Leveling the Playing Field: Introduction to Universal Design for Learning (UDL) for WIOA Youth Programs

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Setting the scene

Please stop us and ask if you need to clarify anything we said.

Please let us know if we need to slow down or speak clearer.
Introduction

This webinar will offer practical strategies to promote inclusion, access, and engagement of all youth, with and without disabilities, through the principles of Universal Design for Learning (UDL).
Agenda

1. Why UDL?
2. What is UDL?
3. How to use UDL?
4. Q&A
Why UDL?

- UDL is a framework that uses flexible ways to access and approach learning to best engage participants to reach their goals.
Why UDL?

- UDL recognizes that many barriers to successful participation and achievement arise from the methods and materials we use in working with diverse youth.
Why UDL?

- UDL offers tools to help us make the ways we work with youth more relevant to their lived experiences, usable to their learning differences, and effective for evaluating their progress.
Why We Need Universal Design Video - Michael Nesmith, a Creative Designer for Amazon, discusses the reasons why Universal Design is necessary.

https://www.youtube.com/watch?v=bVdPNWMGyZY
What is UD(L)?

- Universal Design is a framework for the proactive design of (learning) environments that minimizes barriers and maximizes opportunities for all users (learners).

- Learning is not limited to the classroom.
**Differentiation**
Designed for the ‘normal user’ with modifications made as needed.

**Universal Design**
Designed with user variability in mind; minimizing the need for future modifications.
The 3 principles of UDL

**Anticipated outcome:**

1. Be Purposeful and Motivated
2. Be Resourceful and Knowledgeable
3. Be Strategic and Goal-Directed

**Principle:**

1. Provide multiple means of Engagement
2. Provide multiple means of Representation
3. Provide multiple means of Action and Expression
The Universal Design for Learning Guidelines

- **Principles**: Provide multiple means of Engagement, Representation, and Action & Expression.
- **Guidelines**:
  - **Recruiting Interest**: Optimize individual choice and autonomy, optimize relevance, value, and authenticity.
  - **Sustaining Effort & Persistence**: Heighten salience of goals and objectives, very demands and resources to optimize challenge, foster collaboration and community, increase mastery-oriented feedback.
  - **Language & Symbols**: Clarify vocabulary and symbols, clarify syntax and structure, support decoding of text, mathematical notation, and symbols.
  - **Expression & Communication**: Use multiple media for communication, use multiple tools for construction and composition, build fluency with graduated levels of support for process and performance.
- **Checkpoints**:
  - **Physical Action**: Very the methods for response and navigation, optimize access to tools and assistive technologies.
  - **Understanding**: Activate or supply background knowledge, highlight patterns, critical features, big ideas, and relationships.
  - **Reflection**: Guide information processing and visualization, maximize transfer and generalization.
- **Goals**: Expert learners who are Purposeful & Motivated, Resourceful & Knowledgeable, Strategic & Goal-Directed.
1. Provide multiple means of Engagement

• We want young people who are **Purposeful** and **Motivated**

• The ‘why’ of learning – Evaluate patterns and assign them emotional significance; engage with tasks and learning and the world around us.

• How do we do this?
  a. Provide options for recruiting interest
  b. Provide options for sustaining effort and persistence
  c. Provide options for self-regulation
a. Provide options for Recruiting Interest

1. Optimize individual choice and autonomy
a. Provide options for Recruiting Interest

1. Optimize individual choice and autonomy
2. Optimize relevance, value and authenticity
a. Provide options for Recruiting Interest

1. Optimize individual choice and autonomy

2. Optimize relevance, value and authenticity

3. Minimize threats and distractions
a. Provide options for Recruiting Interest

1. Optimize individual choice and autonomy
2. Optimize relevance, value, and authenticity
3. Minimize threats and distractions
b. Provide options for Sustaining Effort and Persistence

1. Heighten salience of goals and objectives
b. Provide options for Sustaining Effort and Persistence

1. Heighten salience of goals and objectives

2. Vary demands and resources to optimize challenge
b. Provide options for Sustaining Effort and Persistence

1. Heighten salience of goals and objectives

2. Vary demands and resources to optimize challenge

3. Foster collaboration and community
b. Provide options for Sustaining Effort and Persistence

1. Heighten salience of goals and objectives

2. Vary demands and resources to optimize challenge

3. Foster collaboration and community

4. Increase mastery-oriented feedback
b. Provide options for Sustaining Effort and Persistence

1. Heighten salience of goals and objectives
2. Vary demands and resources to optimize challenge
3. Foster collaboration and community
4. Increase mastery-oriented feedback
c. Provide options for Self-Regulation

1. Promote expectations and beliefs that optimize motivation
c. Provide options for Self-Regulation

1. Promote expectations and beliefs that optimize motivation

2. Facilitate personal coping skills and strategies
c. Provide options for Self-Regulation

1. Promote expectations and beliefs that optimize motivation

2. Facilitate personal coping skills and strategies

3. Develop self-assessment and reflection
c. Provide options for Self-Regulation

1. Promote expectations and beliefs that optimize motivation

2. Facilitate personal coping skills and strategies

3. Develop self-assessment and reflection
“ABC program expanded their out-of-school youth recruitment by reaching out to some faith-based organizations, shelters, and soup kitchens additional to walk-ins or referrals. During weekly orientation sessions the staff reviewed eligibility requirements in-depth, described the performance indicators and shared the available 14 elements. After 3 months 40 youth attended the sessions, 30 enrolled but only 5 returned for their objective assessment meeting.”

1. Identify possible reasons for this.
2. Think about the principle of providing multiple means of engagement.
   • How can you apply the guidelines and checkpoints here?
2. Provide multiple means of Representation

• We want young people who are **Resourceful** and **Knowledgeable**

• The ‘what’ of learning – Identify & interpret patterns of sound, light, taste, smell, and touch.

• How do we do this?
  
  a. Provide options for perception
  b. Provide options for language, expressions, and symbols
  c. Provide options for comprehension
a. Provide options for Perception

1. Offer ways of customizing the display of information

of September, and the equinoctial gales had set in with exceptional violence. All day the wind had screamed and the rain had beaten against the windows, so that even here in the heart of great, hand-made London we were forced to raise our minds for the instant from the routine of life and to
a. Provide options for Perception

1. Offer ways of customizing the display of information

2. Offer alternatives for auditory information
a. Provide options for Perception

1. Offer ways of customizing the display of information

2. Offer alternatives for auditory information

3. Offer alternatives for visual information
a. Provide options for Perception

1. Offer ways of customizing the display of information
2. Offer alternatives for auditory information
3. Offer alternatives for visual information
b. Provide options for Language and Symbols

1. Clarify vocabulary and symbols
b. Provide options for Language and Symbols

1. Clarify vocabulary and symbols

2. Clarify syntax and structure
b. Provide options for Language and Symbols

1. Clarify vocabulary and symbols
2. Clarify syntax and structure
3. Support decoding of text, mathematical notation, and symbols
b. Provide options for Language and Symbols

1. Clarify vocabulary and symbols
2. Clarify syntax and structure
3. Support decoding of text, mathematical notation, and symbols
4. Promote understanding across languages
b. Provide options for Language and Symbols

1. Clarify vocabulary and symbols
2. Clarify syntax and structure
3. Support decoding of text, mathematical notation, and symbols
4. Promote understanding across languages
5. Illustrate through multiple media
c. Provide options for Comprehension

1. Activate or supply background knowledge
c. Provide options for Comprehension

1. Activate or supply background knowledge
2. Highlight patterns, critical features, big ideas, and relationships
c. Provide options for Comprehension

1. Activate or supply background knowledge
2. Highlight patterns, critical features, big ideas, and relationships
3. Guide information processing and visualization
c. Provide options for Comprehension

1. Activate or supply background knowledge
2. Highlight patterns, critical features, big ideas, and relationships
3. Guide information processing and visualization
4. Maximize transfer and generalization
Case Study 2

“Jessica is completing her Individual Service Strategy (ISS) form with a staff member at a workforce program. They go through the list of 14 service elements but Jessica finds it very confusing and hard to understand. She feels overwhelmed and find it difficult to indicate the services she might need.”

1. Propose possible reasons why she feels this way?

2. Think about the principle of providing multiple means of representation.
   • How could you apply the guidelines and checkpoints here?
   • Can the information be presented to her in alternative ways?
14 Service Elements of WIOA Title I Youth Program

Along with intake, eligibility, objective assessment, and development of individual service strategy with youth ages 14 to 24, Workforce Innovation and Opportunity Act (WIOA) Title I Youth Programs are required to provide access to following 14 program service elements. The youth enrollment occurs when the youth receives one of the elements for the first time.

1. Tutoring, study skills training, instruction and dropout prevention strategies that lead to completion of a high school diploma includes services such as providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, or providing tools and resources to develop learning strategies. Dropout prevention strategies intended to lead to a high school diploma include activities that keep a young person in school and engaged in a formal learning and/or training setting.

2. Alternative secondary school services assist youth who have struggled in traditional secondary education. Dropout recovery services are those that assist youth who have dropped out of school.

3. Paid and unpaid work experience is a planned, structured learning experience that takes place in a workplace and provides youth with opportunities for career exploration and skill development. A work experience may take place in the private for-profit section, the non-profit sector, or the public sector. Work experience for youth; summer employment and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training.

4. Occupational skills training is organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training:
   - is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth;
   - is of sufficient duration to impart the skills needed to meet the occupational goal; and
   - is part of a comprehensive program that prepares youth for employment.

5. Education offered concurrently with workforce preparation and training for a specific occupation element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. This element is also referred to as Integrated Education or Contextualized Instruction.

6. Leadership development opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. Leadership development includes:
   - Exposure to postsecondary educational possibilities
   - Community and service learning projects
   - Peer-centered activities, including peer mentoring and tutoring
   - Organizational and team work training, including team leadership training
   - Training in decision-making, including determining priorities and problem solving
   - Citizenship training, including life skills training such as parenting and work behavior training
   - Civic engagement activities which promote the quality of life in a community
   - Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees

7. Supportive services enable an individual to participate in WIOA activities. These services enable an individual to participate in WIOA activities (such as, but not limited to, assistance with transportation, child care, housing, health care, educational testing, and work-related tools).

8. Adult mentoring is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.

9. Follow-up services are critical services provided following a youth’s exit from the program. The goal of follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise.

10. Comprehensive guidance and counseling provides individualized counseling to participants. This program element also includes substance and alcohol abuse counseling, mental health counseling, and referral to partner programs.

11. Financial literacy education provides youth with the knowledge and skills they need to achieve long-term financial stability. Financial literacy education encompasses information and activities in a range of topics, such as creating budgets, setting up checking and saving accounts, managing spending, credit, and debt; understanding credit reports and credit scores, and protecting against identity theft.

12. Entrepreneurial skills training provides the basics of starting and operating a small business. This training helps youth develop the skills associated with entrepreneurship, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one’s ideas. Examples of approaches to teaching youth entrepreneurial skills include:
   - Entrepreneurship education introducing to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.
   - Enterprise development which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.
   - Experiential programs that provide youth with experience in the day-to-day operation of a business

13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services. Labor market information also identifies employment opportunities, and provides knowledge of job market expectations, including education and skill requirements and potential earnings. Numerous tools and applications are available that are user-friendly and can be used to provide labor market and career information to youth. These tools can be used to help youth make appropriate decisions about education and careers.

14. Postsecondary preparation and transition activities help youth prepare for and transition to postsecondary education and training. These services include helping youth explore postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and Registered Apprenticeship programs. Examples of other postsecondary preparation and transition activities include:
   - Assisting youth to prepare for SAT/ACT testing
   - Assisting with college admission applications
   - Searching and applying for scholarships and grants
   - Filling out the online Free Financial Aid applications and adhering to changing guidelines
   - Connecting youth to postsecondary education programs

Connect the young-olds with the Youth Point of Contact received WIOA Youth Services:
https://tasior.ny.gov/youth/get-local-assistance.shtml

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WIOA Youth Program Service Elements

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3. Provide multiple means of Action and Expression

- We want young people who are **Strategic** and **Goal-Directed**

- The ‘how’ of learning – Plan, execute, monitor actions and skills

- How do we do this?
  a. Provide options for physical action
  b. Provide options for expression and communication
  c. Provide options for executive functions
a. Provide options for Physical Action

1. Vary the methods for response and navigation
a. Provide options for Physical Action

1. Vary the methods for response and navigation

2. Optimize access to tools and assistive technologies
a. Provide options for Physical Action

1. Vary the methods for response and navigation

2. Optimize access to tools and assistive technologies
b. Provide options for Expression and Communication

1. Use multiple media for communication
b. Provide options for Expression and Communication

1. Use multiple media for communication
2. Use multiple tools for construction and composition
b. Provide options for Expression and Communication

1. Use multiple media for communication
2. Use multiple tools for construction and composition
3. Build fluencies with graduated levels of support for practice and performance
b. Provide options for Expression and Communication

1. Use multiple media for communication

2. Use multiple tools for construction and composition

3. Build fluencies with graduated levels of support for practice and performance
c. Provide options for Executive Functions

1. Guide appropriate goal-setting
c. Provide options for Executive Functions

1. Guide appropriate goal-setting

2. Support planning and strategy development
c. Provide options for Executive Functions

1. Guide appropriate goal-setting
2. Support planning and strategy development
3. Facilitate managing information and resources
c. Provide options for Executive Functions

1. Guide appropriate goal-setting
2. Support planning and strategy development
3. Facilitate managing information and resources
4. Enhance capacity for monitoring progress
c. Provide options for Executive Functions

1. Guide appropriate goal-setting
2. Support planning and strategy development
3. Facilitate managing information and resources
4. Enhance capacity for monitoring progress
Case Study 3

“Jackson is due to return to the workforce program for his follow-up session after 12 months. He is reluctant to go because he doesn’t believe he achieved any significant goals. He is unsure about the value of the Youth Program and if he should bother to keep the appointment.”

1. What could have caused him to fall short of reaching his goals?

2. Think about the principle of providing multiple means of action and expression.
   - How can you apply the guidelines and checkpoints here?
   - Identify alternative ways that Jackson can express himself.
Attachment A – Follow-Up Agreement

Youth Name: ___________________________ NYW: ___________________________
Case Manager Name: ___________________________ Follow-up Plan Development Date: ___________________________

Congratulations! As a youth participant, your hard work is helping you realize your goals. Let us plan for follow-up, the 12-month transition period after you have achieved significant goals from your Individual Service Strategy (ISS). During follow-up, we will connect to help you transition from the Youth Program and progress on your career pathway. Together, we will decide the expectations and goals of follow-up and develop a plan.

S.M.A.R.T. Goals of Follow-Up
(Specific, Measurable, Achievable, Realistic, Timed Goals)

1. [Write a S.M.A.R.T. goal related to achieving self-sufficiency]
2. [Write a S.M.A.R.T. goal related to sustaining employment or education]
3. [Write a S.M.A.R.T. goal related to personal development]
4. [Write other S.M.A.R.T. goal related to follow-up]

Case Manager Responsibilities:
1. [Assist with progress toward employment and education]
2. [Explore options for personal development]
3. [Listen and troubleshoot ideas]
4. [Provide additional support as needed]
5. [Connect with youth’s employer or academic advisor]
6. [Write any other follow-up responsibilities]

Youth Responsibilities:
1. [Write how you will remain involved with the Youth Program]
2. [Write how you will follow Youth Program social media]
3. [Write how you will continue to inform the Youth Program of changes to contact information]
4. [Write how you will stay connected to the Youth Program]
5. [Write any other follow-up responsibilities]
6. [Write any other follow-up responsibilities]

Follow-up Timeline and Frequency:

Planned Follow-up Start Date: ___________________________ Planned Follow-up End Date: ___________________________

[ First Month ] [□ Weekly ] [☐ Bi-Weekly ] [☐ Other ]
[ Months ] [☐ Weekly ] [☐ Bi-Weekly ] [☐ Monthly ] [☐ Other ]

Youth Contact Preferences

Cell Phone: ___________________________ Home Phone: ___________________________
Work Phone: ___________________________

(Youth’s alternate contacts and waiver are listed in Attachment B)

Voice Mail Set-up? [☐ Yes ] [☐ No ]
Texting OK?: [☐ Yes ] [☐ No ]
Best time to call: ___________________________

Instagram: ___________________________ Snapchat: ___________________________
Facebook: ___________________________ Tumblr: ___________________________
Twitter: ___________________________ WhatsApp #: ___________________________

Email Address: ___________________________
How Often Email is Checked: ___________________________

Alternative Email Address: ___________________________

Street Address: ___________________________
City: ___________________________ State: ___________________________ Zipcode: ___________________________

Youth Program/Case Manager’s Contact Information

Cell Phone #: ___________________________ Office Phone #: ___________________________

Voice Mail Set-up? [☐ Yes ] [☐ No ]
Texting OK?: [☐ Yes ] [☐ No ]
Best time to call: ___________________________

Email Address: ___________________________

Alternative Case Manager’s Name: ___________________________
Alternative Case Manager’s Email Address: ___________________________

Office Street Address: ___________________________
City: ___________________________ State: ___________________________ Zipcode: ___________________________

We agree to work towards the goals and responsibilities of follow-up outlined above, per the listed timeline. We commit to updating this agreement and contacts, as needed.

Case Manager Signature: ___________________________ Youth Signature: ___________________________

Today’s Date: ___________________________ Today’s Date: ___________________________
An important reminder...

- DON’T TRY TO DO IT ALL AT ONCE!
- Align the framework to your goal/s
- Identify principle, guideline, or checkpoint
- Think outside of the box!
Countdown to move forward

- 3 things you’ll implement now
- 2 things you’ll share with colleagues
- 1 thing you will research more
Q & A