**Scaling-Up 21st Century Skills Across States**

# Presenters

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# Scale-Up Partners & Policies

| Ohio | Connecticut |
| --- | --- |
| * Public and Charter Schools   + Inclusive Classrooms * Autism Service Provider | * Public Schools   + General and Special Education Classrooms |
| * The Ohio State University Nisonger Center | * University of Connecticut Neag School of Education |
| * Department of Education Office for Exceptional Children * Career Advising Policy * Ohio Means Jobs (omj.ohio.gov) * State Support Teams | * Department of Education Bureau of Special Education * Student Success Plans * Jobs Made Real (jobsmadereal.com) * Connecticut Core |
| * Office of Special Education Programs, IDEAs that Work * Every Student Succeeds Act (2015) * Common Core State Standards | |

## 

# Results (2010-2016)

The EnvisionIT curriculum has been shown to significantly increase the following for students:

* Information Technology (IT) literacy[[1]](#footnote-1) [[2]](#footnote-2)
* College and Career Readiness skills2
* Reading[[3]](#footnote-3)

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## Alignment of EnvisionIT (EIT) Curriculum to Every Student Succeeds Act (ESSA)

| **Every Student Succeeds Act (ESSA)**  **21 U.S.C. 812(c)** | **EnvisionIT Tools and Practices** |
| --- | --- |
| **‘‘(3) DIGITAL LEARNING.—Refers to any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including —** | |
| ‘‘**(A)** interactive learning resources, digital learning content […], software, or simulations, that engage students in academic content; | Delivers content via the Schoology LMS or Google Drive that teaches information and communications technology (ICT) literacy skills to engage students in career research using credible Web sources and databases |
| ‘‘**(B)** access to online databases and other primary source documents; | Teaches students how to navigate educational, career and college websites |
| ‘‘**(C)** the use of data and information to personalize learning and provide targeted supplementary instruction; | Facilitates age-appropriate transition assessments to personalize learning so students explore college and career options aligned with their interest, personality and learning styles |
| ‘‘**(D)** online and computer-based assessments; | Students complete online age-appropriate transition assessments, such as the VARK Learning Questionnaire, O\*NET Interest Profiler, and unit quizzes |
| ‘‘**(E)** learning environments that allow for rich collaboration and communication; | Students participate in group discussions, adult support and peer review activities, and blogs to share results of age-appropriate transition assessments and career research |
| ‘‘**(F)** hybrid or blended learning, which occurs under direct instructor supervision […] through online delivery of instruction with some element of student control […]; and | Students work independently to read content and complete activities and assignments, resulting in a comprehensive Transition Portfolio |
| ‘‘**(G)** access to online course opportunities for students in rural or remote areas. | Implemented in rural school districts with Internet access; students can access digital curricula at school, home, library – wherever student can access the Internet |
| **‘‘SEC. 4102. DEFINITIONS.** | |
| **‘‘(1) BLENDED LEARNING.—Refers to a formal education program that leverages both technology-based and face-to-face instructional approaches —** | |
| ‘‘**(A)** that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and | Teaches students to navigate career based websites based on age-appropriate transition assessments  Students work independently on activities after content is delivered by either a teacher or independently by students |
| ‘‘**(B)** in which students are provided some control over time, path, pace. | Students work independently to read content and complete activities and assignments, resulting in a comprehensive Transition Portfolio |

# Stages & Steps in Scaling-Up the EnvisionIT (EIT) Evidence-Based Intervention

The following stages and steps are based upon EIT project experience, as well as Stages of Implementation research available online at <http://implementation.fpg.unc.edu/>. Though presented linearly, the stages and steps may occur nonlinearly with great variance in-and-between the stages and steps towards an ultimate outcome of sustainability.

## I. Exploration Stage – needs assessment to determine need for change and intervention

* Disseminate project-based information and materials through in-person conferences and workshops, online webinars, and social and professional networks in order to gauge interest and need for EIT intervention.
* Collect contact information and EIT Implementation Site Application from interested school/district personnel.
* Send additional project-based information and materials to interested school/district personnel, including instructions for previewing the online FREE EIT intervention.
* Share research to date that establishes a basis for EIT as an Evidence-Based Practice (EBP) and explains how the intervention benefits key stakeholders, incorporating student and teacher testimonials.
* Begin to develop partnerships with key stakeholders in LEA and identify champions (those most enthusiastic about and receptive to the intervention) at each level of systems change (such as a classroom teacher, school principal, and district curriculum director) to facilitate adoption.
* Identify mechanisms to acquire needed administrative support/approval for EIT implementation.
* Evaluate, and when feasible, implement ideas that would contribute to intervention viability, credibility, and scale-up as an EBP, including ideas that would align intervention to local, state, and national partners and policies and build organizational capacity.

**II. Installation Stage – planning for intervention, including identification of resources**

* Continue to develop partnerships with key stakeholders in LEA and continue to identify champions (those most enthusiastic about and receptive to the intervention) at each level of systems change (such as a classroom teacher, school principal, and district curriculum director) to facilitate adoption.
* Work with school/district personnel via meetings and conference calls to determine suitability of EIT intervention and setting where EIT would best fit at a site given student/teacher/school needs and resources.
* Explore pathways to scale-up and sustainability of EIT intervention in LEA that facilitate integrating EIT into district infrastructure such as EIT becoming the established curriculum for a course offered in a district course catalog or online learning management system (LMS).
* Identify specific teachers, students, and classroom logistics for EIT intervention implementation based on premise that initial pilot should help build capacity for scaling-up to other settings in or across sites in LEA.
* Plan and implement initial training and technical assistance through in-person and online venues to identified EIT intervention teachers, including showing teachers the benefits of EIT, how intervention is an EBP that can enhance the quality of what and how they teach while efficiently meeting instructional goals and standards aligned with district, state, and federal mandates.
* Explain criteria for instructional fidelity as well as project-based requests such as voluntary data collection.
* Recruit other sites as-back up that can also implement the EIT intervention during the desired time period or school year and allow for recruitment of these sites at least 6 months to 1 year prior to implementation.

**III. Initial Implementation Stage – first use of intervention by key stakeholders**

* Continue to develop partnerships with key stakeholders in LEA and continue to identify champions (those most enthusiastic about and receptive to the intervention) at each level of systems change (such as a classroom teacher, school principal, and district curriculum director) to facilitate adoption.
* Determine pathways to scale-up and sustain EIT intervention in LEA that facilitates integrating EIT into district infrastructure, such as EIT becoming an established curriculum for a course in a district catalog or LMS.
* Reach out and partner with local and state organizations (such as IHEs, state departments of education, private nonprofit agencies, and education training/support centers) to leverage additional resources for scale-up, dissemination, and sustainability across LEAs (such as funding, website space, etc.), especially in regards to leveraging current initiatives, policies, or practices of key partners.
* Provide ongoing training and technical assistance to teachers/sites to enhance fidelity and develop professional development materials that help teachers/sites scale-up and sustain the intervention.
* Collect data to evaluate EIT and refine the intervention based on feedback from key stakeholders such as students, teachers, parents, and school/district administrators.
* Recruit other sites as-back up that can also implement the EIT intervention during the desired time period or school year and allow for recruitment of these sites at least 6 months to 1 year prior to implementation.
* Share data-based results in a readable, usable format with key stakeholders (such as teachers and administrators in LEA and in other LEAs) and partners (such as state departments) so they know impact of EIT intervention and can make data-based decisions about intervention scale-up and sustainability.

## IV. Full Implementation Stage – strategic adoption/integration of intervention across sites

* Promote teacher and administrator champions to other key stakeholders via letters of commendation and invite champions to participate in project activities so as to build momentum for EIT implementation and scale-up at other sites in and across LEAs.
* Refine professional development materials that help teachers/sites scale-up and sustain the intervention based on feedback from initial implementation.
* Scale-up and sustain EIT intervention in LEA using chosen pathways that facilitate integrating EIT into district infrastructure such as EIT becoming the established curriculum for a course offered in a district catalog or LMS.
* Disseminate EIT as a FREE evidence-based package that includes online curricula and professional development materials for key stakeholders in LEAs through local, state, and national partner venues.
* Collect data to evaluate EIT intervention if applicable.
* Share data-based results in a readable, usable format with key stakeholders (such as teachers and administrators in and across LEAs) and partners (such as state departments) so they know impact of EIT intervention and can make data-based decisions about intervention scale-up and sustainability.
* Publish and present findings through refereed research journals, practitioner resources, conferences, workshops, webinars, and websites to additionally validate the EIT intervention as an EBP.

**Implementation Stages\***

**Sustainability**

\*Note: Figure adapted from the National Implementation Research Network’s Active Implementation Hub, which is mantained by the State Implementation and Scaling-up Evidence-based Practices Center (SISEP). For more information, visit <http://implementation.fpg.unc.edu/module-1/implementation-stages>.

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1. Lombardi, A. R., Izzo, M. V., Gelbar, N., Murray, A., Buck, A., Johnson, V., Hsiao, J., Wei, Y., & Kowitt, J. (in press). Leveraging information technology literacy to enhance college and career readiness for secondary students with disabilities. *Journal of Vocational Rehabilitation.* [↑](#footnote-ref-1)
2. Izzo, Yurick, Nagaraja, & Novak. (2010). *Effects of a 21st-Century Curriculum on Students' Information Technology and Transition Skills,* CDEI, 33(2), 95-105. [↑](#footnote-ref-2)
3. Lombardi, A. , Izzo, M.V., Buck, A. (2016, August). Scaling-Up College and Career Readiness Interventions with Technology. Paper presented at the Office of Special Education’s Project Directors’ Conference, Washington, DC. [↑](#footnote-ref-3)