Scaling-Up EnvisionIT:

An Evidence-Based Practice to Improve Academic and Transition Outcomes

- **AUCD/CORE Webinar**
- *December 16, 2013*
- *1:30-2:30pm Eastern Time*

- This webinar has been recorded and made available at:
- www.aucd.org/webinars

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ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH. EDUCATION. SERVICE

Scaling-Up EnvisionIT: An Evidence-Based Practice to Improve Academic and Transition Outcomes

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21st Century Skills Defined

The skills students need to succeed in the 21st Century:

- Life and Career Skills
- Learning and Innovation Skills
- Information, Media, and Technology Skills
- Core Subjects with 21st Century Themes

(Partnership for 21st Century Skills, http://www.p21.org/)

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College and Career Readiness

- Students with College and Career Readiness skills are able to:
  - employ technology thoughtfully to enhance their reading, writing, speaking, and listening
  - tailor online searches to acquire useful information
  - identify strengths and limitations of technological tools and mediums
  - select and use technology best suited to their goals

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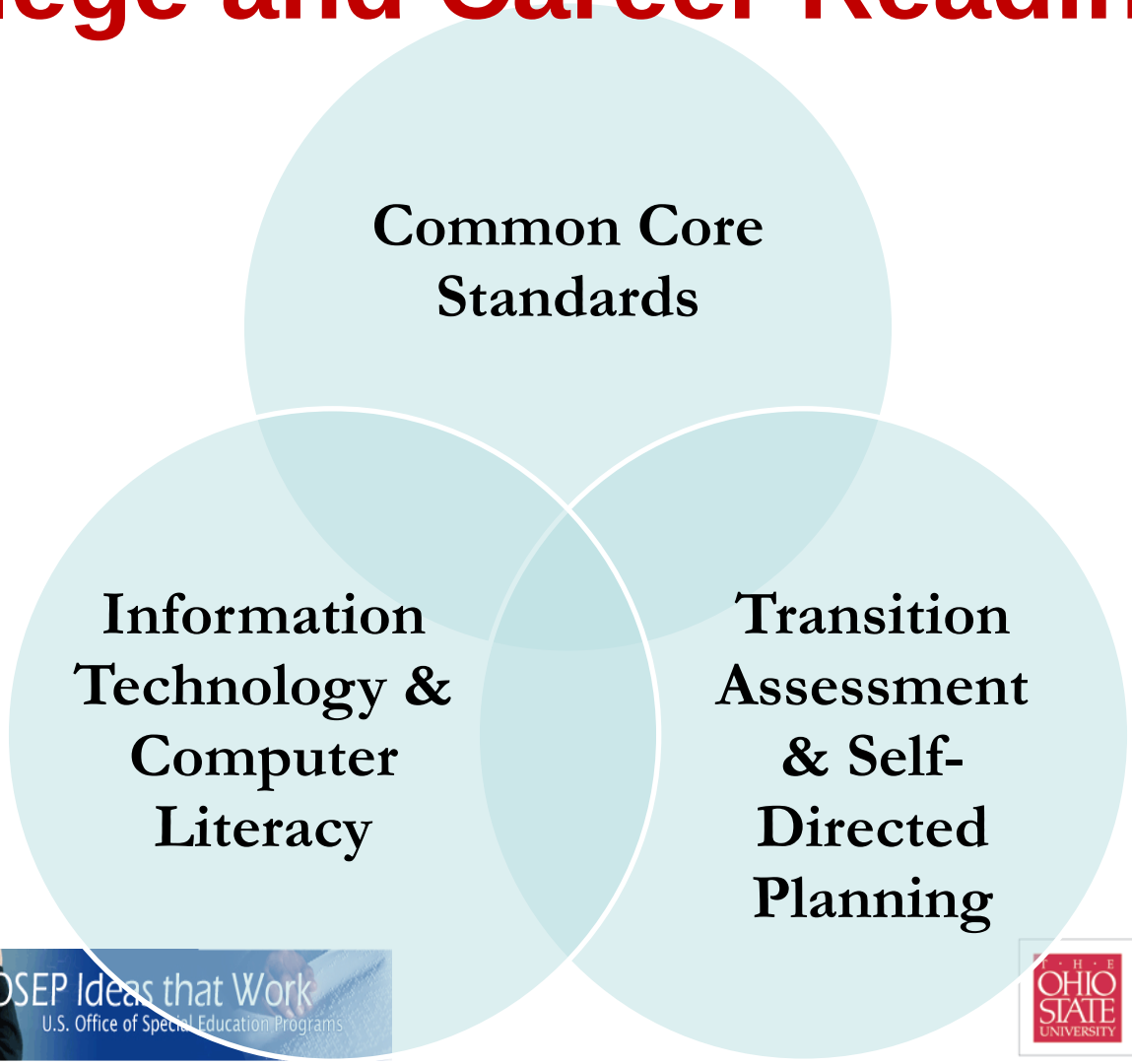
21st Century Curricula
College and Career Readiness



EnvisionIT: 21st Century Curriculum

- Designed for students with and without disabilities grades 8-12 in inclusive and self-contained classrooms
- Delivered online through a course management system (e.g., Schoology, IQity)
- Designed to be teacher-led, not self-paced
- Incorporates Universal Design for Learning supports: videos, guided notes, review sheets, and a glossary

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21st Century Curricula

- Teaches key IT literacy, transition, reading/writing, and financial literacy skills through 12 units and a Transition Portfolio
- Aligns with national standards
- Aligns with IDEA Indicator 13

EnvisionIT:

Developed 2003-06

Evaluated 2007-10

E-Mentoring:

Developed 2008-10

Evaluated 2009-12

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Scaling-Up EnvisionIT (2012-2017)

- Funded by the Office of Special Education Programs, U.S. Department of Education
- Purpose:
  - Scale-up the EnvisionIT curriculum nationwide
  - Provide teacher and parent support materials

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Scaling-Up EnvisionIT Activities 2012-2013

- Strengthen EnvisionIT based on Advisory Committee feedback through structured review
- Align EnvisionIT with national standards including ELA Common Core
- Integrate reading and financial literacy
- Develop instructional videos for students on key transition and IT literacy concepts

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Scaling-Up EnvisionIT Advisory Committee

- Kristall Day, PhD, Senior Lecturer at The Ohio State University
- Renee Cameto, PhD, Senior Research Scientist at SRI International
- Erik Carter, PhD, Associate Professor of Special Education at Vanderbilt University
- Joanne Cashman, Director of IDEA Partnership at NASDE
- Valerie Mazzotti, PhD, Assistant Professor at Western Carolina University
- David Test, PhD, Professor at UNC Charlotte and Co-Director of NSTTAC
- Michael Ward, PhD, Coordinator of Transition Special Education at GWU
- Naomi Brickel, Project Coordinator at Hudson Valley Special Education Parent Center

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Scaling-Up EnvisionIT Advisory Committee

- **Lindsay Flynn, PhD, Assistant Professor at University of North Carolina at Charlotte**
- **Tom McKlin, PhD, President at The Findings Group**
- **Martha Mock, PhD, Director of the Institute for Innovative Transition at University of Rochester Medical Center**
- **Carolyn Harper Knox, PhD, Assistant Director for Center of Advanced Technology in Education at University of Oregon**
- **Heather McCauley, Parent Advocate**
- **Marie Crawford, Parent Advocate**

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National Standard Alignment: English Language Arts

- English Language Arts (ELA)
  - CCSS: Common Core State Standards in Reading Informational Text, Writing, Speaking and Listening, and Technical Subjects (Grade 9-12)
  - http://www.corestandards.org

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National Standard Alignment: Transition

- Transition and Self-Determination
  - NASET: National Alliance for Secondary Education and Transition: National Standards and Quality Indicators: Transition Toolkit for Systems Improvement: 2005 National Leadership Summit Edition
  - http://www.nasetalliance.org

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National Standard Alignment: IT Literacy

- Information Technology (IT) Literacy
  - NAEP: National Assessment of Educational Progress 2014 Technology and Engineering Literacy Framework
  - http://nces.ed.gov/nationsreportcard/

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National Standard Alignment: Financial Literacy

- Financial Literacy
  - Jump Start Coalition for Personal Financial Literacy: National Standards in K-12 Personal Finance Education 3rd Edition 2007
  - http://www.jumpstartcoalition.org
  - Council for Economic Education: National Standards for Financial Literacy 2013
  - http://www.councilforeconed.org

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IDEA Indicator 13

"Percent of youth with IEPs aged 16 and above …that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals….” (20 U.S.C. 1416(a)(3)(B))

- Students complete age appropriate transition assessments and develop postsecondary education and employment goals
- Students develop annual goals to meet their PSE goals
- EnvisionIT supports students to become active participants in their IEP meetings
- For more information on IDEA Indicator 13, visit http://www.nsttac.org/content/what-indicator-13

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Age Appropriate Transition Assessments

- Develop realistic and meaningful high school and postsecondary goals
- Provide information for present levels of skill and performance
- Learn about strengths, needs, ambitions, interests, and preferences of the student
- Inform the Summary of Performance

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Transition Portfolio – Part 1

Students create a Transition Portfolio that includes:

1. Self-Assessment Results
2. Career Plan A and B
   - S.M.A.R.T. goal framework
   - Steps to attain goals
3. High School Course Schedule
4. Career Narrative
5. Resume

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Transition Portfolio – Part 2

Students create a Transition Portfolio that includes:

6. Cover Letter
7. Sample College Application
8. Sample Job Application
9. Budget for College/Training
10. Power Point Presentation
11. Interview with a Professional
12. Websites Visited in Career Search

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Sample Learning Objectives (Unit 1: The Transition Portfolio)

1. When given a bar graph from the U.S. Department of Labor, be able to describe the relationship between education and earnings and education and employment (CCSS.ELA-Literacy.RST.9-10.5)
2. Be able to create, edit, and save documents in multiple ways (NAEP Area 3 Element E)
3. Evaluate sample Transition Portfolios using an assigned rubric (CCSS.ELA-Literacy.RST.9-10.1)
4. Work in small groups to discuss rubric process and present findings to teacher and/or peers (CCSS.ELA-Literacy.SL.9-10.4, NASET 3.1.4)
5. Share a letter about the purpose of EnvisionIT with an adult support who will agree to provide feedback throughout the course (NASET 4.4.1)

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Student Case Study 1 (2011-2012)

Haugland Learning Center

- Student 1
  - Before the curriculum, student wanted to become a welder
  - After the curriculum, student had measurable postsecondary goals to develop his IEP and transition plan:
    - Education
      - » After high school, (Student) will attend a one year program at a vocational-technical institute to acquire certification in welding
    - Employment
      - » After earning certification in welding, (Student) will gain an internship or apprenticeship in welding to receive on-the-job training and develop the needed skills for employment

Student Case Study 2 (2011-2012)

Haugland Learning Center

- Student 2
  - Before the curriculum, student wanted to be a video game designer
  - After the curriculum, student had developed an alternative plan and realistic employment goal:
    - (Student) will seek part-time employment during evening or weekend hours while in school and also seek full-time employment during the summer at a local video game store to gain additional experience and skills and save more money for training

NSTTAC: Evidence-Based Practices

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http://www.nsttac.org/content/evidence-based-practices

Experimental: 2007-2008 EnvisionIT Sites

- Ohio State School for the Blind (OSSB)
  - Ideal implementation at OSSB – integrated across 9 -12th grades!
- A Career Tech High School

Randomized by School:

- One large urban district: three high schools
- Four suburban districts: eight high schools
- Four rural districts: four high schools

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Experimental: 2007-2008 EnvisionIT Methods

- 15 high schools randomly assigned and stratified by SES (7 experimental schools and 8 control schools)
- Inclusive and Self-Contained Classrooms
- English Language Arts & Technology Classrooms
- Year 1 N=287, Year 2 N=268

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EnvisionIT Year 1 Descriptive Statistics

Variable		Experimental (N=153)	Control (N=134)
School Setting	Suburban	17%	25%
	Rural	83%	75%
Gender	Male	56%	55%
	Female	44%	45%
Ethnicity	White	93%	82%
	African-American	3%	8%
	Other	4%	10%
Classroom Setting	Resource Room	34%	47%
	Inclusive	66%	53%
Disability Status	No Disability	59%	57%
	Disability	41%	43%
Reading Ability	Benchmark	32%	22%
	Strategic Intervention	35%	47%
	Intensive Intervention	33%	31%
Grade Level	9^{th} Grade	65%	25%
	10^{th}-12^{th} Grades	35%	75%

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Results:
Analytic Sample

Year 1 Participants (N=287)

- 59% did not have a documented disability.
- 41% had a documented disability
  - 17% had a learning disability
  - 14% had an intellectual disability
  - 11% had other documented disabilities (e.g., autism, multiple disabilities, SED/SBH, Speech, TBI and OHI).

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Dependent Measures: IT Literacy

Information Technology Literacy Survey

- 21-item multiple choice test used as pretest and posttest
- The curriculum-based measurement was found to be reliable (Cronbach's Alpha =.822, ICC =.676)
- Sample Question: Web directories and search engines are created differently. Search engines are made by _____.

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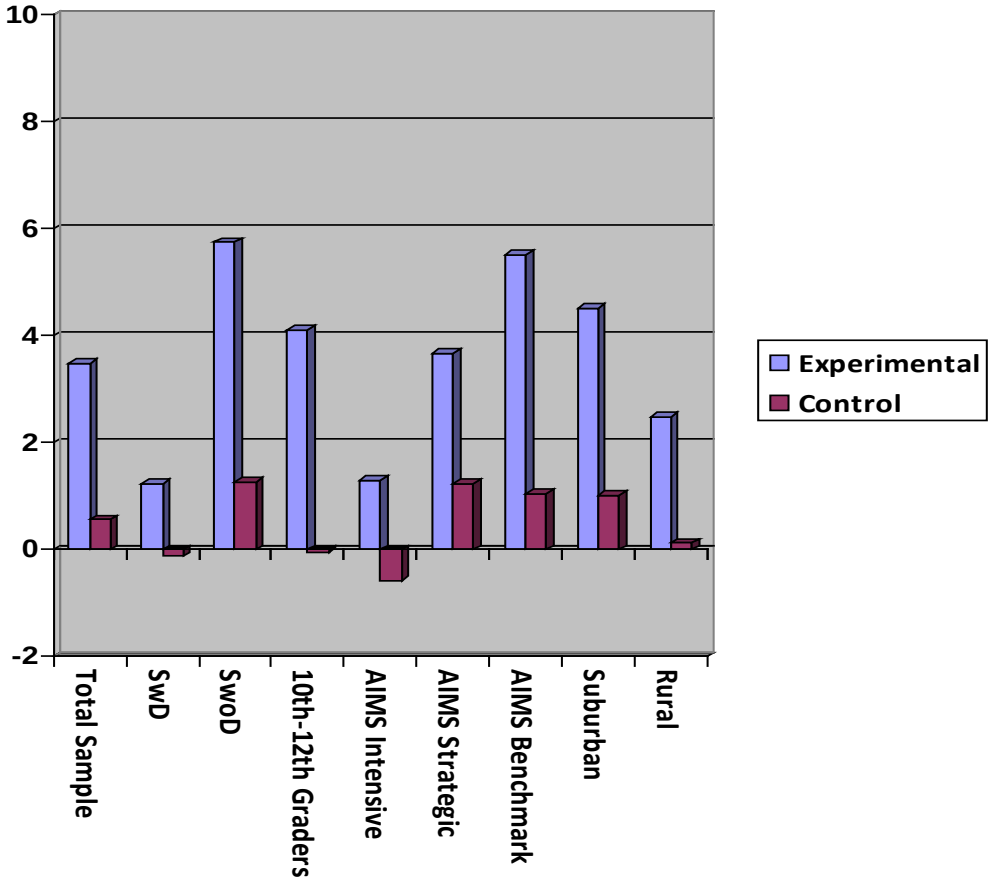
Experimental: 2007-2008
EnvisionIT Pre-Post Mean Increase of IT Literacy by Group, Reading Level, and Setting (N=287)



Experimental: n=153

Control: n=134

Statistical significance

($p < .05$) for all categories except SwD and AIMS Intensive

Findings suggests that EnvisionIT increased IT literacy

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Dependent Measures: Transition Skills

Ohio State Career Survey

- 23 item survey to measure students' perceptions of their transition skills
- The curriculum based measurement was found to be reliable (Cronbach's Alpha =.847, ICC = .740).
- Sample Question: Please rate your knowledge about finding jobs.
- Limitations with self-report but did not have the resources to make it a performance-based measure

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Experimental: 2007-2008 EnvisionIT Transition Gains (N=287)

- Experimental students with and without disabilities had significant gains in knowledge in finding jobs posttest compared to control students
- Experimental students with disabilities had greater gains in reported ability to find college information, compared to control students with disabilities

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.

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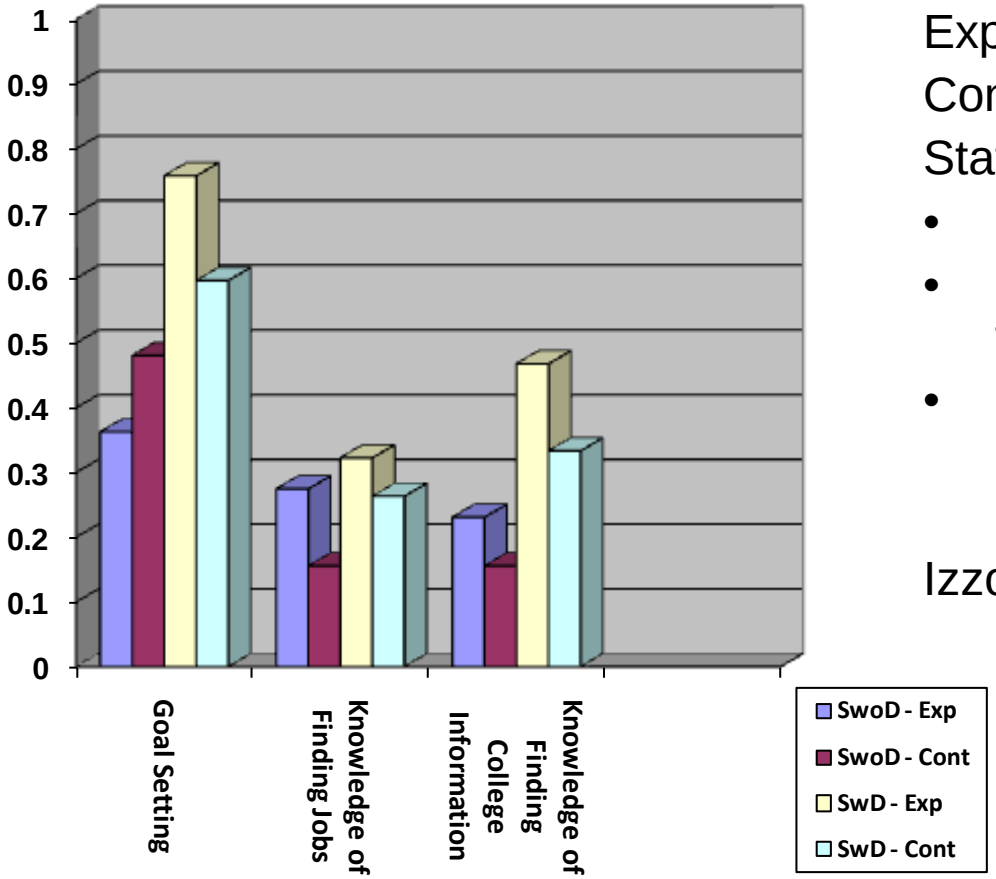
Experimental: 2007-2008 EnvisionIT Pre-Post Mean Increase of Transition Gains by Group (N=287)



Experimental (n=153)

Control (n=134)

Statistical Significance (p=.05)

- Goal setting for SwD
- Knowledge of finding jobs for SwD and SwoD
- Knowledge of finding college information for SwD

Izzo et al. 2010, CDEI 33(2)

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Data Collection: AIMSweb

- Pre-post
  - Benchmark: Reading independently at 8th grade level, no supports needed.
  - Strategic: Reading instructionally at 8th grade level, independent at 6th grade, needs Guided Notes, Review Sheets.
  - Intensive: Reading below 6th grade level, needs text-to-speech AT & Review Sheets.

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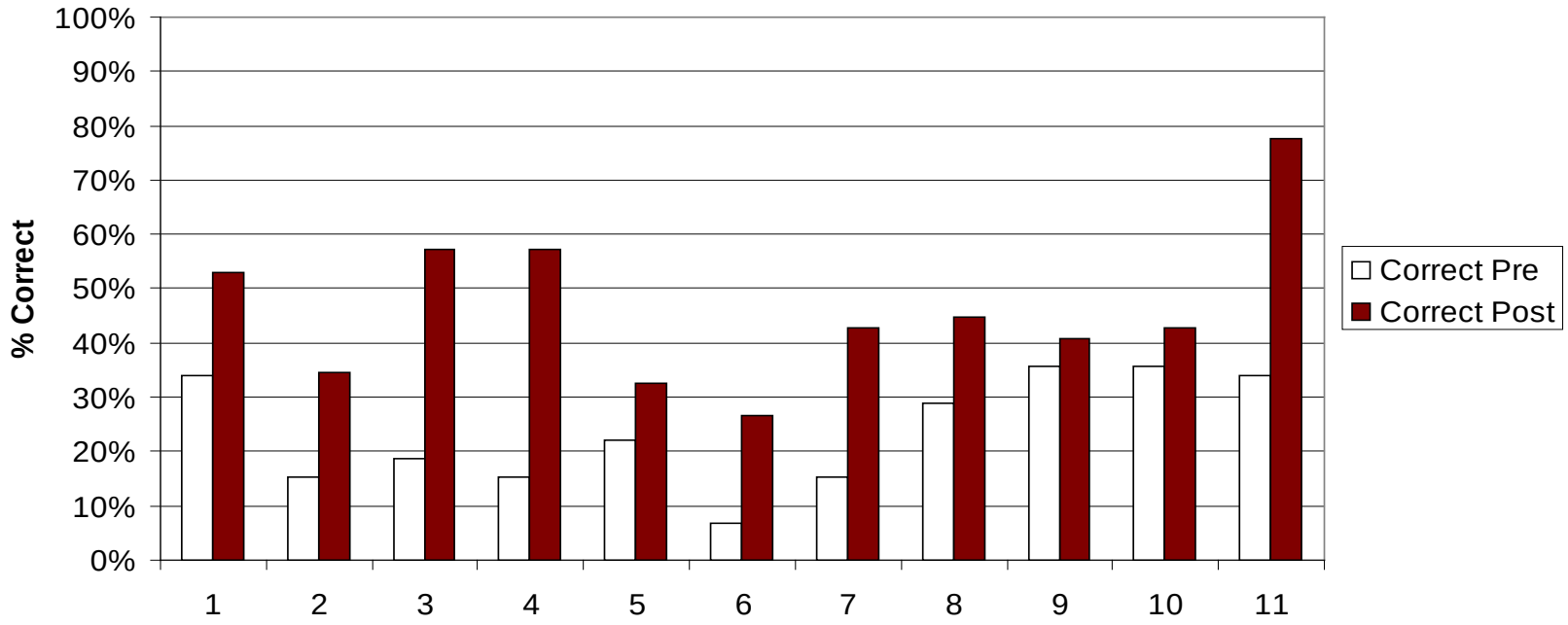
Single Subject Research: Pre-Post Gains of Students with HI or LD using AIMS Web Reading Test E-Mentoring 2009-2010 (N=11)



Data Collection: Focus Groups

- Student Focus Groups
  - Mid-year focus groups
  - 5-7 students
  - After posttest is completed
- Teacher Focus Groups:
  - On-site
  - Conference call

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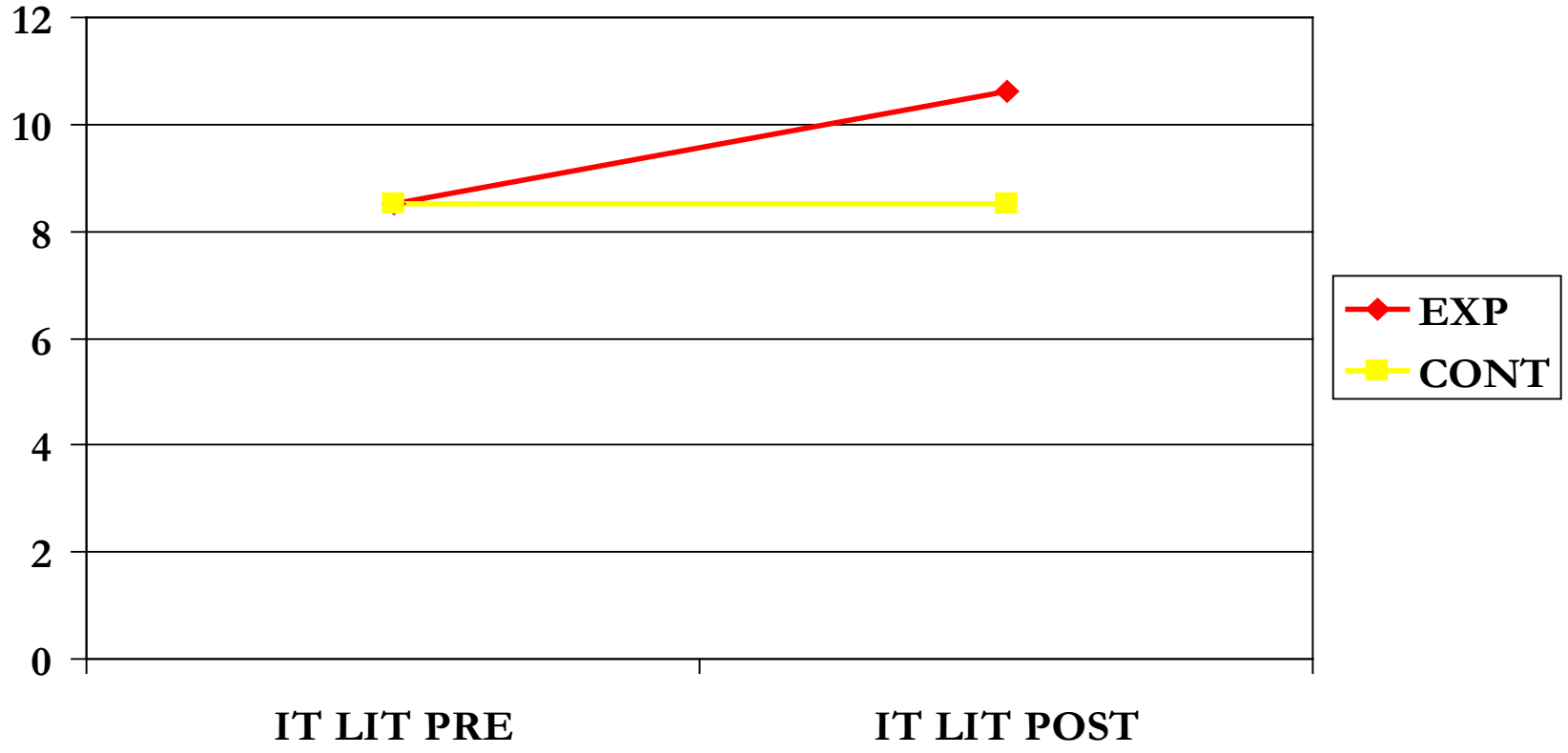
Quasi-Experimental: 2010-2011 E-Mentoring IT Literacy Gains (N=120)



Conclusion: Experimental group increased IT Literacy significantly as compared to the control group

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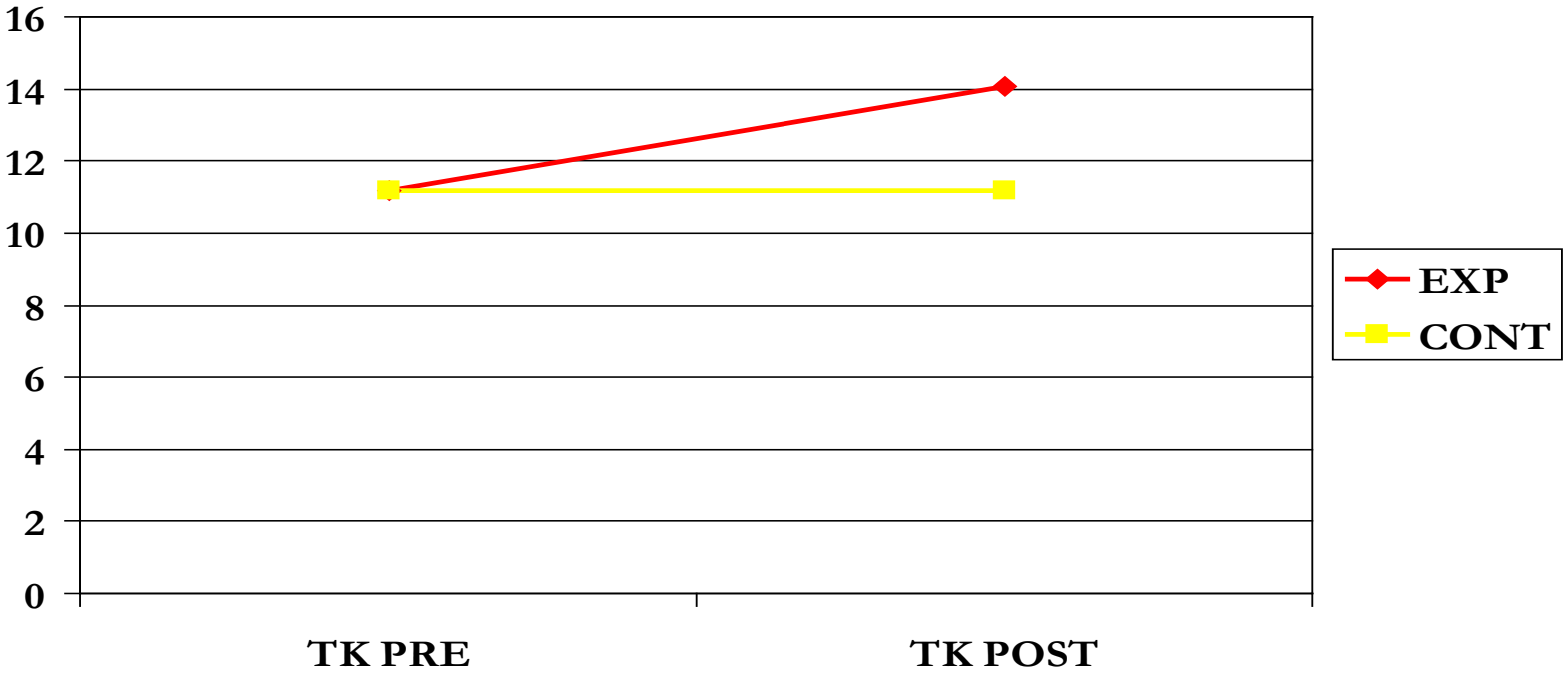
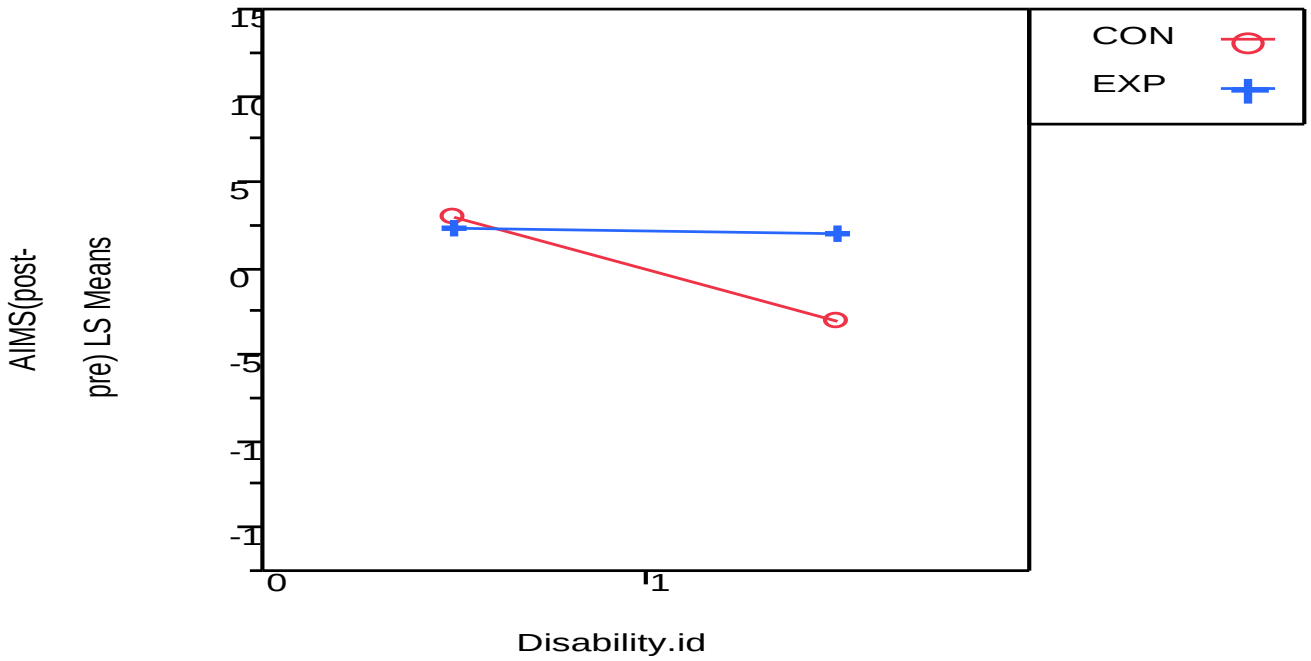
Quasi-Experimental: 2010-2011 E-Mentoring Transition Knowledge Gains (N=120)



Conclusion: Students in the experimental group increased their performance significantly on the Transition Knowledge (TK) test pre-post as compared to the control group

Quasi-Experimental: 2010-2011
E-Mentoring AIMS Web Reading Gains (N=120)



For the experimental group, change in AIM score was similar between students with and without disabilities, but for the comparison group, change in AIM score was much worse for students with disabilities

Conclusion: Intervention helps students with disabilities in reading as measured by their AIMS web score

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Single Subject Research Results
E-Mentoring 2011-2012 (N=4)

- Students were randomly assigned to use Click Speak assistive technology (AT) that allows for reading of text aloud in Internet and Word
- The results did not show a functional relationship between using AT (Click Speak) and cumulative gains scores per unit or reading comprehension scores
- The results did suggest a strong functional relationship between the usage of AT and increased on-task behavior

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10 Years of Research: Lessons Learned – Part 1

a. Recruitment of schools affected by many factors including reluctance to engage in experimental research, competing educational priorities, school schedule, lack of resources, and district climate
   - Strategy: Recruit more schools than needed, get an early start on recruitment, and consider other research designs if allowed

10 Years of Research: Lessons Learned – Part 2

b. High sample attrition in low achieving schools (between 40-70% with average of 55%) reduced the analytic sample

    Strategy: Recruit more than needed and offer incentives at study completion intervals

c. Limited fidelity to treatment

    Strategy: Intensive training, classroom modeling, and more frequent fidelity observations with multiple raters for inter-rater reliability

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10 Years of Research: Lessons Learned – Part 3

d. Technology challenges among schools affected implementation success

   Strategy: Evaluate school technological capacity prior to recruitment – this capacity includes computer availability, Internet access, bandwidth for multimedia, server restrictions, storage for student work, AT availability, district policy, and level of IT support

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Scaling-Up EnvisionIT RFP (2014-17)

Request for Proposals (RFP) Mini-Grant to Scale-Up EnvisionIT:

- Eligible Applicants and Partners:
  1. State Departments of Education
  2. UCEDD or IHE
- Applications due February 28, 2014
- Number of Awards: 3 state teams
- Funding Available: $33K per year for up to 3 years for a maximum award of $99K per state
- Awards Allocated: Spring 2014
- Implementation Years: Year 1 2014-15, Year 2 2015-16, and Year 3 2016-17

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Scaling-Up EnvisionIT RFP

- Nisonger Center Website:
  - http://nisonger.osu.edu
    - See Features, News & Events
- AUCD Website:
  - www.aucd.org

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For More Information About RFP

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- National Association of State Directors of Special Education (NASDSE)
- National Secondary Transition Technical Assistance Center (NSTTAC)
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- OSU Nisonger Center Administration
- Scaling-Up EnvisionIT Advisory Committee
- SRI International including Kate Nagle, PhD, MDCC, and Cohort 8 Stepping-Up Technology Grant Recipients
- Zarrow Center for Learning Enrichment including Jim Martin, PhD, Amber McConnell, PhD, and Staff

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For More Information

- OSEP Stepping-Up Technology Implementation Program (CFDA 84.327S) http://www2.ed.gov/programs/oseptms/2013-327s.pdf
- Nisonger Center: http://www.nisonger.osu.edu
- NSTTAC: http://www.nsttac.org
- AUCD: http://www.aucd.org
- Zarrow Center for Learning Enrichment: http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html

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