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The Ohio State University Nisonger Center Special Education and Transition

*Scaling-Up EnvisionIT: A Model for Teaching 21st Century
Skills to Youth with Disabilities to Increase Their
Academic and Transition Outcomes*

Request for Proposals (RFP)

Announcement Date: December 20, 2013

Due Date: February 28, 2014



Scaling-Up EnvisionIT is funded by the U.S. Department of Education Office of Special Education Programs (Federal Grant Award H327S120022)



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December 20, 2013

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Dear Colleagues:

Thank you for your interest in the Scaling-Up EnvisionIT Request for Proposals (RFP)! The purpose of the attached RFP is to provide resources for state teams to implement and scale-up an innovative online curriculum called EnvisionIT. This curriculum is aligned to the Common Core State Standards in English Language Arts and other national standards in technology, transition, and financial literacy. By addressing these four competency areas, we have designed a curriculum that is flexible, customizable, and capable of teaching students with and without disabilities in grades 8-12 many of the core 21st Century skills they need to be successful in school and in life.

In the attached RFP, we have provided information on how agencies can apply to receive funds administered as subcontracts for up to three years (2014-2017) to scale-up EnvisionIT. We have provided guidelines and selection criteria as a way of communicating what we hope to accomplish through this RFP. However, we want to encourage a broad pool of applicants from across the country. As such, we can be flexible with states on a case-by-case basis. Our goal is not to deter any state from applying. The selection criteria and competitive preference items in the RFP are provided as a guide to structure your application. Depending on the quality and scalability of the ideas in an application, an applicant may still be considered competitive even if they are not able to meet all the selection criteria and competitive preference items.

If you would like to discuss your ideas or the unique context of your state prior to applying or if you have questions, please do not hesitate to contact myself or Alexa Murray.

Thank you again for your interest in this project! EnvisionIT has the potential to be of great benefit to students, teachers, and parents, and we look forward to working with you to help us recognize that potential. Happy Holidays to you all!

Cordially,

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*Scaling-Up EnvisionIT is funded by the U.S. Department of Education
Office of Special Education Programs (Federal Grant Award H327S120022).*

I. Request for Proposals Synopsis

- Purpose of this RFP: To solicit applications from state teams to scale-up and sustain a web-based curriculum for students with and without disabilities in grades 8-12. Called EnvisionIT, this curriculum is aligned with the Common Core State Standards in English Language Arts (ELA) and national standards in transition, Information Technology (IT) literacy, and financial literacy. The subcontract is part of the *Scaling-Up EnvisionIT* grant awarded to The Ohio State University Nisonger Center from the U.S. Department of Education (Grant Award H327S120022). The *Scaling-Up EnvisionIT* funding period is 2012-2017 depending on federal renewal.
- Number of awards to be given: This is a one-time RFP. Awards will be given to 3 states (no more than 1 per state). Administered as subcontracts, these awards are renewable up to 3 years (2014-2017) provided that an award recipient satisfactorily performs their scope of work and funding for the federal grant is maintained. NOTE: Depending on the number and quality of applications received, an applicant not initially selected for funding may be designated as an alternate should an initial awardee withdraw.
- Amount of award: \$99,000 to be dispersed across 3 years depending on awardee performance and funding (\$33,000 per year). Applicants need to submit a budget and detailed scope of work for the first year of funding (Year 1: 2014-2015). Applicants also need to include a plan for scaling-up and sustaining EnvisionIT during and beyond the subcontract. NOTE: Applicants awarded funding will be required to submit a budget and scope of work for Year 2 (2015-2016) and Year 3 (2016-2017) at the time of subcontract renewal. A maximum indirect rate of 10% is allowed in the budget.
- Application due date: February 28, 2014.
- Date applicants will be notified of award status: March 17, 2014.
- Eligible applicants: The following agencies from a state outside Ohio can apply: a) the state department of education, b) a University Center for Excellence in Developmental Disabilities (UCEDD), and/or c) an Institution of Higher Education (IHE). NOTE: If a UCEDD or IHE is the lead applicant, they are strongly encouraged to partner with their state department of education to recruit local schools as collaborators and EnvisionIT implementation sites. Conversely, if a state department of education is the lead applicant, they are strongly encouraged to partner with a UCEDD or IHE to assist with program evaluation and technical assistance in EnvisionIT implementation schools. Applicants who partner with low achieving and/or Title 1 schools will be given competitive preference but other schools can be included. As mentioned above, no more than 1 award will be granted to a specific state.
- Selection Criteria: Applicants are strongly encouraged to organize their proposals according to the selection criteria outlined in this RFP.
- Application format: No more than 15 pages (does not include budget, Letters of Collaboration, appendices, or other supplemental attachments).
- For more information: Contact Alexa Murray, Program Manager, Alexa.Murray@osumc.edu or 614.685.3424 or contact Margo Vreeburg Izzo, Ph.D., Project Director, at Margo.Izzo@osumc.edu or 614.685.3190.

II. Background, Purpose, and Potential Benefits

A. Background

1. Curriculum. In December 2012, The Ohio State University Nisonger Center received a federal grant from the Office of Special Education Programs (OSEP) in the U.S. Department of Education (USDOE) to scale-up an electronic curriculum for students with and without disabilities in grades 8-12. Called EnvisionIT, this web-based curriculum is aligned to the newly adopted Common Core State Standards in English Language Arts (ELA) and other national standards in transition, technology, and financial literacy. EnvisionIT was designed for inclusive classrooms but can also be taught in self-contained settings.

Consisting of 12 units, the curriculum is designed to teach 21st Century skills to students with and without disabilities in 4 key competency areas:

- a) Reading/writing
- b) Information Technology (IT) literacy,
- c) Transition planning, and
- d) Financial literacy.

Through the 12 units, students complete activities in these competency areas and build a comprehensive Transition Portfolio which is the culminating product of the curriculum. By having students produce a comprehensive Transition Portfolio through EnvisionIT, students have the resources they need to create their own measurable postsecondary goals and plans. For students with disabilities and their parents, the EnvisionIT Portfolio can be a useful tool for meeting the transition goals of the IEP and promoting student self-determination. It can also equip schools with a strategic way to meet significant national mandates such as Indicator 13 requirements specified in IDEA of 2004 and the ELA Common Core State Standards.

2. History. Development of EnvisionIT began in 2003 with our first Steppingstones of Technology Innovation grant from OSEP. Since the first federal grant, pilot testing in various Ohio schools and refinement of the curriculum based on field testing results occurred in successive OSEP Steppingstones of Technology Innovation awards. Generally, field testing in the schools consisted of stratifying schools by socioeconomic status and assigning them to experimental and control groups using a pretest-posttest research design. Data from a sample of 287 students with and without disabilities revealed that students in the experimental group made statistically significant gains in IT literacy as compared to students in the control group. Students in the experimental group also showed greater trend gains in several transition skills, including goal setting, knowledge of how to find jobs, and finding information about college. In sum, evidence from prior research supports EnvisionIT as a potentially useful tool for teaching the 21st Century skills that students need for competitive employment (Izzo, Yurick, Nagaraja, & Novak, 2010).

The current grant, awarded in 2012, is funded through the OSEP Stepping-Up Technology Implementation Program (CFDA 84.327S) which was designed to scale-up evidence-based technology interventions such as EnvisionIT (see RFP Appendix A for federal grant abstract).

Goal. The goal of the *Scaling-Up EnvisionIT* project is to recruit applicants that are willing and able to scale-up and sustain EnvisionIT in as many local schools and districts as possible so that students with and without disabilities gain the skills to be college and career ready. Applicants are encouraged to implement EnvisionIT on a smaller scale in Year 1 (2014-2015) in order to determine the impact in various classroom settings. By Year 3 (2016-2017), the EnvisionIT curriculum should be available through multiple statewide venues such as the following:

- a. Placing EnvisionIT on a common state department of education or technical assistance center's website portal so districts can access the content
- b. Presenting at state conferences that attract special/general educators, transition specialists and administrators
- c. Aligning the implementation of EnvisionIT with other state initiatives for students with and without disabilities such as Individualized Learning Plans.
- d. Customizing EnvisionIT to meet state priorities.

In this context, sustaining EnvisionIT means that a state essentially adopts and uses the curriculum during and beyond the life of the subcontract. For instance, a state may decide to make EnvisionIT a core requirement for a high school diploma or use it as the foundation for a bridge program between middle and high school to formally encourage the start of transition planning at age 14. Importantly, subcontract awardees should work toward this type of larger sustainability goal so that EnvisionIT does not end after Year 3 but rather is actively used and promoted as an instituted program or course requirement in schools across the state.

3. Support. To help us build capacity on a state and national level, three organizations are committed to collaborating on this project: the National Secondary Transition Technical Assistance Center (NSTTAC), the National Association of State Directors of Special Education (NASDSE), and the Association of University Centers on Disabilities (AUCD). These organizations have agreed to disseminate project results (aggregated findings in which specific schools are not identified). They have also agreed to help provide resources and technical assistance when needed. Additionally, it is part of the *Scaling-Up EnvisionIT* grant scope of work to develop and test professional development resources for teachers and parents as well as the EnvisionIT curriculum. To see a list of proposed deliverables for the project, see Appendix B.

B. Purpose

The purpose of this RFP is fourfold:

1. To recruit applicants from states that will implement, scale-up, and sustain a curricular model designed to increase the 21st Century skills that students with and without disabilities need for school and employment success. This model includes the following:
 - a. The 12-unit EnvisionIT curriculum
 - b. Professional development resources for teachers on effective implementation (these are currently in development and will not be available until 2015)
 - c. Professional development resources for parents on transition (these are currently in development and will not be available until 2015)
2. To build capacity in the states from which applicants are selected to scale-up EnvisionIT.
3. To increase school ability to comply with Indicator 13 of the Individuals with Disabilities Education Improvement Act (IDEA) in the states that scale-up EnvisionIT.

Our goal is for states to adopt EnvisionIT so that it becomes a routine part of policy and practice as a standards-aligned, transition-focused intervention available to schools and districts to teach fundamental 21st Century skills to all students but in particular to students with disabilities. In order to accomplish this goal, states must build capacity through the leveraging of their own resources and networks to share and support EnvisionIT. As such, collaborations between the department of education, Institutions of Higher Education (IHEs), and local schools or districts in a state are strongly encouraged by this RFP. Evidence of a statewide commitment to scaling-up EnvisionIT should be clearly reflected in an application budget, work plan, and accompanying Letters of Collaboration. Ideally, this statewide commitment to EnvisionIT would be part of a larger movement that acknowledges the importance of career development and training in 21st century skills for all students but in particular for students with disabilities.

C. Potential Benefits

The potential benefits for applicants and school partners include the following:

1. The opportunity for students to learn the fundamental 21st Century skills that they need for school and employment. Through EnvisionIT, students can learn:
 - a. How to use key reading and writing strategies to increase comprehension and communicate more effectively in school and on the job.
 - b. How to write measureable postsecondary goals and break these goals down into actionable steps.
 - c. How to effectively use the Internet to identify career interests, research careers, find available jobs, and complete an employment application.
 - d. How to effectively use the Internet to compare different types of education and training programs and complete a college application.
 - e. How to effectively use the Internet to research and apply for financial aid.

- f. How to evaluate the credibility of information found on the Internet.
 - g. How to create a basic budget and save money to help reach career goals.
2. Access to the final version of the EnvisionIT curriculum and professional development resources for teachers and parents at no cost,
 3. Increased capacity building across the state,
 4. Greater ability to meet IDEA requirements on a school level, and
 5. Funds to facilitate EnvisionIT sustainability.

III. Applicant Eligibility and Responsibilities

A. Applicants Eligible to Apply

Any of the following agencies are eligible to apply (must be from a state outside Ohio):

1. State departments of education
2. University Centers for Excellence in Developmental Disabilities (UCEDD) (For a UCEDD directory, see www.aucd.org/directory/directory.cfm?program=UCEDD.)
3. Institutions of Higher Education (IHE)

Collaboration across agencies and schools is ideal for statewide promotion and adoption of EnvisionIT. Therefore, if a UCEDD or IHE is the lead applicant, they are strongly encouraged to partner with their state department of education to recruit local schools as collaborators and EnvisionIT implementation sites. Conversely, if a state department of education is the lead applicant, they are strongly encouraged to partner with a UCEDD or IHE to assist with program evaluation and technical assistance in EnvisionIT implementation schools. Applicants who partner with schools that receive Title 1 or equivalent funding will be given competitive preference but other schools can be included. For strongest consideration, the applicant identified as the lead should cite evidence of their partnership with other agencies and schools that agree to be involved in the project. For example, describing specific roles for subcontract partners in the application work plan and including Letters of Collaboration from key personnel across agencies and schools would help to provide evidence of a statewide commitment to scaling-up EnvisionIT. For specifics on school recruitment, see School Recruitment and Research Design in Section IV: Scope of Work.

B. Applicant Lead as Fiscal Agent and General Responsibilities

1. Fiscal Agent. The applicant identified as the lead will serve as the fiscal agent for the subcontract. If an award is made, the lead applicant will enter into a negotiable subcontract with The OSU Nisonger Center, and a scope of work will be negotiated and formalized as will project benchmarks and deliverables for that specific state. The lead on an application is expected to take an active leadership role with coordinating agency and school partners,

planning for project implementation, monitoring school progress, and facilitating EnvisionIT scale-up.

2. Project Coordinator. To help manage and facilitate project work flow, a Project Coordinator must be identified from the agency of the lead applicant. This person must be named in the application as the project point of contact. As common practice, an applicant may wish to establish an Advisory Committee consisting of representatives from partnering agencies and/or schools, but it is the responsibility of the Project Coordinator to manage the flow of funds through their agency, collaborate and hold partners accountable for roles specified in the work plan, and report statewide progress with implementing and scaling-up EnvisionIT to The OSU Nisonger Center.
3. Renewability. Funding through this subcontract program is for one year (2014-2015) that can be renewed for an additional two years (2015-2016 and 2016-2017) for a total of three years of funding given satisfactory progress during each year. Our intent is to work with the same three states and implementation sites for the three-year period. A combination of factors will be used to gauge project success and funding renewal. These factors include but are not limited to student outcome data and teacher feedback, level of stakeholder commitment, administrative support, effectiveness of implementation plan leading to scale-up, and concrete progress toward making EnvisionIT available to other schools across the state.
4. Subcontract and Scope of Work. If an award is made, the lead applicant will enter into a negotiable subcontract with The OSU Nisonger Center, and a scope of work will be negotiated and formalized as will project benchmarks and deliverables for that particular state. In general, however, a state awardee must agree to enact the work plan for EnvisionIT implementation and scale-up that they included in their application. If modifications to a work plan are needed after a subcontract is awarded, the awardee must notify The Nisonger Center prior to revising the scope of work.

IV. Scope of Work

A) *Implementation Timeline*. The following is a suggested implementation timeline for EnvisionIT Year 1 (2014-2015):

- i. Project planning including the completion of IRB applications (April – August 2014).
- ii. Kick-off training by OSU project staff in-person or via webinar (July/August 2014)
- iii. Pretest data collection (August/September 2014)
- iv. Curriculum implementation (August/September 2014 – May/June 2015)
- v. Teacher professional development and fidelity observation (September/October 2014 – May/June 2015)
- vi. Posttest data collection (May/June 2015)

B) *Sustainability Activities.* In concert with the Year 1 implementation timeline, the project team should actively plan toward EnvisionIT sustainability as an established course of study or program in an implementation school or district. Ideally, EnvisionIT will become a sustainable program or course of study in that school or district by Year 3, with broader dissemination and/or availability of EnvisionIT and related teacher and parent resources to other schools in the state by the end of Year 3 and beyond. Subcontract awardees should implement and sustain EnvisionIT in a manner that is consistent with their state and local context and infrastructure. In other words, it is up to the state teams to decide what would work best. Suggested ways to implement and sustain EnvisionIT include but are not limited to any of the following:

Suggestions for Sustaining EnvisionIT at EnvisionIT Implementation Schools:
(By Subcontract Year 3: 2016-2017)

- i. Establishing EnvisionIT as a new course for credit.
- ii. Delivering EnvisionIT as the established curriculum for an English Language Arts, Career, Business, Technology, Financial Literacy, Social Studies, or other course for credit in which students with disabilities in grades 8-12 are commonly enrolled through inclusive and/or self-contained classrooms.
- iii. Integrating EnvisionIT into an alternative program for credit as for drop-out recovery and/or college and career readiness training.
- iv. Using EnvisionIT and related teacher resources as a catalyst for school professional development in order to enhance the quality of instruction and transition planning.

Suggestions for Sustaining EnvisionIT on the State Level:
(By the End of Subcontract Year 3 and Beyond)

- i. Instituting EnvisionIT as a course requirement for a high school diploma.
- ii. Delivering EnvisionIT and related teacher resources through a state department of education web portal that teachers and schools can access, either delivering EnvisionIT as a course on this website and/or offering it as a downloadable file that schools can import into their respective learning management system as applicable.
- iii. Integrating EnvisionIT into a statewide alternative program for credit as for drop-out recovery and/or college and career readiness training.
- iv. Using EnvisionIT as the foundation for a statewide bridge program offered across schools or districts. In this model, EnvisionIT could be broken up and taught across grade levels with real-world work experience or internships interspersed to enhance what is learned in the classroom. For one school in Ohio, this approach was successful in that transition was taught developmentally from grades 8 through 12. EnvisionIT was blended with other transition curricula as well as in-school work placements during the school year and off-site internships during the summer. However, we realize that not all schools have the programmatic flexibility to teach transition in this capacity. NOTE: For the sake of not confounding the research design, schools participating as experimental

- sites should not break up EnvisionIT across grade levels. However, this approach can be implemented after Year 3 as a potentially viable scaling-up strategy for an applicant.
- v. Making EnvisionIT and related teacher and parent resources publicly available through statewide networks on career development, disability, and/or self-advocacy.

C) *School Recruitment and Research Design.*

- i. Experimental and Comparison Sites. The U.S. Department of Education requires a research design to provide evidence of the effectiveness of the intervention and scale-up process. In order to yield more conclusive data on the effectiveness of EnvisionIT, The OSU Nisonger Center has proposed a quasi-experimental research design in which recruited schools are initially assigned to either an experimental or a wait-listed comparison group during the first year of subcontract implementation. Then in the following year, comparison schools become new experimental sites, adding to the cohort of original experimental sites that will continue to implement EnvisionIT as new wait-listed comparison schools are recruited. Such a model allows for the scaling-up of EnvisionIT in a state.

Assigning schools to experimental and comparison groups can be accomplished either by the state team or by *Scaling-Up EnvisionIT* project staff. Schools designated as experimental sites will implement the EnvisionIT curriculum and allow for pretest, posttest, and interim data collection throughout the school year using select evaluation measures to address the research questions of the larger grant (for a list of research questions and measures, see Appendix D). Schools designated as wait-listed comparison sites will receive EnvisionIT the following year. New comparison sites will then be recruited for subsequent years. Comparison sites will allow for project data collection using the same evaluation measures.

- ii. Sample. States awarded an EnvisionIT subcontract are required to recruit a minimum of 150 students with disabilities (75 from experimental schools and 75 from comparison schools) for each year of funding. States can recruit students from as many schools as needed. For example, some states may be able to recruit 150 students with disabilities across three schools whereas others may need to recruit students from four or five schools in order to meet the recruitment goal. Sites are required to recruit a student comparison sample that is similar to the experimental sample in regards to grade level, classroom content area, and types of disability categories represented in the class. Students without disabilities can also participate in the intervention, making the inclusive classroom ideally suited to deliver the EnvisionIT intervention. There is no recruitment minimum for students without disabilities. There is no requirement for number of schools and districts recruited. The only sample requirements that must be met – and included in the applicant Work Plan as to how they will be met – are as follows:

- 1) Recruit at least 150 students with disabilities per year of the award (in other words, at least 75 from experimental schools + 75 from comparison schools each year of the project).
- 2) Allow comparison schools in Year 1 to become new experimental schools in Year 2 and comparison schools in Year 2 to become new experimental schools in Year 3 while maintaining the original cohort of experimental schools so that both returning and new experimental schools implement EnvisionIT to foster statewide scale-up.
- 3) Recruit students from any of the following grades: 8-12, and recruit students in inclusive and/or self-contained classrooms in any of the following subjects: English Language Arts, Technology, Career, Business, or other related course for credit.

iii. Recruitment Case Study. For instance, say that State Y decides to recruit 150 students with disabilities across an initial cohort of 6 schools (25 students per school x 6 schools = 150). The breakdown across subcontract Years 1-3 would be as follows:

Year 1 (from August/September 2014 to May/June 2015):

- A total of 75 students with disabilities are recruited across 3 experimental schools.
- A total of 75 students with disabilities are recruited across 3 comparison schools.
- Total number of students with disabilities recruited across 6 schools: N=150.

Year 2 (from August/September 2015 to May/ June 2016):

- The 3 schools that were comparison sites in Year 1 become 3 new experimental sites in Year 2. These 3 new experimental schools are added to the original 3 experimental schools from Year 1 for a total of 6 experimental sites in Year 2. A total of 150 students with disabilities are recruited across the 6 experimental schools.
- Three (3) new comparison schools are recruited with a total of 75 students with disabilities recruited across the 3 comparison schools.
- Total number of students with disabilities recruited across a total of 9 schools: N=225.

Year 3 (from August/September 2016 to May/June 2017)

- The 3 schools that were comparison sites in Year 2 become 3 new experimental sites in Year 3. These 3 new experimental schools are added to the 6 experimental sites from Years 1 and 2 for a total of 9 experimental sites in Year 3. A total of 225 students with disabilities are recruited across the 9 experimental schools.
- Three (3) new comparison schools are recruited with a total of 75 students with disabilities recruited across the 3 comparison schools.

- Total number of students with disabilities recruited across a total of 12 schools: N=300.

In this instance, the total number of students with disabilities recruited across the 3 years of the project is 675 (150 + 225 + 300). While this may sound like a lot, we anticipate high attrition based on our own research experience, especially if implementing in Title 1 or low achieving schools. If we estimate 55% attrition on average, the recruited 675 becomes a total N of 304 in the analytic sample for State Y by the conclusion of the project.

In sum, states have the latitude to recruit students from few or many schools in order to meet the recruitment requirements noted above. However, additional points will be granted to applicants who are able to meet any of the competitive preference items listed in Section V: Selection Criteria and Format.

V. Selection Criteria and Format

- Applicants are strongly encouraged to organize their proposals according to the selection criteria outlined below.
- The maximum amount of points an applicant can receive is 130 (up to 100 core points + up to 30 bonus points for meeting competitive preference items)
- Application page limit is 15 pages (does NOT include Application Title Page, Project Abstract, Budget and Budget Narrative, Letters of Collaboration, or any supplemental attachments). Choice of font, margin, and line spacing is up to the applicant, but we do respectfully ask that the application be readable and clear.

I. Application Title Page and Table of Contents (2 points)

The Application Title Page should include two parts:

- 1) Applicant Contact Information – first and last name, position title, title of agency, mailing address, work phone number, cell phone number, fax, primary email, and secondary email. (1 point)
- 2) Application Table of Contents. (1 point)

II. Project Abstract (3 points)

The Project Abstract should concisely summarize the proposed project and include three parts:

- 1) Goals for the proposed project. (1 point)
- 2) Partners and available resources to accomplish goals. (1 point)
- 3) Anticipated outcomes, challenges, and strategies to mitigate challenges. (1 point)

III. Statement of Need (5 points)

The Statement of Need should include why a transition-focused intervention such as EnvisionIT is needed in that state. This justification should include four parts:

- 1) Description of recent state and/or federal policy or trends affecting school need for transition education. (1 point)
- 2) Description of recent state and/or local school initiatives designed to promote transition (can include statewide programs, local school case studies, etc.). (1 point)
- 3) Analysis of why these initiatives were/were not successful. (1 point)
- 4) What the applicant hopes to accomplish with EnvisionIT if successful. (2 points)

IV. Capacity to Scale-Up EnvisionIT (20 points)

- 1) Describe resources and partnerships with key collaborators that promote capacity to support, disseminate, and sustain EnvisionIT during and beyond the life of the subcontract. (10 points)
- 2) Provide evidence that the lead applicant and partners are committed to a statewide scaling-up of EnvisionIT during and beyond the life of the subcontract. (10 points)

Evidence can consist of but is not limited to the following:

- A. In-kind staff contributions.
- B. Match for the indirect rate in the budget (a maximum indirect rate of 10% is allowed).
- C. Creative leveraging of state networks and/or key personnel as described in the Work Plan and Letters of Collaboration.
- D. History of lead applicant and partners with successfully promoting and sustaining curriculum or other teaching-learning initiatives in schools.

V. Project Work Plan and Competitive Preference Items (35 points + 30 bonus points)

- The Project Work plan should constitute the majority of the application.
- It should address all three years of the project with emphasis on Year 1.
- For clarity, a Work Plan Table followed by an explanation of the table is strongly encouraged. This table can be organized by using three columns to describe each goal: objectives/activities, staff/partner responsible, and timeline.
- The Work Plan should consist of the following 5 sections:

1. Description of Project Goals (5 points)

- A. List and specify each goal (no less than 2 goals and no more than 4) (2 points)
- B. Include one goal about sustaining EnvisionIT in the state (3 points)

- 2. Roles and Responsibilities of Key Personnel, Agency Partners, and Schools** (10 points)
- A. Identify/describe roles and responsibilities of key staff and partners (6 points)
 - B. Include relevant FTE percentages or other measure of commitment to the project (2 points)
 - C. Include timeline for project activities and benchmarks (2 points)
- 3. Plan to Implement EnvisionIT in Year 1** (10 points)
- A. Describe school/teacher/class/student recruitment (refer to School Recruitment and Research Design in Section IV: Scope of Work for school and sample requirements) (2 points)
 - B. Describe classroom implementation – please note the following requirements as you create a work plan: (2 points)
 - i. EnvisionIT was designed for students with and without disabilities in grades 8-12. It can be taught at any one of these grade levels in inclusive and/or self-contained classroom settings in any of the following subjects: English Language Arts, Technology, Career, Business, or other related course where students can receive credit.
 - ii. Because the curriculum is web-based, it must be taught in a classroom with sufficient numbers of computers (desktops or laptops) or in a school computer lab where there is one computer per student taking EnvisionIT.
 - iii. Students taking EnvisionIT must have access to Microsoft Office or equivalent software as well as Internet access and preferably newer (in the past three years) versions of Internet Explorer or Firefox.
 - iv. Students with disabilities taking EnvisionIT must have access to assistive technology (AT), in particular text-to-speech technology as required by their IEP. If AT is not available, EnvisionIT staff can direct schools to open-source AT or make open-source AT available on a limited basis. Alternatively, applicants are allowed to budget for the purchase of AT on a limited basis (up to \$1000).
 - C. Describe evaluation and fidelity to treatment, including: (2 points)
 - i. Who will collect required data and how will it be collected/returned to OSU (see School Recruitment and Research Design in Section IV: Scope of Work and RFP Appendix: Research Questions)
 - ii. Who will administer teacher training and technical assistance throughout the school year and how will it be administered
 - iii. Who will conduct fidelity observations
 - iv. What actions will be taken in the classroom to enhance teaching instruction and student learning if fidelity not met
 - D. Describe challenges and strategies to mitigate challenges (2 points)
 - E. Describe anticipated outcomes at the student, school, and state level (2 points)

4. **Plan to Sustain EnvisionIT as a Course of Study or Program Beyond Year 1** (10 points)
- A. Describe plans for EnvisionIT implementation in Years 2 and 3 at the same school sites and the recruitment of additional schools should any Year 1 sites withdraw or not make satisfactory progress (2 points)
 - B. Describe how EnvisionIT success at one school can be leveraged to promote adoption of EnvisionIT across several schools in a district or across several districts as applicable (2 points)
 - C. Describe how EnvisionIT could be adopted and made available statewide and include a promotional strategy to describe how teachers, schools, and parents will learn about the curriculum and related training resources (see Appendix B and samples of Sustainability Activities in Section IV: Scope of Work) (4 points)
 - D. Describe anticipated outcomes at the student, school, and state level (2 points)
5. **Competitive Preference Items** (30 points)
- The following items are technically not RFP requirements but applicants are strongly encouraged to meet items that are **feasible and relevant** to proposed scope of work and applicant capacity.
 - These items can be addressed in the course of the Work Plan narrative or they can be addressed as a separate section in the Work Plan:
 - A. Competitive preference will be given to applicants that show a strong commitment to implementing and scaling-up the EnvisionIT curriculum in low achieving and/or Title 1 schools with an ethnically diverse population, including students with a range of disabilities. (8 points)
 - B. Competitive preference will be given to applicants that provide evidence of collaboration among their state department of education, a UCEDD or IHE, and local schools in order to build capacity to scale-up and sustain EnvisionIT. Partnerships among intrastate agencies should be discussed in the work plan, Letters of Collaboration, and budget as applicable. Applicants should include signed Letters of Collaboration from each partner in their respective application as well as letters from key school and/or district personnel (administrators, teachers, technology coordinators, and any other relevant staff). (5 points)
 - C. Competitive preference will be given to applicants that are proposing to implement and sustain EnvisionIT in inclusive ELA settings, thereby integrating EnvisionIT into traditional ELA instruction for students with and without disabilities and customizing the curriculum as needed to meet the learning needs of diverse learners. (4 points)
 - D. Competitive preference will be given to applicants that can buffer the FTE cost of a Project Coordinator with in-kind resources such as early career professionals or other staff who are responsible for implementing transition initiatives across the state. (4 points)

- E. Competitive preference will be given to applicants that allow us to randomize schools into experimental and comparison groups as opposed to the applicant deciding the groups (makes for a stronger research design) (see School Recruitment and Research Design in Section IV: Scope of Work). (3 points)
- F. Competitive preference will be given to applicants that include schools that are willing to provide sustained professional development for teachers implementing EnvisionIT during and beyond the life of the subcontract, preferably as part of a larger school, district, or state initiative to promote effective teaching on a broader scale. (3 points)
- G. Competitive preference will be given to schools that systematically encourage student self-determination and/or parent/guardian involvement in transition planning and the IEP using EnvisionIT and related parent resources (for example, showing students and their parents/guardians how to update and use the EnvisionIT Transition Portfolio throughout high school for the measureable postsecondary goal requirement of the IEP, training parents/guardians on transition through the use of EnvisionIT parent resources, showing how parents/guardians can be involved through the adult support activities of the curriculum, coordinating college and career workshops for students and their parents/guardians, etc.) (3 points)

VI. Budget and Budget Narrative (20 points)

- A budget and budget narrative should be submitted for the proposed scope of work.
- A maximum indirect rate of 10% may be included in the budget. However, budgeting for indirect is solely up to the applicant and is not required.
- Applicants are allowed to make an in-kind match for the indirect rate.
- In-kind contributions such as staff FTE or other resources are encouraged in order to free up more funds for project work.
- The budget and budget narrative should include the following four parts:
 - A. Budget expenditures for Year 1 in spreadsheet format (5 points)
 - B. Budget narrative to supplement spreadsheet, including how awarded monies will be used for the purpose of implementing scope of work (5 points)
 - C. Budget and budget narrative should include any or all of the following categories as applicable depending on the scope of work: (5 points)
 - i. Key Personnel
 - ii. Supplies/Equipment
 - iii. Travel
 - iv. Subcontract
 - v. Project incentives for students and teachers
 - vi. Indirect rate
 - vii. Professional development costs
 - viii. Other

- D. Anticipated costs in Year 2 and 3 as an addendum to the budget narrative – i.e., will costs be relatively the same or are they likely to change based on scope of work (5 points)

VII. Personnel (15 points)

Personnel should consist of the following four parts:

- A. Summary of qualifications of key staff and partners (4 points)
- B. Respective roles of key staff and partners on the project (4 points)
- C. Percentage of FTE or in-kind contribution to project – should be consistent with budget and budget narrative (4 points)
- D. Identification of a lead project coordinator (funded or in-kind) and as applicable, a list of advisory committee members (3 points)

Required Appendices (do not count toward the page limit)

- A) *Appendix A: Letters of Collaboration* – should indicate willingness to collaborate and specify role in the project, how each person will contribute to implementing and sustaining EnvisionIT beyond the life of the subcontract– should include the following signed letters as applicable:
 - Letters from administrators at the lead agency
 - Letters from agencies and schools partnering with the lead agency
 - Letters from school building and/or district personnel who are willing to participate as either experimental or wait-listed comparison sites

- B) *Appendix B: Descriptive Profile of Recruited Schools* – should be organized by each school. We realize that not all applicants will be able to produce the information requested. Please just give as much of the following general and specific information as you can:
 - i. General Information (table format preferred)
 - a. Student data (number of students enrolled disaggregated by race, ethnicity, gender, students with disabilities, drop-out and graduation rate, poverty level/students on free or reduced lunch, teacher-to-student ratio, and any other data that the applicant feels is relevant)
 - b. School report card or other state-level summary of school performance data
 - c. School funding information if available (what are the main sources of funding for the school and does it include any Title 1 funding)
 - ii. School technology access – please address the following items:
 - a. How do students access computers in the school (classrooms, computer labs, mobile carts, etc.)

- b. How many computers are at the school
- c. Where are computers located in the building
- d. What is the type, age and model of the computers
- e. What type of operating system do the computers use
- f. What type of software is available on the computers
- g. What type and version of Internet browser is used
- h. Are there potential Internet bandwidth or server restrictions – if yes, please describe
- i. How do students save their computer work
- j. What type of IT support is there for the school
- k. How reliable are the computers and Internet access
- l. Is any other type of technology used (such as Google Chromebooks or iPads) – if yes, please specify type
- m. Is any type of course management system (CMS) or learning management system (LMS) used at the school or in the district – if yes, please specify type

A) *Appendix C: Resumes or Vitae of Subcontract Key Personnel* – should include the resumes or vitae of key personnel from the lead applicant and partnering agencies and schools providing Letters of Collaboration.

B) *Appendix D: Supplemental Attachments* – Appendix D is optional and can include any supplemental attachments that the applicant would like to include.

VI. How to Submit

Please email your application (including signed Letters of Collaboration and any other relevant attachments) as 1 combined PDF document to Alexa.Murray@osumc.edu by 7:00pm Eastern on Friday, February 28, 2014.

VII. Checklist

Did you remember to include the following in your application?

- ✓ *Applicant contact information and table of contents on the title page*
- ✓ *Subcontract project abstract*
- ✓ *Statement of need*
- ✓ *Description of capacity*
- ✓ *Project work plan*
- ✓ *Budget and budget narrative*
- ✓ *Appendix A: Letters of Collaboration*

- ✓ *Appendix B: Descriptive profile of recruited schools*
- ✓ *Appendix C: Resumes or vitae of key personnel and agency/school partners*
- ✓ *Any other supplemental attachments you would like to include*

VIII. For More Information

Contact

- For more information about this RFP or questions about the EnvisionIT project, please contact Alexa Murray, Program Manager, The Ohio State University Nisonger Center, at Alexa.Murray@osumc.edu or 614.685.3424.
- You may also contact Margo Izzo, Ph.D., Project Director, The Ohio State University Center, at Margo.Izzo@osumc.edu or 614.685.3190.

Webinar

- Dr. Izzo and staff conducted a webinar with AUCD on December 16, 2013. The purpose of this webinar was to describe previous research that led to the development of EnvisionIT and the subcontract RFP. This webinar has been archived at www.aucd.org/webinars.

Additional resources

- The Ohio State University Nisonger Center (University Center for Excellence in Developmental Disabilities) <http://nisonger.osu.edu>
- OSEP Stepping-Up Technology Implementation Program (CFDA 84.327S) <http://www2.ed.gov/programs/oseptms/2013-327s.pdf>
- OSEP Stepping-Up Technology Implementation Program (CFDA 84.327S) Project Officer Terry.Jackson@ed.gov

Reference

Izzo, M.V., Yurick, A., Nagaraja, H.N., and Novak, J.A. (2010). Effects of a 21st Century curriculum on students' information technology and transition skills. *Career Development and Transition for Exceptional Individuals*, 33(2). Available at <http://cde.sagepub.com/content/33/2/95>.

Appendix A: Grant Abstract

**Scaling-Up EnvisionIT:
A Model for Teaching 21st Century Skills to Students with Disabilities
*Stepping-Up Technology Implementation Program (CFDA 84.327S)***

Despite the emphasis of higher academic standards and transition services, many students with disabilities (SwD) are leaving school without the academic and 21st Century skills needed to participate fully in employment and postsecondary education. In fact, SwD who are from low-achieving high schools experience higher rates of school dropout, unemployment, and substance abuse, as compared to their non-disabled peers (Annie E. Casey Foundation, 2009). Clearly, these youth are not receiving the essential skills needed to transition to college and careers.

Purpose. To address this gap, The Ohio State University Nisonger Center, a University Center for Excellence in Developmental Disabilities (UCEDD), together with national experts, students with disabilities, parents, teachers, and administrators, are proposing to develop and test a model of program implementation and sustainability for a web-based curriculum called EnvisionIT. This innovative online high school curriculum teaches 21st Century skills in three core competency areas: information technology (IT) literacy, transition planning, and reading. In prior Steppingstones of Technology Innovation projects, SwD who completed EnvisionIT scored significantly higher in IT literacy and transition knowledge as compared to students in control classrooms. Using a knowledge utilization framework, the evidence-based practices (EBP) obtained through these prior projects will be applied to the current project.

Key Collaborators. Three national organizations are committed to collaborating: the National Secondary Transition Technical Assistance Center (NSTTAC), the National Association of State Directors of Special Education (NASDSE), and the Association of University Centers on Disabilities (AUCD). Representatives from all three organizations, as well as other national experts, students, parents, and teachers, are committed to assisting with product development and EnvisionIT scale-up with 700 SwD across 12 high schools, including at least 8 schools from different states that are supported by local universities and state departments.

Products. We will refine EnvisionIT in order to: a) Update content to reflect the most current IT literacy and 21st Century core concepts; b) Validate alignment of curriculum with the new ELA Common Core Standards; c) Strengthen transition activities to increase validity of the student-directed IEP process and Transition Portfolio development; d) Revise unit quizzes using evidence-centered design (ECD) for construct validity; e) Include relevant independent living and financial literacy skills; and f) Include video and interactive multimedia for students. Additionally, we will develop several products to support program implementation, including: a) school technology capacity tool; b) online multimedia modules for teachers, administrators, and parents; and c) SCORM-compliant packaging of EnvisionIT for import into different online learning management systems (LMS) to maximize curriculum utilization across school districts.

Outcomes. We believe students who complete the curriculum will have significantly higher levels of academic achievement, goal setting, career knowledge, and self-determination. Through the Scaling-Up EnvisionIT model, we will provide an important and innovative opportunity for schools to teach—and for students with disabilities to learn—the essential skills and competencies needed to navigate and succeed in the 21st Century.

Appendix B: Project Deliverables

Proposed EnvisionIT curriculum revisions and enhancements:

1. Strengthen *reading/writing* activities for alignment validation with ELA CCS
2. Strengthen the *transition assessment and SD activities* to increase the validity of the student-directed IEP process and the Transition Portfolio.
3. Include relevant *independent living and financial literacy* concepts such as gross and net earnings, common living expenses, and income-based budgeting.
4. Develop *pre-unit assessments* for each of the 10 units of EnvisionIT to calculate cumulative learning scores as a more sensitive progress monitoring measure; also, revise *post-unit assessments* to reflect content updates in units.
5. Add 10 2-minute *videos* (one per each of the 10 units) and other interactive multimedia as necessary in order to illustrate key concepts in units for students.
6. Test and validate the *Sharable Content Object Reference Model (SCORM) compliance of EnvisionIT* so that the curriculum can be successfully migrated from one learning management system (LMS) thereby contributing to its sustainability in school districts.

Products supporting EnvisionIT implementation:

1. Assessment of School Capacity for EnvisionIT Implementation – this checklist is designed to assist schools in determining if they have the required technology infrastructure to implement EnvisionIT (and presumably CCS assessments). Schools will report details such as number of computers available, internet access, bandwidth, AT (text-to-speech), and the type of learning management system (LMS) available to them in their school district.
2. Ten (10) 3- 4-minute training videos for teachers (one per each of the 10 units) that exemplify best teaching practices in order to increase fidelity of implementation.

3. Online modules and print-based guides so teachers and administrators and those training teachers (such as project staff and those in the AUCD/UCEDD network) know how to effectively use the videos for professional development as well as effectively teach EnvisionIT in the classroom.
4. Online videos, digital descriptions, and print-based resources for parents that provide an overview of EnvisionIT, its learning objectives and content, and what parents can do to help their children develop Transition Portfolios, increase their level of SD, participate in self-directed IEP meetings, and successfully transition to life after high school.
5. Supplemental reading activities to reinforce vocabulary acquisition and comprehension delivered through interactive games via iPad and other technology applications. These may be embedded in the curriculum and/or be accessed as supplemental activities, based on feedback from our development sites.

Appendix C: EnvisionIT Site Map (Draft)

EnvisionIT Curriculum Site Map and Learning Objectives for Units 1-6 (Draft)*

*Units 7-12 are in development; therefore they are not included here

Unit 1: The Transition Portfolio - A Map to Your Future

Objectives

Information Technology Literacy

ITL 1a. Recognize the technology skills you will learn from EnvisionIT.

ITL 1b. Open, edit, and save documents.

Transition & Self-Determination

TR 1a. When given a bar graph from the U.S. Department of Labor, be able to describe the relationship between education and earnings.

TR 1b. When given a bar graph from the U.S. Department of Labor, be able to describe the relationship between education and employment.

TR 1c. Recognize the purpose of EnvisionIT as it relates to transition and self-determination.

TR 1d. Recognize what a Transition Portfolio is and what purposes it serves

TR 1e. Define what a rubric is and recognize one purpose for using a rubric.

TR 1f. Evaluate sample Transition Portfolios using an assigned rubric.

TR 1g. Work in small groups to discuss rubric process and present findings to teacher and/or peers.

TR 1h. Share a letter about the purpose of EnvisionIT with a significant adult (such as a family member, mentor, or teacher) who will agree to provide feedback throughout the course.

Site Map

1.1 Introduction to EnvisionIT Video

1.2 Unit 1 Pre-Unit Quiz

1.3 Unit 1 Objectives: What Will I Learn?

1.4 Unit 1 Introduction: What is the Purpose of EnvisionIT?

1.5 Why Is This Course Important? - Part 1

1.6 Why Is This Course Important? - Part 2

1.7 **Activity 1.1:** Group Discussion: Education, Employment, and Earnings

1.8 Learning Strategies and Supports - Part 1

1.9 Learning Strategies and Supports - Part 2

1.10 Learning Strategies and Supports - Part 3

1.11 Key Words - Part 1

1.12 Key Words - Part 2

1.13 ATutor Features

1.14 What You Will Learn - Part 1: Technology Skills

1.15 What You Will Learn - Part 2: Your Strengths and Interests

1.16 What You Will Learn - Part 3: Your Career Goals

1.17 What You Will Learn - Part 4: Your Transition Portfolio

1.18 Managing and Saving Your Work

1.19 **Activity 1.2:** How To Make an EnvisionIT Student Folder and a Transition Portfolio Folder

1.20 **Activity 1.3:** How To Open, Edit, and Save a Worksheet to Your Student Folder

1.21 **Activity 1.4:** How to Open, Edit, and Save a Worksheet to Your Transition Portfolio Folder

1.22 Using the Web to Look Up Words

1.23 **Activity 1.5:** Job vs. Career Vocabulary Chart - Part 1

1.24 **Activity 1.6:** Job vs. Career Vocabulary Chart - Part 2

1.25 Grading a Transition Portfolio

1.26 **Activity 1.7:** Group Discussion: Grading a Sample Transition Portfolio with a Simple Rubric

1.27 **Activity 1.8:** Group Discussion: Compare and Contrast Rubrics

1.28 **Activity 1.9:** Family Member or Important Adult Support: Identify Your Mentor

1.29 Jump Right In!

1.30 Unit 1 Review Activity

1.31 Final Quiz

1.32 Enrichment: Extra Credit Activity 1: Build Your Own School: Name Your School

Unit 2: Know Thyself

Objectives

Information Technology Literacy

IT 2a. Demonstrate knowledge of basic Web browser features.

IT 2b. Be able to cut, copy, and paste information into a Web browser or document.

IT 2c. Be able to manage multiple Web browser windows.

IT 2d. Be able to use a Web browser effectively to navigate and complete online self-assessments.

IT 2e. Be able to use presentation software basics for Transition Portfolio.

Transition & Self-Determination

TR 2a. Recognize the purposes of online self-assessment.

TR 2b. Analyze and summarize the results of self-assessments by identifying learning styles, strengths, long-term career interests, short-term employment options, and education and training options.

TR 2c. Be able to complete a compare, and contrast chart about self-assessment with a significant adult.

TR 2d. Be able to discuss in small groups how learning style and personality relate to career interests.

Site Map

2.1 Unit 2 Pre-Unit Quiz

2.2 Pre-Reading/Writing Strategy: Skimming and Scanning

2.3 Pre-Reading/Writing Strategy: Check Your Knowledge

2.4 Unit 2 Objectives: What Will I Learn?

2.5 Unit 2 Introduction -- Part 1

2.6 Unit 2 Introduction -- Part 2

2.7 Guided Notes

2.8 Key Words

2.9 **Video 2.1:** Web Browser Basics 1

2.10 Browsing Basics -- Part 1

2.11 Browsing Basics -- Part 2

2.12 Browsing Basics -- Part 3

2.13 **Video 2.2:** Web Browser Basics 2

2.14 The Different Parts of a Web Browser

2.15 Multiple Browser Windows and Tabs -- Part 1

2.16 Multiple Browser Windows and Tabs -- Part 2

2.17 **Activity 2.1:** Group Discussion: Browse Multiple Websites

2.18 **Video 2.3:** Bookmarks and Favorites

2.19 Bookmarks and Favorites -- Part 1

2.20 Bookmarks and Favorites -- Part 2

2.21 **Activity 2.2:** Bookmarks and Favorites -- Part 3

2.22 **Activity 2.3:** Bookmarks and Favorites -- Part 4

2.23 Saving and Organizing -- Part 1

2.24 Saving and Organizing -- Part 2

2.25 **Video 2.4:** Save Time with Copying, Pasting, and Shortcut Keys

2.26 Save Time

2.27 Getting to Know You Through Self-Assessments -- Part 1

2.28 Getting to Know You Through Self-Assessments -- Part 2

2.29 **Activity 2.4:** The VARK Questionnaire

2.30 **Activity 2.5:** Adult Support: Compare and Contrast VARK Results

2.31 **Activity 2.6:** The Career Vision Survey

2.32 **Activity 2.7:** Adult Support: Discuss Your Career Vision Results

2.33 **Activity 2.8:** Group Discussion: Chart Your Own Course

2.34 **Video 2.5:** Introduction to Digital Presentations

2.35 Digital Presentations Overview

2.36 PowerPoint Tips

2.37 **Activity 2.9:** PowerPoint: Title Page and Self-Assessment Results

2.38 Unit 2 Review Activity

- 2.39 Final Quiz
- 2.40 Enrichment: Extra Credit Activity 2: Build Your Own School: Mascot

Unit 3: Research Careers

Objectives

Information Technology Literacy

- IT 3a. Determine the primary purpose of different websites.*
- IT 3b. Evaluate the credibility of different websites using multiple strategies.*
- IT 3c. Use a Web browser effectively to navigate and complete a career assessment.*

Transition & Self-Determination

- TR 3a. Considering prior self-assessment results, select two careers based on your interests and preferences and identify through OOH the occupational group/industry to which these careers belong.*
- TR 3b. Complete career self-assessment in O*Net and compare list of recommended careers with your two selected careers.*
- TR 3c. Create a table to compare and contrast one career that you selected with one career generated through the career self-assessment in regards to key occupational characteristics listed in OOH and O*Net (such as knowledge, skills, and abilities needed for the job; your current knowledge, skills, and abilities; educational requirements; duties; occupational group/industry; work environment; job outlook; and pay).*

Financial Literacy

- FL 3a. Identify average pay for two careers of interest.*

Site Map

- 3.1 Unit 3 Pre-Quiz
- 3.2 Unit 3 Objectives
- 3.3 Unit 3 Introduction
- 3.4 Guided Notes
- 3.5 Key Words - Part 1
- 3.6 Key Words - Part 2
- 3.7 What Should I Trust on the World Wide Web?
- 3.8 A Website's Primary Purpose
- 3.9 Advocacy Purposes
- 3.10 Commercial Purposes
- 3.11 Reference Purposes
- 3.12 What Can You Tell From a URL? - Part 1
- 3.13 What Can You Tell From a URL? - Part 2
- 3.14 What Can You Tell From a URL? - Part 3
- 3.15 **Activity 3.1:** Group Discussion: Determine a Website's Primary Purpose
- 3.16 Reliable Information
- 3.17 **Activity 3.2:** Group Discussion: Recognition From Other Websites
- 3.18 **Video 3.1:** Evaluating a Website
- 3.19 **Activity 3.3:** Evaluating a Website
- 3.20 During Reading/Writing Strategy: Introduction to Concept Mapping
- 3.21 During Reading/Writing Strategy: Check Your Knowledge
- 3.22 Career Exploration - Part 1
- 3.23 Career Exploration - Part 2
- 3.24 Career Exploration - Part 3
- 3.25 Career Exploration - Part 4
- 3.26 Career Exploration - Part 5
- 3.27 **Activity 3.4:** The O*Net Interest Profiler
- 3.28 **Activity 3.5:** PowerPoint: O*Net Interest Profiler and Career Choices
- 3.29 Background Sources
- 3.30 **Activity 3.6:** Career Web Sources - Part 1
- 3.31 **Activity 3.7:** Group Discussion: Career Web Sources - Part 2
- 3.32 Career Categories - Part 1
- 3.33 Career Categories - Part 2

- 3.34 **Activity 3.8:** Occupational Groups and Related Occupations
- 3.35 Career Research
- 3.36 **Activity 3.9:** Research Your Career Choices
- 3.37 **Activity 3.10:** PowerPoint: My Career Choices
- 3.38 Unit 3 Review Activity
- 3.39 Final Quiz
- 3.40 Enrichment: Extra Credit Activity 3: Build Your Own School: Top Education and Training Program Areas

Unit 4: Select Careers

Objectives

Transition & Self-Determination

- TR 4a. Compare desired job traits with characteristics of two jobs to begin to select a Career Plan A and Plan B.*
- TR 4b. Write measurable postsecondary employment and education goals for Career Plan A and Plan B according to the SMART goal*
- TR 4c. Evaluate in small groups measurable postsecondary employment and educational goals for Career Plan A and Plan B using a SMART*
- TR 4d. Share measurable postsecondary employment and education goals for Career Plan A and Plan B with a significant adult who will set their own goal to support student and hold them accountable.*

Financial Literacy

- FL 4a. For Career Plan A and Plan B, understand the difference between gross and net income and factors that affect take-home pay such as taxes and cost of health insurance.*
- FL 4b. Learn basic budgeting concepts using a table or spreadsheet template.*

Site Map

- 4.1 Unit 4 Pre-Quiz
- 4.2 Unit 4 Objectives
- 4.3 Unit 4 Introduction
- 4.4 Guided Notes
- 4.5 Key Words - Part 1
- 4.6 Key Words - Part 2
- 4.7 Earning a Salary - Part 1
- 4.8 Earning a Salary - Part 2
- 4.9 Earning a Salary - Part 3
- 4.10 Gross Income vs. Net Income - Part 1
- 4.11 Gross Income vs. Net Income - Part 2
- 4.12 Deductions and Your Paycheck
- 4.13 **Activity 4.1:** Group Discussion: Gross Income, Net Income, and Your Budget
- 4.14 Living on a Budget
- 4.15 Fixed Expenses vs. Variable Expenses
- 4.16 Savings
- 4.17 **Activity 4.2:** Determine Your Budget
- 4.18 During Reading/Writing Strategy: Concept Mapping
- 4.19 During Reading/Writing Strategy: Check Your Knowledge
- 4.20 Two Career Pathways: Plan A and Plan B
- 4.21 **Activity 4.3:** Narrow Down Your Careers
- 4.22 **Activity 4.4:** PowerPoint: Plan A Career Choice
- 4.23 **Activity 4.5:** PowerPoint: Plan B Career Choice
- 4.24 **Video 4.1:** Writing Postsecondary Goals
- 4.25 Setting Postsecondary Goals
- 4.26 S.M.A.R.T. Goals - Part 1
- 4.27 S.M.A.R.T. Goals - Part 2
- 4.28 S.M.A.R.T. Goals - Part 3
- 4.29 S.M.A.R.T. Goals - Part 4
- 4.30 S.M.A.R.T. Goals - Part 5
- 4.31 S.M.A.R.T. Goals - Part 6
- 4.32 **Activity 4.6:** Group Discussion: S.M.A.R.T. Goals

- 4.33 Postsecondary Goals for Career Plan A and Career Plan B - Part 1
- 4.34 Postsecondary Goals for Career Plan A and Career Plan B - Part 2
- 4.35 **Activity 4.7:** Writing Postsecondary Goals
- 4.36 Actionable Steps
- 4.37 **Activity 4.8:** Identify Actionable Steps
- 4.38 **Activity 4.9:** PowerPoint: Postsecondary Goals and Actionable Steps
- 4.39 **Activity 4.10:** Adult Support: Achieving Goals with Support
- 4.40 Unit 4 Review Activity
- 4.41 Final Quiz
- 4.42 Enrichment: Extra Credit Activity 4: Build Your Own School: Income, Expenses, and Budget

Unit 5: Train For Your Career

Objectives

Information Technology Literacy

IT 5a. Use keywords to do a search on the Internet.

IT 5b. Use operators to change a search on the Internet.

Transition and Self-Determination

TR 5a. Find education or training options for Career Plan A and/or B.

Financial Literacy

FL 5a. Research cost of education or training for Career Plan A and B.

FL 5b. Determine options to pay for education or training for Career Plan A and B.

FL 5c. Review costs and financial aid needs and options with an adult.

Site Map

- 5.1 Unit 5 Pre-Unit Quiz
- 5.2 Unit 5 Objectives
- 5.3 Unit 5 Introduction
- 5.4 Guided Notes
- 5.5 Key Words - Part 1
- 5.6 Key Words - Part 2
- 5.7 Research Questions - Part 1
- 5.8 Research Questions - Part 2
- 5.9 Search Words
- 5.10 Search Operators
- 5.11 Boolean Operators - Part 1
- 5.12 Boolean Operators - Part 2
- 5.13 Logical Operators
- 5.14 Phrase Searches
- 5.15 **Activity 5.1:** Search Words, Operators, and Statements
- 5.16 After Reading/Writing Strategy: Introduction to Summarizing
- 5.17 After Reading/Writing Strategy: Check Your Knowledge
- 5.18 Postsecondary Education and Training Options - Part 1
- 5.19 Postsecondary Education and Training Options - Part 2
- 5.20 Postsecondary Education and Training Options - Part 3
- 5.21 Postsecondary Education and Training Options - Part 4
- 5.22 Postsecondary Education and Training Options - Part 5
- 5.23 **Activity 5.2:** Search for Postsecondary Education and Training Options
- 5.24 Compare and Contrast Postsecondary School Options - Part 1
- 5.25 Compare and Contrast Postsecondary School Options - Part 2
- 5.26 **Activity 5.3:** Compare and Contrast Your Postsecondary School Options
- 5.27 **Activity 5.4:** PowerPoint: Your Postsecondary School Options
- 5.28 Cost of Postsecondary School - Part 1
- 5.29 Cost of Postsecondary School - Part 2

- 5.30 Cost of Postsecondary School - Part 3
- 5.31 Cost of Postsecondary School - Part 4
- 5.32 Cost of Postsecondary School - Part 5
- 5.33 Paying for Postsecondary School with Financial Aid - Part 1
- 5.34 Paying for Postsecondary School with Financial Aid - Part 2
- 5.35 Paying for Postsecondary School with Financial Aid - Part 3
- 5.36 Paying for Postsecondary School with Financial Aid - Part 4
- 5.37 Paying for Postsecondary School with Financial Aid - Part 5
- 5.38 **Activity 5.5:** Federal Student Aid
- 5.39 **Activity 5.6:** Adult Support: Transition Preparation Checklists
- 5.40 Unit 5 Review Activity
- 5.41 Final Quiz
- 5.42 Enrichment: Extra Credit Activity 5: Build Your Own School: Motto
- 5.43 Enrichment: Adult Support: FAFSA4caster

Unit 6: Writing a Career Narrative

Objectives

Transition and Self-Determination

TR 6a. Write a career narrative that describes what you have learned about you and your goals so far in this course.

ELA Common Core

ELA 6a. Create an outline for a career narrative using a rubric.

ELA 6b. Draft a career narrative using a rubric.

ELA 6c. Revise the career narrative based on feedback from others and a rubric.

Site Map

- 6.1 Unit 6 Pre-Quiz
- 6.2 Unit 6 Objectives
- 6.3 Unit 6 Introduction
- 6.4 Guided Notes
- 6.5 Key Words - Part 1
- 6.6 Key Words - Part 2
- 6.7 What Does Writing Have to Do with Careers? - Part 1
- 6.8 What Does Writing Have to Do with Careers? - Part 2
- 6.9 What Does Writing Have to do with Careers? - Part 3
- 6.10 What Does Writing Have to do with Careers? - Part 4
- 6.11 **Activity 6.1:** Group Discussion: What Types of Skills are Needed for this Job?
- 6.12 Writing to Communicate - Part 1
- 6.13 Writing to Communicate - Part 2
- 6.14 Writing to Communicate - Part 3
- 6.15 Writing to Communicate - Part 4
- 6.16 **Video 6.1:** Writing a Career Narrative
- 6.17 Purpose of a Career Narrative
- 6.18 Parts of an Essay - Part 1
- 6.19 Parts of an Essay - Part 2
- 6.20 What to Discuss in your Career Narrative
- 6.21 **Activity 6.2:** Draft Your Career Narrative Outline
- 6.22 **Activity 6.3:** Revise Your Career Narrative Outline
- 6.23 **Activity 6.4:** Draft Your Career Narrative - Part 1
- 6.24 **Activity 6.4:** Draft Your Career Narrative - Part 2
- 6.25 **Activity 6.4:** Draft Your Career Narrative - Part 3
- 6.26 **Activity 6.5:** Revise Your Career Narrative - Part 1
- 6.27 **Activity 6.5:** Revise Your Career Narrative - Part 2
- 6.28 **Activity 6.5:** Revise Your Career Narrative - Part 3
- 6.29 Summary of the Writing Process

6.30 Unit 6 Review Activity
6.31 Unit 6 Final Quiz
6.32 Enrichment: Extra Credit Activity 6: Build Your Own School: Application Essays

Appendix D: Research Questions

Research Hypotheses	Measures	Data Analytic Tools
1. Students with disabilities who complete EnvisionIT will score significantly higher in reading achievement.	4 th and 8 th grade AIMS Web MAZE reading; TOSREC; ELA CCSA if available	HLM; T-test; multivariate statistics
2. Students with disabilities who complete EnvisionIT will have significantly higher levels of Information Technology (IT) literacy.	IT LIT CBM	HLM; T-test; multivariate statistics
3. Students with disabilities who complete EnvisionIT will score significantly higher in goal setting and/or career maturity.	CDI (Part 1); GSS; SCCI	HLM; T-test; multivariate statistics
4. Students with disabilities who complete EnvisionIT will score significantly higher in career development.	CDI (Part 1); CSES; SCCI; Transition Portfolios	HLM; T-test; multivariate statistics; qualitative analyses
5. Students with disabilities who complete EnvisionIT will score significantly higher in self-determination.	AIR SDS (Student); AIR SDS (Educator)	HLM; T-test; multivariate statistics
6. Teachers with higher fidelity of implementation will have students with higher levels of achievement on EnvisionIT.	Fidelity checklist; cumulative gain scores; student outcome data from above measures	HLM; T-test; multivariate statistics; descriptive statistics; qualitative analyses
7. Administrators who conduct/encourage regular professional development with/among teaching personnel (e.g., planning meetings on curriculum and technology, classroom walk-throughs, teacher peer coaching) will be more likely to sustain EnvisionIT in their schools.	Admin and teacher surveys/interviews	Descriptive statistics; qualitative analyses
8. Administrators who exhibit an Initiator leadership style as defined in the CBAM model will be more likely to sustain EnvisionIT in their schools.	CBAM protocols; admin and teacher surveys/interviews	Descriptive statistics; qualitative analyses
Research Questions	Measures	Data Analytic Tools
1. How do students, parents, and teachers rate the quality and relevance of the EnvisionIT features?	Student, parent, and teacher surveys/interviews	Descriptive statistics; qualitative analyses
2. Do students in the experimental group participate in their IEP meetings at higher rates than the comparison group?	Student, parent, and teacher reports/interviews	Descriptive statistics; qualitative analyses
3. How does using the iPad affect student acquisition of vocabulary?	Single subject observation	Single subject analyses
4. Which professional development tools and features are most effective?	Teacher surveys/interviews	Descriptive statistics; qualitative analyses
5. What factors influence successful fidelity of implementation and technology integration in the classroom?	CBAM protocols; SETDA measures; ICOT; fidelity checklist; admin and teacher surveys/interviews	Descriptive statistics; qualitative analyses
6. What factors contribute to successfully sustaining the EnvisionIT program across schools and districts?	CBAM protocols; UCEDD reports/interviews	Descriptive statistics; qualitative analyses
7. To what extent does UCEDD technical assistance/involvement contribute to school capacity for sustaining EnvisionIT?	Admin, teacher, and UCEDD staff surveys/interviews	Descriptive statistics; qualitative analyses
8. What are the most successful dissemination tools and strategies of our national partners (i.e., AUCD/UCEDD, NASDSE, NSTTAC)?	Institutes, workshops, conferences, and reports	Qualitative analyses

Key:

- AIR SDS = American Institutes for Research Self-Determination Scale
- CBAM = Concerns-Based Technology Adoption Model
- CBM = Curriculum-Based Measure
- CDI = Career Development Inventory
- CSES = Career Search Self-Efficacy Scale
- ELA CCSA = English Language Arts Common Core Standards Assessments
- GSS = Goal Setting Scale
- ICOT = International Society for Technology in Education Classroom Observation Tool
- IT LIT = Information Technology Literacy
- SCCI = Student Career Construction Inventory
- TOSREC = Test of Silent Reading Efficiency and Comprehension