

NEXT STEPS
NEW HAMPSHIRE

Sustainability Training Series 2016



Developing and Sustaining ELO Programs

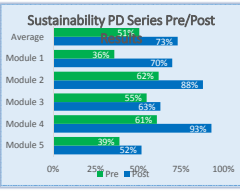
March 1, 2016
1:00pm - 3:00pm

From Piloting to Sustaining Practices

Next Steps NH Pre/Post Training Assessment

Similar to the need for teachers to gain data on student understanding, we need to determine what impact our training has on your understanding of the training topic/content.

- Purpose:**
 - Evaluate Next Steps NH Training NOT participants
- Measure the Impact of Knowledge**
 - ✓ Pre-test - assess prior knowledge
 - ✓ Post-test - assess knowledge gain
 - ✓ Additional questions - quality & usefulness




Category	Pre	Post
Average	51%	73%
Module 1	36%	70%
Module 2	62%	88%
Module 3	55%	93%
Module 4	61%	93%
Module 5	39%	82%


Making the Most of a GTM

- Muting & unmuting
- Using chat function
- Group activities
- Participation via Go To Meeting




NSNH Essentials 

Next Steps NH offers training and coaching on embedding evidence-informed **transition practices** in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.



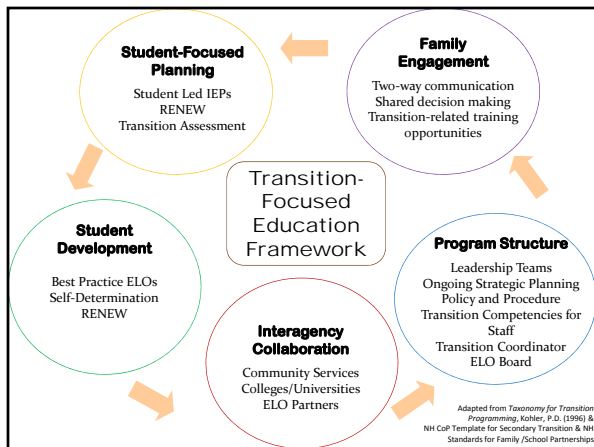
Training introduces and illustrates the practice.
Coaching supports putting the training to use.

NSNH Essentials 


Transition practices include:

- Enhanced transition planning, activities & opportunities, including RENEW
- Best practice Extended Learning Opportunities (ELOs)
- High level family-school engagement


Evidence shows that embedding new practices requires multi-stage implementation.



NSNH Essentials

 Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity.

Not In Place	Partially In Place	In Place	Critical Component of Practice
	X		3.1: There is an referral process for ELOs within the school that is easily available and known to students, parents, and all staff

 When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

Putting the Pieces Together

1. EXPLORATION

- Develop & Meet w/ Project Teams (Leadership – ELO – FEG – RENEW)
- Complete Fidelity tools

2. INSTALLATION

- Develop action plans
 - Participate in foundational trainings
 - RENEW student mapping
 - Pilot a high quality ELO, EI transition practices
 - Offer parent education



SUSTAINABILITY
Leadership, ELO, RENEW, Family Engagement Teams & Program Structures

4. FULL IMPLEMENTATION

- Processes & procedures in place
- System recalibrated to accommodate & support new initiatives

3. INITIAL IMPLEMENTATION

- Implement action plans
- Identify & address challenges
- Scale up ELOs, RENEW & Transition Practices
- Integrate family-school partnership strategies


(Based on Dean Fleenor et al & SWIFT)

Learning Objectives

- Participants will be able to identify:
 - The essential components of an ELO and a successful ELO program
 - Resources to support an ELO program
 - Evaluation measurements/strategies

Agenda

- ELO overview
 - Defining ELOs
 - Reviewing data points
 - ELO resources
- Sustaining the work
 - Review of key support areas and needs
- Program evaluation
 - Clarifying objectives
 - Identifying anticipated outcomes
 - Creating an action plan



Making the Connection to Students & Transition Planning


- ELOs are a tool for engaging students in their education by creating relevance and tapping into a students passion.
- Community connections and concrete, hands-on learning provide support to reach measureable post secondary goals.
- ELOs are a means of assessment & can be part of the course of study.

Activity 1: Quick Snap Shot

- What does your school hope to accomplish by implementing ELOs?
- How does your school define an ELO?
- Who oversees them?

ELOs Can Be:

- Individual or group
- Out of school or connected to a class
- Large scale or small scale
- Interdisciplinary or subject specific
- For any student
- In any subject




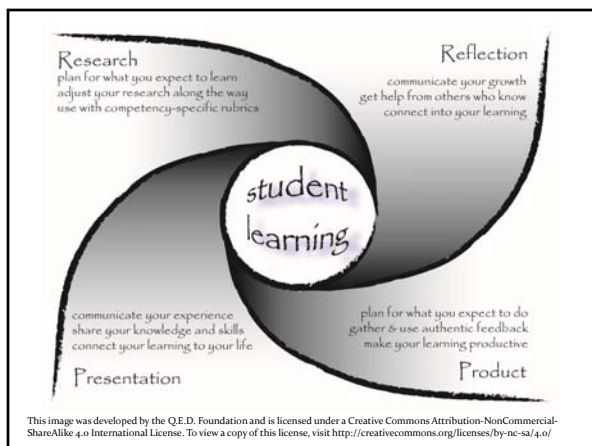
Source: www.beyondclassroom.org

NH DOE Definition of ELO's

The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to:

- Apprenticeships
- Independent study
- Internships
- Private instruction
- Community service
- Online courses
- Performing groups





Activity 2: Measuring Success

- How are you measuring your ELO program's success?
- What sources of data are you using?
- Who is providing/overseeing progress monitoring?

ELO Data Points




Data Elements to Consider

- In tracking your ELO's consider the following data points:
- Number of ELO's- yearly or by semester
- Number of ELO's for students at risk, and with IEP's



Data Elements to Consider

- Subject areas- core classes or electives
- Type of ELO- internship, sports team, community service
- Credits awarded
- Student & Teacher satisfaction





ELO Fidelity Tool

A. Policy Level and Administrative Support				
Degree of Implementation	Critical Component Indicators	Priority	Notes	Evidence
Not in Place - 1		Low - 1		
Partially in Place - 2		Medium - 2		
In Place - 3		High - 3		
	1. Written Policy			
	1.1. There is a written policy from the school board that states the core and elective credit-bearing ELOs to be fully accessible and available for all students.			
	1.2. Students may earn core and elective credits toward graduation through ELOs, with no limits on how many credits can be earned through ELOs.			
	1.3. There is a written policy governing the granting and recording of ELOs that applies to all students.			
	2. Faculty and Administrative Support			
	2.1. A majority of the Faculty know that ELO options exist in the school.			
	2.2. Most Faculty know what an ELO is and			

Sustaining the Work

We want it to be like this: **Not like this:**





Typical Successful Areas

- Written policy
- Planning team development & facilitation
- Faculty/staff support
- Assessments
- Student centered planning

Challenging Areas

- ELO plan development and monitoring
- Referral process
- Program goals
- Inclusion of parents/families
- ELO program quality



Activity 3: Stages of Implementation

- Where are you in the stages of implementation?



ELO Plan Development and Monitoring

- What is your ELO policy?
 - Areas to consider: # of ELO's, when they take place, grading, transportation, expenses
- Is your policy put into practice?
 - How do staff learn about it?



ELO Implementation

Within the School

- Staff knowledge of ELO referral and system
- ELO documentation (design template, rubrics)

With Students & Families

- How do they know about ELOs?
- Program of studies



In the Community

- Business partners

Point Person for ELO's

- ELO Coordinator? Internship Coordinator?
- Work with educators, students, families and community partners to develop credit bearing educational opportunities outside of the traditional classroom setting
- Ensure compliance with all federal, state and school rules and regulations
- Confirm competencies and programmatic requirements are met



• Source: NH Extended Learning Opportunity Program Design Handbook

ELO Coordinators



- **ELO Collaborative Ring**
- Meets monthly to discuss ELO's, to share best practices, discuss policies and practices.
- Have developed a handbook that provides guidance and resources for your ELO program

Recruitment & Application

- Ability for students, families & staff to learn about ELO's
- Ease in developing an ELO




ELO Program Monitoring

- ✓ Planning Team Development & Facilitation
 - Creating a team to support ELO implementation in the school
- ✓ Inclusion of Parents and Families
 - Inviting family members to support a student's plan and ELO
 - Tapping into the network of families to support ELOs in the school and community?

ELO Program Quality

- What ELO program oversight is currently in place?
- What is the process for collecting data on the outcomes of the ELOs being implemented?
- Evaluation of the overall success of the ELO program.




Activity 4: Action Plan

- Based on the discussion today...

What action steps are you going to take to support and strengthen your ELO program?

Wrap Up



- Thoughts?
- Questions?
- Feedback?
- Interest in sharing contact information between schools?
