



Get the Picture?!

Proposal Narrative



Get the Picture?!

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Significance

Every high school entryway pretty much looks the same. There is a single unlocked doorway and a sign pointing to the office. There is a poster of the school mascot, a schedule of upcoming ballgames, a flag, a potted plant, a trash can. But at Franklin-Simpson High School in rural south central Kentucky, there is also a wall – a wall of photographs where new portraits are hung weekly and where aspiring graduates wait to see if they’ve made the cut. For one exceptional learner, we’ll call her Susan, the wall is everything. “I just want my dang picture on the wall,” she says. “That’s all. That’s it. I want on the wall.”

And last spring, Susan made it, along with **86 percent** of her classmates. Susan has been deemed “College/Career Ready,” a distinction now required for all FSHS seniors. You meet the standards set for your individual career pathway and you get your picture on the wall, or you don’t graduate. That simple requirement – and all the supports that have accompanied it since the fall of 2012 – has moved the school from a college/career readiness rate of 33.9 percent to 85.6 percent in 2013; the school is on pace for nearly 100 percent this year.

That includes **students with disabilities**, like Susan, who often are overlooked in planning for college and careers. But at FSHS, new systems and one-on-one supports are being provided to truly leave no child behind. Not one. Not even Susan.



I just want my
dang picture on
the wall...
“Susan,” 2013

(A)(1) The extent to which the proposed project addresses the absolute priority...

We will address Absolute Priorities 3 (Improving Academic Outcomes for Students with Disabilities) and 6 (Rural). Through **Get the Picture?!**, we will replicate the systems and strategies utilized by Franklin-Simpson High School related to college/career readiness. Over

four years, we will target the 900 high school students with disabilities in 9 rural, high-poverty school districts (RSLI, 2013). Each student will receive one-on-one support



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through a school-based Career Strategist, meeting at least weekly in one-on-one meetings to monitor his/her Individual Career Plan, a plan that focuses on realistic, big picture goals and action steps for life after high school. Together, the student and Strategist will ensure the student's aspirations **and** aptitudes inform his/her personalized career pathways and that coursework supports and aligns to the career plan. The Strategist will work with the student to address barriers: S/He will ensure a poor grade in English I doesn't prohibit off-campus work with the Welding program; that the student's homework assignments are all caught up; and that extra support for that Monday morning class is available in a just-in-time fashion. And to be clear, we will work with all students with disabilities in these nine high schools.

Resources build capacity in a school-based Support Team – the leaders, special education teachers and counselors in each school who will monitor this one-on-one work. Four College/Career Readiness Coaches will provide ongoing, embedded support and modeling, including student strategies, family facilitation, and data based decision-making.

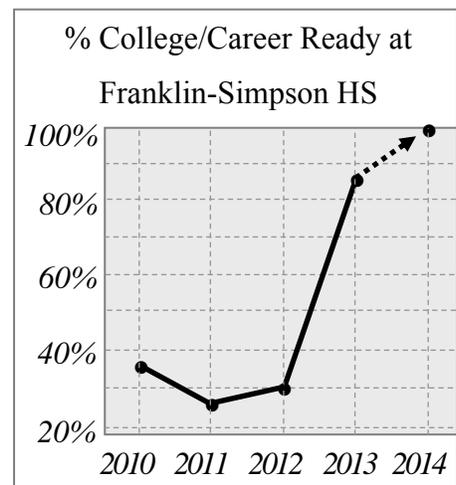
(A)(2) The proposed project would implement a novel approach ...

The Green River Regional Educational Cooperative (GRREC) is a non-profit, educational service agency supporting member schools, including Franklin-Simpson High School. For the past two years, our special education specialists have worked alongside FSHS teachers, school and district leaders, and specialists from the KY Department of Education to move the school from Persistently Lowest Achieving to one of two designated Hub Schools, that is, a school that has developed aligned systems for continuous improvement. **Get the Picture?! Guiding & Engaging**

Exceptional Teens will replicate that work in nine rural, high-poverty school districts. We will



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develop school-based Support Teams in each school (page 14) to coordinate the work and Student-to-Strategist match; each student with disabilities – including those with moderate learning or physical disabilities to those with significant cognitive deficits – will meet one-on-one **each week** with his/her assigned Career Strategist, a professionally developed special educator, counselor, principal, or district administrator. Together, the Student and Strategist will develop student **self-determination skills**. Research indicates student self-determination – where students with disabilities direct their own lives and are empowered and able to make decisions around specific learning and career goals – is directly related to positive outcomes after high school (Holub, 1998; Wehmeyer, 2003). Schools, however, typically do not develop self-determination skills in their students with disabilities (Carter, 2009).

Our 900 students will meet individually with a Career Strategist to set, monitor and adjust their personal goals for the week, month and quarter. Each will work along a self-determined career pathway; coursework will be intentionally aligned to that pathway; and the Strategist will continually provide academic and lifestyle resources to eliminate barriers to keep each student on his/her pathway, including flash cards, software, an alarm clock, pre-tests, and, for example:

- **Incentives.** Students meeting weekly benchmarks can choose from various incentives, such as free lunch for a week, fast food coupons, prime parking spaces, iTune gift cards, etc.
- **Time and tools for interventions.** Thirty minutes each day is set aside for small group interventions to address specific work related to an industry certification (math skills needed for the test), ACT vocabulary prep, homework help, etc., all differentiated for each student.
- **Modeled strategies.** The Strategist, for example, might chunk content information, helping a student practice on specific test content; the student may then take a single portion of the test

before moving to the next concept. Students might take a pre-test on the ACT Work Keys, then work with the Strategist on specific tools (software, time, a study buddy).



For more than 45 years, GRREC has provided professional learning and research-based coaching to educators in our member schools and districts. In helping these students “Get the Picture?!” we will be testing our **strong theory or rationale**, below. The unique nature of the model – creating and professionally developing targeted, focused teams to work one-on-one with students with disabilities – will confirm both the short-term outcomes of Franklin-Simpson High School and the **practical strategies** with the greatest effect in a school setting. We note the decades of research of Shogren and Wehmeyer of the University of Kansas and the KU Center on Developmental Disabilities. As recently as last fall, they again reported the benefits of self-determination on the post-high school outcomes of exceptional learners; but they (and others) stop short of pointing to strategies or models that will most effectively create that self-determination (Field, 1998; Shogren, 2013; Wehmeyer, 2002). This is the crux of our hypothesis.

Hypothesis



When exceptional learners from rural, high-poverty communities receive frequent, one-on-one guidance and support, they can and will develop the self-determination needed to set and achieve individual, personalized goals focused on their post-high school aspirations.

While previous research has considered the issue of self-determination, no specific strategies have been supported successfully in the field. Through this i3 project, we will utilize resources common to our rural, high-poverty schools to create a **novel and replicable model** for improving outcomes for students with disabilities. In doing so, we will also create measurements (culture regarding “presumed competence,” student self-determination, etc.) and build a professional support model suitable for use by other educational service agencies (ESAs) nationwide. Specific evaluation measures will define the levels of model implementation needed for success. In Year 4, we will begin to package and support the model with like agencies, helping to

replicate the supports regionally and later nationwide. This will build a shared validation via ESAs and their rural schools, leading to potential scale up in out years.



(A)(3) The potential contribution to the development, advancement of theory, knowledge...

Get the Picture?! begins where current work in this field leaves off. Research reveals the significance of self-determination, but the research stops there. It remains unclear how students with disabilities might deliberately acquire those skills, and thus, we have our starting place. The model created by Franklin-Simpson High School was created through focus and resolve, using a small number of district-level staff members to support teachers and counselors in the school. The will and tenacity at FSHS may not be apparent in other regional high schools and with the appropriate supports from GRREC does not have to be. As we replicate the FSHS work, we will serve as the tenacious, focused support staff – the role taken by the Simpson County School District in 2012. As we work with these 9 high schools, we will share the findings of our three-prong evaluation (page 19+) through existing regional, state and national networks, including:

- **The Association of Educational Service Agencies (AESA).** The professional organization serves more than 500 ESAs in 45 states. GRREC is both a member and supporter of AESA; our staff participates in national committees as well as ongoing activities and semi-annual conferences to learn and share best practices. This will be a key dissemination venue; we will share our findings with like organizations that serve similarly rural, high-poverty schools and districts. AESA reaches 80+ percent of school districts nationally. GRREC leadership serves on the AESA Executive Committee, Roofing Committee and Nominating Committee
- **Teacher Preparation.** We will also work directly with Western Kentucky University to first inform our findings to their teacher prep program and, second, to share findings with other teacher colleges nationally. WKU’s College of Education & Behavioral Sciences prepares more teachers, school leaders and counselors than any other Kentucky postsecondary

institution. WKU has pledged to work with us through publishing and presenting

avenues to reach a wider audience – as they have in years past (WKU Letter, attached).



This will include sharing ongoing findings with the Kentucky Department of Education and the Kentucky Education Professional Standards Board, to permanently embed the model in Kentucky schools and colleges, respectively. Kentucky was the first state to fully implement the new Common Core Standards (2010) and this month will roll out the first-of-its-kind Professional Growth and Effectiveness System (PGES) teacher evaluation system. The replication of Get the Picture?! will be another first to be observed nationally and will include explicit, differentiated strategies for working with students across the gamut of physical and cognitive challenges (moderate to severe disabilities).

- **Local, State, and National Networks.** GRREC coordinates the Regional Council for Exceptional Children CEC and our special education staff presents nationally at the annual CEC Conference, set in 2015 in San Diego. This is a natural venue for further dissemination. In fact, it was through the regional CEC that we first learned of the work of FSHS; they reported on their results several months ago, causing us to investigate the potential for replication and, eventually, validation and scale up. In addition, GRREC staff works year-round with state agencies, including KDE, to share unique strategies; we are currently replicating an expanded Positive Behavior in Schools (PBIS) model funded in part through KDE and at their request. Our work in supporting the Common Core was also a state partnership along with the 2014-15 roll-out of new standards in science and the PGES model.

We will replicate the FSHS model to include a systemic and structured support system – for schools and students – that is made to be utilized by **educational service agencies**; then we will share that model nationally with organizations just like ours and through partners. This is, after all, what ESAs do. We provide services to schools and districts, through economies of scale, that they cannot do on their own. In doing so, we will advance our theory by creating a first-ever model in support of self-determination for students with disabilities.



B. Project Design

B.1 The clarity, coherence of project goals, including an explicit plan or actions ...

We will improve the overall college/career readiness of students with disabilities in each participating school. That is our single goal. We will increase the number of students who achieve the state standard for College/Career Readiness, as seen in meeting benchmark on state/national assessments (ACT, KOSSA, WorkKeys, Compass, etc.) and/or completion of a recognized industry certification (Microsoft, Welding, CNA, AutoCAD, etc.). We provide here a summary of project Objectives, which align to the Evaluation Questions found on page 19. Measures for each objective are included on pages 22-24; a Work Plan with timeline and responsibilities is on pages 15-16 and a Logic Model is attached.

Summary: Objectives for participating students with disabilities

Goal: Improve the overall CCR of students with disabilities in each participating school

1. Increase by 15% annually students' feelings of autonomy, influence and control
2. Increase by 30% annually the # of students with a self-determined, monitored pathway
3. Increase by 75% the # of teachers reporting increased positive behaviors in students by 2019
4. Decrease by 15% annually the number of discipline referrals in each school
5. Increase by 15% annually the # of teachers in each high school who improve at least one level on Component 1B of the PGES (knowledge of students' instructional needs)
6. Increase to 90% the number of students whose parents meet w/teachers by 2018, with increases seen annually throughout the project
7. Increase by 35% over 4 years the # of students with disabilities who graduate
8. Increase by 20% over 4 years student achievement for targeted students
9. Increase by 30% annually the # of targeted students who identify their career aptitudes
10. Increase by 10% annually the # of students meeting benchmark on state and national college and career-ready assessments
11. By 2018-19, increase by 25% the number of students taking dual credit courses
12. By 2018-19, increase by 30% the number of students receiving industry certifications
13. 92% of all students with disabilities by the 2018-19 school year will meet College/Career Readiness indicators (and get their pictures on the school wall).

Overall Outcome: 900 students with disabilities each year will have self-determined career pathways and an increased opportunity for success following high school.

We will achieve these objectives over 4 years and in 9 rural, high-poverty school districts (RLIS,

2013; NCES, 2013). But how? How will we implement strategies across a 10,000-



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square-mile area? Collaborative projects with individualized, need-based supports are what we do. For Get the Picture?!, we will accept each high school as is, with its own distinct faculty, culture, schedule, barriers and predispositions. We will reach individual students with disabilities through their individual schools, utilizing the following **key elements**.

Culture Review: Feb.-May 2015. We will begin with a school culture assessment. It is not enough to believe students can learn; we must create a culture where faculty, students, and families know students will learn when provided appropriate supports (“presumed competence;” Jorgenson, 2005). National expert Michael McSheehan will lead development of a Culture Review related to the school understanding of how/whether students with disabilities learn. The review will serve as an annual baseline for an ongoing improvement plan related to this project. He is the National Project Director of the Student Centered Inclusion Project, faculty member of the Institute on Disability at the Univ. of New Hampshire, and a longtime GRREC partner.

Data Retreats, Teams: June-July 2015, ongoing. Support Teams (p. 14) will construct meaning from data related to students with disabilities. While there is nothing new about looking at data, educators who arrive at off-site Data Retreats thinking they have no control over success, leave on Day 3 with practical priorities tied to an achievable improvement plan. Support Teams will work as Data Teams to address concerns year-round. Schools will begin to recognize the “right” work to be addressed with students (Fullan, 2001; Mean, 2011; Schlechty, 2002).

College/Career Readiness Coaches: August 2015+. Four CCR Coaches will work in our nine schools, individually supporting Teams and Strategists. Trained in the Cognitive Coaching process (Costa, 1993), Coaches will work closely with Team members to guide self-determined pathways for students and will embed professional learning around areas identified in the Culture

Assessment and Data Retreat. To ensure implementation, we will:



- **Bring in the Cavalry (summer, fall 2015).** Our schools, like Franklin-Simpson HS, only have so much manpower. The Simpson County School District joined the high school in the work. District personnel there – and in our project – helped Strategists working one-on-one with students find pockets of time by relieving them of other duties. District personnel will accept responsibility for Support Team members’ bus and cafeteria duty, parking detail, etc.
- **Address Rural/Generational Poverty (fall 2015).** Support Teams will begin to understand the effects of poverty on student thinking and learning through a workshop-style event in the Ruby Payne *aha!Process*, based on Payne’s research (2005). Coaches will then embed specific, intentional strategies designed by researcher Eric Jensen (*Teaching with Poverty in Mind*, 2009). To reach parents (below), understanding poverty is a necessary step.
- **Engage and Connect Students (fall, 2015+; spring 2016).** Coaches will also help teachers “connect” students to the workplace – through fieldtrips to technical centers and colleges, partnerships with area business, and course alignment based on student aspirations. National engagement specialist John Antonetti, co-founder of the Look2Learning model, will co-design with GRREC a system of activities geared toward students with disabilities, including differentiated tasks for Strategists to use in their weekly sessions with students.
- **Engage Families (fall 2015).** With each school-based Family Youth Services Center, we will work with families to realistically plan for and with their children. The determination and goal-setting common to the middle class are not skills learned in a home of generational poverty (Payne, 2005); families in poverty often accept dependency on state or federal subsistence and expect the same type of life for their children (Duncan, 2000); other parents may perceive their students’ abilities far beyond reality. Coaches will guide Support Teams as they work with families in twice-annual meetings about his/her student’s career pathway. This will include home visits to support each family.



In the section below, we further describe a **project framework** to be used by Coaches in their work in these nine high schools, including introducing, modeling, consulting, coaching, and gradually releasing control of all strategies for a sustained shift in culture and student success.

B.2 The completeness of goals, a complete plan, and identification of potential risks...

Get the Picture?! will target approximately 12 percent of the students in our 9 high schools, the identified students with disabilities. This will include students with learning and behavioral disabilities as well as students with multiple physical and cognitive deficits – the less than 1 percent of students with severe physical and mental disabilities, who will be alternatively assessed but nevertheless served and served successfully. Regardless of the ability or disability of our targeted high-schoolers, Support Teams will presume competence first, (Jorgenson, 2005) and, second, differentiate support for student learning, dreaming, planning and skills development.

Our Support Teams will work year-round with an assigned CCR Coach. Coaches will layer key project elements (above) over time through a cycle of support leading to a gradual release of responsibility, seen here.

- **An introduction.** Coaches and project staff will introduce strategies through professional development – provided in traditional off-site and not-so-traditional school-based settings. This will include facilitated learning as well as “homework” or academic readings in small groups to initially give educators a foundation in why a particular strategy works.
- **Modeling.** Coaches will work one-on-one with students as his/her Strategist actively observes. By modeling the strategies first with students, the Strategist will be able to more quickly adapt to and implement the process with this or other assigned students.
- **Consulting.** Strategists will now begin to lead sessions with students, accepting ongoing support and guidance as needed. The Coach will make suggestions or provide specific resources following a student session to help the educator improve. The



Coach-Strategist duo may decide to switch roles at any point, returning to modeling if a strategy isn't working. Or the pair may opt to try something entirely different.

- **Cognitive Coaching.** As the Strategist becomes familiar with a process, the Coach will use questioning to help the Strategist find his/her own way to solutions. A pre-session protocol helps him/her plan the weekly student meeting; the debrief process after observing the effort creates a rich, effective and iterative dialogue between the Coach and Strategist, helping the Strategist shift his/her own learning to the next student or session. Teachers receiving one-on-one coaching are more likely to implement learned practices and do so more effectively (Ray, 1998). Cognitive coaching **increases the level of application to 90 percent**; if it is ongoing, application of strategies is likely to remain at 90 percent (Costa, 1994; Showers, 1996). We have utilized Coaching successfully in dozens of projects/schools in our region.
- **Practice.** Strategists will implement new and learned strategies with students in one-on-one sessions, critically evaluating their own efforts between coaching sessions via observations by trained peers. These trained teachers or other professionals in the school **will not** directly observe the Student-Strategist sessions; peers will provide feedback to the Strategist through ongoing questioning and conversation based on the Strategist's own conclusions about the work after the fact. Peers will be self-selected then trained as Cognitive Coaches.
- **Gradual release (ongoing).** Coaches will gradually release specific skills and competencies to Strategists throughout the project; but by the end of Year 3, the strategy framework – introduction, modeling, consulting, practice – will be embedded. This gradual release, which impacts each project component, is yet another modeled activity; we gradually release Support Teams to their work as they gradually release goal setting, monitoring and self-determination skills to their students with disabilities.



Despite careful planning, barriers or challenges are bound to occur. We briefly outline a few here and provide possible solutions or mitigations; Coaches will be key in this effort.

Potential Barriers/Risks	Solutions and Mitigations
School culture: Compliance vs. expectations for learning	Culture assessment, school plan development; ongoing PD; publicized celebrations of student successes by educators
Individual abilities of students: Reaching students at all levels	Use alternate assessments for students as appropriate; devise their career pathways based on capabilities and aptitudes
Rural, high-poverty environment with few CCR models	Field trips, speakers, connecting student learning to specific careers, shadowing, internships, etc.
Family fear of change: Students leaving home, losing public assistance	Demystify CCR and the impact on family income, other fears via twice-annual meetings w/families; add'l staff PD on poverty; partnership w/Family Youth Services Centers
Finding time in the day	District personnel assume routine teacher/counselor duties to free up specific blocks of time each week for sessions; work with FSHS to replicate their shared model of responsibility
Student buy-in	Increase engagement by making CCR all about his/her goals, skills, attributes; provide incentives; create a photo wall
School buy-in	Coach-organized celebrations, visits, on-site training, assumption of work, and more

Finally, to **avoid overwhelming school staff**, we will gradually introduce Get the Picture?!, in Grades 9-10 in Year 1, Grades 9-11 in Year 2, and in Grades 9-12 in Years 3-4. This will enable us to fully train staff as well as provide additional practice, coaching, and modeling as needed.

Quality of the Management Plan

GRREC will serve as fiscal agent and coordinate all project activities. Our offices are located in Bowling Green, KY; as part of our daily operation, we support 140,000 students in 250 PreK-12 schools annually, working through 19,000 educators and faculty. Each initiative – regardless of funding source – is operated on time and within budget. Our 100+ educational and administrative staff members provide services through an annual budget of \$8-10 million. Funding is diversified through membership fees, state and federal grants, sponsorships, and fees-for-services. Each

initiative has a half- or full-time director and a clear evaluation led by a third-party evaluator. All staff reports to the Executive Director or his leadership team.



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C.1 Responsibilities, objectives, timelines, metrics, targets ...

Rendy Belcher, a GRREC Exceptional Child Instructional Specialist, will serve as Project Director. Ms. Belcher joined GRREC in July 2014 and brings strong experiences working in rural, high-poverty schools. Her strengths include IEP development and college/career readiness for high school students with disabilities. A National Board Certified Teacher, she has served as an administrator (Director of Special Education) and former director of a large, federal drug prevention/treatment project. As Get the Picture?! Project Director, she will manage day-to-day implementation and work daily with schools and districts. She will supervise four CCR Coaches, assist the evaluation team, conduct site visits, and guide the Development Team (below). In addition, she will work with GRREC staff to ensure

financial and resource management, reporting to the USDE and to stakeholders, and securing the pledged non-public match through local and regional efforts (Appendix C).

College/Career Readiness Coaches will work directly with school-based Support Teams, local Family Youth Services Centers, and community groups and businesses.

Coaches will work in an assigned school to introduce, model, consult, and coach each Support Team member as they work with students one-on-one. Other critical supports including:

- **Development Team.** Replicating the Franklin-Simpson High School model is the initial role of this group; continuous improvement is the ongoing role. The Development Team is a 9- to 11-member work group representative of project participants and stakeholders (chart).

The Team will meet in whole at least monthly in the first year, as key elements are developed (e.g., the Culture Assessment). By August 2015, they will meet bi-monthly or quarterly

Development Team

- | Project Director (Belcher)
- | GRREC Leadership (1)
- | GRREC Special Educators (2)
- | District Superintendent (1)
- | Family Youth Ser. Ctr. Dir. (2)
- | WKU Faculty (2)
- | National partners (intermittent)



in regional locations to monitor and continue oversight of progress; subsets of the Team will meet almost weekly. Much of the work also may be done electronically.

- **Support Teams.** Selected and coordinated by the principal, Team members will be special educators, counselors, district staff and other select teachers. They will meet as a Data Team (p. 8) at least monthly to coordinate and monitor the Student-to-Strategist matches. They will ensure Strategists have the time needed to support each student weekly and that the work is progressing. Needed professional learning from the Coach and others will be identified by the Team and other school Strategists. Team members also will receive specific support related to school culture and poverty to help them more effectively work with teachers and families.
- **Family Youth Services Centers.** Centers are publicly-funded agencies serving each district and its low-income students. Centers provide food, school supplies, an alarm clock, shoes – anything to eliminate barriers. Staff members know everyone in the community and will help Support Teams and Strategists work with families. The Center Director will participate on the Support Team; two regional Directors will serve on the Development Team.
- **External Evaluator.** The Center for Research in Educational Policy (CREP) at the University of Memphis and the Collaborative for Teaching & Learning (CTL) will evaluate the project. Organizational summaries and vitae are attached; also see page 25.

Our Work Plan follows and includes key components and responsibilities. Evaluation Questions are on page 19; program Metrics are delineated for each outcome on pages 22-24. As noted above, we will initially implement **Get the Picture?!** in grades 9-10, adding a grade in each following year, gradually releasing the work to each school in Year 4.



<u>Abbreviated Work Plan</u>	Yr 1	Yr 2	Yr 3	Yr 4	Responsible / Evidence (*)
Kick-off (January 2015) – Overview of project, baseline surveys collected – Support Team members selected, confirmed (revised annually)	✓	✓	✓	✓	GRREC Dep. Ex. Director (Link) * Registration / Sign-in * Team membership, correspondence
Staff recruited, hired – Project Director, January/February 2015 – College/Career Readiness Coaches (4), identified in spring and begin training w/July 1 hire date	✓	✓			GRREC Leadership * Job posting, applications, interviews * Placement documents
Culture Audit/Review – Review process developed with McSheehan, Jan.-Feb. 2015 – Implementation in each school, April-May 2015 – Ongoing improvement measure (annually)	✓	✓	✓	✓	GRREC Special Educators, Project Director, Evaluator * Protocol developed for audit/review * Improvement plans in each school * Improvements under way
Data Retreats, Teams – Retreat prep (site visits), April-May 2015 – Retreats (3 days), June-July 2015; repeated annually – Data Teams established, August 2015; ongoing – Data Team training at GRREC by GRREC staff, Sept./Oct. 2015	✓	✓	✓	✓	Director, GRREC Data Team, school principals, Support Team members * Prep meeting reports, initial targets * Data analyzed, improvement plans drafted * Data meetings tasks (monthly) * Training attendance, sign-in
Baseline data collected, confirmed (Evaluator) – Improvement Cycle established (p. 16) – Instruments determined/acquired or developed (Feb.-April 2015)	✓	✓			Evaluator, Project Director * Reports, data collected, meetings * Ongoing findings, outcomes
Strategy Sessions protocol – Formalize FSHS protocol for working w/students, Feb.-March – Training for Teams, including visit to FSHS (2 days), fall 2015 Continual revisions shared among participating schools (annual)	✓	✓	✓	✓	GRREC Special Educators, Project Director, FSHS Leadership * Procedures formalized, shared * Draft revisions * Training sign-ins, site visit logs



Abbreviated Work Plan, pg 2...	Yr 1	Yr 2	Yr 3	Yr 4	Responsible / Evidence (*)
Cognitive Coaching training – As needed for the Director, CCR Coaches (summer, fall 2015) – For Support Team members, winter-summer 2015-16	✓	✓			Proj. Director, Coaches, Team members * Trainers booked, registration complete * Sign-ins, feedback * Implementation, coaching sessions
Family Engagement – Twice-annual parent meetings to review Career Pathways, goals – Resource plans developed; barriers eliminated year-round	✓ ✓	✓ ✓	✓ ✓	✓ ✓	Proj. Director, Coaches, Team members, Family Youth Service Center Directors * Parent sign-ins, sessions held * Student preparation, feedback
Continuous improvement activities Aligned to development of protocols, implementation of project – Site visits w/rubric to gauge implementation – Monthly observations, e-reports from Team – External Evaluator designs, monitors improvement cycle based on Oxley 7-step cycle (Oxley, 2007) – Monthly check-point mtgs with Coaches – Quarterly evaluator feedback, report; review of Field Notes – Ongoing review of training tools, assessments – School-level review of Strategy Session meetings – Review of student career plans (number, quality) – Review of pre/post assessment reports, feedback	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	Development Team: - Project Director (Belcher) - GRREC Deputy Exec. Dir. (Link) - GRREC Special Educators (2) - District Instructional Supervisor (1) - Youth Service Center Director (2) - WKU Faculty (2) - Nat'l partners (intermittent) * e-reports (Team Lead, FYSC staff) * Project Director site-visit logs * Ongoing reports from Coaches * Benchmarks observed, met * Student and teacher surveys * Observations by Evaluator, quarterly reporting to Development Team * Student feedback (interviews)



C.2 Demonstrated commitment of key partners or evidence of broad support...

GRREC is requesting \$3 million over 4 years to implement Get the Picture?! in 9 high schools. In Appendix C, we outline specific contributions of key partners to the required match. We provide evidence in the form of Letters of Commitment (partner) and Agreement (districts).

- **Get the Picture?! High Schools.** Each high school is setting aside resources for professional learning both during and out of the school day. We will work, as we do in all our consortium projects, to ensure student learning is not impacted, using summer, in-school planning time, and afterschool meetings as needed. Strategists will be supported by our Coaches at the school. Monthly School Support Team meetings will review student progress since the previous meeting and ensure each and every student with disabilities is served. Support Team members will likely also serve on school Response to Intervention teams, as students with disabilities often need RTI supports; schools may merge the functions of both teams to make the most of educator time. Support Teams will participate in the Data Retreats annually and will be charged with implementing the Culture Plan. Each district has agreed to help GRREC support the work through a non-public match. This will likely be \$2,000 per school per year through business/industry partners. *Match: \$72,000*
- **WKU DELO.** The Western Kentucky University Division of Learning Opportunities (DELO) will provide students dual credit scholarships for school-based and online courses; ongoing student and family outreach; and teacher training and stipends for dual credit delivery. In all, they have pledged nearly \$400,000 over 4 years. *Match: \$378,088*
- **WKU CEBS.** The WKU College of Education & Behavioral Sciences will work with us to develop and monitor the project and its elements; disseminate ongoing findings through publishing, presentations and postsecondary networks; and inform the findings to its own preparatory practices. WKU prepares more teachers, counselors and principals



than any other preparatory school in Kentucky. For 45 years, GRREC has partnered with faculty and staff from WKU; until the completion of our training facilities in 2010, our offices were housed on WKU's 200-acre campus. The Dean of the College of Education serves as a member of our Board of Directors. ***Match: TBD upon funding***

In addition to these partners, we will work with organizations and individuals with whom we have had service or collaborative relationships for many years, including: national experts John Antonetti (student engagement; 4 years), Michael McSheehan (presumed competence; 4 years), the Public Education Business Coalition (coaching; 7 years), and our Evaluators, the Center for Research in Educational Policy (new partnership) and the Collaborative for Teaching & Learning (3 years). High school Family Youth Services Centers will also provide resources throughout.

C.3 Ensuring feedback and continuous improvement in program operation...

As discussed on page 21, GRREC utilizes a Continuous Improvement Cycles espoused by Dr. Diana Oxley (2007). The initial Culture Assessment Plan for each high school will serve as the "existing practice" from which we will progress. Annual and mid-year targets will be included; each local Support Team, guided by the CCR Coach, will meet monthly to determine if progress is being made and whether changes are needed. At least quarterly, the Coach will formally take each Team through the model, utilizing student data as well as activity indicators. And each summer, the Team will develop a new school year plan aligned to the original goals of the Culture Plan via that Data Retreat process. The annual process will be managed by the Director.

In addition, the Evaluator will regularly provide data to project staff through a rapid-response feedback loop, ensuring timely findings support warranted changes/improvements. Evaluators will work closely with the Development Team, meeting formally at least quarterly. Project staff will work with each Support Team and Strategist to create appropriate action steps as



needed throughout the project. Other actions will include site visits by the Project Director to schools monthly; focus groups, surveys and confidential feedback to the evaluator and staff; Coach reports related to tasks (formal and anecdotal); and more.

Quality of Project Evaluation

Dr. Todd Zoblotsky and Dr. Deborah Walker of the Center for Research in Educational Policy at the University of Memphis and the Collaborative for Teaching & Learning, respectively, will lead the evaluation. Vitae for key investigators for the project are attached.

D.1 Clarity and importance of key questions to be addressed...

We will explore the following research questions to confirm whether Get the Picture?! is meeting the stated goal: improving the overall college/career readiness of students with disabilities.

1. To what extent is the project improving the overall College/Career Readiness (CCR) of students with disabilities in participating schools as compared to matched control schools and measured by (a) student perceptions and behavior and (b) teacher perceptions?
2. Compared to matched control schools, to what extent is the project increasing the number of students identified with disabilities who meet state CCR standards by (a) meeting state/nat'l benchmarks (ACT, KOSSA, WorkKeys, etc.); b) earning a recognized industry certification (CNA, Microsoft, Welding, etc.); and/or (c) reaching proficiency on K-PREP (KY assessment).
3. To what extent is the project implemented with fidelity across all schools? (a) Which aspects of (i) program implementation (e.g., Culture review, Data retreats, etc.) and (ii) program objectives are most/least effective in achieving the goal? (b) To what extent does the program use formative outcomes for continuous improvement?
4. To what extent do students who participate in the project, teachers of participating students, and College/Career Readiness Coaches feel Get the Picture?! is effective in helping participating students achieve their college and/or career goals?



D.2 The evaluation includes a clear and credible analysis plan...

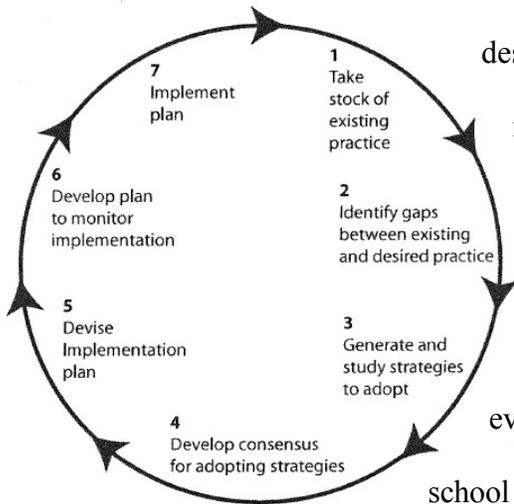
This study will include approximately 1,800 students (900 treatment, 900 control) identified as receiving Special Education services in 18 rural high schools in Kentucky. A quasi-experimental design will address the research questions, with the nine treatment schools matched to similar control schools using propensity scores based on school level data from the Kentucky School Report Card. Matching criteria will likely include student demographics (e.g., gender, economic status, disability status), school characteristics (e.g., location, enrollment, discipline, graduation), teacher characteristics (e.g., number, qualifications), and baseline achievement measures.

A mixed methods approach will be employed; evaluators from CREP will conduct the control school matching and all descriptive and statistical analyses of student and teacher survey and student achievement outcomes (quantitative), while evaluators from CTL conduct all qualitative analyses (observations, fidelity of implementation, field note analysis).

Analyses. Descriptive analyses of student and teacher survey and student achievement data will be conducted to determine whether specified improvement for each outcome has been met. Statistical analyses will potentially include logistic regression or a Hierarchical Generalized Linear Model (HGLM) comparing treatment and matched control group odds of meeting the specified student achievement goals (control schools will receive a stipend for participating). Effect sizes (Hedges's *g*) will also be calculated to quantify the magnitude of the outcomes. All instruments and research protocols will be submitted to the University IRB for approval. The minimum detectable effect (MDES) (Cox index) for the student achievement outcomes would be 0.14 meaning the study is adequately powered to detect the 0.25 targeted effect size difference.

Fidelity of Implementation. A combination of existing measurement tools and those developed specifically for the project will be used to determine if elements are implemented as





designed. The acceptable implementation threshold will be a high rating of 75 percent of available measures. In addition, Oxley’s Continuous Improvement Model (NWREL 2007; graphic at left) provides guidance for measuring fidelity of implementation for Evaluators and the project team. Through the seven steps, evaluators will analyze baseline data, developing a profile of each school to be shared with project staff and Development Team (spring

2015). Taking stock will occur regularly, using online tools such as CREP’s secure, password protected data collection system. Project staff will upload timely data regarding career plans, assessments, one-to-one coaching, etc., on an ongoing basis. Together, we will identify gaps between existing and desired practice, generating new strategies to adopt on a continuous basis (i.e., iterative improvement). Evaluators will provide ongoing analysis and recommendations so the project team can generate and study the efficacy of strategies implemented. The team and evaluators will revise the Work Plan to incorporate changes as the project evolves.

Observations in Schools. In addition to reviewing uploaded documents such as coaching logs and student career plans, evaluators from CTL will observe 2-3 schools each quarter, using observation protocols and rubrics developed by the evaluators, to determine both occurrence and efficacy of these activities. CTL will also use school visits to gather informal interview data from teachers and students to identify implementation strengths and needs.

Analyzing Field Notes. Evaluators from CREP and CTL will develop protocols, rubrics and note-taking formats to foster consistency within the CTL team conducting school observations. In addition, inter-rater reliability among observers will be tested before any observations are

conducted. The note-taking format will include ratings of the strength of the practices



and project components observed in a consistent and meaningful fashion, and will provide categories for sorting comments so quarterly reports can be easily derived. Electronic field notes will be collected during site visits, allowing for compilation of ratings and frequency distribution of comments. CTL staff will formally debrief after visits to address any wide variance in observations.

D.3 Plan clearly articulates key components, outcomes, measurable threshold for...

As noted above, we will use an implementation threshold of 75 percent for all elements of the project. The following table indicates the specific outcomes as well as performance measures, targets, the analytic approach, and grade levels addressed annually. Objectives are grouped by project characteristics, which build on each other (e.g., student perception, student engagement,

	Outcomes / Measures (→)	Targets	Analytic Approach	Grade
Student Perceptions	Self-Determination 1. Increase by 15% annually students' feelings of autonomy, influence and control → Student perceptions of feelings of autonomy, influence and control (student survey: Self-Concept as Learner)	15% annual increase in positive responses	Pre/post analysis of student survey in treatment schools	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
	Career Awareness 2. Increase by 30% annually the number of students who can identify their career aptitudes (self-determined pathway) → The number of all students w/disabilities who can identify their career aptitudes on student career profiles	Increase by 30% annually	Descriptive analysis of the percentage of treatment students meeting the target	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
Engagement	Student Behavior 3. Increase by 75% the # of teachers reporting increased positive behaviors in students (positive behaviors to be defined utilizing PBIS indicators used across the project) → Teacher survey w/descriptive analysis	75% increase in the # of general and special ed. teachers reporting increased positive behaviors in students (spring 2019)	Descriptive pre/post analysis of teacher survey in treatment schools	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th



	Outcomes / Measures (→)	Targets	Analytic Approach	Grade
Engagement	Discipline 4. Decrease by 15% annually the number of discipline referrals in each school → Number of school discipline referrals by student	Decrease by 15% annually	Descriptive analysis comparing the percentage of students meeting the target in treatment and control schools	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
Tchr. Efficacy	Teacher Knowledge of Students' Instructional Needs 5. Increase by 15% annually the # of teachers in each school with improved knowledge of students' instructional needs → Teachers improve at least one level on Professional Growth & Effectiveness System (PGES) Comp. 1B	# of gen. & special ed. teachers who improve at <u>least one level</u> on PGES Component 1B <i>Based on Dr. Charlotte Danielson's Framework for Teaching & Learning (new statewide teacher eval. system)</i>	Descriptive analysis of the percentage of teachers in treatment schools meeting the target	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
Parents	Parent Meetings, Involvement 6. Increase to 90% the number of students whose parents meet w/teachers (≥ twice annually) → # of students whose parent(s) or guardian(s) meet w/their general or special ed. teachers and/or that the Coach reports are working w/Family Youth Services Centers	Increase to 90% by spring 2019	Descriptive analysis of the percentage of treatment students meeting the target	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
Student Achievement	Graduation Rates 7. Increase by 35% over 4 years the graduation rate of students with disabilities → Graduation rate of students with disabilities, including alternate diploma or certificate of completion	Increase by 35% by Spring 2019	Descriptive analysis comparing the graduation rates of students with disabilities in treatment and control schools	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
	Kentucky State Academic Assessments 8. Increase by 20% over 4 years student achievement → Proficiency on the Kentucky state assessment (K-PREP) or alternate assessment (Transition Attainment Record or TAR)	(1) Increase by 20% by Spring 2019 (2) Effect size (g) ≥ 0.25	(1) Descriptive analysis comparing the percentage of students meeting the target in treatment and control schools (2) Logistic regression or Hierarchical Generalized Linear Model (HGLM) comparing treatment and control group odds of scoring proficient	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th



	Outcomes / Measures (→)	Targets	Analytic Approach	Grade
College/Career Readiness	Self-Determined, Monitored College/Career Pathway 9. Increase by 30% annually the # of students with a self-determined, monitored pathway → # of students w/Individual Career Plans → # of students having weekly meetings w/Career Strategist	30% annual increase in either measure	Descriptive analysis of the percentage of treatment students meeting the target	Yr 1: 9-10 th Yr 2: 9-11 th Yr 3: 9-12 th Yr 4: 9-12 th
	College Readiness Benchmarks 10. Increase by 10% annually the # of students meeting ASPIRE and ACT benchmarks → <u>National</u> : EXPLORE and PLAN or ACT ASPIRE, ACT, COMPASS college placement, WorkKeys, or TAR alt. assmt. → <u>State</u> : KYOTE (college math placement), KY Occupational Skills Standards Assessment (KOSSA); ASVAB, AFQT (military entrance assessments)	(1) 10% annual increase in the # of students meeting the benchmarks (2) Effect size (g) ≥ 0.25	(1) Descriptive analysis comparing the percentage of students meeting the target in treatment and control schools (2) Logistic regression or Hierarchical Generalized Linear Model (HGLM) comparing treatment and control group odds of meeting the benchmarks	Yr 1: 10 th Yr 2: 10-11 th Yr 3: 10-12 th Yr 4: 10-12 th
	Dual Credit 11. By 2018-19, increase by 25% the number of students taking and earning college credit → Number of certifications (student-level data)	25% increase in the # of students taking college courses during high school by 2018-19 school year	Descriptive analysis comparing the percentage of students meeting the target in treatment and control schools	Yr 1 baseline Yr 2: 11-12 th Yr 3: 11-12 th Yr 4 11-12 th
	Industry Certifications 12. By 2018-19, increase by 30% the number of students receiving industry certifications → Number of certifications (student-level data)	30% increase in the # of students receiving certifications by 2018-19 school year	Descriptive analysis comparing the percentage of students meeting the target in treatment and control schools	Yr 1 baseline Yr 2: 12 th Yr 3: 12 th Yr 4 12 th
	College and/or Career Ready 13. 92% of all students with disabilities by 2018-19 school year will meet College/Career Readiness indicators (and get their pictures on the school wall).	By 2018-19, 92% of all students with disabilities will meet one or more CCR indicators	Descriptive analysis comparing the percentage of students meeting the target in treatment and control schools	Yr 1 baseline Yr 2: 12 th Yr 3: 12 th Yr 4 12 th



D.4 Proposed plan includes sufficient resources to carry out the evaluation effectively...

Our evaluators are located within a short drive of our schools. Site visits by CTL may be readily performed throughout the project without the need of an overnight stay. Face-to-face meetings and trainings will bring all parties to the GRREC facility, which can accommodate small and large meetings (up to 200). The Director and Coaches will support collection of qualitative and quantitative evidence, including observations, coaching notes, monthly Support Team minutes, etc., as a normal part of their work in each high school. We will also pay a stipend to each school Team Leader to ensure cooperation and accountability for the collection of local data. The capacity of organizations conducting the work – CREP, CTL and GRREC – is summarized here. Vitae are attached for CREP and CTL investigators as well as GRREC personnel.

- CREP currently employs a staff of nearly 40 trained researchers, practitioners, and research assistants with experience in large scale evaluations in 20 states. Its fully staffed statistics department manages and analyzes large data sets of both qualitative and quantitative tools; experience includes running quasi-experimental and Randomized Control Trials (RCTs).
- CTL is a not-for-profit, 501(c)(3) educational consulting firm based in Louisville. For more than a decade, they have conducted large-scale regional and international evaluation and instructional improvement initiatives (private, state, federal). CTL brings an instructional lens to data collection and analysis, providing feedback with an eye toward improvement.
- GRREC is the largest of eight cooperatives in Kentucky; membership continues to increase as schools/districts see support in new common core standards, PGES, literacy and more. Our 100+ staff members includes more than a dozen special educators, including transition, content, and PBIS specialists. Finally, we currently operate a number of federal and privately funded initiatives, including the largest Race to the Top-District project in the nation (2012), serving 22 districts and 116 schools.

