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Impact of Individualized Learning Plans on Educational Completion Among Incarcerated Youth

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MEd, Loyola College, 1973

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Abstract

Interruptions to juvenile detainees' education often delay their progress toward high school completion. Implementing an individualized learning plan (ILP) has been suggested as a solution to this problem. The purpose of this case study was to explore how ILPs facilitate attainment of graduation among incarcerated youth. The study was guided by the Washington State legislative framework for individualized learning plans and the efforts of the Office of Juvenile Justice and Delinquency to increase educational opportunities. Three research questions were formulated to explore perceptions of local juvenile detention center educators and administrators regarding their experiences in the development, implementation, and effectiveness of ILPs. Qualitative data were collected from interviews with 5 detention center educators, field observations, and document reviews. The examination of the data through the coding process using a matrix enabled descriptions and themes to emerge. Results indicated that ILPs are collaboratively developed and implemented in the detention center, there is a need for professional development related to ILPs, and ILPs have impacted students' education completion. Results from this study may influence social change by supporting development of ILPs which can result in a higher graduation rate and a reduction in recidivism among the incarcerated youth population.

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Dedication

The completion of this unfinished journey in my life is dedicated to my brother, Salvatore Larry D'Anna, whose unconditional love and support of his only sister has never wavered despite unanticipated circumstances that occurred 34 years ago in our family. I made a promise to complete this unfinished business of achieving my doctorate to demonstrate that your faith in me was not misplaced. Thank you for always being there for me through challenging times and good times. Your loving support kept me on course and motivated me to complete this journey. Love, from your only sister.

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Section 1: The Problem

The Local Problem

The problem that was studied was students' slow process in attaining high school credits while in the detention setting because of institutional barriers such as short-term stays. Although juveniles can earn credits during their stay, the educational programs in the detention centers are not specifically geared toward completion of the high school diploma due to the shortness of their stays (Carlson & Maike, 2013). In Maryland, there are 15 treatment facilities for juveniles where core subjects are taught. High school credits are awarded on a case-by-case basis if the juveniles are long-term placements (Maryland Manual Online, 2014).

The increasing prison population in the United States consists mainly of people who have not completed formal education and live in poverty (Spycher, Shkodriani, & Lee, 2010). There has been an increase of over 222,479 inmates in state and federal prisons since 2000 with a total of over 7 million now in correctional facilities (Spycher et. al., 2010). This number includes the juvenile population (Spycher et al., 2010). On a daily basis, approximately 62,000 juvenile offenders are held in residential detention facilities (Office of Juvenile Justice and Delinquency Prevention, 2011). According to Kirk and Sampson (2013), juveniles who are involved in the juvenile justice system become educationally disadvantaged as the result of court sanctions. Arrest and official sanctioning by the courts has a substantial impact on school completion. In a study of the educational damage caused by juvenile arrest in the Chicago Public School System, Kirk and Sampson determined that arrested youths had 0.73 probability of dropping out of high school as opposed to nonarrested youths who had a 0.51 probability of dropping out.

Because education is often interrupted or delayed by court case processing appointments, students are more likely to miss classes and exams, which causes them to fail a grade (Kirk & Sampson, 2013). Data from a juvenile detention center in Baltimore revealed that 53% of the juvenile detainees were not promoted one grade level, 86% were not promoted two grade levels, and 98% were not promoted three grade levels during their detention (Power School SMS, 2015). In a study on the impact of arrest and court involvement on completion of high school education, Sweeten (2006) found that juvenile court involvement was detrimental to educational attainment or completion, which increased the likelihood of a student dropping out. Dropping out of high school generates negative outcomes such as unemployment and increased criminal involvement, which leads to recidivism (Sweeten, 2006). Researchers and policymakers agree that educational engagement programs provided in juvenile detention facilities decrease recidivism (Hirschfield, 2014). Examining the rehabilitation and educational approaches that offer alternatives to punishment for juveniles is critical to preventing a school-to-prison pipeline (Young, 2009). There are two detention center schools located in Baltimore City where juvenile detainees participate in educational programs designed to obtain high school credit. However, the length of stay for all detention placements in Baltimore City is 50% lasting less than 1 week, 25% lasting fewer than 25 days, and 5% lasting over 90 days (Department of Juvenile Services, 2012).

In the current study, I used a conceptual framework guided by Washington State legislation related to development of individual learning plans for incarcerated juveniles, which was the focus of the School-to-Prison Pipeline Symposium report (as cited in Washington State Department of Social & Health Sevices, 2012). In addition, the report

provides policies, awareness, and practices that lead youth down the path to detainment in correctional facilities as opposed to the completion of a quality education (Washington State Department of Social & Health Services, 2012). As a result of the School-to-Prison Pipeline report, many juvenile justice agencies have focused on creating programs that address the issues that cause severe consequences for youth outlined in the report (Perin, 2013). Several governmental offices such as Office of Juvenile Justice and Delinquency Prevention and the Department of Justice have addressed the United States Senate in an attempt to send a clear message that the nation's children are the most vulnerable population and must be protected and put on a path to succcess (U.S Department of Justice, 2012). The Washington State Legislature made an attempt to address the problem by drafting legislation WAC 392-122-228, which provides a list of mandated alternative learning experiences such as individualized learning plans for juvenile students who are incarcerated in adult jail facilities (Washington State Legislature, 2013). The degree of effectiveness of these mandated alternative learning experiences has not been determined due to the shortness of the enactment time frame of approximately 2 years and the absence of formal study.

The current study was guided by the Washington State legislation framework for individual learning plans and the efforts of the Office of Juvenile Justice and Delinquency to increase educational opportunities, which was the foundation for the School-to-Prison Pipeline symposium. In addition, the framework included a model developed by Risler and O'Rourke (2009) relating to an individualized approach to educating juveniles in detention centers. The Department of Juvenile Justice Transition Model includes a comprehensive individualized educational plan for juvenile detainees

that serves as a roadmap for achieving the goal of completion of their education while being detained. The plan is designed to enable the juvenile detainee to acquire knowledge, vocational skills, and social skills to become a contributing member of society (Risler & O'Rourke, 2009). According to Krezmien, Mulcahy, and Leone (2008), the development of the plan should begin during the intake process, which is where a comprehensive assessment protocol assists personnel in identifying areas in need of interventions. This strength-based approach to educating incarcerated juveniles provides details of how juvenile detainees can be involved in the decisions related to education, can use their time while incarcerated, and can build on their existing skills to be successful after prison (Macomber et al., 2010). Juvenile detention centers usually house juveniles under age 18 while they are awaiting a court arraignment and are mainly designed to house juveniles for short-term stays (Deitch, 2011). In Maryland, juvenile detainees are entitled to be educated as defined by public school standards established in section of COMAR 13 A.03.02.C of the Maryland state statute (McDonough, 2013).

Rationale

Further support for the need to provide an educational program for juveniles in detention centers that will enhance their ability to attain high school credits can be found in the local setting. The review of archival data from a local detention center school in Baltimore City indicated juvenile detainees' lack of academic success toward attaining a diploma. According to data collected from Baltimore City Public Schools regarding the pass/fail rate of students who had taken courses required for a high school diploma prior to being detained at the center, the overall pass rate was 14% for students who earned 11 credits, 27% for students who earned 5 to 10.5 credits, 35% for students who earned .5 to

4.5 credits, and 24% for students who earned 0 to 10 credits toward graduation (Power School SMS, 2015).

In 1992, the Annie E. Casey Foundation initiated the Juvenile Detention Alternatives Initiative (JDAI) as a nationwide reform effort in juvenile justice systems to eliminate inappropriate practices involving juveniles in secure detention. As of May 2014, the effort had been successfully implemented in 39 states and the District of Columbia (Annie E. Casey Foundation, 2014). Detention centers in the state of Maryland and Baltimore City were included in the implementation of the JDAI initiative. According to the Annie E. Casey Foundation (2104), the annual results report indicated that the sites had reduced the number of youths detained on a daily basis by 44% as well as annual admissions by 39%. Despite these successes, the JDAI sites reported that they still faced challenges associated with meeting the needs of juveniles (Annie E. Casey Foundation, 2014).

In the summer of 2014, President Obama announced that he intended to assist young adults in reaching their goals in life. As part of his My Brother's Keeper initiative, the President stated that the juvenile and criminal justice systems were to be reformed in order to provide incarcerated youths with a quality education and a second chance at becoming successful citizens (U.S. Department of Education, 2014). There are over 60,000 juveniles in detention or secure care facilities on a daily basis at an average cost of $88,000 per year, 46% of these juveniles have been diagnosed with special learning needs, and 55% of juvenile offenders have been rearrested after release (U.S. Department of Education, 2014).

In December of 2014, former Attorney General Holder and Secretary of Education Duncan unveiled the Correctional Education Guidance Package that provided the five guiding principles for providing a high-quality education for juveniles in justice care facilities by strengthening educational services for these juveniles. The guidance package prohibits discriminatory educational practices in all settings, mandates that all correctional facilities provide educational services that are comparable to those that are provided to students who are in their home schools, describes how correctional facilities that receive federal funding must adhere to federal civil rights laws, and states that correctional facilities have an obligation to adhere to the Individuals with Disabilities Education Act (IDEA) when detaining juveniles with a documented disability (U.S. Department of Education, 2014). The development of the Correctional Education Guidance Package by the U.S. Department of Education highlights a national issue and provides the solution that guarantees a quality education for juvenile detainees that will enable them to be contributors to their communities, which could end the cycle of recidivism.

In a study of Texas adult jails where juveniles are housed, Deitch (2011) found that the average length of stay for the juveniles varied from 1 month to more than 1 year. The length of stay has the potential to interrupt the juveniles' reintegration process into their former school. According to Carlson and Maike, (2013), detention institutions should implement an educational program that provides a bridge that will continue to academically prepare the juvenile detainees' to return to their former school and community. A study conducted by Toldson (2011) focused on moving juvenile detainees into the direction of academic preparation needed for the successful reintegration into

their former school. Toldson explored factors that affected juvenile detainees' academic success toward returning to school on track to graduate. Supported by this research, the purpose of the current study was to explore how an individualized learning plan (ILP) facilitates attainment of high school graduation among youth who are incarcerated in a detention center for a short time.

Definition of Terms

Adjudication: The court process that determines whether the juvenile committed the act for which he or she is charged (Watkins, 2007).

Correctional education guidance package: A program developed by the U.S. Department of Education to strengthen educational services for youth in juvenile detention facilities (U.S. Department. of Education, 2014).

High school completion: Juvenile progress of fulfilling the credits, state assessments, service learning, and applicable IEP requirements for graduation. In addition, high school completion is a critical marker in the transition to adulthood (Taylor, Banner, & Hartman, 2012).

High school credits: State-required subject course credits, testing, and/or assessments students must attain to advance to the next grade level or graduate, based on either when the student began high school or the student's age (Taylor et al., 2012).

Individual learning plan (ILP): Targeted intervention focusing on a student's individual strengths and areas for development to raise the literacy achievement of at-risk students (Dione-Rodgers, Harriman, & Laing, 2012).

Juvenile detention school: A school accredited by the State Department of Education to ensure committed youth obtain a high school diploma and/or student

preparation for the General Educational Development (GED) test (Gagnon, Barber, Van Loan, & Leone, 2009).

Juvenile offender: An individual under the age of 18 who violates any law or any municipal ordinance. The juvenile is then subject to the exercise of juvenile court jurisdiction for purposes of adjudication and treatment based on age and offense limitations defined by State law (Maryland Department of Juvenile Services, 2014).

Long-term placement: A period in which the average length of stay for juveniles housed in a detention facility is 2 months or more (Maryland Department of Juvenile Services, 2014).

Pretrial: A proceeding held before an official trial to clarify points of law and facts (Maryland Department of Juvenile Services, 2014).

Recidivism: A return to criminal activity by an individual who previously had been convicted of a crime (Carlson & Maike, 2013)

Reintegration: Services that prepare detained juveniles to reenter the community by establishing the necessary collaborative arrangements with schools, treatment facilities, and the community to ensure the delivery of prescribed services and supervision (Koyama, 2012).

School-to-prison pipeline: The educational and criminal justice policies and practices that make young people more likely to be incarcerated than to obtain a quality education (Taylor et al., 2012).

Shortness of stay: A period in which the average length of stay for juveniles housed in a detention facility is 27 days or less (Watkins, 2007).

Significance of the Study

This project study addressed academic programs that prepare juvenile offenders for meeting high school graduation requirements while in pretrial detention centers. Research on this topic was limited. According to Koyama (2012), juvenile detention centers are designed around security and custody issues. This is justified by the short-term stay, the risk of flight before trial, and the safety of the juvenile detainee. Most of the educational practices do not transfer well to the secure setting of the detention centers or address the intense needs of the juvenile detainees (Koyama, 2012). According to Ozdemir (2010), detention centers and prisons have had to simultaneously take on an educational mission while serving as punishment in order to prepare the juvenile detainees for release. This mission changes the nature of their function as prisons. Schools in detention centers tend to vary the interpretation of educational practices and pathways that are most appropriate for juvenile detainees. There is controversy regarding individualized curricula versus general education curricula provided in juvenile detention centers, which is still being debated by policymakers (Gagnon, Barber, Van Loan, & Leone, 2009). If the expectation for high-quality education exists for all students, including juvenile detainees, then additional understanding of correctional students, curricular policies, and school practices should become a priority (Gagnon et al., 2009). The development of the Correctional Education Guidance Package by the U. S. Department of Education in 2014 provided the framework for providing a quality education by strengthening educational services in correctional facilities using promising practices for improving educational programs such as individualized instruction (U.S. Department of Education, 2014).

Because there was limited information regarding educational best practices in juvenile correctional facilities, the results from the current study may provide insight into the implementation of the educational practice of an ILP in a juvenile detention school and may address the education inequities imposed on juvenile detainees. Insights from this study may provide local detention center educators with the guidance to develop ILPs to increase their students' rate of attainment of high school graduation.

Research Questions

This qualitative study addressed how an ILP facilitates attainment of high school graduation among youth incarcerated in a detention center for short-term stays. Research regarding academic preparation programs and best practices for juvenile detainees was limited. However, juvenile detention center schools have implemented ILPs to address educational deficiencies and inequities experienced by juvenile detainees. A review of the literature provided substantiation of the problem of juvenile detainees unable to complete their education while in a juvenile detention center. In addition, the study addressed the effectiveness of the ILP implemented in a juvenile detention center. The study was guided by three research questions:

1. What do juvenile detention center educators and administrators assigned to the local research site perceive regarding their role and experiences in the development of ILPs for juvenile detainees in educational programs?
2. How do juvenile detention center educators and administrators assigned to the local research site describe their experiences with processes, barriers, and developmental procedures in implementing ILPs for juvenile detainees in detention center educational programs?

3. What perceptions do juvenile detention educators and administrators assigned to the local research site have regarding the effectiveness of ILPs on juveniles who are pursuing their high school diplomas?

Review of the Literature

There is growing public concern regarding the increasing number of juveniles who are remanded to juvenile correctional facilities. Many researchers have documented that 50% of these juvenile detainees tend to reoffend upon release and return to the juvenile correctional system, which increases the rate of recidivism (Egan, 2009). In addition, these repeated encounters with the juvenile justice system can be viewed as a source of educational disadvantage for juveniles resulting in interruptions in their journey toward high school completion (Kirk & Sampson, 2012). Although educational programs in juvenile detention centers are mandated by state and federal legislation, juvenile detainees' average length of stay from 2 to 3 months negatively impacts completion of an educational program (Carlson & Maike, 2013) Aizer and Doyle (2013b) supported these findings through their analysis of 10 years of data on 35,000 juvenile offenders in Chicago, which revealed that incarceration decreased the chances of high school completion by 13 to 39 percentage points. This review of the literature addresses the unique challenges of juvenile detainees in the completion of their high school educational requirements in juvenile detention facilities. I also examine educational programs and practices such as ILPs that have been proven to be effective in facilitating the completion of high school education requirements. Four themes are presented in the literature review: (a) school-to-prison pipeline, (b) legislative responses to school-to-prison pipeline, (c) impact of incarceration on juveniles, and (d) juvenile justice reform models. The research

process consisted of several search strategies guided by search engines such as Google using key words or phrases related to juvenile incarceration, school-to-prison pipeline, and correctional education. I used the Walden University and local college online research libraries' databases, which included Eric, Sage, and ProQuest, to conduct a search for current sources. In addition, I reviewed operational manuals from several local correctional facilities.

The review presents an overview of the school-to-prison-pipeline and how it has impacted juvenile detainees' completion of educational requirements according to studies conducted by noted education scholars. Several nonprofit organizations such as the American Civil Liberties Union, Annie E. Casey Foundation, Open Society Institute, and MacArthur Institute provided findings from studies presented in reports or white papers. The history of state and federal legislation related to educational programs in juvenile correctional facilities is also examined through a search of library databases that included the Department of Justice, Department of Education, Library of Congress, Washington State Legislature, Maryland State Legislature, Chicago State Legislature, and Texas State Legislature. The search was conducted to construct a chronology of federal and state legislation from 1974 to 2014, which substantiated the school-to-prison pipeline. This legislation, coupled with the school-to-prison pipeline, provided the conceptual framework for the study supporting the need for individualized educational planning for juveniles who are detained.

School-to-Prison Pipeline

The ACLU (2015) defined the school-to-prison pipeline as the practices and policies that push the nation's most at-risk students out of school classrooms and into the

juvenile justice system by prioritizing incarceration over education (ACLU, 2015). According to the ACLU, the pipeline begins with failing schools that do not have adequate funding for instructional and human capital resources to meet students' educational needs, which results in disengagement or dropping out. In some instances, students are encouraged to drop out in response to test accountability measures such as the No Child Left Behind Act, which creates opportunities for school administrators to push out the low-performing students to increase test scores (ACLU, 2015).

The School-to-Prison Pipeline Symposium Report (as cited in Washington State Department of Social & Health Services, 2012) stated that the pipeline continues with the implementation of strict disciplinary and zero-tolerance policies in schools, which leads juveniles down the path to the criminal justice system. Curtis (2014) agreed that the implementation of these policies was generated as a response to dramatic events such as the Columbine shooting incident in the 1990s and the increase in violent incidents in schools. As a result, students were punished for disciplinary infractions that were considered to be criminal (Curtis, 2014). In addition, the use of expulsions and suspensions created the conditions for poor student academic performance and attendance, which increased the likelihood of dropping out as stated in the School -to-Prison Pipeline Symposium Report (as cited in Washington State Department of Social & Health Services, 2012). Aull (2012) also noted that feeding the school-to-prison pipeline is the trend toward implementing zero-tolerance discipline policies in schools that criminalize student misbehavior, which results in students being incarcerated for what used to be handled as in-school offenses.

The policing of schools through tough-on-crime discipline policies such as zero tolerance has increased the number of juveniles who are suspended, expelled, and placed in the juvenile justice system or fed into the school-to-prison pipeline (Mora & Christianakis, 2012-2013). Mora and Christianakis (2012-2013) concluded that feeding of the pipeline was attributed to the convergence of neoliberalism, penal populism, and conservatism, which caused funding priorities to be redirected from educational programs to prison expansion to support the increase in juvenile incarceration. Wilka (2011) stated that there are high costs associated with employing zero-tolerance discipline policies that directly affect students' achievement in school. Wilka found that serving harsh punishments for minor offenses caused absenteeism, missed educational opportunities, school alienation after repeated removals from school, increased potential for dropout, and repeated involvement in the juvenile justice system. Ward (2014) found that there was no evidence to support the notion that zero-tolerance punishments have decreased violence in schools. In addition, Ward agreed with Wilka that these punishments caused missed educational opportunities.

Students who are pushed along the school-to-prison pipeline find it difficult to reverse their journey because of barriers to their reentry into a traditional school to complete their diploma (ACLU, 2015). This phenomenon is known as *keep out*, which refers to the policies that keep juvenile offenders who have served their punishment from being included in meaningful educational opportunities (Taylor et al., 2012). Keep out measures can prevent students from reentering a traditional school, can result in students being assigned to schools that are located too far from home, can prevent students from obtaining or accessing transcripts of credits earned so they cannot reenroll to complete

their requirements, and can impede support services that are needed for the student to successfully reintegrate into a school (Taylor et al., 2012).

Dismantling the school-to-prison pipeline requires recognizing the harm of exclusionary disciplinary practices and working with school district stakeholders to secure meaningful changes or alternatives that will eliminate such practices (Cregor & Hewitt, 2011). Spycher et al. (2010) opined that there must be a clear supportive pathway for juvenile detainees to continue and complete their education to reverse their chances of returning to the school-to-prison pipeline. This will require incentives, student support, and integrated student services by dedicated professionals from schools and correctional facilities (Spycher et al., 2010). Exclusionary academic and disciplinary policies that create discrepancies among low-income minority students and students who are economically disadvantaged have the potential to lead to the criminalization of students as opposed to academic success, which can change their economic status (Davidson, Edwards, & Davis, 2015). Exclusionary policies have resulted in disproportionate minority contact issues in juvenile justice detention facilities, which have presented challenges for legislatures in addressing unfair treatment and practices imposed on minority juvenile detainees (Benekos, Merlo, & Puzzanchera, 2011).

The school-to-prison pipeline cycle began as a zero-tolerance discipline school process that sought to punish and exclude students from the academic setting who created an unsafe school environment. By implementing zero-tolerance discipline policies, school administrators responded to the concerns of the communities in the wake of the school shootings in 1990s. That response sent students who were disciplined and excluded from schools into a cycle that began with an office referral and generated a

suspension or expulsion. As a result of the punishment, students were excluded from school, which led to school failure, dropping out, incarceration in a juvenile facility, and recidivism. Dismantling the school-to-prison pipeline cycle requires a comprehensive paradigm shift from punishment to evidence-based programs that provide supportive services and effective instructional approaches (Pane & Rocco, 2014).

History of Legislative Responses to School-to-Prison Pipeline

According to Lawton (2012), the goal of providing correctional education has continuously changed to reflect the social context of the three distinctive time periods known as the Grass Roots Era (1798-1869), the Age of Prison Reform (1870-1969), and the Tough on Crime Era (1970-1999) that focused on juvenile justice. In 1974, the Juvenile Justice Delinquency Prevention Act was enacted to set standards for state and local juvenile justice systems to protect incarcerated youth from victimization (Center for Children's Law and Policy, 2010). In the wake of the school shootings in the 1990s, Boyd (2009) stated that zero-tolerance discipline policies were extended in schools to include violent and nonviolent student offenses. The extension of discipline policies was considered a criminalization of behavior that lead to exclusionary school punishments. Boyd viewed the exclusionary school punishment as the initial step toward sending students through the school-to-prison pipeline. Heitzeg (2012) supported Boyd's view by describing the school-to-prison pipeline as a mechanism for excluding students from schools through the use of zero-tolerance discipline policies that send students into juvenile justice facilities where there is little distinction between the facility and the school. Despite the fact that zero-tolerance discipline policies are grounded in school policy, their essence appears in legislation such as the Federal Gun-Free Schools Act of

1994, which was repealed in 2002 but enacted in another form as part of the No Child Left Behind Act (Boyd, 2009).

The rise of juvenile crime during the 1980's and 1990's prompted state lawmakers to shift their emphasis from a rehabilitation mode to a more punitive mode of treatment toward juveniles, which included placing them in more restrictive settings (Brown, 2012). As a response to the increasing number of students with disabilities being incarcerated in adult and juvenile correctional facilities due to the tough-on-crime policies of the 1990's, the Individual with Disabilities Education Act of 1990 (IDEA) was amended in 1997 to ensure that these students' Individual Education Plan (IEP) would be amended and implemented in challenging settings such as lockdown or restrictive settings (Sheldon-Sherman, 2013). In addition, IDEA provisions apply to state correctional institutions, including juvenile detention centers and stipulate that students with disabilities are entitled to an education while incarcerated (Sheldon-Sherman, 2013).

In 2000, at least 43 states required their schools' administrators to report students who committed crimes on school property to their local law enforcement agency which was congruent with the Gun-Free Schools Act mandate to report students who brought firearms to school (Curtis, 2014). During the first decade of the 21st century from 2000-2011, juvenile crime began to decline which prompted state legislatures to re-evaluate their juvenile justice policies and approaches related to addressing juvenile crime using punitive measures (Brown, 2012). Brown (2012) found that this was the catalyst for state legislatures to re-align their fiscal resources away from the punitive state correctional institutions toward community-based support services that would focus on interventions in order to produce positive outcomes for juveniles. As policymakers became more

educated about causes of juvenile crime and how to prevent it, legislative trends began to move more toward reforming the juvenile justice system (Brown, 2012). These trends included distinguishing juvenile offenders from adult offenders, restoring state jurisdiction to the juvenile courts, and adopting assessment and screening measures based on scientific methods that would assist legislators in making decisions regarding the needs of juveniles who committed crimes. In addition, these legislative decisions related to competency statutes and interventions were based on research or evidence which resulted in several reforms in the juvenile detention system (Brown, 2012). However, Federal legislation, such as The Gang Abatement and Prevention Act of 2007, continued to address youth involvement in crime by increasing the severity of punishment for gang related activities which would extend youth involvement in the justice system (Boyd, 2009).

An alternative to the tough stance on youth crime was the introduction of the Youth PROMISE Act of 2007 (Prison Reduction through Opportunities, Mentoring, Intervention, Support, and Education) which proposed providing communities with funding support to address youth violence by focusing on prevention and intervention strategies (Library of Congress, 2015). The Youth PROMISE Act was re-introduced in the 111th Congress on February 13, 2009 by Rep. Robert C. Scott as an amendment to the Juvenile Justice and Delinquency Prevention Act (JJDPA). It was introduced again in the 113th Congress on July 16, 2013 by Sen. Mary L. Landrieu where it was read twice and referred to the Committee on the Judiciary with no further action noted at this time (Library of Congress, 2015). However, there has been broad bipartisan support for the Act as well as 250 national, state, and local organizations and cities have passed

resolutions in support of The Youth PROMISE Act which serves as a paradigm shift in how juvenile crime policy could be addressed in America (Scott, 2014).

Encouraged by the recent legislative paradigm shift away from the tough-on-crime policies of the 1990's, many community foundations such as the Annie E. Casey Foundation, initiated support for initiatives to develop alternatives to inappropriate use of secure detention for juveniles. The Annie E. Casey Foundation initiative was referred to as the Juvenile Detention Alternatives Initiative (JDAI). This reform initiative has been replicated in over 300 local jurisdictions in 39 states and District of Columbia as of May 2014 (Annie E. Casey Foundation, 2)14). The Annual Results Reports from the jurisdictions compiled in 2013 revealed a reduction in the number of juvenile detainees on a daily basis by 44% and on a yearly basis by 39%. Data collected and analyzed by JDAI sites was shared with community stakeholders in order to increase understanding of the impact of these detention reform efforts (Annie E. Casey Foundation, 2014).

Further evidence of this paradigm shift came in the summer of 2014 when President Obama announced his *My Brother's Keeper Initiative* intended to help youth succeed in school and avoid falling into the school-to-prison pipeline. In order to realize this goal, the task force recommended that juvenile and criminal justice systems be reformed to enable incarcerated youth to receive a quality education (U.S. Department of Education, 2014). As a result of the task force's recommendations, the Department of Education and the Department of Justice collaborated on the development of a framework that articulated the guiding principles for providing a high quality education in juvenile correctional facilities geared toward successful outcomes for youth. The Correctional Education Guidance Package was unveiled in December of 2014 by Department of

Education Secretary Duncan as an alternative initiative that would assist youth in avoiding the school-to-prison pipeline.

Long-Term Impact of Incarcerating Juveniles

The United States' rate of incarcerating juveniles is 336.0 per 100,000 youth population which exceeds the average rate of 29.48 of twelve nations (Aizer & Doyle, 2013a). On a daily basis, there are approximately 70,000 juveniles in custody who are maintained at a cost of $88,000 a year per juvenile (Aizer & Doyle, 2013a). The high costs associated with juvenile incarceration resulted in a phenomenon referred to as the interruption of social capital accumulation (Wihbey, 2015). The impact of this phenomenon was evaluated in a study conducted by Aizer and Doyle (2013b) through the analysis of 10 years of data on 35,000 juvenile offenders in Chicago. Their findings revealed that juvenile incarceration decreased the chances of high school completion by 13 to 39 percentage points, increased the probability of adult incarceration by 23 to 41 percentage points, reduced the likelihood that juveniles would return to school upon release, and the cost benefit analysis indicated that the current juvenile justice system was not optimal (Aizer & Doyle, 2013a).

A policy brief compiled by the Justice Policy Institute (2009) stated that at least 5.7 billion dollars a year were spent by the states to incarcerate juveniles for violent and non-violent offenses. Incarcerating juveniles can have a detrimental effect on their long-term economic productivity as well as the economic health of their communities due to the disruption of educational attainment (Justice Policy Institute, 2009). Therefore, the Justice Policy Institute (2009) recommended that it would be more cost effective to provide community-based programs that provide multi-systemic support services that

promote positive life-outcomes for juveniles. Mendel (2011) stated that society must be receptive to abandoning the long-standing incarceration model of the juvenile justice system where juveniles are committed for higher and lower level offenses to embrace more constructive cost effective strategies for how juveniles should be treated, educated, and punished for violating the law. This paradigm shift could initiate investment in promising non-residential high quality alternative programs for juveniles within their communities (Mendel, 2011). Mendel provided evidence which supports the notion that placing all juvenile offenders in prison-like institutions is a waste of taxpayers' money, has no public safety benefit, and reduces the chances of juveniles becoming rehabilitated.

When there are cases where public safety is jeopardized, youth incarceration becomes a requirement with drawbacks such as the following: cost to the state taxpayers related to the construction and operation of secure facilities; severe reduction of educational opportunities which can impact earning capacity; emotional despair and financial impact on the families who must bear defense costs for the incarcerated youth; and lack of effective interventions used on youth while in custody resulting in re-offending or recidivism after release of the youth (National Juvenile Justice Network, 2013). Another issue of concern related to juvenile incarceration is the housing of juveniles charged as adults in adult correctional facilities. According to Youth Justice (2012), there were approximately 10,000 juveniles confined to adult jails and institutions which presents concerns related to the physical safety as well as denial of educational and rehabilitation services. A recent survey of adult correctional facilities which houses juveniles revealed that 40% of the facilities did not provide any type of educational services, a mere 7% provided vocational services, and only 11% provided special

educational services. The meager amount of services decreases juveniles' chances for a successful reintegration into the community upon release and increases recidivism (Youth Justice, 2012). In addition, the lack of educational services presents barriers to academic achievement for detained youth since they are displaced from their usual school environment and experience difficulties when they attempt to re-enter school after being released (Children's Law and Policy, 2015).

Juvenile justice systems' concern over juvenile recidivism rates has increased efforts to provide treatment options that will ensure successful reintegration of juveniles back into their community, family and school (Mathews, 2009). In his study on juvenile justice education programs' impact on recidivism, Egan (2009) examined the relationship between the effectiveness rating a program receives and how it impacts a student's successful reintegration to school or community. A total of 177 programs in the state of Florida were studied using quantitative and qualitative methods such as program document review a well as interviews of staff. Egan (2009) found that there was a weak relationship between the program score and the success rate for the juveniles who were released from the program. However, Egan (2009) noted there was little or no evidence of utilization of transition plans for juveniles that would assist their reintegration into society upon release. Egan (2009) concluded that these program weaknesses indicated an absence of a strong educational treatment option for incarcerated youth which is crucial to facilitating successful reintegration into their community. These conclusions reinforced the need to provide treatment options that will ensure successful reintegration as indicated by Mathews (2009).

The quality of the educational experience a juvenile receives during incarceration plays a significant role in their successful return to society and not committing additional crimes (Egan, 2009). Sheldon-Sherman (2013) stated that helping incarcerated students to acquire skills to complete their education requirements effectively reduces the chances of recidivism. The study conducted by Toldson (2011) involved 1,576 juveniles aged 11-18 who were detained in a detention center in southeastern United States. The juveniles participated in interviews and were administered surveys related to literacy and math. A review of the students' assessment results and academic achievement was conducted. The results affirmed Sheldon-Sherman's findings. The findings from the study compiled by Toldson (2011) revealed that juveniles who are committed to juvenile detention facilities are more apt to have severe literacy and math deficits than juveniles who have not been involved with the juvenile justice system. Since literacy was found to impact the continuity of learning among juvenile detainees, Toldson (2011) found that these deficits can be remediated with an educational program that improves literacy which also has been found to reduce recidivism.

Since juvenile arrests for violent crime have decreased by 50% from 1997-2011, state and local juvenile justice policymakers are working to ensure that their successful reforms continue to provide services that support reintegration efforts and reduce juvenile contact with the juvenile justice system or recidivate (Walsh & Weber, 2014). According to Walsh and Weber (2014), the tracking of recidivism enables policymakers to make informed decisions related to policy, practices and resources. In order to reduce recidivism and improve juvenile outcomes, all states need to track recidivism rates (Walsh & Weber, 2014).

There are other encounters with the juvenile justice system that could negatively impact a juvenile's education attainment. In his study related to the impact of court involvement on the completion of high school, Sweeten (2006), concluded that arrest and court appearance can hinder educational attainment, increase the potential for the juvenile to become a high school dropout, and generate negative outcomes such as unemployment for the juvenile. These outcomes can be attributed to the labeling of the juvenile as a result of the official sanctions imposed by the court which stigmatize the juvenile and thereby lead to a deviant self- concept (Sweeten, 2006). Another example of how contact with the juvenile justice system can impact education completion and transition to adulthood is the educational disadvantage caused by sanctioning of juveniles by the criminal justice system as concluded in a study conducted by Kirk and Sampson (2012). Students who were arrested and sanctioned by the court experienced declines in educational expectations, attachment to school, and support by friends. As a result, only 26% of arrested students completed high school and only 16% enrolled in college (Kirk & Sampson, 2012). Thus, there are profound consequences of contact with the juvenile justice system which can have a profound effect on the transition to adulthood and the trajectory of life due to the undermining of the pathways to educational completion (Kirk & Sampson, 2012).

Juvenile Justice Models for Change

From 2001-2010 the reliance on juvenile incarceration began to reverse after peaking in 2000 at approximately 109,000 juveniles in confinement and declining by 32% to 6,322 juveniles in 2010 (National Juvenile Justice Network, 2013). Five major developments were considered to be responsible for this reversal. According to the

National Juvenile Justice Network (2013), these developments were the drop in juvenile crime after 2000, fiscal pressures placed on state and local governments, changes in the political climate regarding juvenile justice issues generated by increased public concern over deplorable conditions in juvenile facilities, recent research related to adolescent brain development, and the availability of research or evidence-based alternatives to incarceration of juveniles. *The Models for Change*, funded by the MacArthur Foundation was launched in 2004 as a juvenile justice reform initiative in four core states; Pennsylvania, Louisiana, Washington, and Illinois. This initiative was steeped in the notion that youth are entitled to receive a quality education, acquire a good job, and be productive in their community. Creating a more effective juvenile justice system that supports learning ensures that juvenile detainees will have research-based tools that they need to be productive in society (MacArthur Foundation, 2015). The original four states were allocated funds by the foundation to develop education models that would improve the juvenile justice systems. Since 2004, the initiative has been expanded into a network of educators, government policymakers, court officials and community leaders in 35 states who have made advancements in juvenile justice system reforms (MacArthur Foundation, 2015).

Several states have taken the initiative to adopt six policies developed by the National Juvenile Justice Network (2013) in order to reduce their reliance on juvenile incarceration. However, only nine states received commendation for their leadership in implementing four out of the six policies which nonetheless produced impressive results. The states included California, Connecticut, Ohio, Illinois, Texas, Mississippi, Washington, New York, and Wisconsin. They were named “comeback” states because

they exceeded the national average of reduction in juvenile confinement from 2001-2010 as well as achieving a significant decline in juvenile arrest from 2000-2010 (National Juvenile Justice Network, 2013).

Evidence-based alternatives to juvenile incarceration became more available as models for reforming the juvenile justice systems in school districts. Restorative justice is one of these alternatives which contain different models held together by a common belief that criminal justice systems ignore a key step in rebuilding sense of justice due to its focus on punishment of offenders (Tsui, 2014). The central focus of restorative justice practices as defined by Tsui (2014) is on healing the relationships between the affected parties through a three pronged deliberate process lead by trained facilitators which includes victim-offender mediation, group conferencing, and peacemaking or sentencing circles. Tsui (2014) found that restorative justice techniques have proven to reduce instances of juveniles re-offending at a higher rate than juvenile court sanctions.

Involving community partner systems to collaborate in supporting juveniles who are incarcerated is an example of employing a coordinated approach across service systems to address juvenile's needs. This approach is a guiding core principle for improving outcomes for youth in the juvenile justice system has proven to be effective when established as an ongoing structure for collaboration (Seigle, Walsh, & Weber, 2014). An example of this collaborative approach would be the self-advocacy education for youth program that was created by law school communities to teach incarcerated juveniles to advocate for themselves as they pursue their education and career goals. The program is facilitated by law school students using the 'Getting Beyond the System' self-advocacy seminar. This innovative self-advocacy education model demonstrates that the

law school community can play a role in preparing juveniles to transition into their communities as productive citizens (Krebs, Pitcoff & Shalof, 2013).

The recent juvenile justice reforms have prompted states to invest in the development of evidence-based educational models that will decrease recidivism, decrease the reliance on incarceration, and ultimately decrease crime. According to Machin, Marie, and Vujiic (2010), education can raise skill levels and wage rates which ultimately reduce crime. Improving the education of youth offenders and potential offenders should be considered as a policy lever in the effort to decrease crime (Machin et al., 2010). The announcement in December, 2014 by the Department of Education and Department of Justice regarding strengthening correctional education services elevated the importance of educating juveniles in detention facilities and the impact on society. Secretary of Education Duncan introduced five guiding principles for providing high quality education in correctional facilities which all juvenile detainees are entitled to receive in order to become productive members of society. These five principles describe the conditions for learning in a facility where education is a priority and support services address the individualized learning needs available to all juveniles. The five principles are summarized as follows: (1) provide a safe and healthy facility climate that makes education a priority and support the need for necessary behavioral and social support services that address the individual needs, (2) provide the funding to support educational opportunities for all youth within long-term secure care facilities which is inclusive of all students, (3) facilitate the recruitment, employment and retention of qualified educational staff with skills that relevant to juvenile justice settings, (4) provide rigorous and relevant curricula aligned with state academic and career and technical education standards that

utilize instructional methods, materials, and practices that focus on college-and career readiness, and (5) formal processes and procedures that are mandated in statutes and memorandums of understanding that will facilitate successful navigation across child-serving systems to provide a smooth reentry into communities (U.S. Department of Education, 2014). Secretary Duncan's Correctional Education Guidance Package is a cost effective strategy created to provide state and local agencies with guidance that specifies that education opportunities for students in juvenile correction facilities must be of the same high quality as those provided by the community high school and must be aligned with state academic standards. One of the correctional education tools developed to produce academic success for juveniles in detention facilities is the Individual Learning Plan (ILP) which is designed to address the unique needs of juvenile detainees who possess a range of academic, social, and behavioral needs (National Association of State Directors of Special Education, [NASDSE] 2007).

The Washington State Legislature drafted legislation WAC 392-122-228 which provides a list of mandated alternative learning experiences for juveniles in detention facilities including ILPs (Washington State Legislature, 2014). A model developed by Risler and O' Rourke (2009), provides an individualized approach to educating juveniles in detention centers by providing a roadmap for achieving goals related to high school attainment while in confinement. To further support the process for developing ILPS, Carlson and Maike (2013) have created a guide for educating juveniles in correctional facilities which describes the components of the plan and provides suggested templates that can be utilized by educators in the development of an ILP.

There are many juvenile correctional systems that have begun to implement the use of the ILP with successful results. The Fayette Regional Detention Center created an ILP format which contains nine measureable goals for students related to literacy and math benchmarks that students are required to meet as part of their path to high school completion with an expectation of meeting the school graduation goal of 100% by 2015 (Lyttle-Burns, 2014). An activity summary containing descriptions and costs is included for staff as part of the ILP implementation process (Lyttle-Burns, 2014). Another example of a juvenile detention school's efforts to address the needs of detained juveniles is the successful ILP developed by Mountain View Youth Development Center in Maine which addresses the academic, social-emotional, and behavioral needs of juvenile detainees in order to prepare them for successful reintegration into their community (Quinn, 2013). These examples of successful implementation of ILPs provide substantiation that supports the development of evidence-based strategies that address the unique needs of juveniles in detention facilities through individualization.

Implications

The project study has possible implications for the development of an ILP model which can be implemented in local and state juvenile correctional facilities. The model would be aligned with the Department of Justice and Department of Education's five guiding principles articulated in the Correctional Education Guidance Package which reflect the current trend toward reforming juvenile justice systems outlined in the literature. The qualitative analysis provided insight from detention center educators' rich descriptions of their experiences related to the implementation of ILPs. Their insight has the potential to inform educational practice by guiding the development of a model ILP

that will enable correctional education personnel to address the individual needs and challenges of juvenile detainees through the collaborative creation of an individual plan that will produce positive outcomes for juvenile detainees. Findings from the data collection and analysis provided support related to the impact of the ILP on school completion and decreasing recidivism which have social impact. The content and findings from the project study will be compiled in an interactive presentation such as an infographic that will tell the story of the ILP study through a combination of text and images to be presented to stakeholders and juvenile justice policymakers. The presentation of the story of the study will be utilized as a strategy to increase awareness and support for implementing the ILP model. If the findings revealed a significant positive impact from implementing ILPs the model could have the potential to gain support from policymakers or state school districts to mandate the use of ILPs as an evidence-based educational strategy in juvenile correction facilities. The findings could be utilized to develop a professional development model that will provide training related to the development and implementation of an ILP to juvenile detention educational personnel. Since research on ILPs is limited, there is a possibility that results from this study might be inconclusive and lead to a recommendation that additional research studies are conducted. However, the study has the potential to provide substantiation for an evidence-based alternative strategy that could improve educational outcomes for juvenile detainees.

Summary

The project study provides an introduction to the definition of the problem related to the slow process in attaining high school credits for juvenile detainees while in a

detention setting due to institutional barriers such as short term stays. The presentation of the evidence of the problem at the local level is guided by data from local juvenile detention centers related to pass/fail, promotion, and credit attainment that revealed a significantly low success rate for juveniles who have successfully completed high school credit requirements. The review of archival data that were collected and analyzed from a local detention center school in Baltimore City provided additional substantiation of juvenile detainees' lack of academic success toward attaining a diploma. A local non-profit organization known as The Annie E. Casey Foundation has become involved in the reform of juvenile justice systems. As a result of this involvement, the Annie E. Casey Foundation initiated the Juvenile Detention Alternatives Initiative (JDAI) as a nationwide reform effort in juvenile justice systems to eliminate inappropriate practices involving juveniles in secure detention. The report from the districts where the JDAI was implemented revealed that there has been a decline in juveniles being detained. However, there are still several challenges associated with meeting the needs of juvenile detainees. The completion of high school requirements in juvenile detention facilities where juveniles are detained for short term stays represents one of the challenges that are examined. In addition, the presentation of the problem from the professional literature provided a global rationale for why the problem is being studied. The rationale provided additional insight into the average length of stays for juveniles incarcerated in detention centers and adult prisons. The stays ranged from 1 month to more than 1 year. Consequently, the length of stay has the potential to interrupt the juveniles' attainment of high school completion requirements which could impact their chances for a successful reintegration into their community.

The significance of the problem addressed academic programs which prepare juvenile offenders for meeting high school graduation requirements while in pretrial detention centers. Since there is limited information regarding educational best practices in juvenile correctional facilities, this study will provide an insight into how implementing the educational practice of an ILP in a juvenile detention school addresses the education inequities imposed on juvenile detainees. The qualitative case study will be guided by three research questions stated as follows: (1) What do juvenile detention center educators and administrators assigned to the local research site perceive regarding their role and experiences in the development of ILPs for juvenile detainees in educational programs, (2) How do juvenile detention center educators and administrators assigned to the local research site describe their experiences with processes, barriers, and developmental procedures in implementing ILPs for juvenile detainees in detention center educational programs, and (3) What perceptions do juvenile detention educators and administrators assigned to the local research site have regarding the effectiveness of ILPs on juveniles who are pursuing their high school diplomas?

The review of literature provided an overview of the school-prison-pipeline and how it has impacted juvenile detainees' completion of educational requirements. The history of state and federal legislation related to providing educational programs in juvenile correctional facilities is also examined. This legislation coupled with the school-to-prison pipeline provides the conceptual framework for the study which supports the need for individualized educational planning for juveniles who are detained. Included in this review is the long-term impact of incarcerating juveniles on society, economics, education, and recidivism. The review employed scholarly research to build the

conceptual framework related to the problem in the manner that provides substantiation for the investigation of the problem. The review incorporated over fifty references into four themes. The themes were: school-to-prison pipeline, legislative response to school-to-prison pipeline, impact of incarceration on juveniles, and juvenile justice reform models. The references reviewed for the themes included recent articles from peer review journals, academic journals, white papers, legislative action reports, recent mandates from U.S Department of Education and U.S. Department of Justice, guidance manuals for educating juveniles in correctional facilities and community/national foundation reports on juvenile justice reform initiatives. The literature review concluded with research related to ILPs and their impact on juveniles' completion of high school course requirements while detained in short-term detention facilities which is the focus for the study.

Section 2: The Methodology

In the state of Maryland, only three out of 16 juvenile correctional education programs are geared toward the completion of high school diploma requirements (Maryland State Department of Education, 2015). This lack of educational programming is further complicated by institutional barriers such as short-term stays. This constitutes significant problems for incarcerated youth who are seeking to earn high school credits and ultimately a high school diploma.

According to Mendel (2011), evidence suggests that the quality of educational services is deficient or less rigorous due to the short period of time that a juvenile may be in the detention center setting. Lawton (2012) stated that the success of educational programs depends on the quality and duration of the programs. To study the problem, I selected a qualitative strategy of inquiry to explore the process of developing ILPs and the impact of their implementation in juvenile detention centers. Qualitative methodology was an appropriate selection for the study because it enabled me to focus on the individual meaning of a human or social problem through interpretation of data collected in the natural setting (see Creswell, 2009). By examining the process for the development and implementation of ILPs and interpreting the data collected, I anticipated that findings would shed additional light on this problem, thereby affording educational planners the opportunity to use this knowledge to improve educational services to meet the needs of incarcerated youths. I selected an instrumental case study as the design of inquiry because the study required an exploration of an issue to gain insights into the use of ILPs in a juvenile detention center (see Stake, 1995). In addition, the instrumental case study was best suited to the research questions that guided this study.

Research Design and Approach

I employed an instrumental case study design to study a phenomenon within its real-world context. For the purpose of this study, the phenomenon was the effect of ILPs on the attainment of high school graduation for incarcerated juveniles in a juvenile detention center in a suburban Maryland county. According to Yin (2009), this design is used to examine the contextual conditions that might be related to the phenomenon of the study to gain a deeper understanding of the case. The single site and participants were purposefully selected to increase the understanding of the problem and to answer the research questions. This understanding was obtained through studying (a) where the research is taking place, (b) who is interviewed or observed, (c) what the participants are doing, and (d) the process that participants undertake in the setting (see Creswell, 2009). The existence of a gap in research on the implementation of ILPs in juvenile detention center education supported the need for this case study. The study was guided by three research questions:

1. What do juvenile detention center educators and administrators assigned to the local research site perceive regarding their role and experiences in the development of ILPs for juvenile detainees in educational programs?
2. How do juvenile detention center educators and administrators assigned to the local research site describe their experiences with processes, barriers, and developmental procedures in implementing ILPs for juvenile detainees in detention center educational programs?

3. What perceptions do juvenile detention educators and administrators assigned to the local research site have regarding the effectiveness of ILPs on juveniles who are pursuing their high school diplomas?

Participants and Sampling

In keeping with Merriam's (2009) assertion that participants in a study should be selected because of their experience and competence, I determined that the most appropriate method for this study regarding ILPs would be a purposeful sampling of experienced educators in the juvenile detention center environment. The sample included five detention center educators and administrators. The recommended number of participants in a qualitative study is between 5 and 25 (Creswell, 2013). All participants in the current study were part of a nonrandom sample in that they agreed to participate and fit the qualifications of being directly involved in activities related to the development, implementation, and impact of ILPs on juvenile detainees' attainment of high school credit requirements. Access to the participants was facilitated through a collaborative relationship between the facility administrator of the selected detention center and me upon receipt of appropriate permission forms.

The participants were selected from the personnel database of the staff at the selected detention site in a suburban Maryland county using a stratified approach (see Creswell, 2012). Participants were selected according to amount of time that they were involved in correctional education. The criteria for the selection of the participants included the following: (a) one or more years of experience in a detention center, (b) assigned to a detention center when ILPs were first instituted, (c) experience with ILPs, and (d) attended educational staff meetings that focused on ILPs. The facility

administrator determined which participants fit the criteria for the study and submitted a list of eligible participants to me. With the assistance of the facility administrator, the eligible participants were invited to a meeting where I discussed the rationale for the study. There were five participants who consented to participate in the study. The participants included three administrators and two educators who signed the informed consent form. This opportunity was extended to those who expressed interest in participating beyond the anticipated eight participants. In addition, I reached out to the staff by e-mail to increase the number of participants. However, the number of participants failed to increase. I requested that the five participants sign and return the voluntary consent form within 2 weeks. I included an offer of a $50 gift card as a thank-you for their participation in the study.

Data Collection

Because qualitative research is interpretive, there are several ethical, strategic, and personal issues that may be introduced into the process (Creswell, 2009). The researcher has the responsibility to address these issues to ensure the integrity of the study. As the researcher for this case study, I had the responsibility to reflect on my personal experiences, values, and background as an administrator of an educational program in a juvenile detention center and to bracket any personal biases that I identified.

The study was conducted at the selected site upon receipt of approval from the IRB (2016.09.3017:35:48-05’00’) of Walden University. The process of securing permission was based on federal regulations that provide protection against human rights violations. It was imperative that the participants and site were not exposed to any risk that could cause harm. An assessment of potential risks such as the physical, social,

psychological, economic, or legal harm to any participants was required by the IRB. A signed informed consent form was obtained from the participants before any research was conducted. The informed consent form ensured participants that their rights, safety, and confidentiality would not be violated. Participation was voluntary, and participants were assured that they could withdraw from the study at any time without penalty. Because the study was conducted in a juvenile detention facility, audiotape with electronic devices required facility permission. Included in the site consent form was permission to access the data base of the detention center educational staff. The draft of the letter to the Maryland suburban county detention center seeking their approval to conduct the study was included in the IRB application.

The purpose of the study, research objectives, and procedures to safeguard participants' anonymity were provided in writing and articulated to each participant. To ensure the safety of the participants, appropriate safeguards were established to monitor the data collection process. Written transcriptions from audio-taped interviews and interpretation of data were submitted to the participants for their verification of accuracy.

According to Bogdan and Biklen (2007), the collection of data requires a significant amount of reviewing to justify the interpretation. Therefore, as the researcher, I confronted my personal prejudices and biases that could have hindered my efforts to add to the knowledge base. Bias was mitigated through recording of detailed field notes and reflections on my subjectivity, as well as having a colleague review the data analysis for researcher bias (see Bogdan & Biklen, 2007). In addition, the interaction with participants was unobtrusive and nonthreatening. All ethical considerations and protections were enforced to establish a trusting environment.

Cases are bounded by activity, time, and involve the collection of detailed information through the use of a variety of data collection procedures (Stake, 1995). The data collection process for this case study was guided by the five interrelated steps for qualitative data collection as supported by Creswell (2012). The five selected consenting participants participated in semistructured one-on-one interviews that were conducted at the site to explore participants' experiences involving ILPs. An interview protocol was developed with open-ended questions under three domains related to the participants' perceptions and experiences of their role in the development, implementation, and effectiveness of ILPs. These questions were reviewed by secondary educators for comprehensibility and completeness. The development of the interview protocol was guided by a related dissertation with written permission from Attardo-Maryott (2015) as shown in Appendix C.

In addition to the interview questions, the study included probing questions designed to elicit detailed, in-depth responses from the participants. The interview protocol can be found in Appendix D. The interview questions can be found in Appendix E. This interview protocol was modeled after a similar protocol developed by Attardo-Maryott (2015) who examined the social, emotional, and academic experiences of incarcerated males in a rural Pennsylvania correctional facility. The interviews of the five participants were scheduled over a two day period. The interviews were conducted individually and lasted 55 to 60 minutes. Four of the participants were interviewed at the site and one was interviewed by phone guided by the interview protocol. The interviews were audiotaped for transcription purposes.

I conducted a document review of educators' meeting minutes related to the process of developing and implementing ILPs, and actual ILPs with personal data redacted. The document review protocol can be found in Appendix G. Observations were conducted of education personnel in the natural setting to gain insight into their behavior patterns and how the educational organization functions. These observations included classrooms and instructional team meetings related to student achievement as prescribed by the ILPs and implementation process. The observation protocol can be found in Appendix F. I will ensure that all data collected from the case study will be maintained in a secure location for at least 5 years, per IRB requirements.

Data Analysis

The data analysis was guided by qualitative research procedures using a linear hierarchical approach that builds from the bottom to the top as described by Creswell (2012). I began the process by submitting the audio files of the audio-taped interviews of the two selected detention center educators and the three administrators to a professional transcription service for transcription. I compiled the text files of field notes from observations and examination of documents related to the ILP process. For the next steps in the process, I organized and prepared the data for the analysis using a system of organization. I conducted an examination of the data through the coding process and coded the data using a matrix to identify descriptions and themes that emerged to present a general picture. I used narratives and visuals to show findings, interpreted the meaning of the results through reflection of the impact that the findings and literature presented. I conducted validation strategies to determine accuracy of findings using member checking and external auditing.

Due to the small pool of participants, the level of intensity needed to organize and track information was minimal. Therefore, the analysis of data was conducted by hand. As the researcher, I began the first phase of the data analysis by creating an inventory of the data which included interviews, documents, field notes, and personal notations made during the collection of the data related to the case. The data set was organized and labeled by hand according to type of data collected. To protect the anonymity of the participants, a letter and a number were assigned to each participant. The letters coincided with the participants' position and were manually placed next to the participants' transcribed responses. Electronic and hard copies of the data collected were maintained in a designated area which was separate from the actual data collected so that specific data could located and retrieved during the intensive analysis phase.

For the purposes of my case study, I began the analysis process as suggested by Merriam (2009) with category construction where I read the first of the interview transcripts, field notes, and documents collected and made marginal notes. These notes or questions were made at points in the data that were relevant or important to answering the research questions. I reviewed the notations and grouped the codes that appeared to be similar in meaning. A running list of these groupings from each of the data sources was maintained and then merged into one master list. By utilizing this classification system, patterns or regularities became categories or themes for sorting subsequent items which enabled me to identify recurring patterns which extended across the data. The categories included: (1) ILP development, (2) ILP implementation, and (3) ILP effectiveness. Some codes that were identified included: (1) actively engaged vs. not engaged in development of ILP, (2) collaborative process vs. non collaborative process, and (3) negative

experience vs. positive experience during implementation. However, themes did not emerge until all of the information had been collected from the participants.

Once I constructed the categories or themes, then I began sorting all of the evidence related to the research questions into categories by creating individual file folders using a category name for each folder where I can place coded data according to the theme. These categories, to a large extent, mirrored the terminology derived from my review of the literature and from the participants. The categories were sensitive to the data, included a sufficient number which was inclusive of all data, was mutually exclusive so relevant data was placed in only one category, and was in the same conceptual level. The number of categories depended on the focus of the research and data. The number was manageable because fewer categories produced a greater level of abstraction which enabled this researcher to communicate findings with greater ease (Merriam, 2009). In addition, this analysis was commonly known as content analysis which Elo and Kyngas (2008) described as a method of analyzing verbal, written, and visual communication documents to separate words into fewer content related categories which enhanced the researcher's understanding of the data. Inductive content analysis was appropriate for this case study because there were no previous studies dealing with the phenomenon of perceptions of the impact of ILPs on attainment of high school requirements among juveniles in detention centers.

This data management strategy recommended by Merriam (2009) assisted me with understanding the data so that I understood the case. The data analysis process as outlined by Merriam (2009) provided a comprehensive guide to making sense of the data which is aligned with Creswell's (2012) six-step linear hierarchical approach.

The validity strategies that were utilized for my case study to justify the accuracy and completeness of the findings were as follows: (1) member checking by submitting interview responses and emerging themes to participants for review of accuracy of their thoughts or statements (2) triangulation of three sources of data which included interview responses, review of documents related to ILPs, and field notes from site observations, and (3) use of an external auditor to review the entire project. These strategies are recommended by Creswell (2009) and follow the format of Attardo-Maryott (2015).

I used member checking to determine the accuracy of the findings by submitting sections from the final report such as the case analysis or themes to the participants so their thoughts and statements could be verified for accuracy. I submitted the completed parts of the polished project such as written transcriptions from audio-taped interviews and interpretation of the data to the participants to review for accuracy. There were no changes suggested by the five participants. Triangulation of the three forms of data was used as another validity strategy. Multiple sources of data converged to formulate triangulation for the purpose of ensuring differentiation among the sources of data. Triangulation of the five participants' interview response data, document reviews of redacted student progress reports, and observations of instructional team meetings where teachers reviewed students' progress were studied to assess the degree to which there were commonalities and differences. The triangulation of the data revealed similarities in interview responses of participants, evidence in the documents reviewed that supported their perceptions, and field notes of observations which described collaborative interaction among staff which focused on students' ILP progress. The examination of the evidence from these sources was used to build a justification for themes (Creswell, 2009).

Through the convergence of multiple data sources used in my case study, which included interviews, document reviews, and observations, themes were established. There were six themes that emerged which included three major themes and three interconnected themes. These themes bolstered the validity of the study.

The third validity strategy that I employed is the use of an external auditor to review my case study project throughout the research process. The external auditor was a scholar from the education field who is not familiar with the project, participants, detention center site, and the researcher. Therefore, the external auditor was able to provide an objective on-going assessment of each segment of the study such as data collection protocols, data analysis, relationship of the data to the research questions, review of transcriptions from interviews to determine accuracy, and adherence to ethical consideration safeguards. The use of an external auditor as a validity strategy further enhanced the validity of my study.

The inter-coder agreement strategy that I used to check if the approach was consistent and reliable included the following: (1) checked transcripts of interviews to determine if there were any inaccuracies, (2) compared data with codes to determine the reliability of the coding, and (3) cross-checked codes to ascertain if two coders agreed on the codes that were used for the same passages in the text or suggest a similar code. The inter-coder cross-check aligned with the codes and emerging themes that were identified by this researcher. All data analysis compiled from the study will be maintained with confidentiality in a secure location for at least 5 years as required by Health and Human Services and the university.

Limitations

The recruitment of participants for this case study presented unanticipated challenges to me as the researcher. During the initial meeting at the site, the staff at the detention center site received information related to the purpose of the study, why their site was selected, and the consent process. A gift card was offered as an incentive. Despite my repeated efforts to communicate with the site to retrieve signed consent forms, only three staff members responded to my request. My target number of participants was six educators and two administrators from the detention center staff. I continued communicating with the site personnel by phone and email. In addition, I increased the numerical value of the gift card incentive from $30 to $50. As a result of my efforts, I was able to increase the number of participants to five which was in the acceptable range of participants in case studies according to Creswell (2012).

The additional time spent on trying to recruit additional participants limited this researcher from beginning the data collection process. It also limited the number of rich experiences and perceptions related to the development, implementation, and effectiveness ILPs that were revealed in the interviews of the five participants.

Because juvenile detainee students were not included as participants, the study did not have the benefit of their perspectives of how the ILP impacted their learning experience. Finally, while the results of the study were insightful, the small number of participants prevented generalization to a larger population of detention center educators. However, this limitation to generalizability reflected the purpose of qualitative data which is to form interpretation of events and not generalize to the larger population.

Data Analysis Results

The purpose of the qualitative case study was to identify the impact of an ILP on education completion among youth in detention centers which guided my direction through the collection and analysis of the data. Completion of the analysis process enabled me to interpret or draw meaning from the findings of the data analysis, provided information that supported or refuted the literature, lessons learned, and/or personal experiences related to the ILP process in order to answer the research questions. The findings from the analysis of the three data sources were compiled in Appendix B under each of the three stages of the ILP process. Identified patterns, emerging themes, and associated concepts were interpreted and compiled in Table 1.

Table 1

Identification of Emerging Themes and Associated Concepts

Emerging themes	Associated concepts
Need for professional development	Organized professional development training that can be modeled and transferred to classroom
Collaborative efforts of staff	Clear communication to all stakeholders to increase consistency of involvement
Standardize ILP and progress form across the curriculum	ILP that is standardized for use in all content areas and reflects level of service such as diploma, GED. And accelerated programs, progress report that is used in all content areas.
Barriers/issues related to implementation of ILPs	Lack of student motivation, student shut down due to short term stays or interruption in education, lack of consistent parent involvement in ILP process.
Constant review and revision of ILP's	Review and analyze the current ILP practice and involve stakeholders in the team to solicit input for development of more consistent format and process for ILPs.
Effectiveness of ILPs on moving students toward high school completion	Consensus from participants that ILPs moved students closer to degree completion.

Because my study was a qualitative case study, the results were communicated in the form of narrative discussion. The coding of the interview responses from the five participants revealed three interconnecting themes and three major themes which were reported in the narrative analysis. The two detention center educators and three administrators who were interviewed provided responses that were similar. The participants' responses were supported by the evidence obtained through the document review of student progress reports related to academic achievement, teacher

input/reflection forms, scholar inventory, and scholar interview survey. Field notes from observation of an instructional team student progress meeting provided additional support for the participants' responses. The three research questions (RQ) were supported by the three major themes which included: (1) need for professional development, (2) barriers and issues related to implementation of ILPs, and (3) effectiveness of ILPs on moving students toward high school completion. Additional substantiation for the major themes and the response to research questions was provided in the quotes from the participants.

Theme 1: Need for Professional Development

RQ1: What do juvenile detention center educators and administrators assigned to the local research site perceive regarding their role and experiences in the development of ILPs for juvenile detainees in educational programs? Many of the participants expressed that their role and experiences in developing ILPs were critical to juveniles' educational success. However, they expressed concern regarding their preparation or a need for more professional development related to the development of ILPs. Their responses varied when asked about their role and experience in the development of ILPs. The transcribed responses of the participants' responses support this belief.

Participant T-1 stated:

> No. We did not receive any kind of training for implementing this individualized leaning plan. I created my own. When I sit in IEP meeting and I kind of go in, it was something I got from there, there they would always break down where the scholar's issues are in that education tract. I would say, we should do this for every student because every student has not just behavioral, but education deficiency somewhere. So, I kind of got it from the IEP meetings.

Regarding the need for additional professional development or training, participant D-1 replied:

> Well we didn't receive any training but we were part of the development of the ILP. So, we looked at other models and best practices to figure out what exactly we planned on doing what going to work best for this population. What do they need? Listening to the young people first and when you leave here? What are you going back to? That kind of thing. So, I think it's just been, yes identifying best practices. How was that communicated to us? Well, there was a pretty basic, like a contract that we needed to make sure that we fulfilled, but the makeup of it as a structure, programmatic structure, I don't think was there. I think we just sort of acquired that development.

Participant T-2 expressed similar thoughts. The participant said:

> The recommendations came from other teachers talking as a group, talking about a specific student, what a difficult time he or she may be having in the classroom. Of course, the special education team is involved in this, guiding teachers and writing documents about that specific student from records that they've brought up from other schools and such.

D-2 commented, "School advocates worked on the development of the ILPs so they trained teachers and asked specifically, what is it that they need to do to help meet those ILP goals?" Most participants acknowledged that professional development was not formal but evolved from in-house team collaborative efforts.

While the majority of the participants expressed that there was a lack of an organized professional development or training program related to developing ILPs, one participant D-3 had a different perspective. D-3 stated:

> Working together with the guidance counsellor, the dean of academics and the special education coordinator, we first were able to ensure that they are aware of how the plan works. Then we were able to educate the teachers and new teachers that we hire on how these learning plans, they actually have to be implemented. Yes, we have yearly, every year we actually do PDs for teachers coming in. Returning teachers are aware, we do refreshers as we go through the year.

Detention center educators and administrators agreed there was a need for professional development related to the ILP process which was more organized or consistent. Literature related to professional development and ILPs supports the participants' responses. According to West and Sutherland (2007), ILPs are designed to develop students' capacity to effectively plan a path to their future which would lead to success. Building the capacity of educators to successfully deliver learning opportunities that will enable students to plan their path to success is required (West & Sutherland, 2007).

The findings presented in the study conducted by Bayar (2104) indicated that any effective professional development activity should consist of the following components: 1) a match to existing teacher needs, 2) a match to existing school needs, 3) teacher involvement in the design/planning of professional development activities, 4) active participation opportunities, 5) long-term engagement, and 6) high-quality instructors (Bayar, 2014).

Theme 2: Barriers and Issues Related to Implementation of ILPs

RQ2: How do juvenile detention center educators and administrators assigned to the local research site describe their experiences with processes, barriers, and developmental procedures in implementing ILPs for juvenile detainees in detention center educational programs? The data analysis results revealed several participants experienced similar barriers and issues as related to implementing ILPs.

Work overload. Participant D-2 revealed:

> The barriers we experience is that we (teachers) are overloaded with work, and getting to things on a timely basis. Like, for instance, doing level reports of each week. That can be a struggle because, you know teachers have very little time as it is, for planning etc. Teachers need a mass sitting-down and working on whatever new strategy. Getting that done for the kid is more important.

Student behavior issues. While another participant T-2 said:

> Sometimes, the student shuts down and he or she does not want to participate, again, not having enough assistance during that class. Now, I make sure that I have the time, the next class to spend one-on-one with that student.

The response from T-1 also supports the opinion concerning how student resistance or negative behavior impacted the implementation of the ILP process. In response, T-1 stated:

> We are dealing with a lot of behavior issues because a lot of these scholars who enter the program haven't been to school in three to four years. So, to even get them to the point of addressing the learning plan, we have to address the behavior and get them in a routine of being in school.

Participant D-3 added:

> We have set a target that students, while being here for the duration of their stay, would grow a minimum of 1.5 to 2.0 grade levels within the time of their stay that is between six to nine months. So, what the ILP presents is a lot of individualized support and attention to meet the various needs of students, which in some way is slightly different from what they may experience in their community schools. Granted that the ILP is implemented in classrooms where the largest size won't get more than ten students. This was intentional from the agency perspective. They want to ensure that young people not only learn but they become better citizens.

Lack of parental involvement. Many of the participants also mentioned the lack of consistent parental involvement was a major barrier to the ILPs implementation process. The review of documents revealed parental participation was limited to school planned activities for parents. Participant D-3 stated:

> There has been a major push to improve parental involvement which has been hampered by the secured setting restrictions. However, parents do come into for specific events that showcase student achievement. There are four major parent activities a year which includes two open houses, one family day, and one teacher conference day in February. Advocates and teachers do phone calls and actually meet with parents. We increase our efforts in terms of family engagement because we want to harness from them, their ideas about how we could actually continue to refine the ILP process.

There was no evidence of signatures of parents as attendees of ILP meetings. However, the teachers mentioned the need for parental support during the instructional meeting that was observed. The participants acknowledged the role that parents can play in the process as a support and advocate for the student as indicated in their responses. Research has shown that engagement and communication with the families of the student increases when they are invited to actively participate in the ILP process (Massachusetts Department of Elementary and Secondary Education, 2014).

Staff barriers. While many of the participants identified barriers that were student related, other participants commented on staff related barriers. Participant D-3 noted:

> Over the years we have been able to grow some of our teachers in-house, or teacher within the network who fully understand how to educate young people in these settings. However, we still get a fairly large number of teachers coming from our public school system, I think because the public school system offers a different platform to teaching and learning. The learning curve, to help folk sometimes understand why we do what we do, is a little bit longer because some teachers are simply not accustomed to his level of high degree of individualization and support. They're coming from larger class sizes, not as much support, and it's very different here. For some teachers, who have a very open mind-set, it's an easy shift, but for some teachers who have limited mind-set, it could actually present a barrier.

Participant D-1 commented that while it had not been publicly stated, but identified it as a problem related to team collaboration in the ILP implementation process. D-1 said:

> I wouldn't say that, but it's a feeling like it becomes parrot-fashion for a lot of people around the table. Like okay, you're going to, you know, just click in a box, kind of thing, and you're not being as involved. Not that they're not involved, because they are but many of them identify really personal goals that pertain to academics and transition, and just the whole learning. I feel like that is one of the issues, like it's not organic enough but, I think that, kind of, when you're working in a system like this, it's like you want everything to be systematized so that you can, kind of, monitor how well what you're doing is working. I feel like then it becomes less about what young person want, as opposed to just getting part of the company, you know?

Theme 3: Effectiveness of ILPs on Moving Students Toward High School Completion

RQ 3: What perceptions do juvenile detention educators and administrators assigned to the local research site have regarding the effectiveness of ILPs on juveniles who are pursuing their high school diplomas? In analyzing the effectiveness of ILPs, the findings revealed on-site student advocates played an intricate role in tracking students' progress both during their stay and upon release. Participant D-1 said:

> Before students' leave, there is a credit review. They work with their student advocate and the student advocate works with the guidance counselor in developing their final transcript. That is reviewed and shared with the young person, you know, so as they transition to whatever school, they will know exactly what grade level they're on.

D-2 followed-up with this statement, “Advocates follow students. They go out there. They have a meeting every two weeks at the schools.”

Overall, there was consistency in the response of the participants regarding how advocates track student progress during their stay and upon release. However, the data identified inconsistences related to the mechanism utilized for recording student progress. For instance, participant T-1 stated, I do utilize pre/post assessment and always maintain a record. Participant D-2 supported T-1’s response. D-2 replied, every month at the end of each unit, we print their grades for a particular unit and record information in our Individual Educational Program Chart.

T-1 commented “I know there’s a data chart over there, where each time they take an assessment they can see their growth. I give them a progress report every two weeks so they can see where they are.” In addition T-1 stated:

> You just have to show them growth, and once they see it, it seems like they kind of work harder, and they’re like, okay, I can really do this and I think that we just have to keep progress reports. Show their progress because sometimes you might have an ILP but, okay where are they going? What are they doing? Are they achieving that goal? And if you don’t, kind of show what the progress or show that they are, then it’s like, what’s the point?

The charts mentioned by T-1 and D-2 were evident in the classrooms as observed by this researcher during site observations. D-1 said:

> I just feel like, whatever we expect, we’ve got to inspect. So sometimes creating these goals which they know they’ll never look back, it was just something to say or do. Having tangible “my goals” that they can review and get feedback on and

> know that we're working off of this as a plan is probably making it more useful. They realize very quickly that if it doesn't matter that these goals aren't met, then it becomes just something good to say at that moment but nothing that they are really using as a living document.

The document review of redacted student progress reports, interview surveys, and ILPs revealed that ILPs were separate forms which contained academic progress, behavior infractions, educational goals, service learning hours, state mandated assessments, questions related to family, and credits earned/needed. There were several designs or formats for the ILP. All of the participants expressed the need to create or modify a standard form for the ILP that would incorporate all of the separate student academic progress reports, interest inventories, behavior self- advocacy, and credits needed/earned toward graduation. One of the participants, D-3, advocated for an expansion of the ILP to include a higher education platform for the students who are already "credentialed." D-3 said:

> Okay so here at the academy, we have students who are on the diploma track, and that's roughly 80%-90% of our students. We have students who are in our GED track, and then we have student who are credentialed, right? So, the plan has to be versatile and flexible for all of them. The most difficult ones have been the more credential kids. We have discovered that expanding our online college platform, providing a variety of different platforms, has actually helped address some of those issues. Those platforms increase certification attainment that would increase readiness to get into jobs, as well as classes that they can actually do, college, bearing classes, credits that they can actually do. So, I think over the years it has

> been how well we have been able to expand that piece of the ILP that deals with that small number of young people that come to us already credential. I hope I answered the question but, I know that certainly, that group presents a unique challenge to us because for that group, they don't see the need to come to school, they don't see the need to be on our plan because, "I've already done it, right?" Those plans are designed to lead to something that's graduation, academic, vocational and higher education platform, what it means is we have been relentless in continuing to seek new ways to expand different opportunities for those young people. We've got to continue getting those young people over, from time to time.

All detention center educators and administrators acknowledged the effectiveness of the ILP in moving their students closer to high school completion. Participant D-3 reinforced their responses by stating:

> Most of those young people when they come here, they're able to show gains, academic gains, of over two grade levels in both reading and math. They're able to recover on average, 90% of their credits that were one lost in the community. Within the last six months, all of our kids that left here were able to gain 100% of credits lost in the community school. Some of these young people had incredible bad attendance, and our attendance rate is on average 96% every single month. Between 94% and 96% every single month. These are students who are coming to school not because they're being forced to come to school, they're coming to school because they want to come to school. The ILP system has not only helped students to be more engaged in their own learning, but it has also increased their

level of determination it has also increased, intrinsically, their desire to learn, because they're seeing good outcomes from the process.

Participant D-3 advocated for expansion of the ILP to include a plan for students who have completed the high school requirements. The participants also noted the importance of providing feedback and substantiation of growth to their students to keep them focused on their goal of completion. The participants' responses related to ILP effectiveness supported the literature. According to Bloom and Kissane (2011), ILPs are academic planners that are aligned to graduation requirements, reflect career or life goals, provide assessment results that will identify student deficiencies or strengths that will guide interventions and identify social and emotional needs that will support students to keep them on track to graduate. Students are permitted to participate in the development process of their ILP. Currently, twenty five states have mandated the use of (ILPS) in schools as a measure to ensure academic success (Bloom & Kissane, 2011).

Conclusion

This study was conducted to provide additional research on the development, implementation, and effectiveness of ILPs in juvenile detention centers in order to move juvenile detainees closer to high school completion. The study design was supported by references from noted qualitative research scholars such as Stake (1995), Yin (2009), and Creswell (2009). The study was guided by three research questions related to the experiences of juvenile detention center educational personnel in developing and implementing ILPs. Current research on this topic is limited, but the need to address the issue of completion of high school education among incarcerated juveniles has been noted in recently published literature related to correctional reforms.

The data that were collected from the five participants included semi structured interviews, document reviews, and observational field notes which provided answers to the three research questions through the coding process which revealed emerging themes. The themes that emerged from the data analysis identified the need to provide juvenile detention center educators with an organized professional development training program. The emerging themes suggested a need for the professional development training to be guided by adult learning theories. These findings provided the identification of the project genre and the description of a professional development training program.

Section 3: The Project

The data analysis findings revealed common themes that emerged through the rich descriptions of the experiences of the detention center educators and administrators. The additional data collected through observation and documents were aligned and consistent with the themes that had emerged from the interview data. The development, implementation, and effectiveness of ILPs is a collaborative effort undertaken by staff, students, and the community. The ILPs for the students were constantly reviewed and modified by the collaborative teams guided by student achievement data. The teams of educators and administrators agreed that their efforts were producing results. However, they all felt there were barriers that were affecting the ILP process. Some of the barriers that the participants identified included student short stays at the detention center, shutting down or giving up, need for a standardized ILP form, more involvement of parents in the ILP process, and a need for more training or professional development for all detention center staff.

The project that I selected as a result of the findings from this study was an organized professional development training program for all detention center staff that addressed barriers, inconsistencies in implementation, teacher effectiveness, and transfer of knowledge to classroom practice. The 3-day professional development training program presented in Appendix A supported detention center educators' efforts to develop and implement an ILP process that will enable students to achieve their academic goals. The project may impact social change by increasing detention center educators' preparation and capacity to facilitate the ILP process. Successful facilitation of the ILP

process could produce an increase in student achievement and the completion of high school requirements.

The increase in recidivism has gained the attention of communities and advocacy groups who are exploring alternatives to using detention of juveniles as the strategy to decrease recidivism. Over 55% of these juveniles return to the juvenile justice system by reoffending (U.S. Department of Education, 2014). Research has shown that completion of high school education decreases recidivism. Reforms in correctional education are being supported in new collaborative mandates from the U.S. Department of Education and U.S. Department of Justice (U.S. Department of Education, 2014). These mandates have been geared toward providing quality education programs for incarcerated juveniles that will produce positive outcomes for the juveniles. This project study was designed with these mandates in mind. In addition, the project has provided insight into the development and implementation of ILPs as a research-based educational model that enables juvenile detainees to complete their high school requirements and reintegrate into their communities as productive citizens.

Rationale

The project that I selected provides insight into the development, implementation, and effectiveness of ILPs as a tool for juvenile detainees who have not completed their high school requirements. The participants in my case study expressed a need for organized, sequential professional development training designed with adult learners in mind that enables a teacher or staff member to model the practice in classroom settings. This need was articulated during the participants' interviews where I noted their perceptions regarding the importance of professional development training that makes

connections and provides staff with tools that improve their effectiveness in the classroom.

Review of the Literature

The review of literature in Section 1 included research supporting the existence of the problem and the need for the study to be conducted. The focus of the review of literature in Section 3 is the project genre, which is a professional development training program for detention center educators. The review includes a thorough and interconnected analysis of how theories of adult learning and research on professional development training programs support the content of the project. The review is divided into two categories of adult learning theory and components of a quality professional development training program.

The research into relevant literature consisted of several search strategies guided by search engines such as Google. I used key words or phrases related to adult learning theory and components of a quality professional development training program. Using Walden University and local college library services, I searched for peer-reviewed journal articles related to adult learning theory and components of a quality professional development training program. I searched the ProQuest database to retrieve dissertations and project studies that were published within the last 5 years that presented studies conducted on adult learning theory and the impact on professional development training programs. I reviewed manuals from local school districts to gain an understanding of how to create quality professional development training programs. Research documents were categorized as adult learning theory or components of quality professional development programs.

Adult Learning Theory

Research has shown that adults learn differently than children and adolescents. Adults' special learning needs should be considered when planning professional development programs, training, and adult continuing education programs. During the 1970s, Malcolm Knowles recognized that adults learn differently. He introduced *andragogy* to describe the differences between adult learners and child learners. These differences are known as the six assumptions of adult learning: (a) the learner's need to know, (b) self-concept, (c) prior experience of the learner, (d) readiness to learn, (e) learning orientation, and (f) motivation to learn (Knowles, Holton, & Swanson, 2012). Ota, DiCarlo, Burts, Laird, and Gloe (2006) argued that adults who participate in a learning experience that incorporates these six assumptions of adult learning are more inclined to retain and apply the content in their work.

Adult learners have unique needs, skills, characteristics, and insights that are key elements in understanding how they learn. The professional developer should possess a current understanding of best practices and a mastery of what constitutes continual learning for adults as individuals or as part of a community (Lindsey, Jungwirth, Pahl, & Lindsey, 2009). In addition, the professional developer or trainer should be cognizant of the role that the two types of motivation play in the adult learning process. Adult learners are responsive to either external motivators (e.g., pay raise, job promotion) or internal motivators (e.g., self-esteem, pride in job performance) that have the highest importance (Ota et al., 2006). Adult learners increase their reception to learning when they are motivated (Sogunro, 2015).

How learning is received by the learner has been researched and discussed since the early 1920s. During this era, adult education became a professional field of practice as noted by Merriam (2001). Cercone (2008) opined that most adults receive instruction from a traditional instructor who presents information within a passive environment. Learners sit and listen to the instructor without any type of interactive discussion. This approach violates the principles for maximizing learning. Bransford, Brown, and Cocking (2000) described professional development for teachers as not being centered on the learner, knowledge, assessment, and community. Professional development sessions are often presented in isolation with few opportunities for continued contact with teachers as they attempt to implement the strategies presented (Bransford et al. 2000).

Sockalingham (2012) conducted a study on understanding adult learners' needs in a survey of 2,719 adults who were asked how their instructors could improve delivery of content to the class. The results indicated that adult learners were busy individuals who favored shortcuts when receiving professional development from educators. Participants indicated their preference for being engaged in active learning. These findings underscored the importance of providing professional development that considers the learners' needs.

Several theoretical approaches to adult learning have come to the forefront in recent decades. However, andragogy is considered to be the best known of the theoretical approaches. The theory has endured despite widespread debate among scholars in the field of adult learning theory (Ross-Gordon, 2011). According to Ross-Gordon (2011), adult learners have a preference for self-direction, possess a wide range of experience that is key to planning adult learning experiences, exhibit a need to know or do something that

can be considered strong readiness to learn, have an orientation to learn in a task-centered as opposed to subject-centered manner, and exhibit an extremely high level of internal motivation. Through an understanding of characteristics presented in Knowles's framework, learning institutions will be able to enhance their delivery of services to adults who participate in their educational programs (Ross-Gordon, 2011).

Components of a Quality Professional Development Training Program

Research has shown that adult learners do not benefit from the stand-and-deliver model of professional development where their learning characteristics and needs are not taken into consideration. According to Morrison (2015), leaders possess knowledge of how teachers can help improve their students' learning outcomes but are deficient in knowledge related to helping teachers do their jobs effectively. Preparing teachers to be effective requires leaders to provide long-term professional development instead of one-day training sessions for educators, which have become the default setting for professional development in schools and school districts (Morrison, 2015).

Creating quality professional development requires knowledge and application of an adult learner theory framework. Such a framework will guide the development of quality professional development training experiences. According to Morrison (2015), quality professional development consists of eight components. These components include (a) a duration of at least two semesters with regular follow-up; (b) content relevant to the needs of teachers; (c) content from multiple perspectives; (d) content that considers subject knowledge and techniques; (e) activities such as discussion, analysis, reflection, or experimentation; (f) external input that provides new perspectives and challenges; (g) collaboration and peer support to refine new approaches; and (h)

leadership that provides support needed to foster change (Morrison, 2015). These elements can be used as a template for providing effective professional development (Morrison, 2015).

Bayar (2014) conducted a study on effective professional development activities from the perspectives of 16 elementary teachers in Turkey. The participants were asked about their experiences with professional development experiences that were offered over a 12-month period. In addition, they were asked to compile a list of the key components they thought should be included in professional development programs. The findings indicated that effective professional development should consist of the following components: (a) a match to existing teachers' needs, (b) a match to existing schools' needs, (c) teacher involvement in the design/planning of professional development activities, (d) active participation opportunities, (e) long-term engagement, and (f) high-quality instructors (Bayar, 2014).

It is usually standard practice for school districts to create professional development manuals to provide guidance to their schools regarding what constitutes quality professional development. Baltimore County Public Schools (BCPS) has created a guide for creating high quality professional development which demonstrates their commitment to fostering high quality growth opportunities for their employees. BCPS (2013) stated that high quality professional development takes place in learning-communities which are focused on continuous improvement guided by a structured planning process which involves all educational stakeholders who are committed to providing high quality growth opportunities. According to the BCPS guide, high quality professional development is aligned with adult learning principles, requires resources to

support adult collaborative learning, begins with a structured planning process guided by needs assessment data, includes the needs of diverse learner, input from stakeholders, identifies objectives based on system needs related to student achievement, incorporates technology into the plan, aligned with standards, and is evaluated by the participants upon completion of the professional development experience (BCPS, 2013).

According to BCPS (2013), high quality professional development addresses three areas. These areas include context, process, and outcomes which are considered to be commitments that the BCPS school district has articulated in the guide to their high quality professional development.

The guide developed by Baltimore County Public Schools was guided by Knowles' framework of six assumptions related to adult learning. The chart lists each of the six assumptions with strategies that include system and school level examples of how they can be implemented into the professional development experience.

Knowles (2012) noted that adult learners have a self-concept of being responsible for making their own decisions. Researchers and scholars in the field of adult education refer to this concept as self-directed learning where the learner takes ownership of the learning process. Wang (2012) described self-directed learning (SDL) as a popular and effective adult education model. SDL assists learners in mastering skills for the purpose of competency development and to become independent (Wang, 2012). In addition, Wang (2012) stated that SDL maximizes learning on the part of learners which justifies why it has become a powerful adult education model.

Self-directed learning (SDL) has been suggested as a strategy for creating quality professional development and training experiences for adults. These experiences can

assist adult learners in their shift from dependent learner to self-directed learner. Swanson (2014) provided support for using SDL as a strategy to create a professional development experience where the participant transitions to becoming a self-directed learner who is given the responsibility to lead.

Swanson (2014) discussed how a group of teachers collaborated on creating a professional development experience for teachers that was led by a teacher participant and would be free of charge. In 2010, the Edcamp model was created and developed by teachers who believed that it should be participant- led. Edcamp focused on connecting people with a purpose and finding new ideas and ways to learn. The sessions tend to be diverse and eclectic due to the fact that they grow out of the interests and expertise of the participants who control the quality of the sessions (Swanson, 2014).

Project Description

The focus of the project evolves from the data analysis which provides insight and understanding of how to enhance the process for the development and implementation of the ILP. This is a guidance tool for juvenile detainees who have not successfully completed their high school requirements. The participants' responses from their transcribed interviews revealed patterns and themes that emerged in the analysis of the interviews. The findings from the interviews revealed that participants expressed a need for organized and consistent professional development training program that would assist them in the development, implementation, and assessment of a standard model ILP. The analysis of the document review and observation field notes supported the interview findings. Based on these findings, the genre selected for the project is a professional development training program which will respond to the needs of the study participants.

The professional development training program plan will be divided into the three areas of the ILP process which include development, implementation, and effectiveness of ILPs. Each of the three areas will be designed as a separate training module which will be presented in a separate one day session. There will be a total of 3 full-day professional development sessions which will be held in a professional educational setting. The sessions will be offered to detention center educators who are interested in research-based instructional strategies for incarcerated juveniles that will move them toward high school completion.

The plan for the 3-day professional development training sessions will be a collaborative effort involving teachers, detentions center staff, and community stakeholders who will be asked to provide input regarding the content for each session. I will contact the school principal and Instructional Dean to discuss the process for creating a school-based planning team. The work of the school based-planning team is framed by Knowles' six assumptions of adult learning, research models for ILPs, and state education districts' ILP implementation guides. The school-based planning team selected The Massachusetts Guide for Implementing Individual Learning Plans as a reference to guide them as they develop the 3-day professional development training program. The rationale for selecting Massachusetts Guide was based on the limited availability of state ILP implementation guides which included the state where my study was conducted. The Massachusetts Guide provides a map for all secondary students that will lead them toward the goal of being college and career ready through individualized academic, social/emotional, and career development activities (Massachusetts Guide for Implementing Individualized Learning Plans, 2014). The school-based planning team

will strive to ensure that the professional development will provide the staff with objectives that are clear, roles that are defined, and the strategies that will provide the supports needed to promote student success through quality implementation as described by the Massachusetts Department of Elementary and Secondary Education, (2014). Because the sessions will be focused on developing quality professional development experiences that incorporate the needs of the adult learner, the presentation of each session will be led by a teacher-participant. Therefore, the school-based planning team will review self-directed learning (SDL) which Wang (2012) refers to as a powerful education model that assists the adult learner in mastering skills needed to develop competency and become independent. This model encourages the learner to be involved in decisions related to their learning. It also supports the school-based team's decision for the professional development experience to be led by a teacher- participant. This decision will address the concerns expressed by the study participants regarding lack of organized training that can be applied to the needs of their school and students.

The school-based planning team will be provided with research-based guidance models that delineate the steps or components for creating a quality ILP model. The goal for the school- based planning team will be to develop a step by step comprehensive training program for detention center educators that will enable them to create an ILP model which could be implemented in local and state juvenile correctional facilities. The ILP model will be aligned with the Department of Justice and Department of Education's five guiding principles articulated in the Correctional Education Guidance Package which reflect the current trend toward reforming juvenile justice systems outlined in the literature. The school-based planning team will create activities for each of the three days

that would support the development, implementation and assessment of effectiveness of the ILP model. In addition, the 3-day activities will respond to the study participants' identification of barriers such as insufficient parent involvement, interruptions in juvenile detainees' education, inappropriate juvenile detainees' behavior, lack of standardization of ILP forms, and need for additional assessment tools to determine growth which were all noted in the emergent themes. An evaluation tool will be provided for the participants to complete at the close of each of the three sessions.

The overall objective for the 3-day training program is to train detention center educators on how to develop, implement, and assess an ILP that will move incarcerated youth closer toward completion of high school requirements. I will begin the first day of the professional development training with a keynote presentation for all participants. The title of the Power Point presentation is "Moving Incarcerated Youth toward High School Completion." The sessions for the first day of the professional development training program will focus on defining and developing an ILP for incarcerated students. There will be interactive activities for the participants designed to increase their understanding of the components of an ILP that are critical to the process of developing an ILP that will meet the needs of their students.

The 2nd day of the professional development training will focus on preparing for the group activity of developing a model ILP by reviewing the components of an ILP using a strategy of placing strips under the correct component. The group activity will consist of reviewing sample research- based ILP models and legislation to develop a model ILP. There will be group presentations of the ILP that will be judged by peers using a rubric. The second segment of the day will focus on how to implement the ILP.

This segment will consist of video presentations of ILP implementation techniques that will generate table talks among the groups and charting of key points captured from the videos. The session will conclude with a discussion of the roles of detention center personnel such as teacher, administrator, guidance counselor, and advocate. The groups will chart the roles and their descriptions for a Gallery Walk.

The 3rd day of the professional development training will begin with the group' discussion of the ILP created by the group. The discussion will lead into the PowerPoint presentation on strategies and activities related to assessing the effectiveness of the ILP. The presentation will include sample assessment tools and examples of researched based strategies utilized in local and national school districts which provide education for incarcerated students. The final activity for Day 3 will consist of a question and answer wrap up session where additional resource materials will be distributed to participants. The additional resource materials will include links to websites that provide videos or literature related to developing and implementing ILPs for high school students in different types of educational settings. Additional hard copies of all presentations will be available to the participants.

The proposed plan for the 3 days of professional development will include possible barriers that could impede the success of the program. A proactive approach by the school-based planning team will be utilized to ensure that any barrier to success will be anticipated and a solution will be described. Some examples of perceived or anticipated barriers could be lack of sufficient resources for materials, stipends for participants, participant absence from one or more sessions, lack of support from school

leadership, lack of promotion or recruitment for upcoming professional development event, and low response rate of evaluation forms from participants.

Implementation of the Project

Logistical Information and Resources

The 3-day professional development training sessions will be presented at the juvenile detention center where the case study was conducted. This location is contingent receipt of approval from the educational foundation administration that is responsible for the oversite of the juvenile detention center school. The detention center school principal will be included in the approval process. I will make the initial contact to the foundation administration and principal of the detention center school. Upon receiving approval to conduct the professional development training sessions at the juvenile detention center site, I will make a request to visit the detention center school to discuss logistics and resource needs for the 3 day sessions of professional development training. I will invite the school-based planning team who assisted in the development of the 3 day sessions to accompany me on the visit to the detention center school. The school-based planning team will be able to share the content of the training with the school administration and instructional team. In addition, the school-based planning team and I can discuss how their rich experiences provided the focus for the training sessions. The 3-day professional development sessions will provide the instructional staff with strategies that will enlighten, enhance, and inform their practice of using the ILP to move their students toward high school completion.

Because the professional development training program consists of 3-days of intense training, the recommendation will be made to the detention center administration

that the training be held during the summer of 2018. Using the summer to conduct the professional development training program will benefit teachers and the instructional leadership team by providing strategies that will assist in the planning process for the new school year. Teachers will not have to relinquish their instructional time to attend the workshop. The suggestion will be made to the leadership team to offer a stipend to their 10 month staff as an incentive for attending the three day training program.

The professional development school-based planning team will use the initial visit meeting to recruit a member of the detention center's instructional team to be the teacher level presenter for the 3-day training sessions. The school-based planning team will also make a request of the school administration to provide a tour of possible rooms or areas that could be utilized to conduct the 3-day professional development training sessions. The school administration will be asked to provide the actual dates for the professional development training session that would not conflict with the school or foundation's summer planning mandates. The school-based planning team would provide a list of technology needs such as internet access, computers, and projection equipment for the power point presentation. An additional list of resources will be provided to the school administration in order to facilitate group activities such as easels, white boards to record ideas from participants, type of acceptable use writing utensils, and appropriate facility guidelines for serving lunch to participants. A suggested timeline for the professional development training program will be provided to the foundation and school administration.

Timeline

The professional development training project will be scheduled for implementation at the juvenile detention center study site during the summer of 2018. Successful implementation of the project will be contingent upon the completion of required facility procedures that must be adhered to because of the nature of the setting. The following steps will be followed to ensure successful implementation of the project occurs as planned.

1. I will submit a written request to the detention center school foundation administration for a meeting to be scheduled to discuss the project and obtain their permission to conduct the 3-day professional development training sessions at their detention center school in the summer of 2018.
2. Upon receipt of a meeting date from the foundation, I will inform the project school- based planning team of the impending meeting logistics and time.
3. After approval from the foundation is obtained, I will contact the principal of the school in the detention center to schedule a date during school year (SY) 17-18 to discuss the agenda for the professional development for the summer of 2018 and explore dates for implementation in July or August 2018.
4. I will inform the school-based planning team of the impending meeting at the detention center school when the principal provides the date and time during SY 17-18.
5. The school-based planning team and I will attend the meeting with the school principal at the detention center and request to include all members of the instructional leadership team. The school-based planning team and I will

discuss the dates, agenda, content, for three day sessions that will be conducted in summer 2018. This opportunity will be used to recruit a teacher level presenter from the instructional leadership team such as the Dean of Instruction. During the discussion, I will include the school-based planning team's suggestion for a monetary incentive to be provided to ensure staff attendance.

6. The school-based planning team and I will walk through the facility with the principal's direction to determine the logistics and needs for the three day training sessions. A list of technology needs and resources will be provided to the principal and the instructional leadership team.
7. I will secure the facility directives for providing lunch and policies for entering the facility with regard to dress and acceptable items.
8. There will be continuous conversations with school administration, school-based planning team, and instructional leadership team during the school year as the dates for the 3-day training move closer to the forefront. These conversations will include informing all school personnel of the dates for the 3-day training sessions, logistical information, and if incentives will be provided.

Roles and Responsibilities

The school based planning team and I will work collaboratively with the school administration and instructional leadership team implement the professional development training program in the summer of 2018. As indicated in the description of the project, the presentation of the agenda activities will be the responsibility of the teacher level staff

member recruited by the school administrator and instructional leadership team. I will present the keynote PowerPoint presentation on the morning of the first day of the sessions. The format is aligned with research related to quality professional development presented in the review of literature.

The school administration will be responsible for providing the meeting space, access to internet and technology needed for the agenda activities. The school-based planning team and I will provide all of the resource materials, handouts, evaluation forms. The school administration will assist me with the scheduling of the actual 3 days in the summer of 2018, notifying the staff of the training dates, logistics, and lunch directions. The decision to provide a monetary incentive will reside with the operating foundation and school administration.

Project Evaluation Plan

A summative method will be employed as the evaluation method used to assess the outcomes that are expected for each of three sessions in the professional development training program. In addition, an evaluation tool will be developed to include questions that will assess the participants' satisfaction with each session and questions related to takeaways. The school-based planning team will create a survey for the participants to complete for each of the three professional development training sessions using an internet link. The survey link will be emailed to each of the participants immediately following the conclusion of each session. The survey can be submitted upon completion of all fields in each category of questions.

When the survey submissions are collected, the school-based planning team chair will analyze the data and chart the results. These results can be presented to the school-

based planning team, stakeholders, and administration of the detention center. The presentation will provide opportunities for discussion related to the findings from the surveys administered for each of the three sessions. It will also enable the school-based planning team to identify areas in the presentation where the participants assigned a low rating or made suggestions for modifications. The school-based planning team will be able to determine next steps and strategies for improvement based on the survey results of the session.

Project Implications

The project has implications that a need exists for a standardized ILP format to be developed that reflects research-based best practices and incorporates the needs of juvenile detainee students. The ILP format could have the potential to be implemented in local and state juvenile correctional facilities. The format could be aligned with the Department of Justice and Department of Education's five guiding principles articulated in the Correctional Education Guidance Package which reflect the current trend toward reforming juvenile justice systems. The model will enable correctional education personnel to address the individual needs and challenges of juvenile detainees through the collaborative creation of an individual plan that will produce positive outcomes for juvenile detainees.

Findings from the data collection and analysis provided support related to the impact of the ILP on school completion and decreasing recidivism which have social impact. The findings from the data analysis identified the need for development of a high quality professional development training program that would assist educators in the refinement of the ILP process for detention center educators. The professional

development training program described as the final project could be organized in a presentation format and presented to stakeholders and juvenile justice policymakers as a strategy to increase awareness and support for implementing the ILP model. Because the findings revealed that ILPs had significant positive impact on moving juvenile detainees closer toward high school completion, the model provided the substantiation to gain support from policymakers or state school districts to consider the use of ILPs as an evidence-based educational strategy in juvenile correctional facilities. The project study generated the potential to provide substantiation for an evidence-based alternative strategy that could improve educational outcomes for juvenile detainees which could be transferable to general education facilities.

Section 4: Reflections and Conclusions

The need for the development of the 3-day professional development training program was generated from the themes that emerged from the rich descriptions of the participants' experiences related to ILPs, which were collected during the case study conducted at a juvenile detention center. This section provides my reflections as a researcher, the knowledge that I gained related to adult learning, and how I applied that knowledge to create the 3-day professional development project. The reflection includes descriptions of how to develop, implement, and assess the ILP to move incarcerated youth toward high school completion and to address local issues of youth offenders and increased recidivism. I discuss the project's strengths, significance of the work involved in the project, limitations, and recommendations for changing correctional juvenile education practice. This reflection also includes implications for social change beyond local districts. I discuss how future research related to use of ILPs in general education is encouraged.

Project Strengths

The project design evolved from the needs expressed by educators and administrators in a juvenile detention center who were implementing an ILP for each of their juvenile detainees. The professional development training program addressed those needs through 3 days of sequential interactive activities centered on the development, implementation, and assessment of ILPs aimed at improving detention center educators' instructional effectiveness. The goal of the 3-day professional development training was to improve the quality of the ILP process to move incarcerated students closer to high school completion during their short stay. Because the 3-day professional development

training program will be launched at the detention center study site, there will be opportunities for the educators and administrators to collaborate as they learn new strategies and examine ILP models. This collaboration will allow the staff to critique their current ILP process, work together to improve the quality of that process through hands-on teacher-led activities, and transfer their work to their practice in preparation for the new school year.

The development of the 3 days of activities for the professional development training program was grounded in adult learning theory guided by Knowles's andragogy assumptions. According to Knowles et al. (2012), these assumptions describe adults as independent self-directed learners who want to know why they need to learn information, who approach their learning experientially as problem solvers, and who learn best when presented information that has immediate value. These assumptions guided the initial school planning team in the development of the agenda of activities for the 3 days of professional development. The activities were designed for a teacher-led presenter who could facilitate the hands-on interactive activities planned for each of the 3 days. This approach included the experiential learning assumption and was considered as direct experience. Kolb and Kolb (2005) supported this assumption by stating that direct experience is a critical part of adult learning and learning should be linked to previous experiences. Examples of learning in an experiential context are hands-on activities, role-playing, and demonstrations of work created from the knowledge created through the transformation of the experience (Kolb & Kolb, 2005). There will be opportunities each day for the educators to experience, think, share ideas, reflect on the ILP model that is produced, and provide feedback to peers. The daily evaluations of each session will

capture the educators' reflections of the activities and knowledge gained for the day, and will provide immediate feedback to the training program team. This feedback will enable the team and presenters to make adjustments that can be implemented the next day.

A major strength of the project is that the detention center educators and administrators will receive 3 days of collaborative learning experiences. This interconnection will enhance the educators' ability to transfer knowledge to classroom practice. The 3 days of training will provide the support for educators to develop a schoolwide ILP implementation plan through the creation of professional learning community focused on ILPs. The professional learning community will provide the setting for key stakeholders to have discussions related to the development of a schoolwide ILP plan that provides instructional strategies designed to improve student achievement. According to Solberg, Willis, and Osman (2012), an effective professional learning community provides a ground-up approach to encourage the implementation of instructional strategies while maintaining a focus on improving student achievement through the establishment of a collaborative educational community. An effective professional learning community is characterized by its ability to create opportunities for reflective dialogue and establish a shared definition of issues and challenges that need to be addressed though collective understanding of how educators play a role in that process (Solberg et al., 2012).

Project Limitations

The 3-day professional development will provide the knowledge and guidance that will serve as the foundation for creating an effective professional learning community focused on schoolwide implementation of a model ILP created by school

educators. It is likely that these educators will be considered as the ILP leadership team who will initiate and guide the implementation plans. Solberg et al. (2012) explained that the ILP leadership team generates innovative strategies for their plan that could fail without support from stakeholders. With the complete support for the action plan, the leadership team may be limited in their efforts to promote schoolwide implementation of the ILP. The leadership of the school principal will be a key factor in the promotion of the ILP team's goal of gaining the support of community and school stakeholders. The complex demands of Common Core State Standards have recast the role of principal to change agent, which is the type of leadership that moves individuals, communities, and systems forward to improve student achievement (Fullan, 2014).

Research related to quality professional development supports the notion that one-time professional learning sessions have a low success rate in transferring to teacher practice. Bayar (2014) described effective professional development as content matching teacher needs, content matching school needs, teacher involvement in design/planning, interaction opportunities, high-quality instructors, and long-term engagement. Districts that have developed guides for high-quality professional development support the idea of fostering learning communities that focus on continuous school improvement through long-term professional development that and transfers to daily classroom instruction (BCPS, 2013). Long-term professional development that is sequential and connected to curricular standards of a school district requires resources. The 3-day professional development training program developed for the project requires initial resources for logistics, creation of materials, paying teacher participants a stipend to attend during summer month, refreshments, and technology. The principal would be responsible for

securing the resources needed to continue the long-term professional development. The availability of financial resources could become a possible limitation to implementing the long-term plan to continue the professional development sessions. The ILP leadership team will need to develop a financial plan to ensure the continuity and quality of the professional development program.

Recommendations

The professional development training program has the potential to provide several benefits to the juvenile detention center selected for this study. It will be necessary to request a meeting with the detention center school administration and the foundation that oversees the detention center school to promote the 3-day professional training. Professional development training should be required for all school leaders and educators. The training program will take place during the summer of 2018 at the detention center school. The instructional leadership team will participate in the planning process and select a member of the instructional leadership team to lead the 3-day sessions. The inclusion of the instructional leadership team in the planning process and the selection of a presenter will increase the support of the instructional team and educators. This recommendation will demonstrate to the team and educators that their input is valued. There is the potential for an increase in the number of participants as a result of the instructional team's role in the planning process.

Daily evaluations from each session's participants should be reviewed by the planning team for feedback regarding needed modifications. Data from the daily evaluations could be used to assess staff participation and the impact of the 3-day sessions developing, implementing, and assessing a model ILP. Feedback and

suggestions obtained from the participants' daily evaluations should be considered in the long-term planning for future professional development. I also recommend expanding the ILP training program to other detention centers in the district with the goal of future expansion in the state.

Included in the expansion of the professional development training program is the recommendation to apply alternative approaches to learning for adults and students. In this age of information and technology, traditional approaches to education have necessitated the expansion of educational opportunities that address the needs of the lifelong learner through personalization of learning. Grundspenkis and Rollande (2011) stated that people strive to obtain higher education, improve their professional skills, or learn something new; however, attending an educational institution is not always possible. This barrier generates the need for the development of more personalized, affordable, attractive, and effective teaching/learning opportunities (Grundspenkis & Rollande, 2011).

Jalai, Bouyer, Arasteh, and Moloudi (2013) attributed the need for alternative teaching platforms to the amazing speed of information technology growth. Virtual education that includes electronic systems such as the Internet, computers, electronic books, and multimedia discs has been shown to reduce learning time from 25% to 50% (Jalai et al., 2013). These findings substantiate a move toward an alternative education platform such as e-learning to personalize learning for adult learners.

Analysis of Scholarship

The experience of researching and developing the project enabled me to develop the skills to produce scholarly work. Conducting research in the field of correctional

education expanded my personal learning and professional growth. Because I possessed minimal knowledge of educating incarcerated juveniles when I was assigned as an administrator in local juvenile detention center, I began to search the education databases such as ERIC and SAGE for literature related to strategies on educating juvenile detainees. I found very few peer-reviewed articles on the topic, but I discovered there were several articles on the school-to-prison pipeline that provided me with the history of how the pipeline emerged during the zero tolerance of crime in schools during the 1990s. The literature highlighted legislation regarding juvenile punishment for crimes committed in schools and in the community. The literature piqued my interest in how juveniles were educated while incarcerated, which aligned with the topic of my study as well as my work in a juvenile detention center.

The extensive literature search revealed an instructional strategy that was being used in several states to move juvenile detainees closer to high school completion during their incarceration. The strategy was called Individualized Learning Plan (ILP) which allowed detainees to participate in a collaborative process with educators to establish goals for the completion of their high school education and plans for college or career. I was able to gain knowledge and understanding of how to educate juveniles and move them closer to high school completion. To enhance my knowledge base I read, analyzed, synthesized and located detention centers that were utilizing the ILP.

I increased my understanding of how to utilize the APA 6th edition to improve my scholarly writing in order to prepare for my project study. I understood the importance of becoming prepared to articulate the results of my study in appropriate written format which met scholarly standards. I gained the confidence that enabled me to collect and

organize data by taking notes during interviews, reviewing documents, and observing in the field. I analyzed and reviewed the data which I collected through interviews and transcriptions by a professional transcriber. I reviewed each transcript and annotated key points and common threads using color coding. This technique enabled me to identify emerging themes related to development, implementation, and assessment of effectiveness of ILPs. I used my writing skills to compose a narrative of the final results from the study that would be clearly presented and acceptable to scholars in the field.

The goal of the project is to provide quality professional development that will transfer to classroom practice by providing educators with a research based ILP model. This model can be implemented schoolwide in a collaborative learning community focused on moving juvenile detainees closer to high school completion. The project has the potential to provide the guidance needed for detention center schools to create a professional learning community focused on ILPs using long-term professional development as a practice. Through the journey to the final project, I advanced as a scholar.

Analysis of Project Development and Evaluation

The challenge of conducting a research study related to implementation of ILPs as an instructional strategy to educate juveniles in detention began with the search for a local site. Research was limited on the use of ILPs in detention centers which narrowed the search for a site. I searched local school districts and several juvenile detention facilities in my home state that were implementing ILPs. I located a local juvenile detention facility where the administration withdrew its initial approval for the study without explanation. I finally located a facility where ILPs were being implemented. The

juvenile detention center school's foundation granted permission for the study. Despite the initial upheaval of disappointments and frustrations, I persevered. I began to immerse myself in the collection of data from the educators' and administrators' interview responses. Through the data collection process, I became cognizant of the need to bracket any personal biases that could surface due to my administrative position in a juvenile detention center school.

The participants provided rich descriptions of their experiences related to developing, implementing, and assessing the effectiveness of ILPs to improve student achievement. There were common threads which consistently emerged in their responses, such as the lack of organized long-term professional development related to the ILP process, the need for a standardized ILP format that would be implemented on a schoolwide basis, the need for additional prescriptive assessments tools to measure ILPs effectiveness, and strategies to increase parent involvement in the ILP process. The participants consistently articulated the significance of their ability to collaborate as a school community to address issues related to student achievement. Through these responses, the rationale for creating the professional development training program project became apparent. This was a logical step toward providing research based solutions that could effectively address the needs articulated by the detention center participants.

The 3-day professional development program was designed to provide knowledge through teacher led activities related to the ILP process that are interactive, foster collaboration among participants, and are transferrable to classroom practice. All 3 days of training activities were designed to be sequential, tiered, and interconnected. The

ultimate goal for the professional development training program would be for schools or districts to provide the professional development training program on a continuous long-term basis which could enhance educators' capacity to provide effective teaching.

An evaluation of each of the 3 days was created for the participants to access and complete through an internet link. The feedback obtained at the close of each of 3-day sessions would provide valuable insight from the participants related to their assessment of what was effective and what needed improvement. The participants would be able to rate each session's presentations/activities and provide suggestions for improvement strategies. Their responses would enable the planning team or presenters to modify the agenda activities for the next day's sessions which could demonstrate to participants that their input is valued. Encouraging participants to express their opinion regarding their professional learning experience can be viewed as a best practice utilized by effective leaders to cultivate a supportive and collaborative school community which is hospitable to education (Cummins, 2015).

Reflection of Leadership and Change

Throughout the process of conducting the case study and developing the project, I remained steadfast in my commitment to produce a product that would enable educators to improve the graduation rate in juvenile detention centers. As an administrator in a juvenile detention center, I realized how important it was for me to search the literature to locate research based strategies that could improve the students' rate of high school completion. I discovered that the ILP was being used in a small number of state school districts and juvenile detention centers. Despite its limited implementation, the ILP appeared to have positive results in some juvenile detention center schools. The data from

these schools revealed increases in moving students toward high school completion and decreases in repeat offending or recidivism. It became obvious to me that the school leaders took a courageous step out of the education box by implementing an instructional strategy which had limited research but had demonstrated promise. These school leaders exemplified visionary instructional leaders who had the conviction to support implementation of the ILP to improve their students' outcomes and futures which could be viewed as effective leadership.

Reflection as a Scholar

The journey through the process of completing the case study and professional development training project provided opportunities for the enhancement of personal learning. Through extensive research, I was able to gain knowledge on the topic of ILPs, the history of the School-to-Prison Pipeline, legislation related to the rights of incarcerated youth to receive education, and which states utilize ILPs as an instructional strategy in juvenile detention schools. I read peer-reviewed articles that afforded me the opportunity to broaden the scope of my understanding of the use of ILPs in juvenile detention education. However, I discovered that research was limited on this topic. I became more determined to intensify my search through data bases using a variety of key words related to correctional education and ILPs. Through my efforts, I became extremely knowledgeable in the field of juvenile detention center schools, correctional education, and the use of ILPs to move juvenile detainees closer to completion of high school requirements. The knowledge and research skill that I acquired during this process expanded my leadership capacity as a principal of a juvenile detention center school. I was able to apply that knowledge to my practice as I transitioned into my position in the

juvenile detention school. I felt confident that I possessed the understanding of how to provide a quality education to students that would lead to high school completion.

Reflection as a Practitioner

My leadership experience consists of a variety of experiences which include assistant principal and principal of a traditional high school, coordinator of a district summer program, and principal of a juvenile detention center school. As a leader, I have focused on being a life-long learner who is receptive to change through self-improvement. I am acutely aware of the need to become more knowledgeable in the latest trends and effective learning practices in education. In order to be an effective leader, I must ground my practice in effective learning theories. The process of developing the professional development training program enabled me to understand the role that current educational practices and theories play in adult learning. The experience also confirmed the need for adults to be involved in the process of professional development as participants and leaders of learning sessions. As a school leader and practitioner, I must be able to transfer that responsibility to educators who will use that knowledge in their classroom practice.

Reflection as a Project Developer

The most exciting and challenging aspects of developing the project became evident as the findings of the case study were revealed. The rich descriptions of the participants' experiences in the development, implementation, and assessing the effectiveness of the ILPs for their students in the juvenile detention center school provided the foundation for the project. The professional development training program would be designed to address the needs expressed by the participants. The professional

development training program consists of 3 days of interactive sessions. This model was selected for the project as a result of the consensus among the participants that professional development was the key to improving the ILP process and student outcomes.

The challenge for me as the project developer was to create an innovative professional development training program that would meet the participants' needs as adult learners and be applicable to their classroom practice. The program was created as a long-term initiative that can be continued throughout the school year. Developing the professional development training program became an exciting process when I collaborated with a planning team from the instructional leadership team of the study site. The input challenged my thinking related to how to align the team's input with adult learning theories while meeting their expressed needs. The project development process allowed me to understand how significant it was to share my leadership, stay abreast of current education research based practices, use data sources to make decisions to related to student and staff performance, and collaborate on strategies to solve problems that affect a community of learners. The learning experience of the project was enhanced through the research and the findings from the case study. Knowledge was gained which provided me with insight into the learning experience of the professional development training program and its impact on improving the ILP process.

Reflection on Importance of the Work

The professional development training program has the potential for social change as it relates to the impact on recidivism among juvenile offenders. The collaborative experiences that were developed for the study site's educators have the potential to

enhance their social awareness of the challenges of finding strategies to address their students' needs. The professional development training program was guided by the study site educators whose interview responses were based on their lived experiences with the ILP process. They expressed the need for a professional development training program where the development, implementation, and assessment of ILPs will be presented in a sequential building block pattern that will provide a comprehensive understanding of what the ILP process entails. By informing the educators' practice through the 3-day training program, educators and administrators will possess the knowledge needed to collaborate on developing a standardized ILP model for their students.

This model ILP will enable correctional education personnel to address the individual needs and challenges of juvenile detainees through the collaborative creation of an individual plan. The ILP will reflect students' academic, social/emotional, and reintegration goals. The ILP will serve as an individualized blueprint for a juvenile detainee's successful re-entry into the community guided by the approach of educating the whole student for positive outcomes that provide options which do not include re-offending.

Implications, Applications, and Directions for Future Research

The case study conducted at the juvenile detention center provided support related to the impact of the ILP on school completion and decreasing recidivism. The findings from the case study revealed the need for the development of a high quality professional development training program that will assist educators in the refinement of the current ILP process being utilized in their detention center school. The professional development training program designed for the final project addresses the needs and/or issues

articulated by the educators and administrators. The goal is to provide the educators and administrators with a high quality professional development learning experience that is grounded in adult learning theory and research on quality professional development. The 3-day training is guided by the three aspects of the ILP process reflected in the interview protocol. The sessions are interactive, engaging, and promote collaborative learning. Through the collaborative activities, the detention center educators will have the opportunity to develop their ILP model that could become the standard for their detention center school and strategize on improving their ILP process. The 3 days of training will increase collaboration and the problem solving capacity among the educators and administrators. This collaborative effort will provide the foundation for creating a professional learning community focused on schoolwide implementation of ILPs.

The document review and participants' perceptions of student ILP progress revealed that ILPs had a positive impact on moving juvenile detainees closer toward high school completion. This substantiation generates the potential for future research. Because research is limited on the implementation of ILPs, future research is suggested as state education and juvenile correctional facilities adopt the use of ILPs as an educational strategy.

The case study conducted was related to one detention center setting in an urban district which utilizes ILPs to move the students closer to high school completion. Therefore, it is recommended that future research be conducted in detention centers in other districts or states where ILPs are utilized but possess different dynamics than the case selected for the study. In addition, different types of research methods should be considered such as longitudinal or another type of qualitative study. Diversifying the

research could provide additional substantiation of the impact of ILPs on moving students closer to high school completion.

The project study has implications on how educators approach teaching and learning which were identified in the literature and in the study. A need to move toward a more personalized approach to learning for adults and students emerged from the research. This approach to learning is linked to the emergence of electronic systems which afford all learners learning opportunities that can be accessed through technology and expedite the education process. This could enable juvenile detainees to accomplish their ILP goals within a decreased amount of time. These implications could signal a shift in teacher training, leadership training, and collaborative team training to provide differentiated learning opportunities for juveniles in detention centers.

Conclusion

The design of the project was dictated by the findings from the case study conducted at a local juvenile detention center school where ILPs were being implemented by educators and administrators to improve student outcomes. The case study participants articulated their perceptions of issues that were affecting the effectiveness of the school's ILP implementation. Through the analysis of the data collected from the participants' interviews, document reviews, and field observations, the focus for the project emerged. The participants were consistent in their identification of the need for improvement of the ILP process which included development, implementation, and assessment of effectiveness. There was consistency in their perception that despite the identified issues, the student detainees were demonstrating growth in their efforts to complete high school requirements. However, the participants revealed their desire to attend a professional

development training program which could provide research based solutions that would enable them to address their issues related to improving the ILP process by creating a model ILP as standard for their school. The 3-day professional development training program was designed as a response to the needs that were identified by the educator and administrator participants.

The professional development training program will be provided to the entire staff at the study site with the hope that it will become a long-term initiative through the collaboration of the staff as a learning community. The success of the ILP professional development training program will be contingent upon the full support of the school and foundation leadership who can leverage the resources required to sustain this initiative. With the support from the leadership and a collaborative school community, the school will be better aligned in their vision to increase positive outcomes for juvenile detainees including a high rate of high school completion and a future.

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Appendix A: The Project

Training Day 1-Development of an ILP

Utilizing the Individualized Learning Plan (ILP) to Move Incarcerated Youth Toward
Education Completion

Objective of Professional Development Training Program: To train detention center educators how to develop, implement, and assess an ILP that will move incarcerated youth closer toward completion of high school requirements.

Participants: Detention center educators, administrators, counselors/advocates.

7:30-8:30 AM-Sign In/Breakfast

8:45-9:45 AM-Keynote Speaker: Moving Incarcerated Youth Toward High School Completion (Power Point)

9:45-10:00 AM-Break

10:00-11:00 AM-Session 1: What is an Individualized Learning Plan (ILP)? (Power Point, Models of ILPs from Research)

11:00AM-12:00 PM-Session 2: Process for developing an ILP for incarcerated students.

12:00-1:00 PM-LUNCH

1:00-2:30 PM-Session 3: Developing an ILP for your students.(Puzzle of components of ILP participants will place components pieces in correct order of the Tangram).

Each participant participating in the Individualized Learning Plan training will be required to complete an evaluation for each day of the training. The evaluations forms should be completed electronically each day of the training. Participants should log in to the email address given and complete the form and forward it back to the facilitator. Below are the names for each of the training sessions:

DAY 1 - What is An ILP?

DAY 2 - The Development of the ILP/Developing An ILP

DAY 3 - Implementing an ILP and Wrap Up

2:30-3:00 PM Wrap- Up/Evaluation

Professional Development Training Day 2-Implementation of ILP

7:30-8:30 AM Sign In/Breakfast

8:30-10:00 AM-Group Activity-Developing an ILP for your students: What are the components of an ILP plan? (Hand-outs of ILP models, group activity of placing strips under the correct component).

10:00-10:15 AM- Break

10:15 AM-11:00 PM- Group Activity of developing a model ILP for your students for presentation to whole group for critique (Rubric,Hand-outs, sample ILPs from Power Point).

11:00 AM-!2:00 PM- Group presentations of ILP model judged by peers using rubric.

12:00-1:00 PM-LUNCH

1:00-2:30 PM-How do you implement the ILP process for each student in your detention center school? (video presentations of ILP implementation techniques,table talk and charting of key points from videos, identification of barriers that inhibit implementation and effective solutions).
Participants will be divided into two groups and assigned a ressearch article. The two articles assigned will pertain to parental involvement and barriers for implementing ILPs. After reading their group's article, participants will respond to guided questions for discussion.

2:30-3:00 PM-Discussion of roles of detention center personnel such as teacher, administrator, guidance counselor, and advocates in implementing ILPs. Groups will chart roles, their
descriptions of each role for entire group to Gallery Walk.

3:00-3:15 PM- Completion of session evaluation.

Professional Development Training Day 3-Assessing Effectiveness of ILPs

7:30-8:30 AM-Sign In/Breakfast

8:30-10:00 AM-Group Review of Activity-Discussion of ILP created by group.

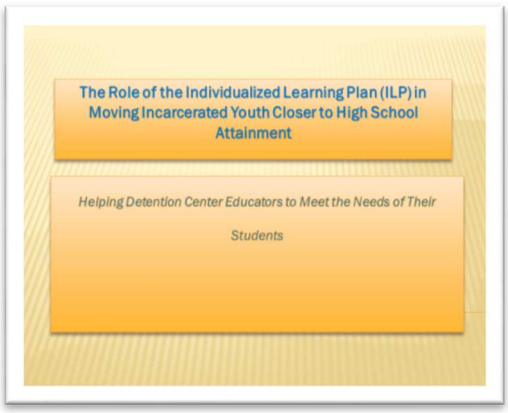
10:00 AM-12:00 PM-How do you assess the effectiveness of an ILP for each student in your detention center school? (power point, hand-outs, sample assessment tools).

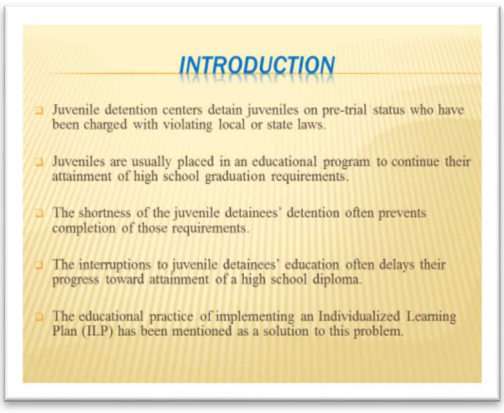
12:00-1:00 PM-LUNCH

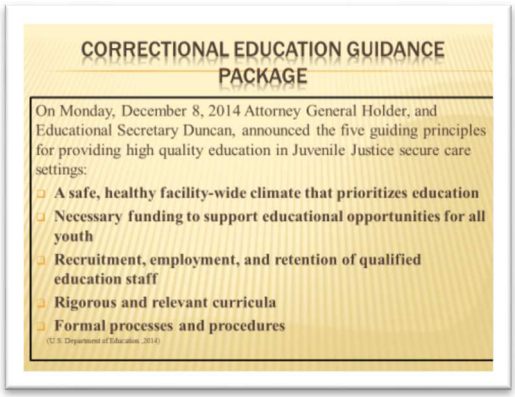
1-2:30 PM-Wrap up/Question and Answer Session (hand- outs, power points, list of resources).

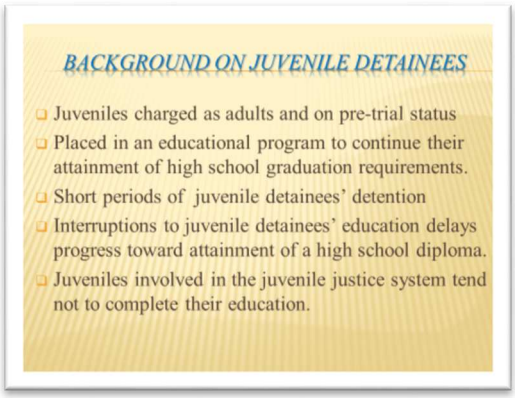
2:30-3:00PM-Completion of Evaluation.

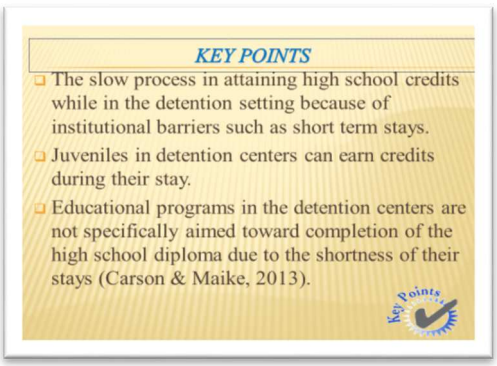
Day 1: PowerPoint
Key Note Presentation

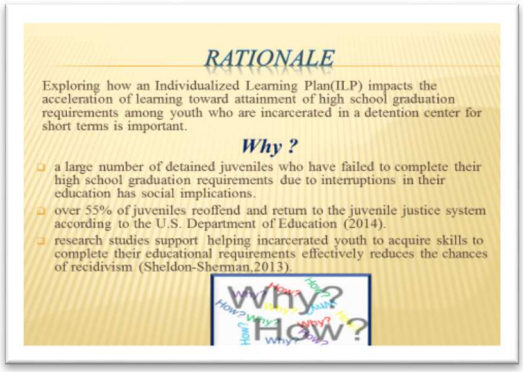


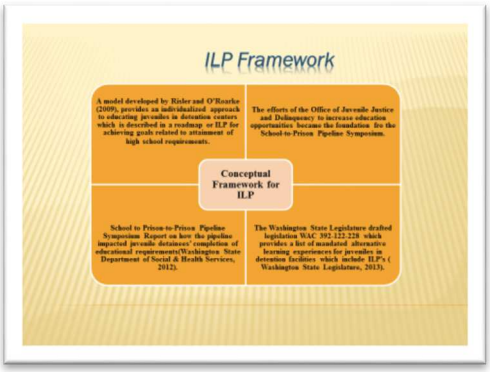


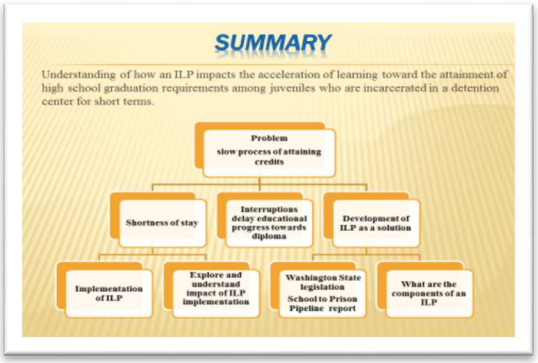


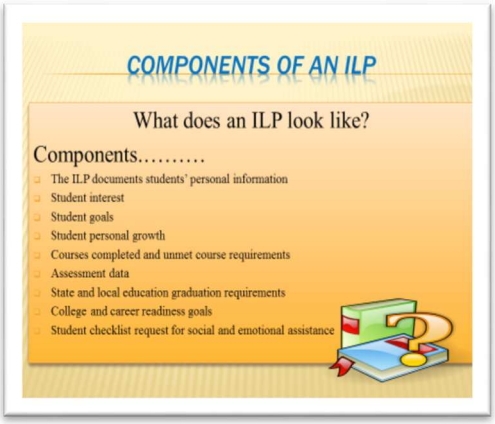




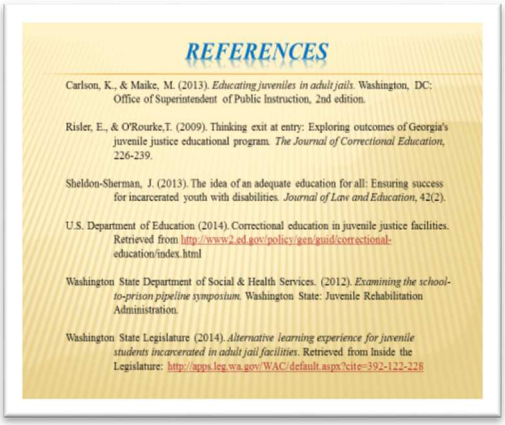



ILP Framework
A model developed by Risler and O'Rourke (2009), provides an individualized approach to educating juveniles in detention centers which is described in a roadmap or ILP for achieving goals related to attainment of high school requirements.
The efforts of the Office of Juvenile Justice and Delinquency to increase education opportunities became the foundation for the School-to-Prison Pipeline Symposium.
Conceptual Framework for ILP
School to Prison-to-Prison Pipeline Symposium Report on how the pipeline impacted juvenile detainees' completion of educational requirements(Washington State Department of Social & Health Services, 2012).
The Washington State Legislature drafted legislation WAC 392 122 228 which provides a list of mandated alternative learning experiences for juveniles in detention facilities which include ILP's (Washington State Legislature, 2013).

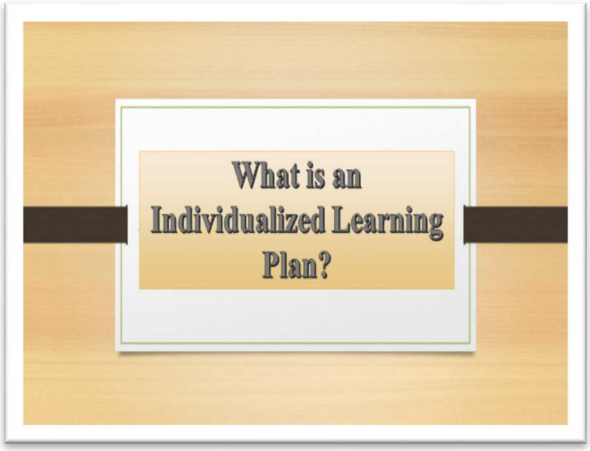

SUMMARY
Understanding of how an ILP impacts the acceleration of learning toward the attainment of high school graduation requirements among juveniles who are incarcerated in a detention center for short terms.
Problem
slow process of attaining credits
Shortness of stay
Interruptions delay educational progress towards diploma
Development of ILP as a solution
Implementation of ILP
Explore and understand impact of ILP implementation
Washington State legislation School to Prison Pipeline report
What are the components of an ILP

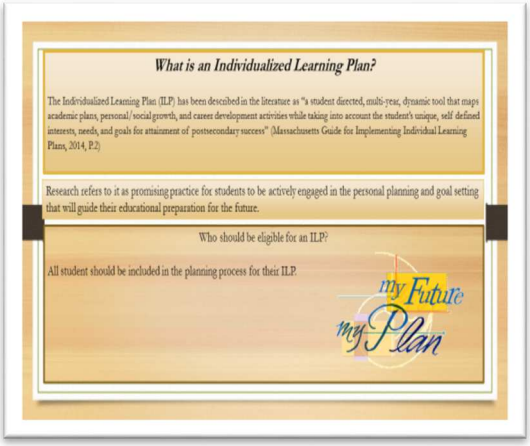

COMPONENTS OF AN ILP
What does an ILP look like?
Components.....
The ILP documents students' personal information
Student interest
Student goals
Student personal growth
Courses completed and unmet course requirements
Assessment data
State and local education graduation requirements
College and career readiness goals
Student checklist request for social and emotional assistance


NEXT STEPS
Developing an ILP
What will your plan look like?

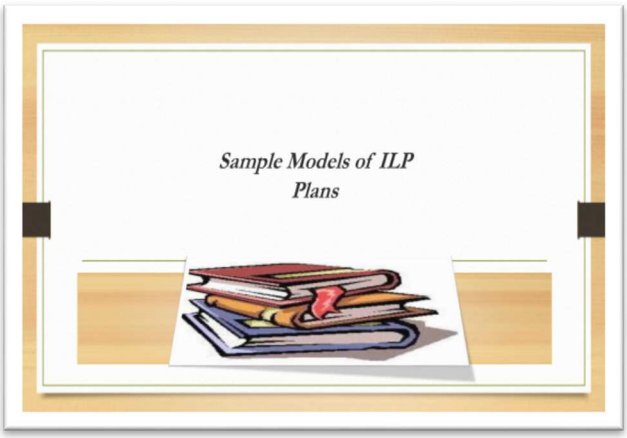

REFERENCES
Carlson, K., & Maike, M. (2013). Educating juveniles in adult jails. Washington, DC: Office of Superintendent of Public Instruction, 2nd edition.
Risler, E., & O'Rourke,T. (2009). Thinking exit at entry: Exploring outcomes of Georgia's juvenile justice educational program. The Journal of Correctional Education, 226-239.
Sheldon-Sherman, J. (2013). The idea of an adequate education for all: Ensuring success for incarcerated youth with disabilities. Journal of Law and Education, 42(2).
U.S. Department of Education (2014). Correctional education in juvenile justice facilities. Retrieved from http://www2.ed.gov/policy/gen/guid/correctional-education/index.html
Washington State Department of Social & Health Services. (2012). Examining the school-to-prison pipeline symposium. Washington State: Juvenile Rehabilitation Administration.
Washington State Legislature (2014). Alternative learning experience for juvenile students incarcerated in adult jail facilities. Retrieved from Inside the Legislature: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-122-228

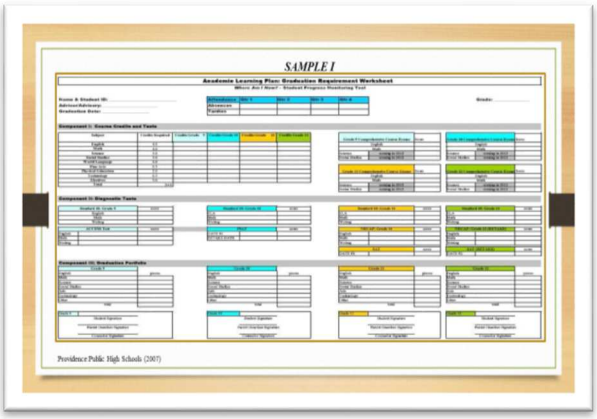
DAY ONE-Power Point Presentation
What is an Individualized Learning Plan?






ILPs best practices…….
According to research studies, ILPs are a promising practice for:
Planning and developing quality career opportunities
Stronger goal-setting skills
Increased motivation to attend school
Increased academic self-efficacy
Improved stress and health management
Massachusetts Department of Elementary and Secondary Education (2014).
best
practices


Sample Models of ILP Plans



SAMPLE 1

Academic Learning Plan: Graduation Requirement Worksheet

Providence Public High Schools (2007)

I-PASS

Individual - Physical ~ Academic ~ Social ~ Success Plan

Social *~ (relationships)*

Community Service~ * quarterly review * 1 2 3 4*

I'd like to:

Action steps:

Possible obstacles:

Clubs ~

I'd like to:

Action steps:

Possible obstacles:

Family & Friends ~

I'd like to:

Action steps:

Possible obstacles:

Success~

"If you can imagine it, you can achieve it. If you can dream it, you can become it." **Willam Arthur Ward**

Frank Lloyd Wright -

"I know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen."

"The thing always happens that you really believe in; and the belief in a thing makes it happen."

Quarterly review codes		* *4th quarter codes for reflection*	
MP	making progress	partially completed	PC
NA	needs attention/revision	not completed	NC
MG	meeting goal	completed	C

Signatures

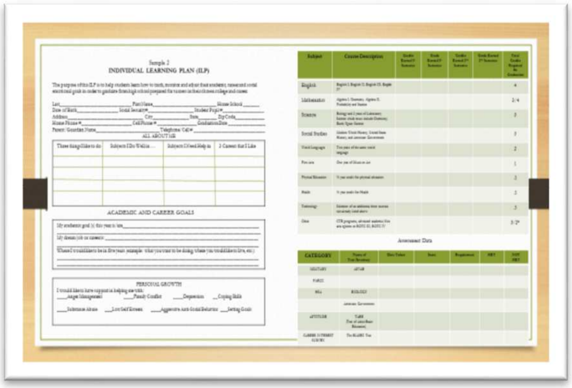
Date * quarterly initials * 1 2 3 4*

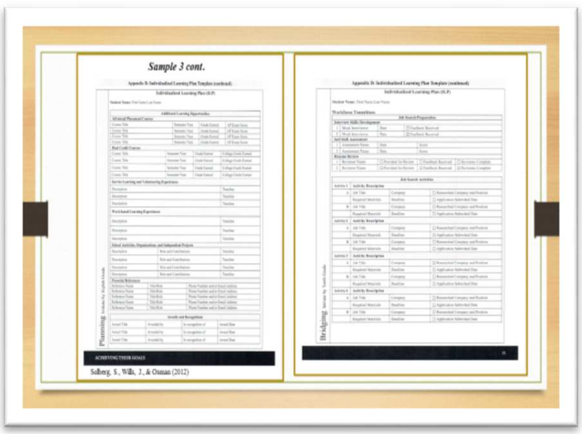
_____ Student _____

_____ Advisor _____

Sample 3

Salberg, S., Wills, J., & Osman (2012)


Sample 2
INDIVIDUAL LEARNING PLAN (ILP)
ACADEMIC AND CAREER GOALS
PERSONAL GROWTH


Sample 3 cont.
Solberg, S., Wills, J., & Osman (2012)


Sample 3 cont.
Solberg, S., Wills, J., & Osman (2012)


Sample 3 cont.
Solberg, S., Wills, J., & Osman (2012)


Sample 4
16i Career Development Education Activities
Career Development Education encompasses three stages – Awareness, Exploration, and Immersion – that help students move from the cognitive to the experiential. Encumbent your participation in activities and/or courses that provide career awareness, exploration, or immersion opportunities.
Awareness stage examples include: career interest inventories, exploring labor market information through websites and publications, listening to career speakers, and/or participation in career days or fairs.
Exploration stage examples include participation in workshops or classes with a career focus, "job shadowing," informational interviews with local professionals, and/or producing a career-related research or capstone project.
Immersion stage examples include internships, entrepreneurial enterprises, or other work-based learning opportunities.
Grades 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Career Awareness Activities
Career Exploration Activities
Career Immersion Activities
Solberg, S., Wills, J., & Osman (2012)

Sample 4 cont.

17) Reflections

Reflections from the student, parent/guardian, and school should happen at the beginning and at the end of the school year. The reflection at the beginning of the year focuses all parties on the work and the specific goals for the upcoming year. The year-end reflection is an honest assessment of successes and challenges encountered throughout the school year. The end-of-year reflection may identify action steps for the next year.

Stakeholder	Reflection
Student:	
Parent/Guardian Name:	
School Member Name:	

Solberg, S., Wilk, J., & Osman (2012)

Sample 4 cont.

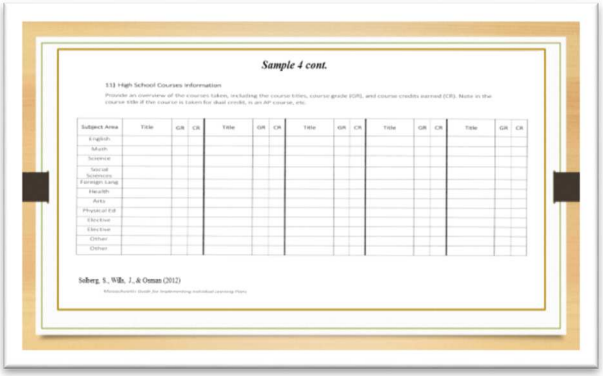
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State Assessment: Science							
Local Assessment:							
Local Assessment:							
Other: PSAT							
Other: SAT							
Other:							

15) Extracurricular Activities

Document the extracurricular activities in which you are engaged, including those provided in school, and well as those offered out of school.

	Grades 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
In school							
Out of school							

Solberg, S., Wilk, J., & Osman (2012)



Sample 4 cont.

13) High School Courses Information

Provide an overview of the courses taken, including the course titles, course grade (GR), and course credits earned (CR). Note in the course title if the course is taken for dual credit, is an AP course, etc.

Subject Area	Title	GR	CR	Title	GR	CR	Title	GR	CR	Title	GR	CR	Title	GR	CR
English															
Math															
Science															
Social Sciences															
Foreign Lang															
Health															
Arts															
Physical Ed															
Elective															
Elective															
Other															
Other															

Solberg, S., Wilk, J., & Osman (2012)

Sample 4 cont.

12) High School Roadmap

For each subject area, provide the total number of credits required for graduation, the total applicable credits earned to date, and the total credits remaining to be earned in the subject area. If applicable, provide a short description of the course(s) options to fulfill the required credits. This table can be used a simple roadmap to graduation for students, families, and staff.

Subject Area	Total Credits Needed for Graduation	Total Applicable Credits Earned	Total Credits Remaining	Description of Course Options to Fulfill Required Credits
English				
Math				
Science				
Social Sciences				
Foreign Lang				
Health				
Arts				
Physical Ed				
Electives				
Other				

	Yes/No/Unsure	Notes
Are you expecting to complete MassCore – the Massachusetts recommended course of study – by your high school graduation date?		

Solberg, S., Wilk, J., & Osman (2012)

Sample 4 cont.

13) Tier 2 and Tier 3 Supports or Interventions

Document the Tier 2 and Tier 3 supports and interventions (academic and non-academic) that you are participating in (or in which you previously participated). Tier 2 interventions and supports are moderately intensive and are targeted toward small groups of students with similar needs who would benefit from similar interventions or supports. Tier 3 interventions and supports are the most intensive and are provided to individual students with the highest levels of need.

Check off the grade levels in which you participated in that intervention or support.

Support or Intervention Name	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

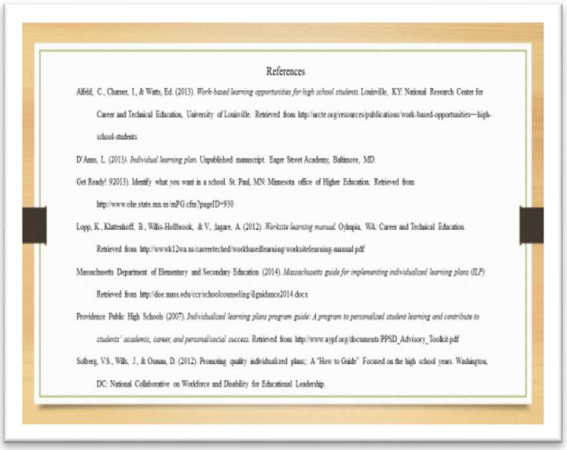
14) Assessment Results

Provide an overview of your results on state, local, and other assessment results.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State Assessment: ELA							
State Assessment: Math							

Selberg, S., Wills, J., & Osman (2012)

Massachusetts Guide for Implementing Individual Learning Plans



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D'Anna, L. (2013). *Individual learning plan.* Unpublished manuscript. Eager Street Academy, Baltimore, MD.

Get Ready! 92013). Identify what you want in a school. St. Paul, MN: Minnesota office of Higher Education. Retrieved from http://www.ohe.state.mn.us/mPG.cfm?pageID=930

Lopp, K., Klattenhoff, B., Willis-Holbrook, & V., Jaquez, A. (2012). *Worksite learning manual.* Oylmpia, WA: Career and Technical Education. Retrieved from http://www.k12wa.us/careerteched/workbasedlearning/worksitelearning-manual.pdf

Massachusetts Department of Elementary and Secondary Education (2014). *Massachusetts guide for implementing individualized learning plans (ILP)* Retrieved from http://doe.mass.edu/ccr/schoolcounseling/ilpguidance2014.docx

Providence Public High Schools (2007). *Individualized learning plans program guide: A program to personalized student learning and contribute to students' academic, career, and personal/social success.* Retrieved from http://www.aypf.org/documents/PPSD_Advisory_Toolkit.pdf

Selberg, V.S., Wills, J., & Osman, D. (2012) Promoting quality individualized plans;: A "How to Guide" Focused on the high school years. Washington, DC: National Collaborative on Workforce and Disability for Educational Leadership.

Day One

What is a Tangram Puzzle?

Often called "the oldest Chinese puzzle," tangrams are a challenging game for all ages. The puzzle is to take 9 geometric shapes, called "tans" that fit together to form a square, and arrange them to form different shapes using all pieces.

Instructions

1. **From your envelope empty the 9 colored geometric shapes onto the desk.**

2. **Move e the 9 shapes around and see what shapes and designs you can create. Turn them, switch them and swap them until you have a masterpiece of your own. Remember to use your imagination.**

3. **Once you are happy with your design, lay them down on a separate sheet of paper and you have created your own Tangram Masterpiece!**

4. **Be creative and imaginative. More importantly, have FUN!**

College and Career Readiness Goals

Tangram Puzzle Pieces

Courses completed and unmet course requirements

Assessment Data

Student Goals

Student Interest

Personal Growth

Student checklist request for social and emotional assistance

Student's Personal Information

State and local education graduation requirements

DAY ONE: EVALUATION
THE ILP PROCESS AND IMPLEMENTATION

Evaluation Form

Date: _____

Title and Location of Training: _____

Facilitator: _____

Instructions: Please indicate your level of agreement with the statements listed below in #1-10 by circling the number, which represents your response to each item, and include any specific comments.

The ratings range:

5= Strongly Agree	4=Somewhat Agree	3= Neutral	2-Somewhat Disagree	1=Strongly Disagree

1.	The objectives of the training were clearly defined.	5	4	3	2	1
2.	Participation and interaction were encouraged.	5	4	3	2	1
3.	The topics covered were relevant to me.	5	4	3	2	1
4.	The content was organized and easy to follow.	5	4	3	2	1
5.	The materials distributed were helpful.	5	4	3	2	1
6.	The training experience will be useful in my work.	5	4	3	2	1
7.	The trainer was knowledgeable about the training topics.	5	4	3	2	1
8.	The trainer was well prepared.	5	4	3	2	1
9.	The training objectives were met.	5	4	3	2	1
10.	The time allotted for the training was sufficient.	5	4	3	2	1

11. What did you like most about this training?
12. What aspects of the training could be improved?
13. How do you hope to change your practice as a result of this training?
14. What additional ILP Trainings would you like to have in the future?
15. Please share other comments or expand on previous responses here.

Thank you for your feedback!

DAY TWO – RUBRIC
DEVELOPING AN ILP PLAN

Please complete a rubric for each of the presentations that you will view today. You may use the back of this sheet for additional comments, if necessary. These sheets should be submitted at the end of the training session.

Group: _____

	Strongly Disagree				Strongly Agree
1. Presentation was clearly organized and delivered.	1	2	3	4	5
2. Presenters used ILP components in developing their model of a plan.	1	2	3	4	5
3. Presenters aligned ILP Plan to the Correctional Educational Guidance package five principles.	1	2	3	4	5
4. Presentation was creative and engaging.	1	2	3	4	5
5. Presenters seemed well-prepared and knowledgeable of the information.	1	2	3	4	5
6. Philosophical aspects of the ILP Plan were introduced and discussed.	1	2	3	4	5
7. Presenters identified sources adequately.	1	2	3	4	5
8. If visual or other aids were used, their use was relevant to the presentation and did not distract from it.	1	2	3	4	5
9. I learned something new from the presentation.	1	2	3	4	5
10. The presentation furthered my interest in the ILP process.	1	2	3	4	5

11. If you learned something new from the presentation, what did you learn?
12. If the presentation has stimulated your interest in developing an ILP, please explain

DAY TWO – ILP COMPONENTS

Directions: Remove all of the items from the envelope. Set up the nine components of an ILP Plan (headings). Finally, set up each sub-group under the correct heading.

ILP COMPONENTS	Student Personal Information	Student Interest
Student Goals	Student Personal Growth	Courses Completed
Course Requirements Unmet	Assessment Data	State and Local Education Graduation Requirements
College and Career Readiness Goals	Student Checklist Request for Social and Emotional Assistance	Things I Like to Do Subjects I do Well In Subjects I need Help in 3 Careers that I like
Anger Management Substance Abuse Setting Goals Coping Skills Low Self Esteem	Where I would like to be in five years	My dream job or career
English I United States History Environmental Science	PARCC American Government Biology HSA	4 English, 4 Math 3 Sciences, 2 years Foreign Language, and met testing requirements
Name Address City, State, Zip Code Parent/Guardian Name	Academic Goals	Career Assessment
Depression Family Conflict	ASVAB	CTE, JROTC, Technology

DAY TWO – VIDEO CLIP'S

Video #1 – Using Individual Learning Plans

https://www.youtube.com/watch?v=tJqUjOk7hX4&feature=em-share_video_user

Video #2 – My Individualized Learning Plan Tutorial

https://www.youtube.com/watch?v=ueC3jBkxdC8&feature=em-share_video_user

Directions: After viewing Video's #1 and #2 please complete 3-2-1 capture sheet for both video #1 and #2.

DAY TWO – Implementing the ILP Plan
VIDEO CLIP #1

Directions: As you watch the video clip, *Using Individual Learning Plan*, complete the chart below. Be prepared to share during the discussion period.

3 Things You Found Out

2 Interesting Things

1 Question You Still Have

DAY TWO – IMPLEMENTING AN ILP PLAN

Directions: As you watch the video clip, *My Individualized Leaning Plan Tutorial*, complete the chart below. Be prepared to share during the discussion period.

3 Things You Found Out

2 Interesting Things

1 Question You Still Have

DAY TWO
Parental Involvement and Barriers in the ILP Process
Date: _____
Facilitator: _____

There will be two separate groups. Each group will be responsible for reading the assigned article for that particular group, discussing the article, answering the questions and then sharing out during the whole group discussion.

As you read and discuss the article *Improving Parent Involvement in Schools: A Cultural Perspective* in your group, answer the questions below and be prepared to share during the whole group discussion.

1. The *No Child Left Behind Act* (2002) considers parental involvement to mean, "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities". Do you agree or disagree with what is/has been proposed? Are there other ways by which parents can be involved in the academic success of their children?

2. What were some of the barriers that, according to the article, prohibited parents from becoming involved? Can you contribute other barriers that were not mentioned in the article?

3. Did the barriers have an impact on how children acted out in school, especially when they are in meetings with individuals such as a counselor, a vice-principal, etc.?

4. What were some of the ways, suggested by the writers of the article, by which parents could overcome those barriers that prohibited them from becoming involved in the success of their children?

DAY TWO
Parental Involvement and Barriers in the ILP Process
Date: _____
Facilitator: _____

There will be two separate groups. Each group will be responsible for reading the assigned article for that particular group, discussing the article, answering the questions and then sharing out during the whole group discussion.

As you read and discuss the article *The Impact of Parent/Family Involvement on Student Learning Outcomes*, in your group, answer the question below and be prepared to share out during the whole group discussion.

1. According to the article, why did some parents feel unwelcomed at school and unable to participate actively in the education of their child?

2. What was the purpose of this research study on the impact of parent and family involvement to student learning outcomes?

3. What did the data analysis reveal about parent/family involvement?

4. What were some of the attributes and characteristics that showed support for the child's education? Can you think of others that can be added to the list?

RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007

IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE

Theresa Keane *
Teacher, New Searles Elementary School, Nashua, NH

Abstract

Academic standards for students are increasing. Both parents and teachers have a significant role to play in helping children succeed in school. However, parental involvement in their children's education is on the decline (Coleman, 1991). Identifying factors that contribute to this decline will enable schools to better understand the reasons and help them develop ways of increasing parent participation. When addressing the issue of parental involvement it is necessary to define what actually constitutes involvement, and examine the perspectives of parents, teachers, and administrators alike. Parents most often care deeply about their children's education and are not unwilling to help; sometimes they just don't know how, or are intimidated by schools and school personnel. Cultural beliefs, socio-economic status, and parents' own experiences in school all influence their views on parent involvement. Most teachers have not been formally trained in working with parents and may view parents' lack of participation as disinterest when most likely that is not the case. This literature review looks at the many obstacles that must be overcome by all parties to improve parental involvement and how identification and education of both parents and teachers will increase parent involvement and ultimately student achievement.

1. INTRODUCTION

It is no secret that parent involvement improves student achievement (as cited in Lazar, 1999, p. 206). Yet research shows that parent participation is on the decline. With the demands placed upon schools by the *No Child Left Behind* Legislation, it is more important than ever for students to make progress. If involving parents will help in this endeavor, all schools should be making an effort to work collaboratively with parents to ultimately improve student achievement. Understanding the obstacles parents and teachers face when it comes to working together for the benefit of the student will make it easier to determine how those obstacles can be overcome. Effectively involving parents means that schools must acknowledge the diversities of their populations and be mindful of the varying perspectives regarding involvement associated with those diversities.

The Link between Parent Involvement and Achievement

Parent involvement can mean different things to different people. A recent newsletter published by The Center for Comprehensive School Reform and Improvement states "Some equate involvement with chaperoning field trips or volunteering for PTA committees. Others define it (parent involvement) as attendance at an open house or signing homework folders" (September 2006). The *No Child Left Behind Act* (2002) considers parental involvement to mean "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities," and puts

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the onus on schools to be certain that parent involvement initiatives are developed and evaluated yearly. Section 1118 (E) states that schools must:

> (E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (*with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background*), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.

Student achievement is about more than grades. Attendance, students' attitudes toward school, student behavior, and drop-out rate all play a role in student achievement. In a recent report by the National School Public Relations Association, results showed "that improved parental involvement leads to higher academic achievement, better attendance, and improved behavior at home and school" (Padgett, p. 44). These two concepts go hand-in-hand. So why aren't all schools willing to involve parents, and why are parents reluctant to get involved?

Barriers to Parent Involvement

Lazar and Slostad (1999) believe that "parents care very much about the educational needs of their children," and that negative perceptions of parents persist because "schools of education have not adequately educated teachers to understand parents and to network with them" (p. 207). Foster and Loven share that a central explanation that researchers are finding is that "very little attention is given to preparing teachers to work with parents and other adults" (as cited in Lazar, 1999, p. 207). Lazar & Slostad (1999) conclude that parents' perceptions of their role in their children's education are often shaped by their own schooling experience, their current circumstances, and cultural beliefs. "U. S. Immigrant parents, who are often dealing with culture shock, may see the school as a foreign environment which they choose to avoid" (as cited in Tinkler, 2002, p. 11).

Indeed, there are many barriers to parent participation. According to Karen Mapp, education lecturer at the Harvard Graduate School of Education, "Factors such as cultural, racial, and economic differences between school staff and parents can lead to incorrect assumptions and stereotyping on both sides" (1997). Too often schools are quick to dismiss parents' seeming indifference as not caring when, if fact, according to Lazar and Slostad, "the ways parents view their roles is shaped by the circumstances and norms of particular cultures" and "their beliefs about their own effectiveness as teachers or tutors" (1999, p. 208). In Latino culture for example, "teachers are highly respected and any interference from parents may be considered rude and disrespectful" (Tinkler, 2002). Schools must be acutely aware of the customs and beliefs of the various populations they service if they are to truly work collaboratively for the benefit of the students.

There are those who blame the lack of parent involvement on the decline of "family." In his article *Family meltdown in the classroom*, author Karl Zinsmeister quotes Samuel Sava, executive director of the National Association of Elementary School Principals; "The family revolution is the greatest single cause of the decline in student achievement during the last twenty years" (1996). Zinsmeister maintains that due to the rise in single-parent households and the breakdown of marriage, "children receive less

care and oversight from their parents" (1996). He contends that teachers are overloaded, and that the burden of raising children is being placed on schools, with less time spent teaching core subjects and more time spent teaching things traditionally left to parents, like personal guidance and ethical instruction. He believes that the trend in public education has been to "convert schools into full-service social-service agencies, where children get their meals, their doctoring, their social and racial integration, their after-hours babysitting, their driving instruction, their indoctrination in multicultural thinking, their drug treatment, their moral training, and their condoms" (1996). If indeed this is the case, it is more important than ever to find ways to connect with and involve even the busiest of parents.

There are further obstacles to overcome if we are to truly engage parents in their children's education. Even the most willing parents sometimes just don't know *how* to get involved, and issues such as "schedules, lack of transportation, and language and cultural differences can keep parents from meetings and school events" (Padgett).

Overcoming Obstacles to Lack of Parent Involvement

Schools can do many things to encourage parent participation. Education journalist Leon Lynn states, in an edition of *The Harvard Education Letter*, that "a teacher must be able to make good use of families' expertise and resources, at the same time reaching out to families to support them" (1997). He believes that "to succeed at building parent involvement, teachers need professional development experience that prepare them for the task, just as they need preparation in subject matter and teaching skills" (1997). This effort is further supported by students themselves. At the fifth annual national student conference of the Minority Student Achievement Network (MSAN), high achieving minority students made recommendations for raising minority achievement. Their suggestions echo what experts in the field have been saying for years, and two of those suggestions speak directly to parents and teachers and what they can do to improve achievement; "increase teacher training on the needs of minority students, and develop programs for parents so that they can learn about the situations that affect their children's lives at school and become more involved" (2005).

The National School Public Relations Association (NSPRA) has some specific suggestions to help schools and homes work together "in a collaborative and competent approach to education" (Padgett). These include creating a formal policy to help outline specific goals for parents and teachers working together, identifying barriers specific to the school and its culture, assessing and evaluating and improving the current programs, and involving the community at large. Schools must make parents feel welcome. In Boston, the Patrick O'Hearn School's Family Outreach Program enlists the help of current parents to visit and welcome new families. After interviewing 20 parents whose children attended the Patrick O'Hearn Elementary School, Karen Mapp states that one parent's comments "reveal that allowing her to connect to the school community in her own way and on her terms created an atmosphere of recognition and inclusion that were important elements in cultivating her involvement" (1997). The school also has a family center "where parents can go to enjoy refreshments and conversations with other parents and attend workshops and forums on educational topics" (Mapp, 1997). Mapp believes that it is the personal connections with school staff that makes the difference (1997). These types of "joining" activities help develop trusting relationships between families and school.

Whose responsibility is it to get parents involved? Schools must take the initiative to enlist the help of parents in all aspects of their children's education. Looking at their own school's community and determining the challenges and strengths that lie within, schools can develop plans to increase parental involvement and in doing so ultimately improve student achievement.

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Social

THE IMPACT OF PARENT/FAMILY INVOLVEMENT ON STUDENT' LEARNING OUTCOMES

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ABSTRACT

The significance of parental involvement, commitment and active participation in children's education has been documented extensively in recent years across the globe specifically in Europe and the United States. However, it was noted through literature review that currently this is a sparsely researched area for South East Asia. Therefore, the researcher selected this topic to explore the impact of involvement of parents in schools on the educational development of the children.

This research study has been conducted to examine the impact of parent or family involvement in the learning outcomes of their children in multiple directions. The research was conducted in five towns of Karachi city. The academic performances of 20 secondary school students from each of the 5 towns, of boys and girls from public and private sectors, were recorded. Schools from each of the five towns were selected through simple random sampling. Two parents and two teachers from each school were interviewed through structured and unstructured questionnaire using survey method as a tool for data collection.

Keywords:
Parent-teacher meeting, parents' involvement, school-family connections, learning outcome, academic achievement, diverse family background, effective school reform.

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1. INTRODUCTION

Parental involvement keeps the learner motivated, interested and keen in his/her work. It bridges the gap between school and parent. The involvement of parent in school issues not only enhances the student's learning in all subject areas but it also plays a vital role in the overall development of the child's personality (Rollande DESLANDES, 2009). Decades of research have shown that parent and family involvement considerably contributes in a variety of ways to a child's learning outcome in all domains. Although significant changes have taken place over the course of time in

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teaching methods and learning practices, this finding has remained persistent throughout all study scenarios.

The importance of parental involvement in school reform efforts, including advocating for change, using standards and test scores as tools for holding schools accountable for student achievement, participating in the development of improvement plans, and taking part in opportunities created by reforms, such as governance councils etc., cannot be denied. "When parents become involved, children do better in school, and they go to better schools" (Henderson).

Current research reveals that there are a large number of activities in which parent / family may be involved in school. Many schools in town provide opportunities to parents to participate in various school events. Parents are invited to sponsor various functions and field trips. Sometimes mothers are allowed to accompany their daughters for a trip. It is believed that involvement of parent and local communities may improve student's achievement (A project is managed by Reform Support Unit,Government SindhAl- Mehran Research & Development Foundation). Good schools engage parents in various school activities. The contribution of schools varies in this regard. Some of the schools provide higher opportunities to get involved in individually designed learning activities to achieve maximum learning outcome; others assign projects which develop understanding and good relationship between parent and children.

Regular parent-teacher meetings is a kind of parent school connection which has a positive impact on a student's progress. Home-school communication and interactions, including direct parent-teacher contacts and relationships as well as more general communication between school and home regarding school events and school policies may bring betterment in the overall grooming of the child.

Home environment should be highly supportive for student's learning. Parent, siblings and other family members should take special interest in the learning of children in a family and they should play positive role for the whole development of a child. For successful development of personality, all the three domains should be addressed properly. The main feature of a supportive home environment is the supervision and structure that parents give children outside of school to support their education, such as limiting television viewing time and providing controlled time for homework and learning. There is strong evidence of researches showing positive impact of parental involvement on students, families and schools. (Harold, www.education.com, 1993). Parents' help in school homework and discussion about various issues at school enhances student learning. For example, many parents hardly spare time out of their schedules, doing so only to contact teachers over the telephone or through notes for more urgent issues, and do not actively participate in volunteer program activities offered in schools.

It has been noticed that some of the parents put a lot of emphasis on studies only, ignoring the physical health and activity of the child. Similarly, many schools do not provide sufficient physical exercise due to lack of resources and facilities. Physical activity is a necessity for growing children, to ensure healthy growth and development. Parent should ask the administration and teachers to facilitate the students in this regard.

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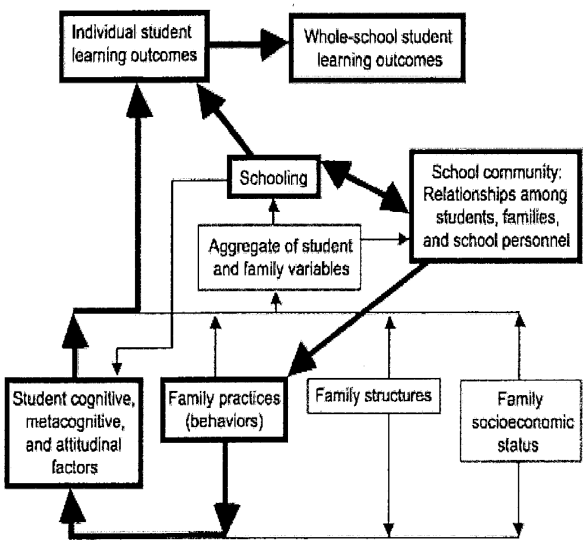
Parental involvement in any aspect always results in some kind of benefit for the child because they hold the most concern among all stake holders of education. Unfortunately literature review noted that some were parental involvement is not entertained, parents feel unwelcomed at school (LaBahn, 1995) and are unable to participate actively in the education of their child.
The following figure shows relationships among student, family, and school variables and their effects on student learning outcomes. Bold lines show path of malleable variables the school can affect to improve student learning outcomes.



Engaging Families in Education

Constructive home-school activities may be generated to engage parents in their children's learning. Comprehensive nature of intervention is the source impact on learning rather than the individual parts. Relationships among students, families and school personnel would encompass all the components of solid foundation. In aggregate, they exert influence in two directions: on the individual families of students and on the operation of the school itself. Parents interact with their children's schooling in different ways, at different points in time, with a consistent message. This allows their importance in the process of family attention to learning to increase and gain focus. Teachers consider the advantages of parental support in the learning process in variety of ways at different points in time and student's learning becomes a matter of concentration to interact with parent to make it successful. The growing effect of more frequent interaction among teachers and parents develop an atmosphere of trust and respect between home and school, ultimately resulting in more supportive school community, increased social capital for children and each child's school success.

Schools include well planned parent-teacher conferences based on well-defined objectives and explicit homework policies which are promulgated to the parents, resulting in an overall

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enhanced role of parent in the learning phenomena of child and constant interaction with all the relevant personnel at school contributing in the whole development of the child.
Thus a culture of constant dialogue between parents and teachers is introduced and good relationship and understanding establishes, hence enhancing school performance.

2. PURPOSE OF THIS RESEARCH

Keeping in view the existing deteriorating condition of school's role in students' academic achievement and rapidly growing tuition culture, there is a need to highlight the role of parents in this regard. Parents may build pressure on school administration to provide quality education to their ward, for which schools are being paid a handsome amount. Generally, students spend six to eight precious hours in the beginning of the day at school, which is the most energetic time to be productive. Learning at school must address all the three domains, i.e. cognitive, affective and psychomotor. It is a common observation that families where parents are involved with children's studies, co-curricular activities and other school related matters, children grow into confident, responsible and balance personality.

There is a need to modify and modernize the education system in such a way that schools begin to interact with parent frequently and regularly share all matters for the whole development of the child. (Duncan, 1992, p. 13).

3. DESIGN OF THE STUDY

The specific phenomenon focused in this study was "impact of parental involvement on student's learning outcome in various schools of Karachi".

The strategies included:

- Parent's involvement and participation in decision making at the school
- Arrangement and configuration of the school's policies and procedures regarding homework and parent-teacher conferences
- Overt and unambiguous discussion of the roles of parents, teachers, and students about learning standards, and homework policies
- Parent education focused on home task and study habits

The study was designed to answer the following central questions:

- Is there any relationship between parental involvement and student's learning outcomes?
- Does qualification of parent has impact on their involvement with students, teachers and school matters?
- Which parental attitudes result in the best child outcomes?

4. METHODOLOGY

Parent:
Interviews have been conducted to collect the first hand information about the diversifying role of parents in providing support for their child's education, in making home an ideal and conducive place for learning, and in helping their children with homework.

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The research tool prepared for this purpose was structured to comprise of the following open and close-ended questions:

- How do they support the learning process at home and provide an organized study environment?
- Do they speak positively about specific subjects and school in general?
- Are they often getting involved to communicate with teachers and other school staff?
- Do they attend parent/teacher conferences regularly?
- Do they attend extracurricular events in which their child is involved?

Teacher:

Interviews were also conducted with the teachers to know their opinion about their support in learning process and communication with parents about student's progress

- Do you support learning process at school by teaching, through a variety of methods?
- Do you communicate with parents about students' accomplishments and needs?
- Do you demonstrate professionalism?
- Do you provide a safe and supportive learning environment that boosts students' success?

5. DATA ANALYSIS

Most of the parents were of the opinion that they spend time in the evening with their children, discuss the learning activity carried out by them, and use to check their notebooks. They also said that they always discuss subjects and teacher positively and never encourage negative criticisms against the teachers. They always attend parent-teacher meetings (PTM) and other co-curricular events on priority basis.

Another group said that in this competitive world, parents have very high expectations from their children and to achieve the target they are focused on the grades of their children. They told the researcher that they are very much concerned about the studies of their wards. The majority of the groups consisted of parents of 8^{th}, 9^{th}, and 10^{th} graders, who attend school regularly, pay attention to studies and remain motivated all the time due to the extra vigilant attention of their parents. If they obtain a lower grade in any subject, the parents immediately contact the teacher to inquire about the reason and resolve the matter. They believe that two-way communications between teachers and parents is highly effective not only for academic achievement but also for the control of emotional balance.

Majority of the parents told the researcher during interviews that they not only influence their ward's academic achievement but due to their frequent visits, overall discipline of the school such as teacher's absenteeism, punctuality, timely correction of notebooks etc. have been improved. These parent claimed that they made association with other parents and forced school administration to hire Physics teacher and Pakistan Studies teacher. Both the subject teachers were not available since long.

During interview with parents of one school, the harsh reality unveiled that some of the parents are least concerned in the learning outcome. These parents do not value a fair and just approach

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to learning, and instead encourage a cheating culture by promoting unfair means to achieving high grades.

Some of the parent complained that teachers nowadays have been ineffective in their teaching methods. The objectives for these teachers is no longer to each but to have the children memorize the information. To correct this issue, it is important that parents, students and the society in general seeks to improve the education system.

It is important to remember that intelligence is not the only factor contributing to a positive learning environment. While intelligence plays a strong role, the main goal of education is to develop a positive character within the students. The complete education gives one not only the power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one accumulating knowledge of the race but also the understanding the experience of social living. If we are not careful, our colleges will produce a group of close-minded, unscientific, and illogical propagandists, consumed with immoral acts. Be careful, "brethren!" Be careful, teachers! (Dr. Martin Luther King)

The Prophet, peace be upon him, told us that "the best gift a father can provide for his child is education" (Al-Tirmidhi). Moreover, "education is the most powerful weapon which you can use to change the world" (Nelson Mandela).

Majority of the teachers said that the guiding and monitoring factors have great impact, e.g. if fathers check homework daily, the child is more likely to complete it on time. The most accurate predictor or forecaster of a student's achievement or success in life is neither income nor social status except family involvement and their concern matters. (Berla, 1994) Parent-teacher relationship is very important in improved learning outcome, not only for academic development but for social wellbeing as well.

Many teachers said that parents and teachers are the two important stakeholders that contribute equally in children learning outcome. Whatever is learnt at school must be practiced at home regularly to be effective. Teacher-parent interaction and communication is very important for the betterment of child at both the primary and secondary levels. At primary level, practical help is required while at secondary level monitoring is important to achieve the objectives as well as for the control of social and emotional development and personality grooming.

A group of young teachers were of the opinion that in the current scenario, the environment is totally different and presence of peer pressure and technology during upbringing of child and continuous surveillance may frustrate a child. Proper direction and guidance may help. At secondary level, dictation by parents is not accepted. Again there is a difference between role of educated and uneducated parents in child learning outcomes. In the 21st century, due to technological revolution, all kinds of relationships are at great risk. It is very difficult to maintain a balance between various roles.

According to some teachers, parental involvement is equally important at all levels. Parents must visit school to interact with teachers and learn of their children's performance. Parents' frequent

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visits encourage and motivate students and boost their performance. Any misconducts and mishaps can also be reported, and managed with understanding and care.

Another group of teacher shared their opinion that parental involvement keeps the learner motivated, interested and keen in their work. It bridges the gap between school and parent. The involvement of parent in school matters not only enhances student's learning in all subject areas but it also plays a vital role in the overall development of the child's personality. Children of concerned parent are generally well mannered, well behaved and proactive.

According to a research study by Ronald Ferguson, "nearly half of a child's achievement in school can be accounted for by factors outside the school, including parent support." Subsequently, a child receives the most significant help and support from home, of course parents ranging from sending school well fed, well-rested, ready to absorb to setting high expectations. (Hall, 2010)

6. FINDINGS AND CONCLUSIONS

The current research and the previous researches all are evidences that children's attitude towards their studies, learning at school, homework, assignments, tests, motivational level, attitudes towards school, behavior with the teachers etc. are influenced by the attitudes of their parents towards learning and school.

After the analysis of data, it was found that parental involvement has significant effect in better academic performance of their children. The present research has proved that parental involvement enhances the academic achievements of their children.

Following are some of the attributes and characteristics showing support for a Child's Education

Attendance:
Having perfect attendance, being regular and punctual is very important for higher academic achievement.

Attitude:
Parents should always be positive towards school, teacher, administration and school related matters

Education as a Top Priority:
Education must be given top priority among all the activities of life at all levels.

Parents as Role Models:
Generally children consider parents as a role models so parents should exhibit positive character to shape the opinion and attitude about learning.

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Parental Involvement:
Research reveals that self-confidence, self-respect etc. are closely related to parental involvement in academic matter and school and allows the child to be motivated to perform at his/her best level.

Communication and Interaction:
Parent should develop a positive relationship with the teacher and frequently communicate with them.

Making Home an Ideal Place for Learning Reading Habits:
As we know, mother's lap is the first institute for a child and parents are the first teachers. Therefore parent should make home an ideal place for learning. Parent may have collection of good books and should develop a habit of reading themselves to promote good reading habit among children. Bedtime stories play vibrant role encouraging reading habit among children. Visit to local libraries, book fair, and book shops may enhance reading interest.

High Expectation:
Parents should set high expectations, but close to reality to ensure that their children to dot develop negative connotations with education.

Discipline:
Parents should maintain good disciplines in various activities at home; things must be done according to routine, i.e. waking up, sleeping, lunch, dinner, homework, watching television, playing games, going out etc.

Entertainment as Source of Learning:
A wise selection of watching television, movies, excursion etc. may contribute to learning a lot towards value education and peace education.

Establish Good Relationship:
Parents should establish a good relationship with their children, should spent quality time with them, listen to them carefully and respond them with understanding; they should encourage them for their performance and achievement.

Parental Involvement and Grades:
Parents need to be aware of their wards grades. They can reinforce and admire endeavors and assist in their homework, preparation of assignments, projects and assessments.
(Klepfer, Dealing with Oppositional Parents)

The effects of family background, home environment and parental education are measured and recognized in the research literature.

From the limited evidence available, Henderson and Mapp (2002) draw convincing conclusions as to the qualities that successful school's efforts to engage families might include.

DAY TWO
ILP Process and Implementation
Presentation Evaluation Form

Participants - Your opinion matters to us. Using the survey instrument below, please circle one answer for each question. There is space for additional comments. If you run out of space, please feel free to write on the back of this form. Thanks for attending today.

Facilitator: _____ Date: _____

The Presenter:

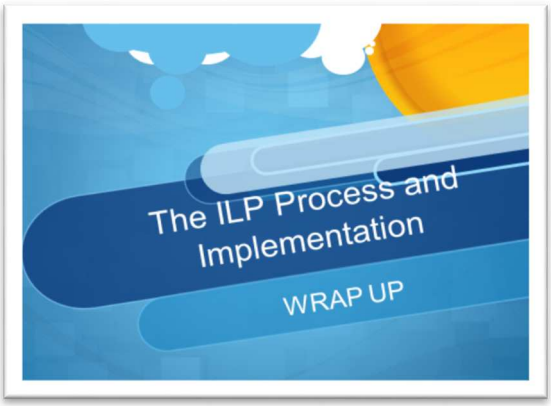
		Poor	Fair	Good	Very Good	Excellent
1	The presenter delivered the material in a clear and structured manner.	1	2	3	4	5
2	The presenter was knowledgeable about the topic and any related issues.	1	2	3	4	5
3	The presenter maintained my interest during the entire presentation.	1	2	3	4	5
4	The presenter answered questions effectively.	1	2	3	4	5
5	The presenter was enthusiastic about the topic.	1	2	3	4	5
6	The presenter was well organized and prepared.	1	2	3	4	5

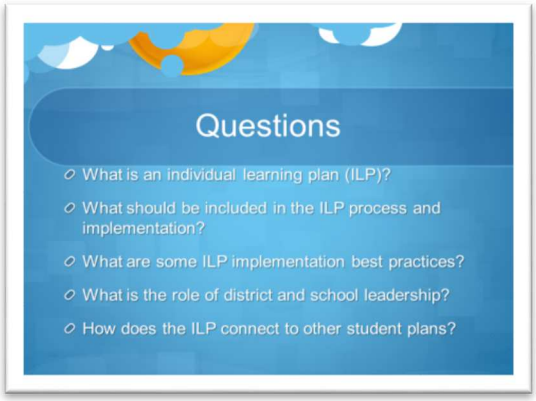
		Poor	Fair	Good	Very Good	Excellent
7	The presentation was concise and informative.	1	2	3	4	5
8	The presentation contained practical examples and useful techniques that applied to current work.	1	2	3	4	5
9	The visual aids were effective.	1	2	3	4	5
10	Overall, I would rate this presentation/instruction as:	1	2	3	4	5
11	Would you recommend this presentation to others?	1	2	3	4	5

The Presentation

Additional Comments:

DAY THREE-POWERPOINT


The ILP Process and Implementation
WRAP UP


Questions
What is an individual learning plan (ILP)?
What should be included in the ILP process and implementation?
What are some ILP implementation best practices?
What is the role of district and school leadership?
How does the ILP connect to other student plans?


Assessments
Woodcock Johnson
TABE (Test of Adults Basic Skills)
IRLA (Independent Reading Level Assessment)
Reading Diagnostic
Brigance


Assessment Tools
BRIGANCE
Transition Skills Inventory
NATIONAL STANDARDS
Understanding, Assessing, and Teaching
Reading
A Diagnostic Approach
TABE
Fundamentals
WOODCOCK-JOHNSON IV


3-2-1 Video Clips
As you view the two video clips on the development of an ILP, and the tutorial of the ILP plan complete the video presentation chart and be prepared to discuss what you have written on your sheet.


Video Presentations
https://www.youtube.com/watch?v=ueC3jBkxdC8&feature=em-share_video_user
https://www.youtube.com/watch?v=t-JqUjOk7hX4&feature=em-share_video_user
https://www.youtube.com/watch?v=xV03wSfconI
https://www.youtube.com/watch?v=xYse7qO2Qck


Evaluation of Video Clips
3 Things you found out?
2 Interesting facts?
1 Question you still may have?


Resources
Knowing your ILP Video file. (August & September 2015). Retrieved from
Using Individualized Learning Plan Video file (September & October, 2015). Retrieved from
My Individualized Learning Plan Tutorial Video file (August & September) Retrieved from
What is a Learning Plan Video file. (December && January 2012). Retrieved from

DAY THREE – WRAP UP
IMPLEMENTATION OF AN ILP PLAN
QUESTIONS

- What is an individual learning plan (ILP)?
- What should be included in the ILP process and implementation?
- What are some ILP implementation best practices?
- What is the role of district and school leadership?
- How does the ILP connect to other student plans?

DAY THREE-EVALUATION FORM

The Implementation of the ILP PLAN

Day of Presentation: _____

Facilitator: _____

Topic: _____

Please complete the evaluation form for today's session. Your feedback is valuable to us and is appreciated.

Criteria	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
The session was relevant to my needs.					
The materials provided were helpful.					
The length of the session was sufficient.					
The content for the session was well organized.					
Questions were encouraged and answered.					
The instructions were clear and understandable.					
The session met my expectations.					
The facilitator and/or presentation was effective.					

1. What did you enjoy most today?

2. What did you learn today that you anticipate using in the future?

3. How will you plan on implementing what you learned today in the future?

Appendix B: Analysis of Interview Transcriptions, Field observations, and Document Review

Program development ILP's	• Founder of the program created ILP • Team collaboration • Need for whole team to collaborate and communicate with each team member • Revisions over the years • Frequently modified • ILP is prescriptive	The development of ILP's was a team effort with various stakeholders. Collaboration not always transparent Evidence of frequency of modification based on data observational information, and transcript reviews
Types of training received	• Limited staff training or Professional Development • Self-taught • Teams provided training to solve issues • Consensus on need for additional training	Most participants did not receive any training or limited unconnected to practice. Need to learn the role of other stakeholders. Need for more organized training
Best practice ILP's implementation	• Implement models from other facilities/programs. • Use of student advocates to support implementation • Track student progress	Strategies and models from other facilities were revised and implemented to align with program model.
Describe key stakeholders involvement in the development of ILP's	• Parental involvement • Community partners • Program advocates	Community partners and parents input/feedback was considered during development of ILP's
Implementation	**Participants' Responses**	**Patterns and Similarities**
Concerns regarding the implementation of ILP's	• Time restraints • Providing adequate training for staff • Meeting all requirements of ILP's while still meeting content standards. • ILP strategies/goals were not fully defined	Proper and on-going training for effective implementation of ILP's. ILP goals and strategies must be clearly communicated to all stakeholders.

Barriers or issues with the implementation process	• Students lack of interest and motivation • Students being at different levels due to interruption of education and short-term stays • Teachers ability to fully implement strategies/ plan were too stringent	Motivation, interest, and parental involvement are the most frequently mentioned barriers/issues. Juveniles are often below grade level due to interruption of education, poor attendance, or lack of motivation/interest.
Parental or guardian involvement during ILP implementation process	• Parents are invited to program meetings. • Limited parental participation during academic meetings • Advocates communicate with parents via phone communication regarding ILP's implementation process • Consensus on need for parent involvement	Parents/guardian are given the opportunity to actively participate in the process of developing their child's ILP. Parents are invited to meetings and are contacted via phone calls by program advocates regarding implementation process. Parent involvement is important to process Perceptions of engagement vary within the school hierarchy.
How does team utilize parental feedback regarding their child's ILP.	• Staff collaboration • Made revisions to the ILP.	
Effectiveness	**Participants' Responses**	**Patterns and Similarities**
Mechanism utilized to record student progress	• Student data charts utilized to record progress • Utilize weekly progress reports • Record data into the student information system (PowerSchool) • Pre and Post Assessments	Variation of progress reports and pre/post assessments. Distribution of bi-weekly or monthly progress/report cards.
Monitoring of students' progress in attaining a high school diploma once released from the detention facility	• Counselors and student advocates conduct transcript review with each student throughout their stay and prior to release • Student advocates meet bi-weekly to discuss	Advocates are instrumental in monitoring and recording student progress during their stay and upon release. Once released, for 90 days, advocates regularly visit home school to verify attendance and academic progress.

	student progress during stay • Advocates regularly visit student home school upon release to check the status of students' progress	
Assess the effectiveness of the developed ILP	• Assessment tools and testing scores • Team collaboration and analyzing various types of data • Consensus from participants that ILPs moved students moved students closer to degree completion • Tracking recidivism data	Utilizing various types of assessment data, test scores, and student grades to determine effectiveness of ILP's. Positive effect on student achievement
Components of the ILP that may need modification	• A component that would allow student to document personal goals • Include behavioral component • College and career readiness • Document needs to be standard. It is always changing.	A unified document that's flexible and includes identification of the students' education pathway such as diploma, GED, or accelerated track to be recorded on students' ILP so teachers can track academic progress, goals and assessment data. Review of documents revealed there were different forms being utilized for ILP.

Appendix C: Permission

Jessica Attardo-Maryott, D.Ed.
234 Grange Rd.
Monroeton, PA 18832

Walden University
Richard W. Riley College of Education
100 Washington Ave.
#900
Minneapolis, MN 55401

July 30, 2015

Dear Sir/Madam:

This letter serves as official permission for Laura D'Anna to utilize my Interview Guide (Appendix A) as contained within my doctoral dissertation entitled "An Exploration of the Relationship between School Dropout and the Academic, Emotional, and Social Experiences of Incarcerated Males" in developing her own appropriate interview protocol for the completion of her dissertation.

Should you have any questions or concerns, feel free to contact me at j.attardo-maryott@live.iup.edu or at 570.250.1407.

Sincerely,

Jessica Attardo-Maryott, D.Ed.

Appendix D: Interview Protocol

Project Study: The Impact of an Individualized Learning Plan on Educational Completion Among Incarcerated Youth

Date of Interview:
Time of Interview:
Location:
Interviewer:
Interviewee:
Position of Interviewee:

My name is _____and I will be conducting the interview assisted by_____.

You were invited to participate in this interview since you were identified as an educator or administrator of an educational program for incarcerated juveniles in this detention center who has experience with using Individualized Learning Plans (ILPs) as an instructional practice.

The purpose of this interview is to share your perceptions and experiences regarding the development, implementation, and effectiveness of ILPs. Your perceptions and experiences will provide valuable insight into understanding how ILPs impact the completion of high school requirements among incarcerated juveniles.

The interview will take approximately 60 minutes and will be recorded for transcription. The information that you provide is strictly confidential and anything you say will not be personally attributed to you in results or reports that may be published from this study. No names will be mentioned in the study. Please feel free to express your thoughts. There are no correct or incorrect answers to the questions. Your participation in this interview is completely voluntary and you can choose to end the interview at any time or rescind information previously given. Please sign the informed consent form if you agree to participate and be recorded.

Do you have any questions before we begin the interview? To further ensure anonymity, only first names will be used during the interview process.

Let's begin the interview. Please give me your name, position in the educational program, how many years you have served in that role, and what comes to mind when ILPs are mentioned?

Appendix E: Interview Questions

Development of ILPs

1. Can you describe how Individualized Learning Plans (ILPs) became a part of your programmatic model for educating juvenile detainees? **Probes:** From where did the recommendation come to develop ILPs? How was this new approach communicated to your team? What kind of training, if any, did your team receive? Was this a "best practice" implemented in another facility and, if so, where?

2. How did your team build consensus, if any, around the need for developing ILPs to help juvenile detainees attain graduation requirements? **Probe:** How were dissenting opinions on the topic of ILPs handled?

3. Can you describe your role in the planning and development of ILPs? **Probes:** What factors did you consider to be most important to the planning and development process? Can you describe to what extent the planning and development process may have been an administrative function as opposed to a teacher-led function?

4. Can you describe the components of ILP and their relationship to best practices for juvenile detainees? **Probe:** What ways do the ILP components align with your school's performance goals?

5. Can you explain who the key stakeholders are in your school community and how you involved them in the planning and development process?
Probes: Can you describe their role and contributions in the process? Can you describe how you managed stakeholders who did not buy into the vision of ILPs? Were there other stakeholders that you wished you had engaged in this process?

6. How did you encourage and sustain the stakeholders' involvement in the development process? **Probe:** Can you describe any incidents and or stakeholders that were difficult or challenging during the process?

Implementation of ILPs

1. What concerns do you have regarding the implementation of ILPs? **Probe:** Were these concerns shared by your team?

2. Can you describe any barriers or issues you experienced with the implementation process? **Probe:** Can you describe how you addressed these barriers or issues?

3. Can you describe how juvenile detainees' parents or guardians were involved during the ILP implementation process? **Probe:** Can you describe what activities they participated in during the ILP implementation process?

4. How did you solicit input from the parents or guardians regarding their involvement in the ILP implementation process? **Probe:** What was the response rate of the parent or guardian input solicitation? How do you and your team plan to use their input regarding their involvement in the ILP implementation process?

5. How did you solicit input from the juvenile detainees regarding their involvement in the ILP implementation process? **Probes**: Can you describe the method that you used to solicit their input? Can you discuss the input responses provided by the juvenile detainees during the implementation of the ILP? How do you plan to use their input regarding the implementation of the ILP?

Effectiveness of ILPs

1. Can you describe how you and your team monitored the juvenile detainees' progress in attaining graduation requirements during the ILP implementation process? **Probe:** What mechanism did you use to record their progress?

2. Can you describe a situation whereby an ILP actually helped to accelerate a juvenile's learning? **Probe:** Can you describe what you determined as factors that contributed to the juvenile's acceleration of learning?

3. How do you track the juveniles' progress toward attaining a high school diploma after they have been released from the detention center? **Probe:** Can you describe the tracking form? Do you incorporate the process of tracking these juveniles into their re-entry or transition plan for release, if so, describe how that is accomplished?

4. How would you assess the effectiveness of the ILP that you played a role in developing? **Probe:** Can you describe any assessment tools that you used to determine effectiveness of the ILP?

5. Can you describe how you might modify the design of the ILP to improve its effectiveness? **Probe:** Can you describe what components of the ILP that you have determined to need modification? What data would you use to justify the modifications to the ILP?

6. Do you have any other comments that you would like to share regarding your experiences related to the development, implementation, and effectiveness of ILPs?

Thank you for participating in this interview session. All transcriptions and comments will be submitted to you for verification purposes.

Appendix F: Observational Protocol

Observational Field notes-The Development and Implementation of ILPs in Juvenile Detention

Setting:
Observer:
Role of Observer:
Time:
Length of Observation:

Description of Activities	**Reflection Notes**

Appendix G: Document Review Protocol

Document Review- The Development and Implementation of ILPs in Juvenile Detention

Location:
Examiner:
Type of document:
Permission Obtained for Review:

Doc #	**Accuracy**	**Completeness**	**Usefulness**	**Notes**

Appendix H: Voluntary Consent Form

Detention Center Employees Name/Pseudonym _____

Educational position: _____

I have read the informed consent form and it has been explained to me. The researcher clarified additional questions that I had about the study. I understand why I am being asked to participate in the study. I understand the risks of participating and that I have the right to withdraw from the study at any time.

I am volunteering to participate in the study.

Printed name of Participant: _____

Date of consent: _____

Participant Signature: _____

Researcher's signature: _____

Researcher

Laura L. D'Anna