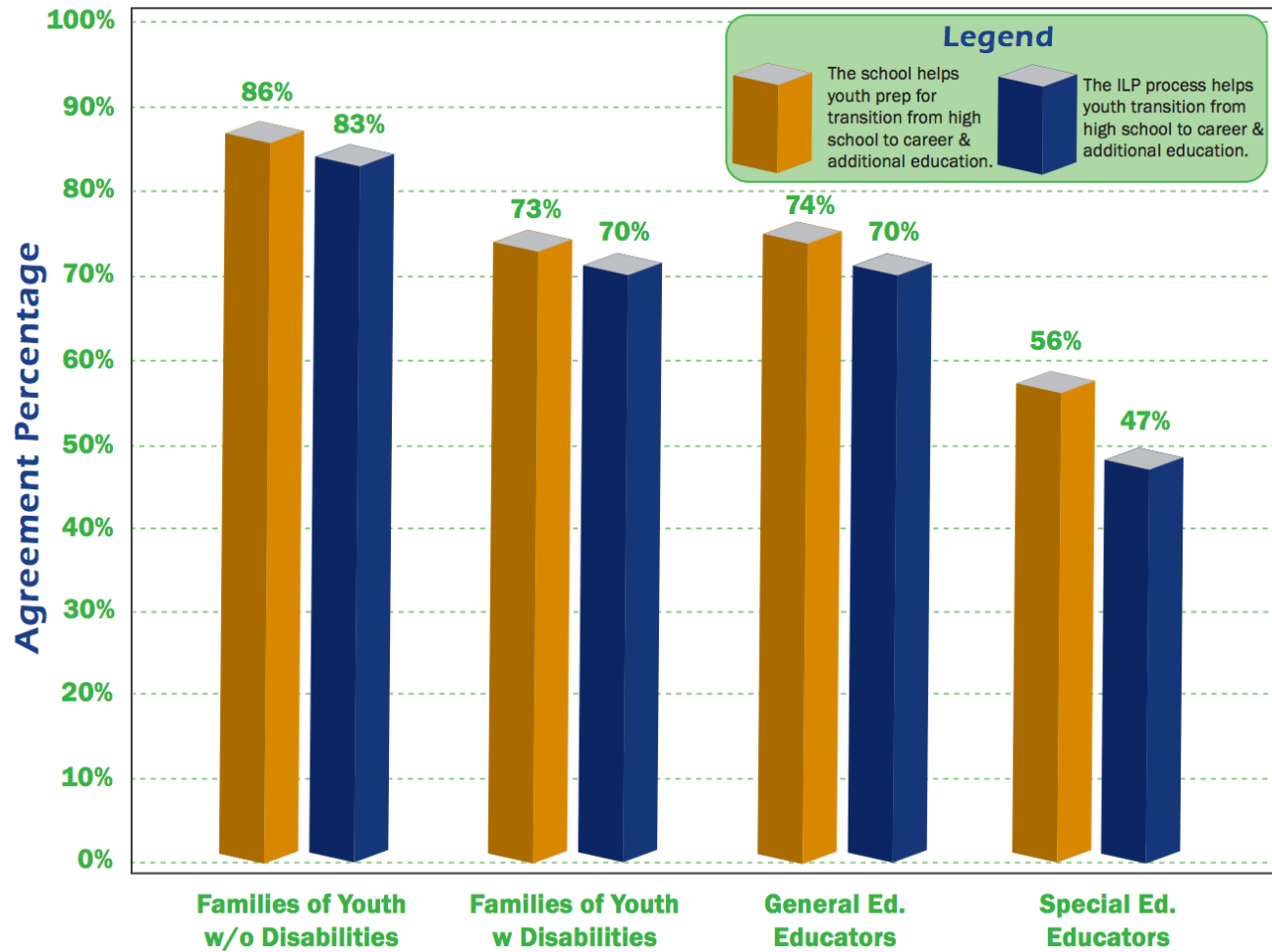
What is a Quality ECAP

Quality ILP Activities

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



Figure 1: **Perceived ILP Value Among Families and Teachers**



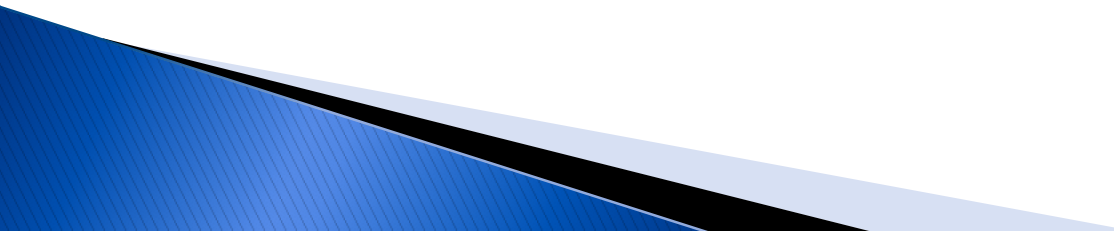
Teacher's Experience

...the [ILP] makes the courses and the curriculum the child chooses more relevant. They understand now why they have to take Algebra I. They understand now why they have to take biology.”

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

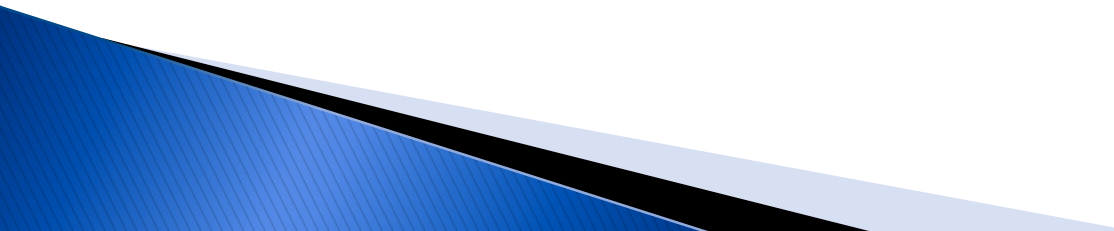
The kids that we get have never been spoken to about college even being an option, or guided as to how they get through it.

So when they dive into that, all of a sudden, it's kind of 'Oh, I can do that? Really?' The whole concept of their future changes.



Malcolm X

“I for one believe that if you give people a thorough understanding of what confronts them and the basic causes that produce it, they’ll create their own program, and when the people create a program, you get action.”



Theory of Change

Access to **quality career development opportunities** facilitated by **caring and encouraging adults** *results in students...*



Establishing career and life goals *which leads to....*



Academics now perceived as relevant and meaningful *which leads to...*



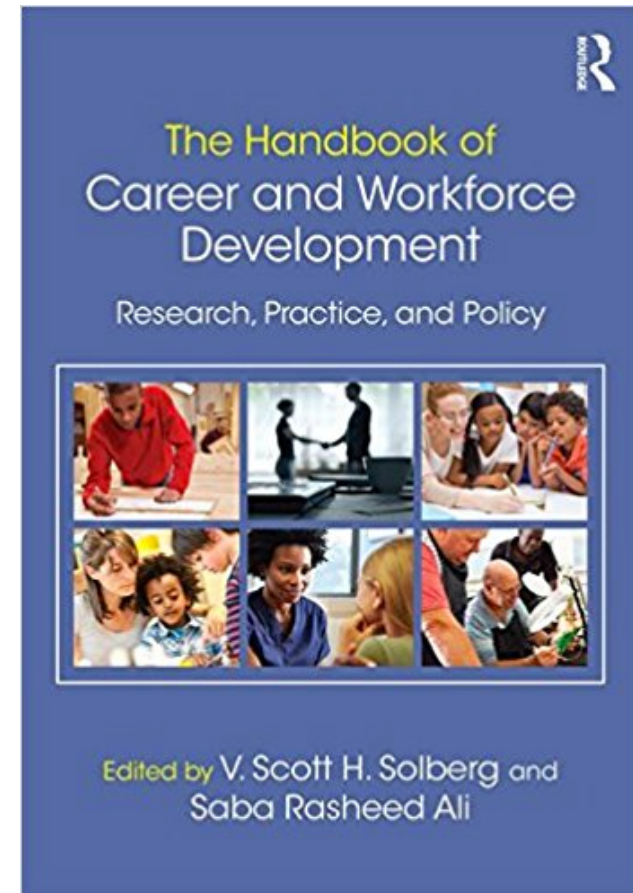
Youth taking action to **direct their own development** by seeking out **learning opportunities** that enable them to develop the **competencies** needed to pursue their goals *which leads to...*



Students becoming college and career ready and ready/able to enter and successfully complete a two or four-year postsecondary credential, program or degree

Drop Decision Making and Embrace A New Paradigm:

Enabling ALL Youth to Discover a Range of Career and Life Goals



ILP Process is About Access to Quality Career Development

- ▶ **Self Exploration Skills** - Exploring their personal interests, skills, values to better understand themselves
- ▶ **Career Exploration Skills** - Learning about various career options using online career information AND hands-on activities (meeting employers, job shadowing, career mentors, work experiences, etc.)
- ▶ **Career Planning & Management Skills** - Defining own goals & plans for pursuing careers, postsecondary ed, & other life goals; Developing career & college readiness skills; Making informed decisions about secondary courses, in & out-of-school activities and postsecondary ed



AzCIS VERSIONS

WHAT'S NEW

ORDER INFORMATION

CONTACT US



EXPLORE

PLAN

DECIDE



Az Resident

Just Browsing

Log in below with ANY of your AzCIS account usernames or passwords.

Username:

Password:

Sign In

Dependability/reliability
Willingness to learn
Initiative
Adaptability
Leadership
Communication
Desire to achieve/motivation
Team Work
Problem solving
Self-motivation
Co-operation
Self-management
Flexibility
Commitment
Drive/energy
Equality and Diversity
Influencing and Negotiating

Ralph Waldo Emerson



The glory of friendship is not the outstretched hand, not the kindly smile, nor the joy of companionship; it is the spiritual inspiration that comes to one when you discover that someone else believes in you and is willing to trust you with a friendship.

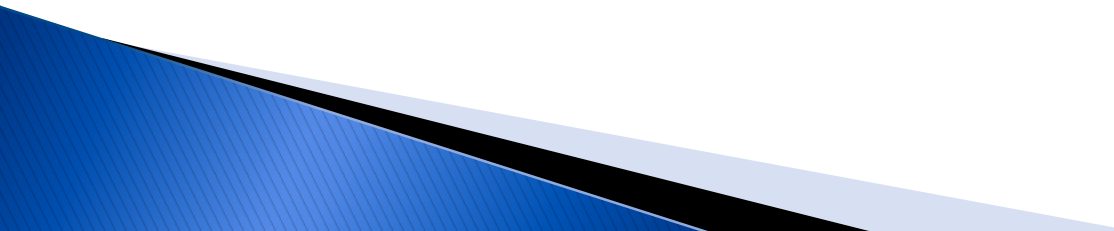
AZ QUOTES

en**courage**ment

FOR ARTISTS AND ENTREPRENEURS



Each of my kids have kind of come up with what they plan do when they leave high school and the goals they need to set to be able to achieve what their plans are after high school. So it makes them think a little, so they don't just take classes that won't get them where they need [to be].



VISION
MARKETING
PROACTIVE
PLAN
SOLUTION
BUSINESS
MANAGEMENT
ANALYSIS





Work-Based Learning – more than just internships

- Career assessment
- Mentoring
- Informational interviewing
- Workplace visits/workshops
- Job shadowing
- Mock interviewing
- Service-learning
- Volunteer work
- Industry-based/judged competitions
- School-based enterprises (virtual and actual)

Career
Readiness

- Civics simulations
 - moot court
 - mock trials and legislative hearings
 - model UN
- Youth Leadership Associations
 - Skills USA
 - 4H
 - Future Farmers of America
 - Health Occupations Students of America (HOSA)
 - Future Business Leaders of America (FBLA)
 - DECA
 - Law Enforcement Explorers

Career
Awareness

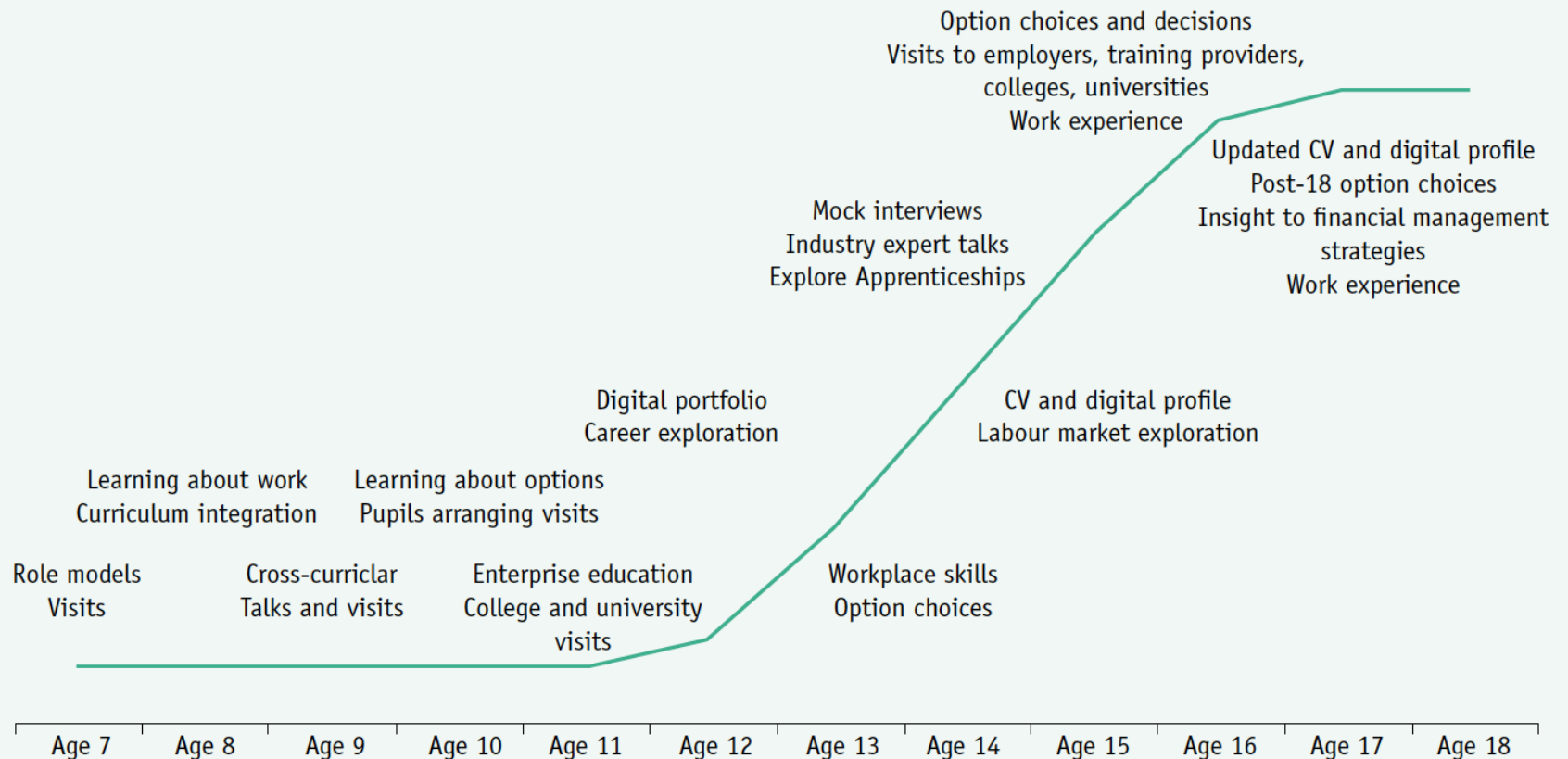
- Apprenticeships
 - Internships
- Capstone for students who are ready



Dennis M. Walcott, Chancellor

Scott Mendelsohn, NYC Schools, Director of Work-Based Learning

Figure 1: 100 hours experience of the world of work



Proactivity and Self-Direction

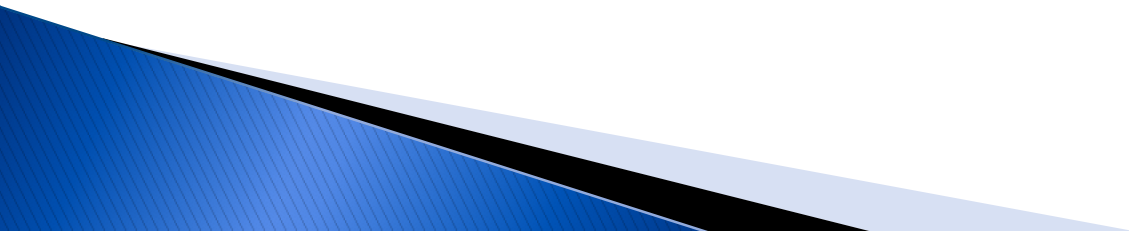
I want to go to Eastern and I want to get my adaptive education degree and teach special education.

I've been working with special ed(ucation) kids for about three years.

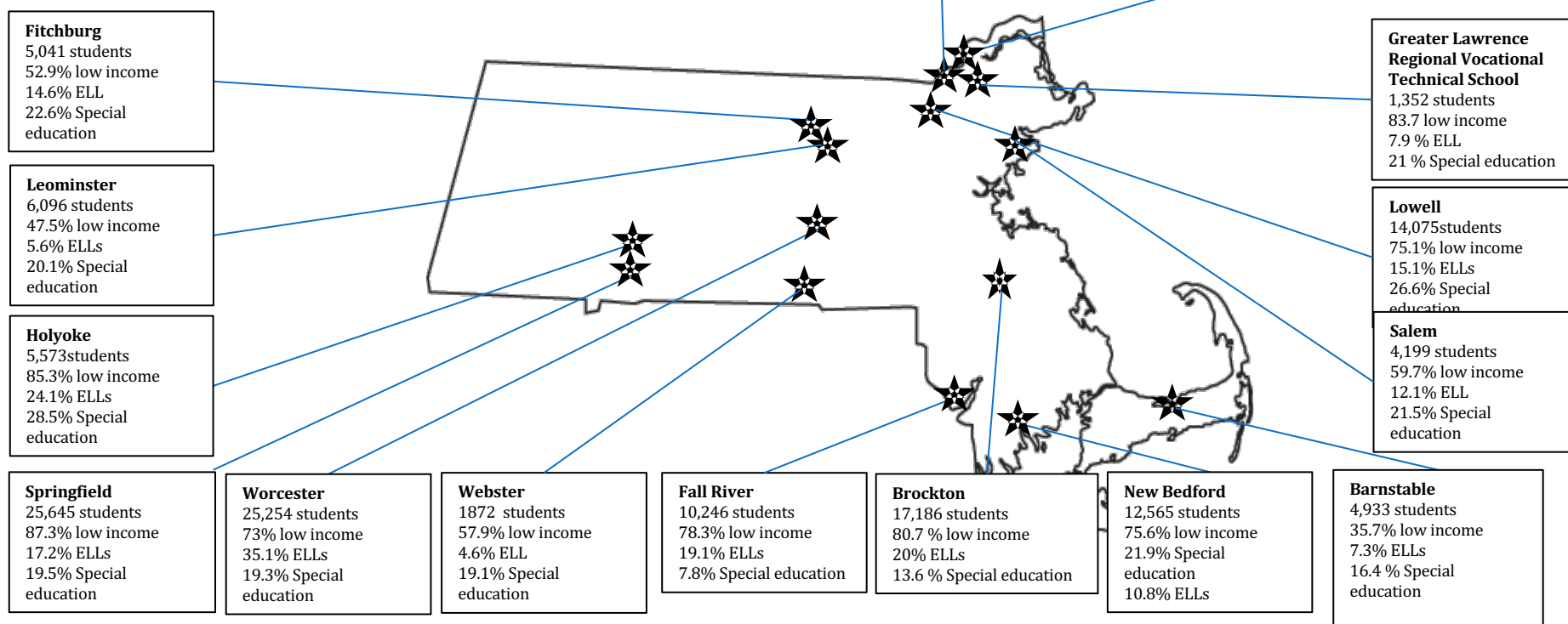
I worked at the hospital, at the speech center...There's a group home in my neighborhood and I go and talk to the ladies there.

And one more thing....

Building capacity is about building our personal and collective self-efficacy



MICCR Gateway Districts



Data reflects 2014-15 enrollment data from MA Department of Elementary and Secondary Education







Cauchy-Kriterium

$$\frac{f^{(n)}(x)}{(n-a)!} (x-a)(x-b)$$

$$\frac{x(x-a) \dots (x-a+n)}{(n-a)!} x^n$$

Binomische Reihe

Sei $x \in \mathbb{R}$. Definiere $\binom{x}{n} = \frac{x(x-1)(x-2) \dots (x-n+1)}{1 \cdot 2 \cdot \dots \cdot n}$, $\binom{x}{0} = 1$

Für $x \in \mathbb{N}$ entspricht das der alten Definition der Binomialkoeffizienten.

Die Reihe $\sum_{n=0}^{\infty} \binom{x}{n} x^n$ konvergiert absolut für $|x| < 1$ nach

dem Quotientenkriterium: $\frac{\binom{x}{n+1} x^{n+1}}{\binom{x}{n} x^n} = x \frac{x(x-1) \dots (x-n)}{(n+1) x(x-1) \dots (x-n+1)}$
 $= x \frac{x-n}{n+1} \rightarrow -x \quad (\text{für } n \rightarrow \infty)$
 $| \quad | \rightarrow |x| < 1$

$$f(x) = (1+x)^x, \quad |x| < 1$$

$$f(x) = x(x+1)^{x-1}, \quad f'(x) = x(x-1)(1+x)^{x-2}, \dots, f^{(n)}(x) = x(x-1) \dots (x-n+1)(1+x)^{x-n}$$

Taylorreihe von f mit Entwicklungspunkt 0 ist

$$\sum_{n=0}^{\infty} \binom{x}{n} x^n$$



Mastery Experience

Vicarious Experience

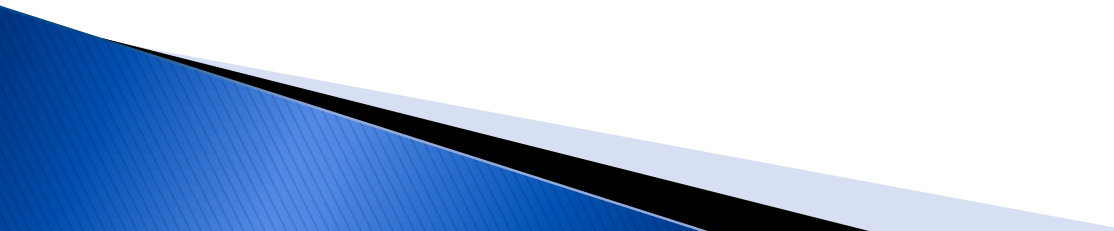
Verbal Persuasion

Physiological and
emotional state



Why are we using ECAPs in Middle School?

So that ALL of our students enter high school with a purpose.



I can.
I will.
End of story.

Behappy.me



Who We Are

Institute for Educational Leadership (IEL)'s Center for Workforce Development

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



Individualized Learning Plan

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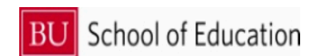
[Planning for Life After High School](#). This EdWeek commentary summarizes the role of ILPs as a promising practice. Source: Solberg, V. S. & Richards, C. (Feb. 2014) *Planning for Life After High School*, Education Week.

[Understanding the Role of Individualized Learning Plans in Transition Planning for Youth with Disabilities](#). This brief describes the relationship between the ILP and IEP.

Recorded national webinar introducing the nature and value of ILPs: <http://sites.bu.edu/miccr/ilp-webinar/>. This site includes access to the recorded webinar as well as the Powerpoint and resources that were referred to during the presentation.

Recorded radio interview describing the value and promise of ILPs: [Audio Recording](#). Recorded interview introducing the value and promise of ILPs on the The Mary & Melissa Show, a call-in advocacy talk show led by two mothers who discuss the issues parents face raising kids with disabilities.

Partners



Current Funders



More Resources on ILPs

- **ILP Fact Sheet:** <http://www.ncwd-youth.info/fact-sheet/individualized-learning-plan>
- **Policy Brief:** “Using Individualized Learning Plans to Produce College and Career Ready High School Graduates” <http://www.ncwd-youth.info/ilp/produce-college-and-career-ready-high-school-graduates>
- **ILP Resources Home Page:** www.ncwd-youth.info/ilp
- **Kick Start Your ILP (for Youth):** <http://www.dol.gov/odep/ilp/kickstart.htm>
- **ILP Info Comic (for Youth):** <http://www.dol.gov/odep/topics/youth/ShellySaves.htm>

Strategies & Tools for Work-based Learning Experiences

Engaging Youth in Work Experiences: An Innovative Strategies Practice Brief: <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/engaging-youth-in-work-experiences>

- Features strategies from 10 successful programs nationwide

Work-based Learning Jumpstart: <http://www.ncwd-youth.info/work-based-learning>

Ch. 3 in High School High Tech Program Guide:
<http://www.ncwd-youth.info/hsht/program-guide>

Guide to Internships for Students with Disabilities: <http://ncld-youth.info/Downloads/intern-guide-final.pdf>

Strategies for Youth Workforce Programs to Become Employer-Friendly Intermediaries, <http://www.ncwd-youth.info/information-brief-12>

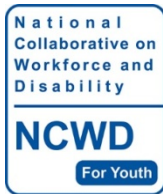
Engaging Families in Supporting Career Development

Briefs:

- ▶ **Understanding the New Vision for Career Development: The Role of Family**, <http://www.ncwd-youth.info/node/1463>
- ▶ **Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families**, <http://www.ncwd-youth.info/information-brief-28>
- ▶ **Helping Youth Build Work Skills for Job Success: Tips for Parents and Families**, <http://www.ncwd-youth.info/information-brief-34>
- ▶ **Tapping into the Power of Families: How Families of Youth with Disabilities Can assist in Job Search & Retention**,
<http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>

More Career Development Resources

- **Using Career Interest Inventories,** <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>
- **Career Exploration in Action,** <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/career-exploration-in-action>
- **Skills to Pay the Bills: Mastering Soft Skills for Workplace Success,** <http://www.dol.gov/odep/topics/youth/softskills/>
- **411 on Disability Disclosure: A Workbook for Youth:** <http://www.ncwd-youth.info/411-on-disability-disclosure>



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