RAMP YOUTH SERVICES: A CONTINUUM
Hello!

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OVERVIEW

• Who we are & what we do
• History
• Curriculums
• Sustainability
• Additional Youth Services
RAMP: WHO WE ARE AND WHAT WE DO
CURRICULUM:
HOW DID WE BEGIN?
CURRICULUM: iBelong
ACTIVITY: iBelong
**Logic Model:**

**Program:**  
ibeLong

**Situation:**  
ibeLong is a Disability Awareness curriculum intended for grades Pre-Kindergarten – 6th, focusing on acceptance, believing in oneself, and how actions and attitudes affect others. The curriculum also provides instruction on disability history, people with disabilities, and the disability rights movement. ibeLong provides clearly defined learning objectives that are aligned to grade-specific Common Core Standards and aides in the progression of social emotional learning.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Direct Products</th>
<th>Short</th>
<th>Medium</th>
<th>Outcomes</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5</td>
<td>Disability History &amp; Awareness Training</td>
<td># of students in ibeLong</td>
<td># of students who learned sign language</td>
<td>Increased respect for others</td>
<td>Schools are an inclusive environment for all students (including youth with disabilities)</td>
<td>Decrease in drop out rates</td>
<td></td>
</tr>
<tr>
<td>Staff/ Staff Time &amp; Training</td>
<td>Sign Language Instruction</td>
<td># of students who learned sign language</td>
<td># of students who heard guest speakers</td>
<td>Increased confidence &amp; self esteem</td>
<td>Decreased bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities, equipment &amp; supplies</td>
<td>Guest Speakers sharing personal experiences</td>
<td># of students who heard guest speakers</td>
<td># of classrooms</td>
<td>S1: Increased awareness &amp; acceptance of individual differences</td>
<td>S2: Increased knowledge of terminology related to disability &amp; acceptance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Training/ Development</td>
<td>Training on respect, acceptance, and differences</td>
<td># of classrooms</td>
<td># of classrooms</td>
<td>M1: Increased use of socially appropriate language</td>
<td>M2: Increased comfort in discussing disability related issues or own experiences</td>
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<td></td>
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<tr>
<td>Marketing/ Outreach</td>
<td>Meeting with School Staff</td>
<td># of Schools using ibeLong</td>
<td># of parent letters</td>
<td>Youth become their own advocate, advocate for others &amp; within their community</td>
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<td></td>
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<tr>
<td></td>
<td>Sending home information to families</td>
<td># of parent letters</td>
<td># of parent surveys received</td>
<td>Post high school youth with disabilities are fully integrated in society by furthering their education, working, and/or are fulfilling their independent living goals.</td>
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</tr>
</tbody>
</table>

**Assumptions:**  
Only send letters and surveys to parents per school request.

**External Factors:**
100% of teachers surveyed stated this program increased awareness and acceptance of individual differences (Target 85%)
100% of teachers surveyed stated this program increased knowledge of terminology related to disability and acceptance. (Target 85%)
75% of teachers surveyed stated this program increased use of socially appropriate language. (Target 60%)
100% of teachers surveyed stated this program increased comfort in discussing disability related issues or own experiences. (Target 70%)
CURRICULUM: Ignite
ACTIVITY: Ignite
FY 2019 Outcome Data/Results

31 or 89% of students surveyed plan to attend or have attended their own IEP/transition meeting. (Target 85%)
32 or 91% of students were able to identify their personality and communication styles. (Target 80%)
32 or 91% of students indicated they had practiced self-advocacy skills in 2 or more settings (Target 75%)
25 or 71% of students indicated they felt prepared to advocate for themselves at the next IEP or Transition Meeting (Target 75%)
30 or 86% of students selected a goal for employment and post-secondary education or training (Target 75%)
CURRICULUM: T’NT

ONRAMP T’NT
ACTIVITY: TNT
**Outcomes: T’NT**

![Bar chart showing outcomes for FY 2019]

**FY 2019 Outcome Data/Results**

86% of students increased their knowledge of post-secondary education/training opportunities. (Target 75%)

87% of students increased their knowledge of independent living options. (Target 75%)

80% of students increased their job readiness skills. (Target 80%)

81% of students increased motivation for employment (Target 70%)
Fast Track
FY 2019 Outcome Data/Results:
67% of youth served stated their desired career and/or education path (Target 75%).
75% of youth served completed the training offered (Target 75%).
26% of youth served obtained a job shadow and/or volunteer opportunity in the community (Target 25%).
26% of youth served obtained a job (Target 10%).
Outcomes: YEA

- Graduated from high school
- Participated in education/training after high school
- Are working part-time
- Are working full-time
- Feel that they understand their disability
- Know how to advocate for their needs
- State that their independence has increased as a result of working with RAMP

2017 vs 2018
Parent Trainings

• 101: The basics

• 201: Evaluations and eligibility

• 301: Goals, accommodations, and LRE

• 401: Discipline, Manifestation Hearings, and Behavior Plans

• 501: Transition Plans

• 601: When IEP isn't being followed, change of placement, and rights violations
Upcoming new curriculum
Questions

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CREDITS

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