

Arizona



**Secondary Transition Mentoring Project
College and Career Readiness Team Training**

2014-2015

Annual Evaluation Report

SPONSORED BY ARIZONA DEPARTMENT OF EDUCATION EXCEPTIONAL STUDENT SERVICES

STMP/CCRTT



Background

Beginning in 2010, the Arizona Department of Education/Exceptional Student Services (ADE/ESS) partnered with the University of Kansas (KU) to offer professional development to public education agencies (PEAs) serving high school-aged students receiving special education services in Arizona.

In 2013, ADE/ESS and KU developed the College & Career Readiness Team Training (CCRTT) to help eligible PEAs provide all students with the competencies they need to become career-equipped, socially and emotionally engaged, and life-long learners. To better serve students with & without disabilities, this project includes a minimum of 3 years of intervention. Years 1 & 2 focus on learning a framework for supporting cognitive, interpersonal and intrapersonal competencies as well as implementing team action plans promoting these competencies school-wide, with supplemental and individualized supports when needed. Year 3 offers continued support (e.g., webinars) for teams. Interdisciplinary high school teams support the development of the cognitive, interpersonal and intrapersonal competencies by analyzing data, choosing evidence-based instruction and interventions, and collaborating with other stakeholders.

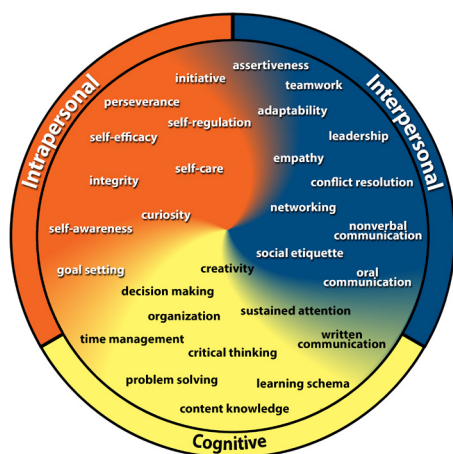
This report summarizes and evaluates the activities of the project in the 2014-2015 school year. It was developed by Research Collaboration project staff at the University of Kansas Center for Research on Learning. For questions regarding this report, please contact Research Associate Jane Soukup, Ph.D. at jsoukup@ku.edu.

Table of Contents

The College and Career Competencies Framework.....	4
Outcomes of the Project	5
Map of STMP/CCRTT Teams	6
Participating Districts	7
STMP/CCRTT Team Demographics	8
Training Components	9
Action Planning and Coaching	9
Teaming, Collaboration, and Networking	9
Data Profiles and Competency Assessments.....	10
ArizonaTransition.org.....	10
Sustainability.....	10
Student Competencies	11
Student Input/Prioritizing College and Career Competencies	12
Training Evaluation	13
Team Action Plans - Summary	15
Cohort Accomplishments.....	17
2014-16 Cohort.....	17
2013-15 Cohort.....	18
Post-School Outcomes Survey Summary	19
Team Interviews	20
Indicators of College and Career Readiness School Scale Results.....	21
Team Functioning Scale	23
Future Directions.....	23
Management Team	24

The College and Career Competencies Framework

The College and Career Competencies Framework (Gaumer Erickson, Noonan, & Soukup, 2013) works to support teams of school professionals in preparing their students for college and careers. The project challenges schools to create improved systems, which help students learn real-world skills to promote future success in employment and post-secondary education and training.



This unique framework focuses on the instruction of evidence-based competencies that foster positive post-school outcomes for all students through tiered supports. Recently, the National Academy of Sciences defined the skills necessary for success in the 21st century as falling into three areas or domains: cognitive, intrapersonal, and interpersonal. The cognitive domain includes learning schema, problem solving, and critical thinking. The intrapersonal domain includes self-awareness, self-regulation, and goal setting. Finally, the interpersonal domain includes teamwork, conflict resolution, and building a social network. Together, the cognitive, intrapersonal, and interpersonal domain competencies constitute the skills that students should develop in high school in order to be better prepared for college and careers.

Within the framework, school teams consisting of administrators; general, special, and career technical educators; and guidance counselors work together on deciding how to best assess, teach, and provide supports to enhance students' cognitive, intrapersonal, and interpersonal skills. School teams are taught implementation elements including multi-tiered instruction and interventions, effective collaboration between stakeholders, and data-based decision making in order to develop student competencies. The student competencies and implementation elements make up the College and Career Competencies Framework, which is used to guide educators toward best practices in preparing young adults for college and careers.

Teaching and developing students' cognitive, intrapersonal, and interpersonal competencies are most effective when implemented within the framework of multi-tiered instruction and interventions (MTII). MTII entails systematically assessing each individual student's needs and building his or her competencies through tiered supports and interventions. For example, school teams consider students' goal setting competency at the school-wide level and, when necessary, at the small group and individual levels. Then, educators continually monitor each student's growth in the targeted school-wide competency

by analyzing data to decide how to better apply targeted evidence-based instructional practices and interventions in collaboration with other educators, service providers, and families.

School teams that teach cognitive, intrapersonal, and interpersonal competencies through multi-tiered instruction and interventions enable each student to access the supports and instruction he or she needs to become a career-equipped life-long learner who is socially and emotionally engaged in his or her community as part of the high school experience.

More Information About the Framework

For more detailed information on the College and Career Competencies Framework, please visit our website at ResearchCollaboration.org. The website includes a short video describing the framework, competency guides developed for teachers, and additional resources. These resources can be accessed directly at: ResearchCollaboration.org/page/CCCFramework.

Outcomes of the Project

The overall purpose of the work is to equip high school professionals with the tools to expand students' college and career competencies through data-based decision making, multi-tiered instruction and interventions, and collaboration. Through online and face-to-face trainings spanning multiple years, school teams integrate the competencies into the school culture by implementing evidence-based instruction, assessment, and collaborative systems. This multi-year, school-wide approach is intended to optimize effectiveness and sustainability. The framework produces a number of outcomes ranging from short- to long-term, as listed below.

Outcomes: Implementation (Year 1)

- A strong functioning school team and collaboration between all school staff to promote positive post-school outcomes.
- Understanding of strategies to develop students' interpersonal competencies (e.g., assertiveness), cognitive competencies (e.g., content knowledge & learning schema) and intrapersonal competencies (e.g., self-awareness).
- Knowledge of how to implement evidence-based College and Career Readiness (CCR) constructs (e.g., data-based decision making, multi-tiered instruction and interventions, and collaboration).
- Ability to use multiple data sources (e.g., least restrictive environment placements, demographic data, academic data, graduation rates, post-school outcome data, and dropout rates) to make decisions at the student, classroom, and school levels.
- Ability to jointly develop and self-monitor team action plan activities that promote student competencies.
- Implementation of multi-tiered instruction and interventions to improve college and career readiness.

Outcomes: Implementation (Year 2)

- Collaboration with community stakeholders (e.g., families, disability related agencies, and community services) to promote positive post-school outcomes.
- Increased number of students reporting post-school outcome data.
- Increased family involvement supporting College and Career Readiness.
- Increased school-wide implementation of the College and Career Readiness framework (that is, development of student interpersonal, intrapersonal, and cognitive competencies, and use of data-based decision making, multi-tiered instruction and interventions, and collaboration).

Outcomes: Sustainability (Years 3-5)

- Improved academic achievement.
- Improved graduation rate.
- Improved post-school outcomes in post-secondary education and employment.

This report focuses on the short-term outcomes that are evident within Years 1 and 2 of the project, as additional years of data are necessary to examine long-term (Years 3-5) outcomes.

About This Report

The purpose of this report is to summarize and evaluate the activities of the Arizona Secondary Transition Mentoring Project/ College and Career Readiness Team Training during the 2014-2015 school year. It was developed by Research Collaboration project staff at the University of Kansas Center for Research on Learning. For questions regarding this report, please contact Research Associate Jane Soukup, Ph.D. at jsoukup@ku.edu.

Map of STMP/CCRTT Teams



Participating Districts

2014-2016 Cohort

Cave Creek USD
Cactus Shadows High School
www.ccusd93.org

Colorado City USD
El Capitan Public School
www.elcap.us

Partnership with Parents
Desert Heights Prep. Academy
www.edlinesites.net/pages/dhpa

Florence USD
www.fusdaz.org

Gilbert USD
www.gilbertschools.net

Globe USD
Globe High School
www.globeschools.org

Higley USD
Higley High School
www.husd.org

Holbrook USD
Holbrook High School
www.holbrook.k12.az.us

J.O. Combs USD
www.jocombs.org

Lake Havasu USD
Lake Havasu High School
www.havasu.k12.az.us

Peoria USD
Raymond S. Kellis High School
Sunrise Mountain High School
www.peoriaud.k12.az.us

Tucson USD
Sahuaro High School
www.tusd.k12.az.us

Yuma Union HS District
Kofa High School
Yuma High School
www.yumaunion.org

2013-2015 Cohort

Career Development, Inc.
www.naacharter.org

Douglas USD
Douglas High School
www.dusd.k12.az.us

Fort Thomas School District
Fort Thomas Jr./Sr. High School
www.ftthomas.k12.az.us

Heber-Overgaard USD
Mogollon High School
www.heberovergaardschools.org

Kayenta USD
Monument Valley High School
www.kayenta.k12.az.us

Peoria USD
Centennial High School
Cactus High School
Ironwood High School
www.peoriaud.k12.az.us

Skyline Schools, Inc.
www.skylineschools.com

Tempe Union HS District
Tempe High School
www.tuhsd.k12.az.us

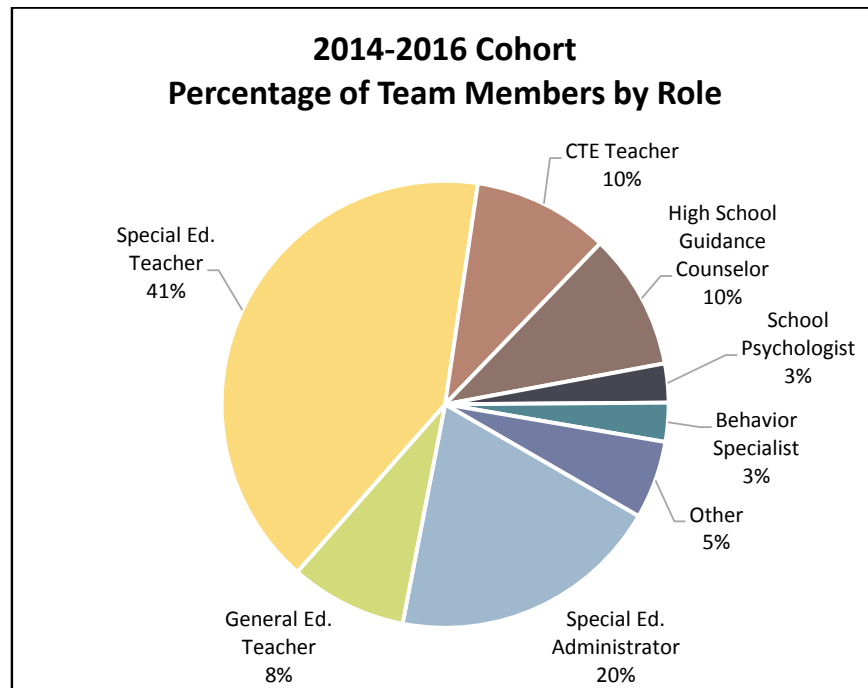
Vail USD
Cienega High School
www.vail.k12.az.us

Winslow USD
Winslow High School
www.wusd1.org

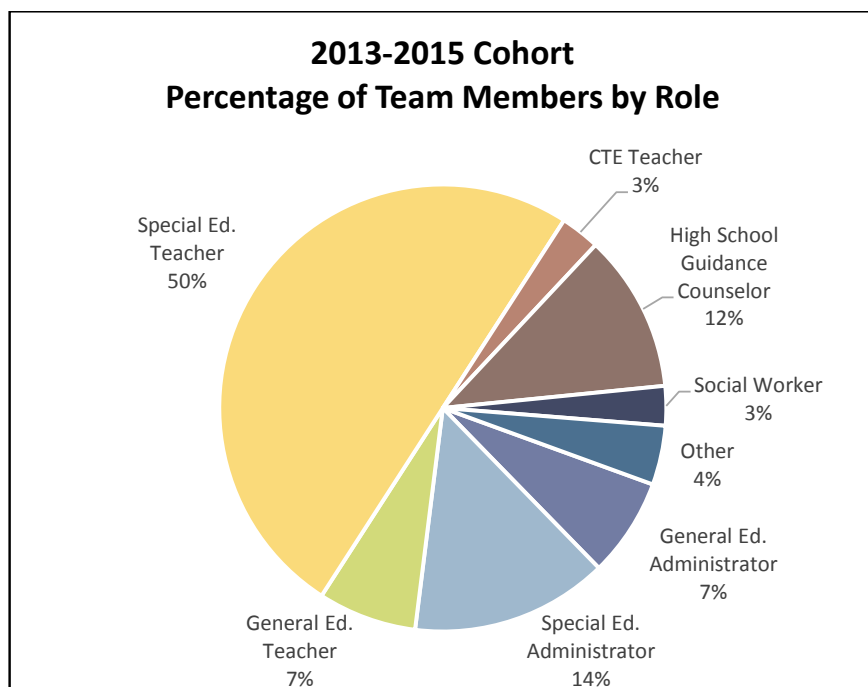
Yuma Union HS District
Cibola High School
Gila Ridge High School
www.yumaunion.org

STMP/CCRTT Team Demographics

Successful school-wide implementation of the project is largely dependent on the diversity of stakeholders represented on each team and in each team's action plan. The 2014-2016 cohort had a total of 71 individual participants at trainings, with forty-one percent of these representing special educators. Guidance counselors, behavior specialists, and school psychologists were also represented along with general educators, administrators, and career and technical educators.



A total of 70 individual participants from the 2013-2015 cohort attended trainings during the 2014-2015 school year. Half of these participants were special educators. School social workers and other roles were also represented alongside administrators, career and technical educators, and general educators.



Training Components

During the 14-15 school year, teams attended three 2-day, face-to-face trainings in Tempe, Arizona. The STMP/CCRTT project used several features to enhance participants' understanding and ability to apply the CCC Framework. The following section details some of these training components in greater depth.

Action Planning and Coaching

At each training session, teams collaboratively developed action plans to increase framework buy-in and college and career competency instruction at their school. Teams were provided with specific goals that directed their action planning sessions. A few of these goals were, "Disseminate the Indicators of College and Career Readiness School Scale to all staff," "Develop a plan to generate buy-in and support for your team," and "Make a plan to develop assertiveness, teamwork, or conflict resolution for your students." After an implementation period between sessions, teams updated their action plans. At the conclusion of each training, teams discussed their action plans with KU project staff. For a more detailed description of the content of teams' action plans, please refer to page 15.

Project staff also conducted interviews with teams regarding their understanding and application of the project framework at each training. While the team interview is used to collect fidelity information for teams, it also represents an opportunity for coaching. For example, teams who struggled to meet regularly might receive recommendations from project staff on how to better coordinate times or how to improve the productivity of meetings that lacked structure and focus. The results of team interviews are summarized on page 20.

Teaming, Collaboration, and Networking

Teams learned a variety of strategies for successful teaming and were encouraged to utilize these strategies while participating in training activities. During their first training, teams established a shared vision and team norms. In later sessions, they focused on strategies to increase buy-in from their administrators, colleagues, families, and other stakeholders. To assess how well teams employed teaming and collaboration strategies, teams completed the Team Functioning Scale (Gaumer Erickson & Noonan, 2012). A summary of these results is available on page 23.



In addition to collaborating with their school teams, participants also had the opportunity to network with their colleagues from across the state through role-alike activities. These activities paired participants who occupied similar roles to discuss issues relevant to their shared professions. Teams were also given the opportunity to network with various organizations and agencies. At the fourth session, twelve guest speakers were invited to present to small groups of participants. The purpose of the "mini-conference" was to provide participants with a wide variety of resources to help support students with and without disabilities to better prepare for college and careers. Participants signed up for three different 30-minute sessions, then shared knowledge and information with their team during a debriefing activity. Agencies and topics represented at the "mini-conference" included:

- AZ College and Career Readiness Resources
- Vocational Rehabilitation
- Behavioral Health
- Assessments for Success in College and Careers
- Juvenile Justice
- Arizona Department of Education, Exceptional Student Services Leadership
- Indicator 13 Best Practices
- 21st Century Schools
- Raising Special Kids
- Career and Technical Education
- Features of the New Statewide Assessment
- National and Arizona Communities of Practice on Transition

College and Career Competency Questionnaire: Student Version

Name: _____ Student ID#: _____

Directions: Consider these competencies that are critical for success in future work and college. Read each definition, and check the box that best describes your skill level. Be honest since the information will be used to help you become more prepared for college and careers.

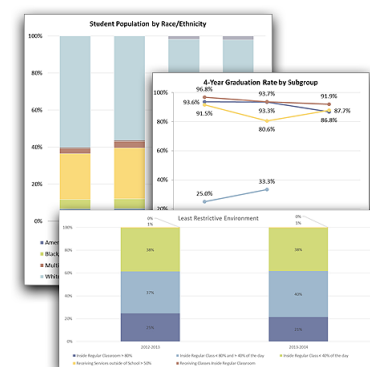
Competency	What is it?	Great	Good	Okay	Need more work	Need a lot of work
Self-Awareness	Understanding your strengths, preferences, needs and interests, and having a clear idea of how others think of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal Setting	Setting, planning and keeping track of progress to reach your goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	Continuing to work toward goals in the face of challenges; changing to best deal with changes around you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Efficacy	Believing in your ability to achieve your goals and accomplish challenging tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	Controlling your actions and thoughts, which includes things like organization, time management, and focusing on an activity for an extended period of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative/Motivation	Doing something without being asked; seeking new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness	Openly expressing and asking for what you want while respecting the rights of others; acting in a way that reflects your values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict Resolution	Resolving disagreements between yourself and other individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking	Building relationships and using your connections to get information and help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Sharing feelings or ideas through writing, speech, and body language so others can understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Awareness	Interacting appropriately with others; understanding and respecting the feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaming	Working with others to accomplish a task or goal; guiding or influencing others in achieving a common goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	Thinking outside the box and coming up with new ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking	Reflecting on an issue using evidence to develop an informed judgment or action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Schema	Thinking about how new information connects to prior knowledge and future goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving	Following a series of actions in order to find a solution to a complex issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gaumer Erickson, A.S., Noonan, P.M., & McGinnis, L. (2015). College and Career Competencies Questionnaire: Student Version. Lawrence, KS: University of Kansas, Center for Research on Learning.

Data Profiles and Competency Assessments

Throughout the trainings, teams were introduced to and reviewed the data-based decision making cycle and were given practical tools to help them meaningfully use data to drive their improvement efforts. Project staff developed data profiles for each team's school, giving each team member an opportunity to consider different school-wide data sources available.

These reports included data on student demographics (e.g., race and ethnicity, students with disabilities, English language learners), graduation and dropout rates, and least restrictive environment (LRE) placement data. Participants were also trained to use tools designed to help teachers,



students, and parents quickly assess students' cognitive, intrapersonal, and interpersonal competencies.

ArizonaTransition.org

The project website serves multiple purposes. As well as including information about the project and links to multiple state and national resources, the website also serves as a central location for teams to access training-related materials. Each cohort has a cohort-specific page where participants can find links to register for trainings and book their hotel rooms. They can also access materials provided at each session, including presentations and supplemental materials. From their cohort page, teams can access their action plans both during the trainings and between sessions, as well as the cohort directory, which encouraged cross-team collaboration.

Sustainability

During the 2014-2015 school year, project staff hosted two sustainability webinars on September 18th, 2014 and January 22nd, 2015 available to members of previous cohorts. During these webinars, participants were provided with an overview of recent changes and additions to trainings as well as updates on recent team activities. Former team members were provided with new resources and tools to use to help sustain their implementation of project goals and were given the opportunity to provide suggestions for additional topics to be covered in future webinars. Recordings of each webinar are available on the Sustainability page at ArizonaTransition.org.

Secondary Transition Mentoring Project / College & Career Readiness Team Training

SPONSORED BY
Arizona Department of Education Exceptional Student Services



About the project

Beginning in 2010, the Arizona Department of Education Exceptional Student Services (ADEESS) partnered with the University of Kansas to offer the Arizona Secondary Transition Mentoring Project to public education agencies (PEAs) throughout the state. As a result of that project, ADEESS and KU have developed the College & Career Readiness Team Training to help eligible PEAs equip all students (including students who receive special education services) with the competencies they need to become career-equipped, socially and emotionally engaged, and life-long learners.

Year 1: Exploration and Implementation

Determine school and community barriers based on multiple sources of data (e.g., students' course history, academic performance, educational engagement, and indicators 1, 2, 13, & 14).

Make connections between best practices in secondary transition services and common core state standards.

Participate in the Post-School Outcomes (PSO) Survey.

Learn strategies and supports that develop students' cognitive, interpersonal and intrapersonal skills in accordance with individual student needs.

Develop action plans that address identified barriers and implement activities relevant to targeted needs.

Reflect on and evaluate teams' adherence to action plans, progress toward full operation, and results.

Year 2: Full Adoption

Develop interagency college and career readiness task forces.

Measure progress made and target areas still in need of improvement.

Develop structures and processes to sustain college and career readiness improvements following project completion.

Develop protocol for working with stakeholders to increase employability and postsecondary participation of all students.

Year 3: Sustainability

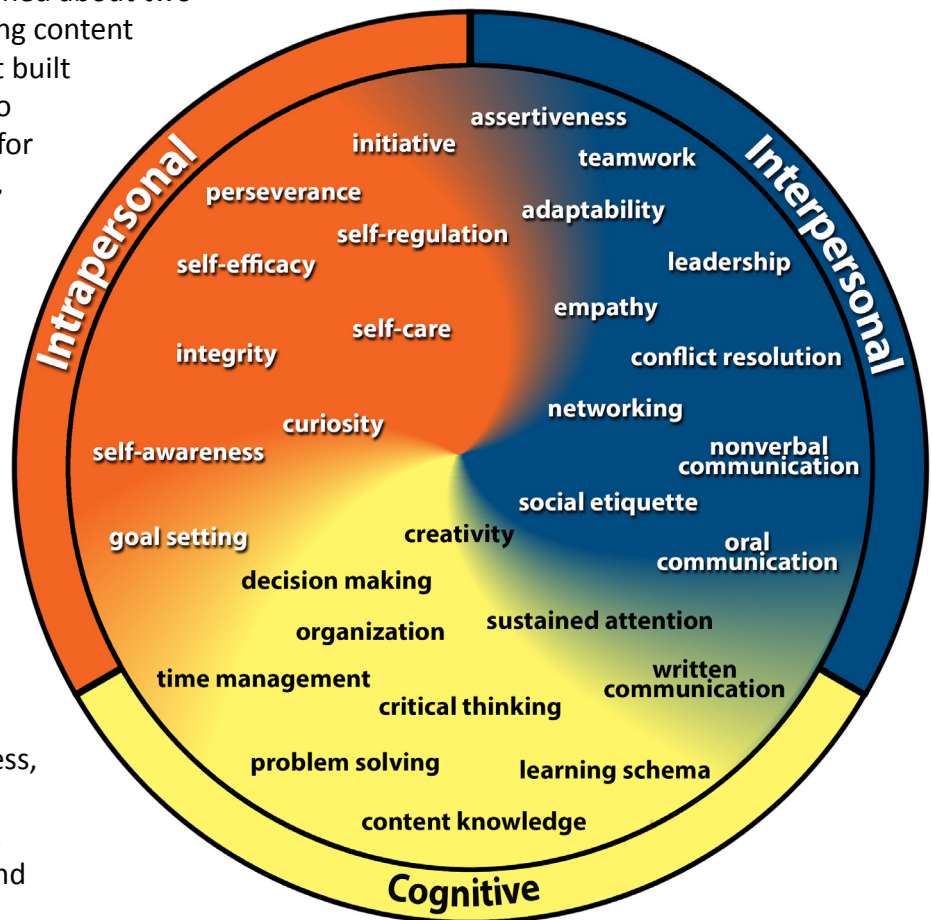
Ongoing support through webinars covering two topics for all teams in their third year of Arizona Career and College Readiness Project.



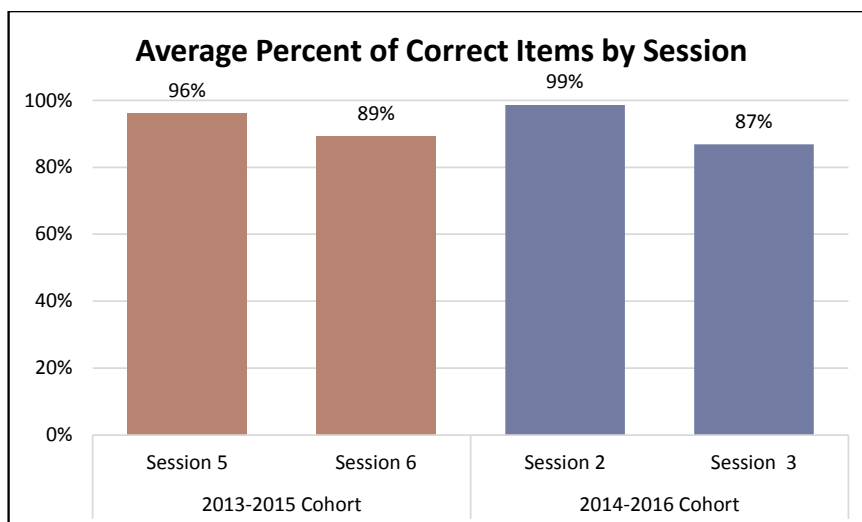
CCR Team Training provides teams with the knowledge and strategies they need to build school cultures that support college and career readiness for all students.

Student Competencies

At each training, participants learned about two to three competencies by receiving content and participating in activities that built the shared vocabulary required to implement and sustain supports for each competency. In session one, this included information about self-awareness, self-regulation, and goal setting. At session two, participants were introduced to assertiveness, teamwork, and conflict resolution, while at session three, participants received information regarding self-efficacy and learning schema. The 2013-2015 cohort was also introduced to problem solving, grit, and networking at session four, received more in-depth information on assertiveness, teamwork, and conflict resolution at session five, and learned about self-efficacy and learning schema at session six. During training sessions, participants were given relevant research compiled on each competency, which was summarized in a teacher guide provided to each participant. Participants also engaged in practice activities that illustrated the applicability of the content to their context, such as the “Roots and Leaves Activity” for developing self-awareness and a concept mapping activity to support learning schema.



<http://researchcollaboration.org/uploads/CCCWheel090115.pdf>



(Post-test data was not collected during sessions one and four.)

to their context, such as the “Roots and Leaves Activity” for developing self-awareness and a concept mapping activity to support learning schema.

Following competency instruction, participants completed a post-test to assess knowledge gained. The average number of correct responses for sessions are summarized in the chart below. Items on this test included true/false and multiple choice questions.

Student Input/Prioritizing College and Career Competencies

In April 2015, three high schools in one state disseminated the College and Career Competencies (CCC) Questionnaire to all 9th and 10th graders in their schools. The CCC Questionnaire asked students to rate their personal level of skill on specific intrapersonal, interpersonal, and cognitive competencies. Definitions were provided for each competency, and the students chose one of five Likert-type responses: great, good, okay, need some work, or need a lot of work. The College and Career Competencies Questionnaire is available for download at:

<https://sites.google.com/site/azccr1214/resources>.

More than 500 students completed the questionnaire. Results revealed that students did not feel that they possessed all of the competencies necessary for success in college and careers. Through statistical analyses, it was determined that Grade Point Average (GPA) positively correlated at the .05 significance level with five of the competencies: Self-Regulation, Conflict Resolution, Perseverance, Problem Solving, and Social Awareness. This can be interpreted to mean that students with higher GPAs reported that they were better at these competencies.

GPA showed the strongest correlations with Self-Regulation, Conflict Resolution, Perseverance, Problem Solving, and Social Awareness.

Additional competencies had relatively low average scores regardless of GPA. The lowest average scores across the entire sample were in Goal Setting, Self-Regulation, Communication, Initiative, Conflict Resolution, and Learning Schema. When examining the data by subgroup (e.g., grade, gender, tardies, office disciplinary referrals, and GPA), these same competencies were identified as low. The table below displays the five competencies with the lowest average rating for students with GPAs from 0-2.33. Those marked (*) in the mid-GPA and high-GPA groups were also one of the five lowest competencies for those groups.

Competencies Students Reported They Need To Work On

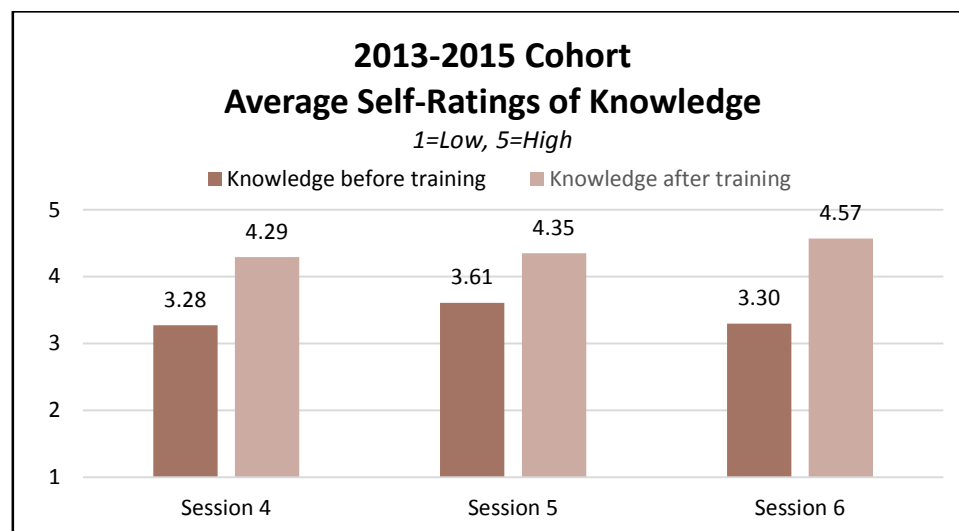
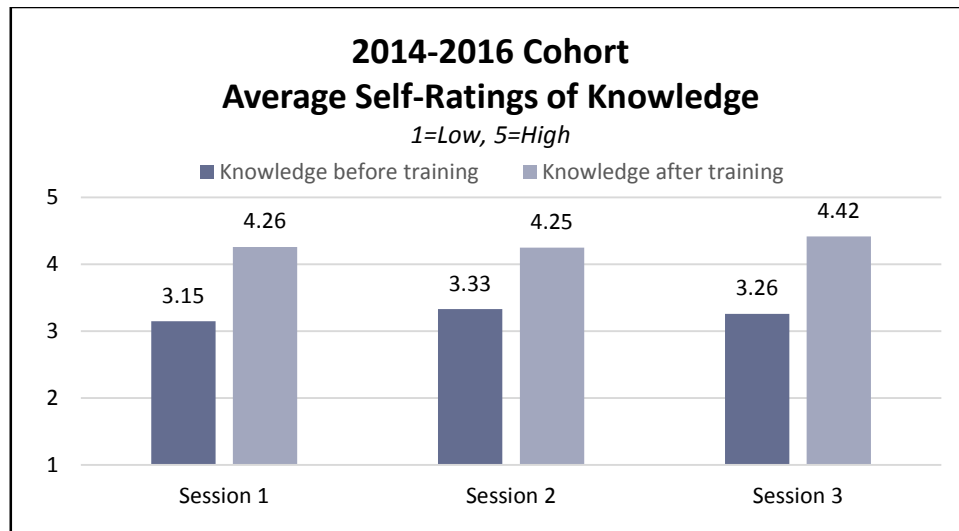
	Low-GPA (0-2.33) Group	Mid-GPA (2.34-3.12) Group	High-GPA (3.13 & up) Group
Self-Regulation	3.30*	3.56*	3.79
Conflict Resolution	3.43*	3.65	3.85
Goal Setting	3.52*	3.54*	3.59*
Initiative	3.53*	3.47*	3.69*
Learning Schema	3.56*	3.65*	3.75

* indicates that the competency mean was one of the five lowest for the group

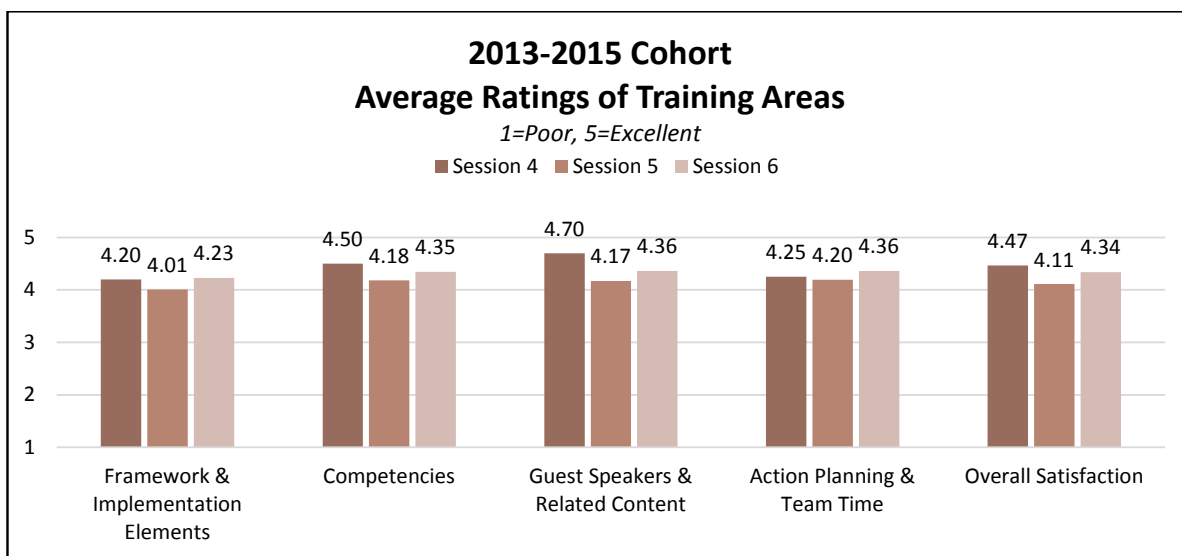
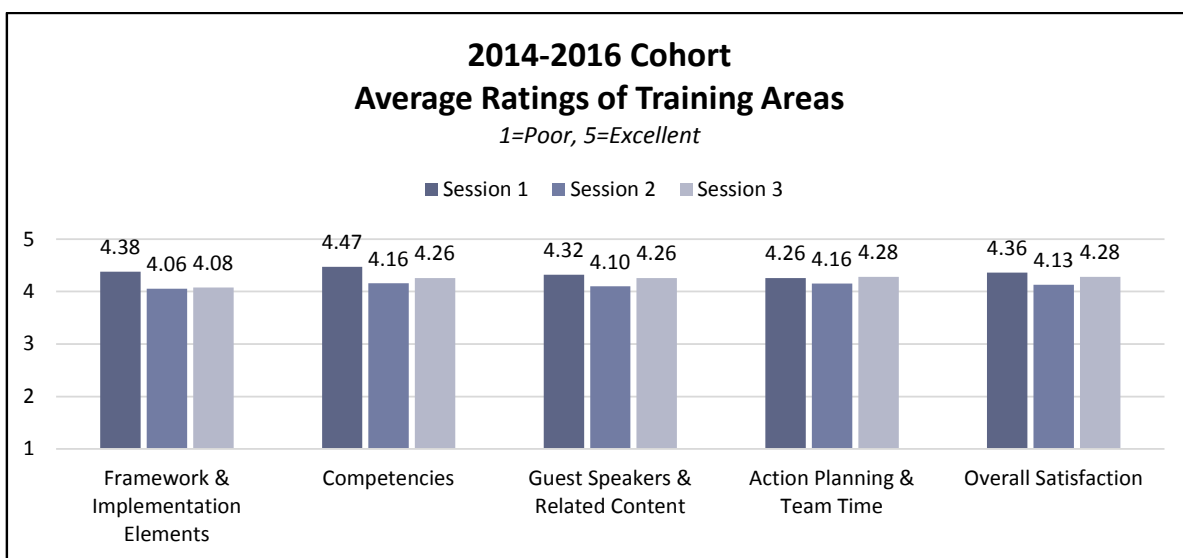
School-wide priority focus areas were determined based on the data. These data will guide implementation for these schools during the 2015-16 school year.

Training Evaluation

Following each training, participants in both cohorts were asked to complete an online evaluation developed by ADE/ESS and KU. In addition to collecting demographic information on participants, the evaluation asked respondents to judge their knowledge of the topics covered before and after the training (1 = low, 5 = high), as well as the quality of the presenters and the content (1 = poor, 5 = excellent). The following charts display the average ratings of knowledge before and after each training for both cohorts.

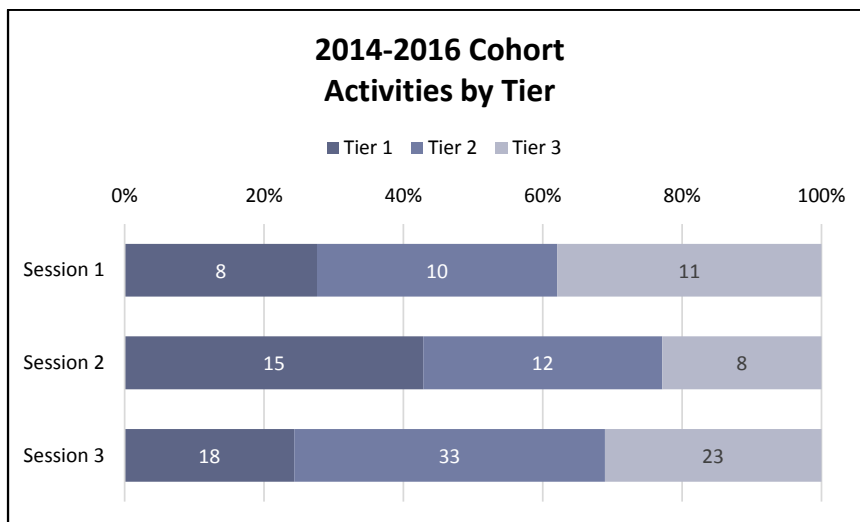


For each training, activities and presentations have been collapsed into four main topical areas: 1) framework and implementation elements, which included content and activities related to collaboration, multi-tiered instruction and interventions, and data-based decision making; 2) student competencies, which included content focused on developing students' cognitive, intrapersonal and interpersonal competencies; 3) guest speakers and related content, which included overall rating of the mini-conference at Session 4; and 4) action planning and team time, which included coaching from project staff. The following charts display the average ratings for each topical area on a scale of 1 through 5, with 1 = poor and 5 = excellent. It also includes participants' average ratings of their overall satisfaction with the session. The ratings represent the following reactions: 1 = poor, 2 = needs improvement, 3 = average, 4 = above average, and 5 = outstanding.

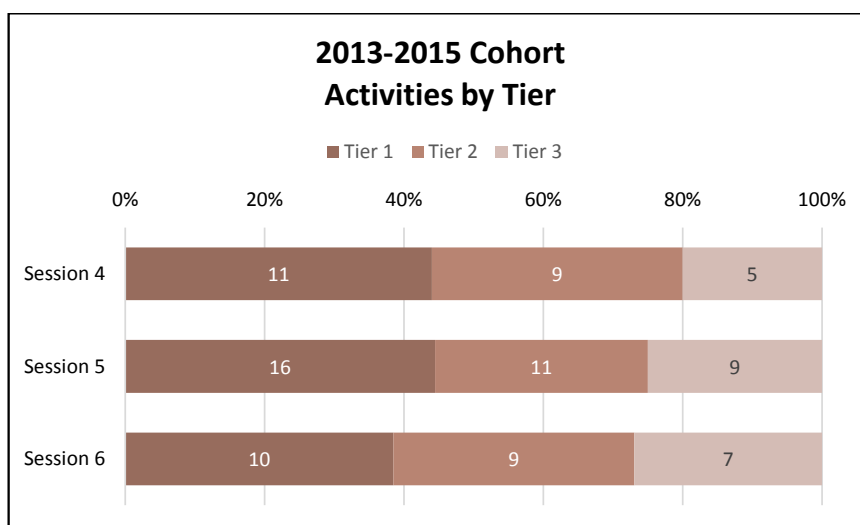


Team Action Plans - Summary

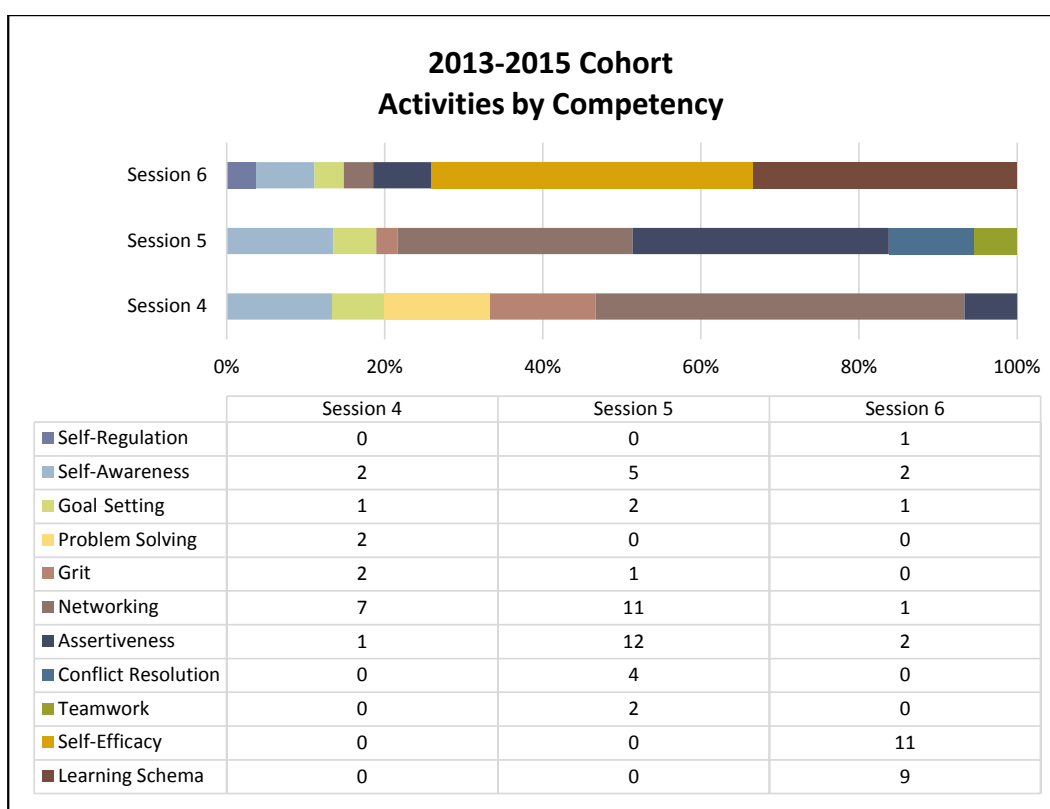
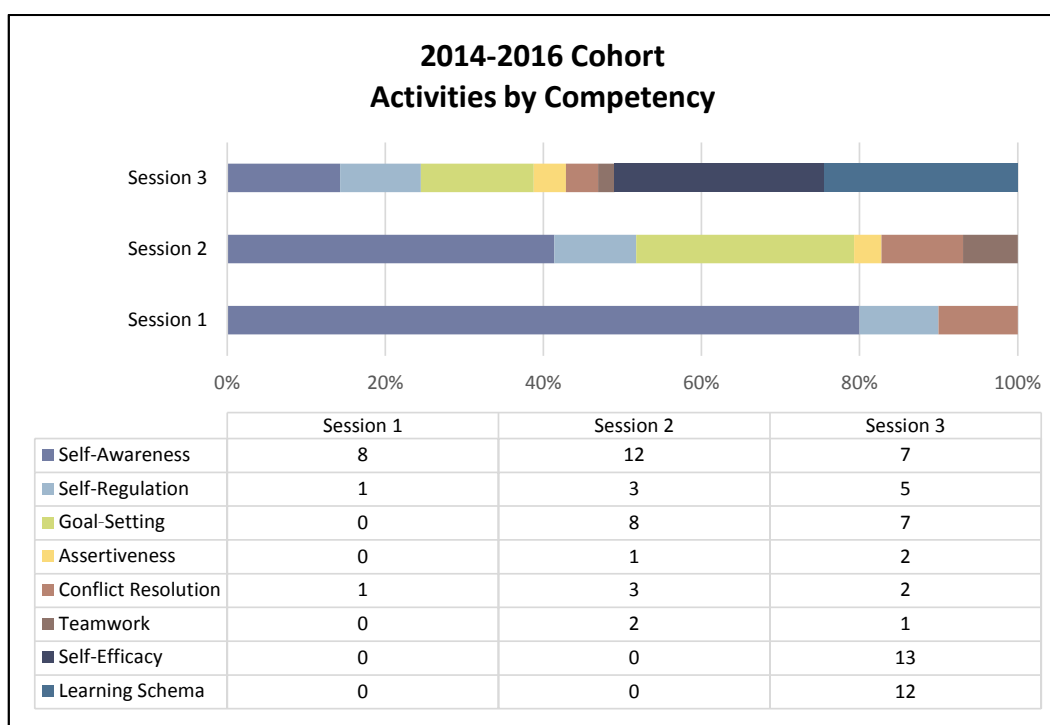
Throughout the 2014-2015 school year, teams shared their plans and accomplishments with project staff and other training participants. The following charts illustrate the frequency of activities at each tier, or level of need, for both cohorts. The first chart shows that 2014-2016 teams identified a majority of their activities as taking place at either the Tier 1 or Tier 2 level, building their school-wide capacity to support all students. Trainings emphasized the need for college and career competencies to be taught at a school-wide level before targeting a select group of students, as is typically the case. The chart also illustrates that many teams conducted activities that did not directly impact students during session one but instead focused on activities such as disseminating information about the project or obtaining buy-in from key personnel in their schools or districts in an effort to take the college and career competency framework school-wide. This also explains the increase in activities at each tier in both sessions two and three.



As the chart below illustrates, while the majority of teams planned activities at the Tier 1 and Tier 2 levels, the proportion of Tier 3 level activities increased in sessions five and six. As Year 2 teams worked to sustain their school-wide efforts, they planned activities with smaller groups of students on newly introduced competencies, recognizing that supplemental and individualized instruction is still important for targeted students. This is evident in the increased diversity of planned activities by competency for the 2013-2015 cohort when compared to the 2014-2016 cohort.



As the additional charts on the next page illustrate, Year 1 teams planned activities around competencies introduced in each session, with some competencies, such as self-awareness, taking precedence throughout the team's action plans. This contrasts with Year 2 teams' plans, which focused on a wider variety of competencies, including competencies to which they were introduced in their first year of participation in the project (i.e., self-awareness, self-regulation, and goal setting).



At each session, teams were encouraged to develop activities for certain competencies. However, they were also given the opportunity to choose which competencies they worked on with students. These were identified based on data gathering and discussions by teams who felt that their students needed support in particular competencies. Research indicates that all of the competencies are important for students' success after high school, and therefore instruction on any competency within a general education setting is a good first step toward promoting post-school success.

Cohort Accomplishments

Following their final training session of the 2014-2015 school year, teams from both cohorts submitted a Programmatic Year-End Report (PYER) to the Arizona Department of Special Education. In this report, teams were asked to provide a narrative response describing their progress throughout the year, outlining their plans for sustained or refined implementation, and addressing the challenges they encountered.

2014-2016 Cohort

The 2014-2016 Cohort represents a diverse range of schools, all of which face unique challenges. However, some barriers that teams encountered were shared among schools. For instance, many teams shared that they struggled with finding the time to incorporate instruction on the competencies and share resources with students. Many teams also struggled with meaningfully engaging families. Others were working to change a community culture that did not prioritize education, as was reflected in interactions with both families and students.

“ Students seemed very responsive and engaged in the [self-awareness] activity...”

A lack of student engagement was a problem for a few schools, who either felt their students were different or that they were unprepared for the demands of high school, especially among freshmen. Many teams also ran into issues among their team members or other school staff during implementation. These issues included challenges in establishing a shared vision, miscommunication about the purpose of the project, and competing school or district priorities. Finally, some schools faced a lack of resources, personnel changes, or particular geographical challenges that created barriers for implementation of their action plan.

Despite the issues and challenges teams encountered, they also reported significant accomplishments. **To support students' goal setting and self-awareness competencies, many teams worked to improve their ECAP process for all students**, though each team was at different phases of implementation. For instance, while some teams worked to make the ECAP process more comprehensive and coordinated, other teams expanded their current ECAP process to middle school students or focused on ways to make the planning process more meaningful for both students and teachers. Teams also increased access to training for tools such as AzCIS and included materials from students' ECAP during their IEP meetings.

In large part the training, by way of the goal setting and self-awareness competencies and the focus on tiered instruction and intervention, helped teams to understand how the ECAP process contributes to students' preparation for college and careers, and how the success of the planning process depends upon varying school staff members' understanding of and involvement in that process.



Teams developed instruction and activities to support students' intrapersonal and interpersonal competencies. Instruction ranged from a personal essay assignment completed by all 11th grade English students, to a conflict resolution unit completed with 5th and 6th graders, to a self-awareness activity completed with small groups of Career and Technical Education and Special Education students. In addition to delivering direct instruction, **other teams developed activities for students outside the classroom**, such as one team that worked to support the self-efficacy of struggling freshmen by pairing them with peer mentors, and another team that planned a university visit for a small group of students.

Instruction and activities were also enhanced by teams' efforts to increase collaboration and the effective use of data within the school. Teams built administrator and teacher buy-in by meeting with school leadership, sharing information with their colleagues regarding the purpose of their project, and inviting additional staff to contribute to their weekly meetings.

2013-2015 Cohort

In their PYERs, the 2013-2015 cohort teams reported out on the progress they had made on their action plans as well as how they had resolved some of the challenges they faced during their first year of implementation. **To support the development of students' college and career competencies, teams continued to develop a wide variety of activities.** These included implementing curriculum changes and classroom instruction, as well as many events that took place outside the classroom.

Some teams incorporated lessons or projects into pre-existing courses such as grade-level English classes, Health & PE, or Read180 classes. For example, to support students' self-awareness, goal setting, and assertiveness skills, one team worked to better incorporate the senior capstone project into pre-existing classes. Although the capstone project had previously been required of all seniors, it was enhanced by more deliberately developing self-awareness, goal setting, and assertiveness skills as part of this activity. Other teams developed new courses, such as one team that implemented a technology course with a college and career focus.

Many other teams planned activities outside of school time that would help to support all students' competencies. For instance, one team planned a Freshmen Boot Camp that included orientation and activities related to self-awareness, goal setting, and conflict resolution. Another team conducted a Senior Walk, in which seniors visited elementary school classrooms to discuss with younger students how they persevered through high school to reach their goal of graduation. The focus on deliberate development of college and career competencies is the most important feature of the capstone project, new courses, boot camp, and senior walk.



Several teams continued activities to improve their use of data in informing their interventions.

These teams worked to increase the ongoing use of transition assessments, both to inform the transition plans of students with IEPs, and to help support the competencies of students in general education classes. Other teams administered surveys directly related to the competencies and were working on interpreting their data to help support their students.

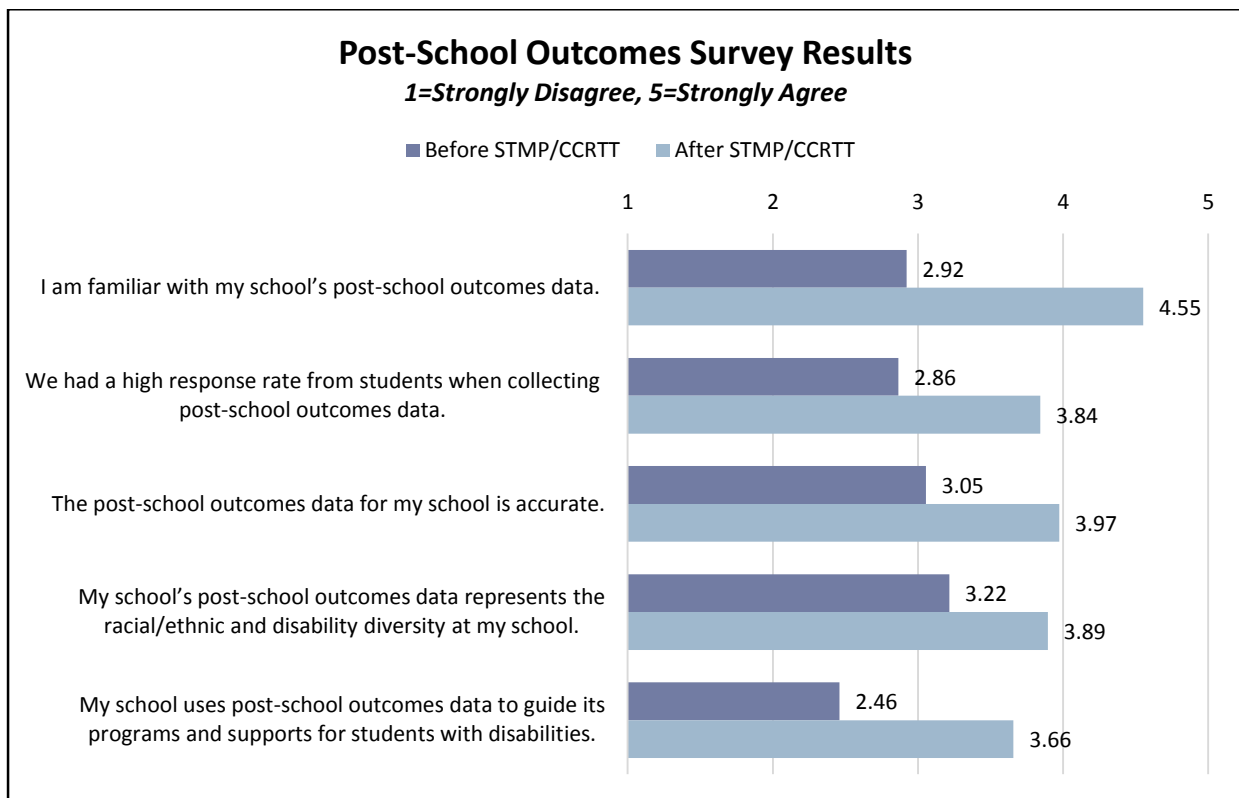
Many teams continued to work on establishing a school-wide vision for supporting college and career competencies for all students. Teams accomplished this by communicating with administration,

administering surveys to school staff, and trying to align goals across departments. Teams delivered presentations during professional development hours and distributed the competency wheel to teachers and staff to build a common language throughout the school.

While a few teams continued to struggle with gaining support from administration and teachers, other teams were able to restructure their membership or include staff members outside of their team in discussions and planning to improve support for their efforts. Some teams continued to struggle with meaningfully involving parents in their efforts, while others found it difficult to find the resources they needed to make their plans a reality. Teams addressed these barriers in their ongoing plans by planning ways that they might work around them or improve upon them, while others modified their plans to more realistically consider their available resources.

Post-School Outcomes Survey Summary

During their final session, members of the 2013-2015 cohort completed a survey regarding their team's use of and confidence in post-school outcomes data. Participants were asked to rate their level of agreement with a series of questions both before and after their participation in STMP/CCRTT. The following chart displays participants' average responses to these questions. Participants' agreement with each statement increased following their participation in training. The largest increases were seen in participants' familiarity with post-school outcomes data, and their school's use of that data to guide programs and supports for students with disabilities. The inclusion of training on post-school outcomes (PSO) in STMP/CCRTT encourages multiple roles to see the feasibility and utility of collecting PSO data for all students as part of school-wide efforts to offer inclusive supports for post-school success.



Team Interviews

To measure fidelity, project staff conducted interviews with teams at sessions two and three for the 2014-2016 cohort and at sessions four, five, and six for the 2013-2015 cohort. It is expected that all teams will be working toward implementation during their first year and that they will be nearing full implementation by the end of their second year of participation in the project. Conducting the team interview at each session gives project staff the opportunity to provide individual coaching while providing teams with the opportunity to understand how they are progressing toward full implementation of the project.

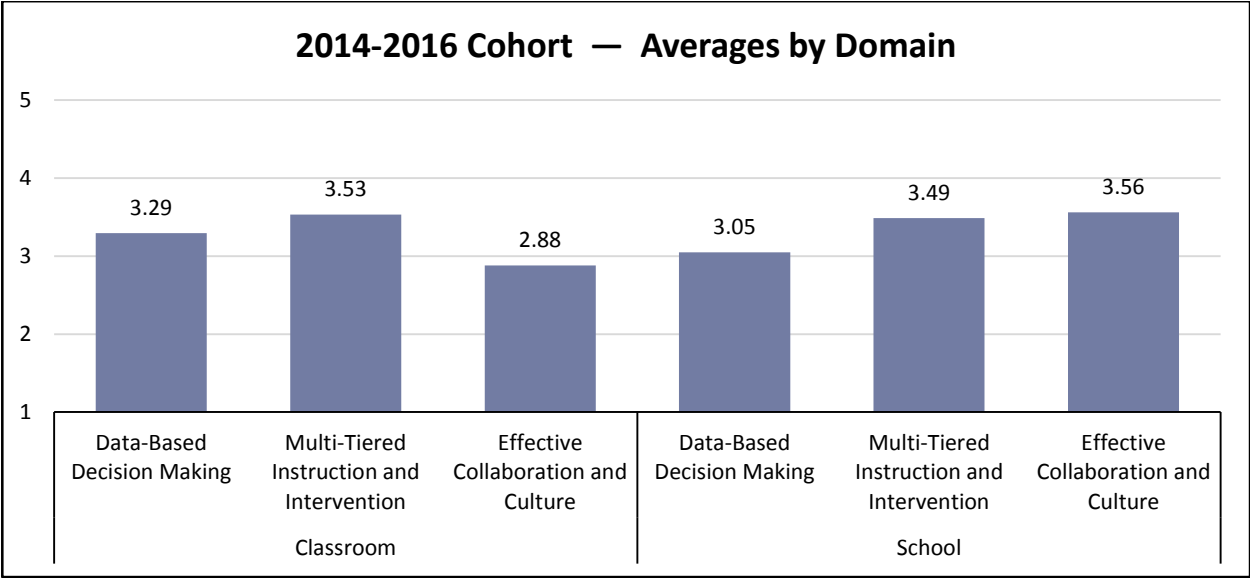
Indicator
1. Your STMP/CCR team is composed of both general and special education teachers, an administrative designee, and other school personnel (e.g., career technical educators and guidance counselors) who attend all scheduled training sessions (1-6).
2. Your STMP/CCR team shares information and collaborates with other educators and/or administrators within your school on content and action plan items from past training(s).
3. Your STMP/CCR team meets formally at least once per month (outside of the trainings by ADE/ESS & KU).
4. Your STMP/CCR team maintains high levels of communication between all members between trainings.
5. Your STMP/CCR team understands the purpose of the team and the overall project.
6. Your STMP/CCR team understands and uses a data-based decision making process and possible data sources regarding intrapersonal, interpersonal, and cognitive CCR student competencies.
7. Instructional practices that develop and/or support students' intrapersonal, interpersonal, and cognitive competencies are implemented.
8. Tier 1 supports for students' intrapersonal, interpersonal, and cognitive competencies are implemented.
9. Your STMP/CCR team develops relationships with community members and families to support the development of college and career readiness competencies for students.
10. Your STMP/CCR team acknowledges and celebrates their successes, both among your team members and with others (e.g., colleagues, community members, students, families).

Indicators of College and Career Readiness School Scale Results

Team leads from both cohorts were asked to share a link to complete the Indicators of College and Career Readiness Implementation School Scale with administrators and educators within their schools. The Scale was conceptualized as a measure of school-wide implementation of the College and Career Competencies Framework, and it supports teams as they plan for continued and improved implementation of college and career competencies through data-based decision making, multi-tiered instruction and interventions, and effective collaboration. The measure was designed to be beneficial for teams as a self-assessment of implementation strengths and areas for improvement. It also provides a school-wide perspective of implementation, taking into account the perceptions of all instructional staff, not just those of team members.

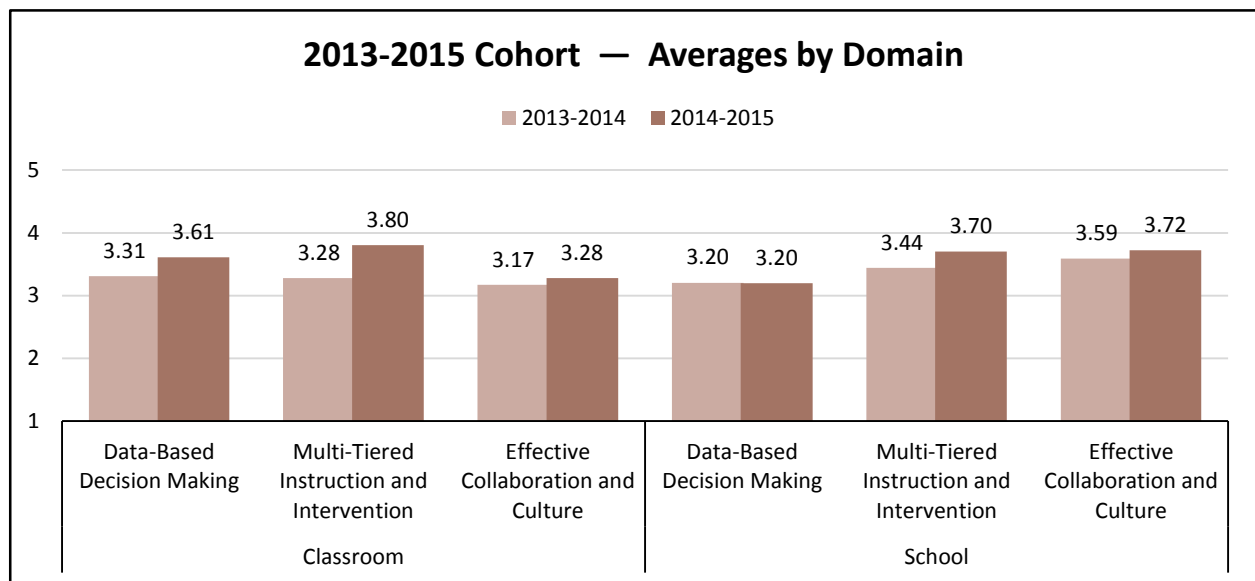
2014-2016 Cohort

In the 2014-2016 cohort, 968 educators from 25 schools completed this 40-item survey. This included responses from four junior high schools whose team was focusing on improving implementation district-wide. At their second session, each team was given a school report with the average response to each of the 40 indicators included in the scale. Using the reports as a basis for their discussion, teams identified areas of strength and need within the domains at each level. The following chart shows the averages by domain for all teams. These scores illustrate mid-range implementation in each domain at each level, with slightly lower classroom collaboration and culture.



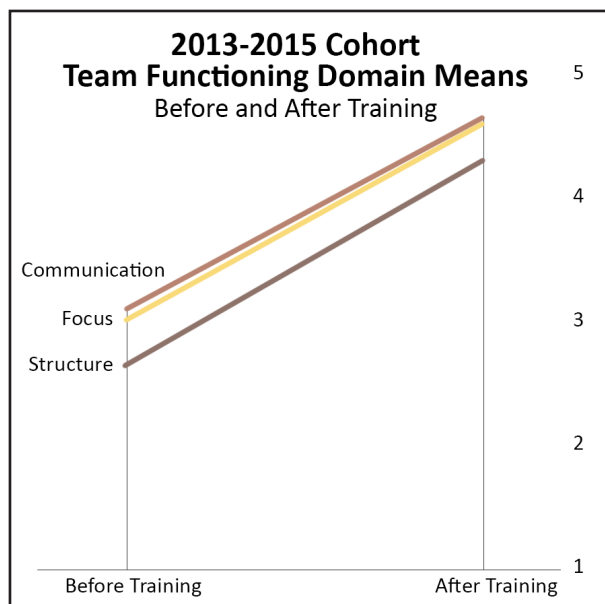
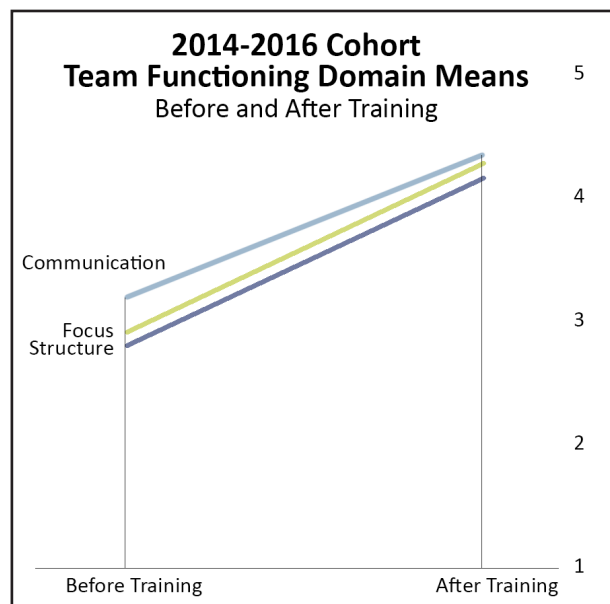
2013-2015 Cohort

In the 2013-2015 cohort, 458 educators from 12 schools completed this 40-item survey. The range of responses from each school varied widely, from only 6 responses from one smaller school to 81 responses from large, urban schools. The following chart compares the averages by domain for all teams from the 2014-2015 school year to the averages from the 2013-2014 school year. This chart illustrates an increase in implementation in each domain at each level with the exception of data-based decision making at the school-wide level, which remained at the same level. The largest increase in implementation was seen in multi-tiered instruction and interventions at the classroom level.



Team Functioning Scale

During their final session of 2014-2015, participants in both cohorts completed the Team Functioning Scale (Gaumer Erickson & Noonan, 2012). Participants rated each of 17 items on a five-point Likert scale that displayed exemplary and non-exemplary characteristics of highly functioning teams. Both teams showed positive growth in all domains and indicators of team functioning. Overall team functioning and domain means before and after training are illustrated in the charts below. The 2013-2015 cohort showed a larger amount of growth in team functioning (an increase of 1.62 points vs. 1.27 points for the 2014-2016 cohort).



Future Directions

During the 2015-2016 school year, returning teams will gain knowledge and skills during three face-to-face trainings designed to expand competency supports in order to reach students school-wide. These teams will also be provided strategies for including family and community members in the development of teens' college and career competencies. A more comprehensive coaching format will help the 14-16 cohort consider all the necessary components for successful expanded implementation of the project framework. In addition to follow-up trainings for returning teams, initial trainings will be provided to approximately 15 new teams. At these three face-to-face trainings in Phoenix, AZ, teams will be introduced to the project framework and foundational knowledge and begin planning for initial implementation of college and career competencies.

Management Team



Alissa Trollinger
Director of Special Projects
Alissa.Trollinger@azed.gov



Jane Soukup, Ph.D.
Research Associate
jsoukup@ku.edu



Ana Núñez
*Grant Coordinator
and Transition/Education
Program Specialist*
Ana.Nunez@azed.gov



Pattie Noonan, Ph.D.
Associate Research Professor
pnoonan@ku.edu



Lorrie Sheehy
PSO Specialist
Lorrie.Sheehy@azed.gov



Madeline Wetta
Project Coordinator
madlin@ku.edu

Additional ADE and KU Team Members

Susan Voirol
Transition/Education Program Specialist
Susan.Voirol@azed.gov

Linda McGurn, Ph.D.
Research Associate
Linda.McGurn@ku.edu

Andi Asel
Transition/Education Program Specialist
Andi.Asel@azed.gov

Amy Gaumer Erickson, Ph.D.
Associate Research Professor
agaumer@ku.edu

Jeanette Zemeida
Administrative Assistant
Jeanette.Zemeida@azed.gov

Michelle Loewenstein
Administrative Assistant
mloewenstein@ku.edu