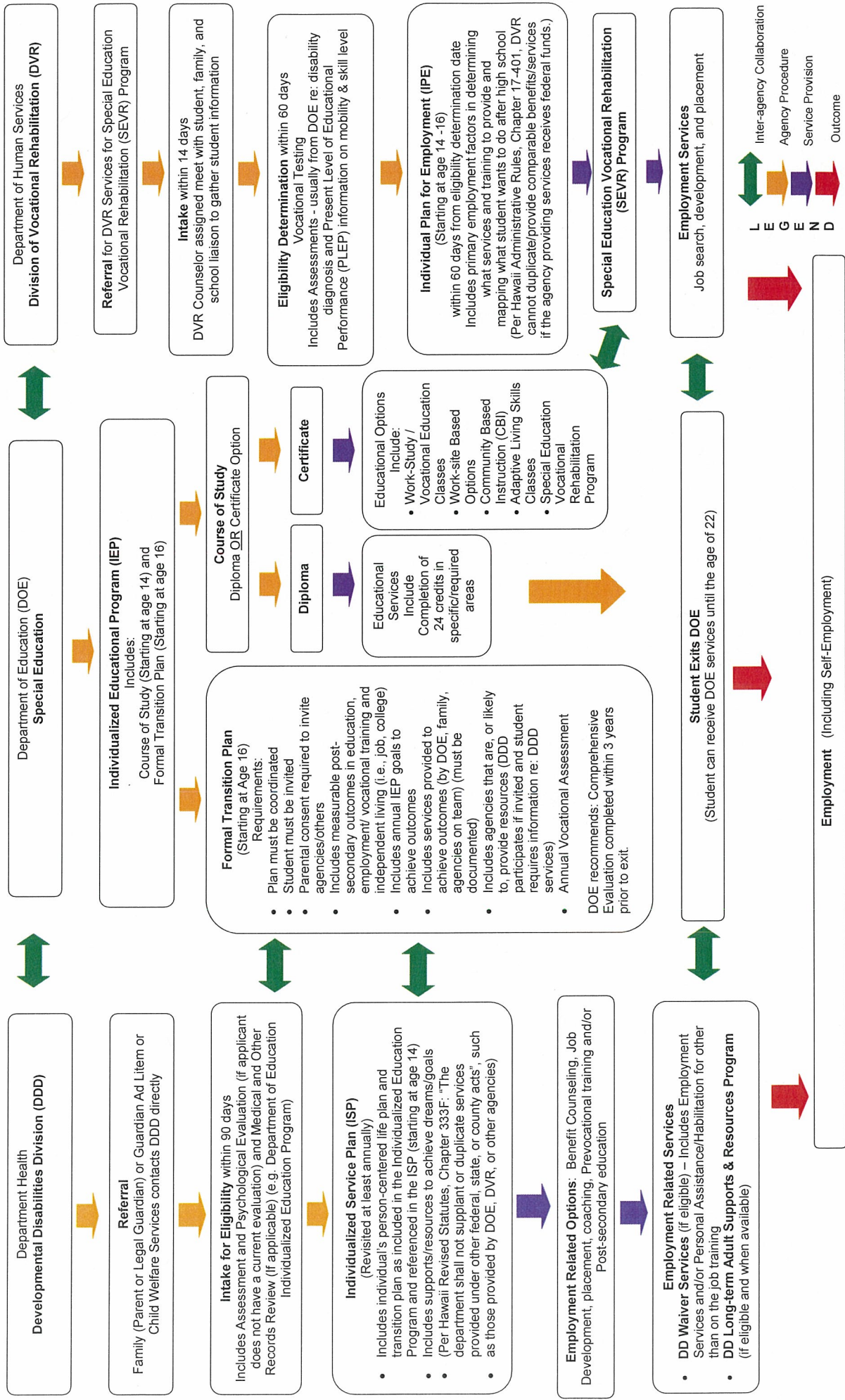


# Tri-agency Map to Employment for Students with DD Transitioning From High School 11/25/13







## Po'okela Project

Hawaii Department of Education (HIDOE)  
Office Of Curriculum, Instruction and Student Support (OCISS)  
Special Education Section (SES)

January 10, 2014  
SEAC

## Po'okela

...to excel, best, superior,  
outstanding, greatest, champion...

*Perfection is not attainable, but if we chase  
perfection we can catch excellence*

Vince Lombardi

## We Believe that Learning...



- is a continuous process for both students and adults
- is a shared responsibility
- occurs when there is feedback, follow up actions, practice, progress monitoring, and accountability
- occurs in a system in which there is a routine continuous improvement process, such as the PDCA cycle

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## Aligned Efforts



HIDOE Strategic Plan

ESEA Flex Plan - Strive HI Performance System

OCISS Academic Financial Plan

SES Academic Financial Plan

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**Implementation Science:** a process that incorporates a specified set of activities designed to intervene or improve current practices that will benefit consumers or organizations.

**Standard of Excellence Framework**

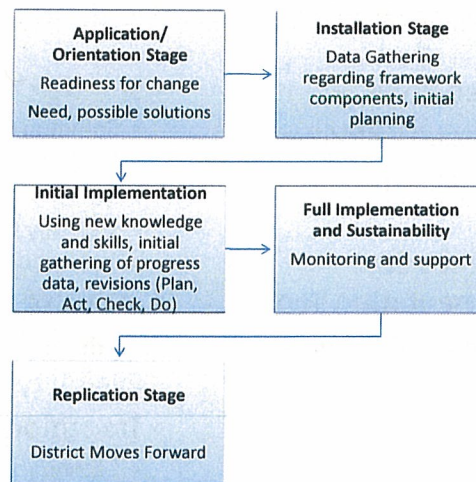
Educational Infrastructure

Instructional Capacity

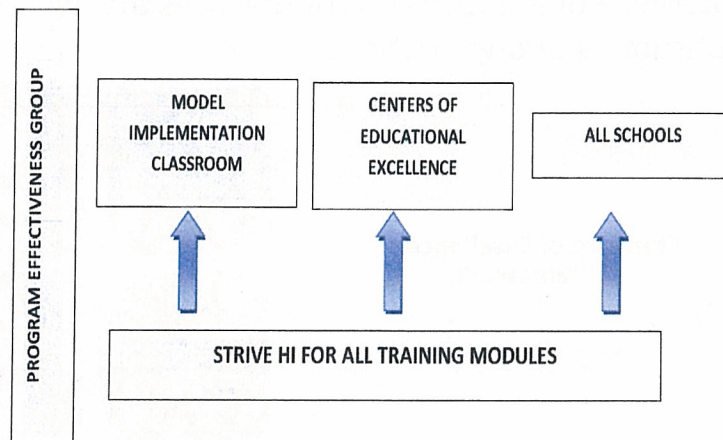
School Culture and Leadership

Parent and Community Partnerships

## Implementation process...



## Structure of Po'okela



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## Strive HI for ALL

### Module Components

- Scripted PowerPoint
- Embedded Activities
- Follow-Up Practice Activities
- Resources & Implementation Tools
- Evaluation Process & Tools

### Content Topics

- Standards Based IEP
  - Common Core
  - PLEP
  - Goals
  - Specially Designed Instruction
- Inclusive Practices
- Evaluation & Eligibility
- Transition
  - Secondary
  - Preschool

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## Strive HI for All

ELEMENTS OF OPERATION	STRIVE HI FOR ALL
<b>CHARACTERISTICS</b>	Provision of consistent, current, evidence based information and training that is: <ul style="list-style-type: none"> <li>• Readily available</li> <li>• Aligned with standards-based education</li> <li>• Consistent with evidence-based practices</li> </ul>
<b>INTENDED OUTCOME</b>	<ul style="list-style-type: none"> <li>• Designed to improve teacher effectiveness and results for students</li> </ul>
<b>TARGETED LEARNER GROUP</b>	<ul style="list-style-type: none"> <li>• Complex Area Staff</li> <li>• HDOE personnel</li> </ul>
<b>VENUE</b>	<ul style="list-style-type: none"> <li>• Online with face-to-face follow up activities (or online community of practice)</li> </ul>
<b>METHOD OF PROFESSIONAL DEVELOPMENT AND SUPPORT (District staff)</b>	<ul style="list-style-type: none"> <li>• Series of brief online sessions with scripted slides and embedded activities</li> <li>• Facilitated face-to-face follow up activities (or online community of practice) <ul style="list-style-type: none"> <li>◦ With small group of participants who have completed online session</li> <li>◦ 45 minutes in length</li> <li>◦ Designed to build understanding and independent application</li> </ul> </li> <li>• CEE/MIC sessions and follow up will both be delivered face-to-face</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Participation level</li> <li>• Feedback surveys</li> <li>• Post tests &amp; desk audits</li> </ul>

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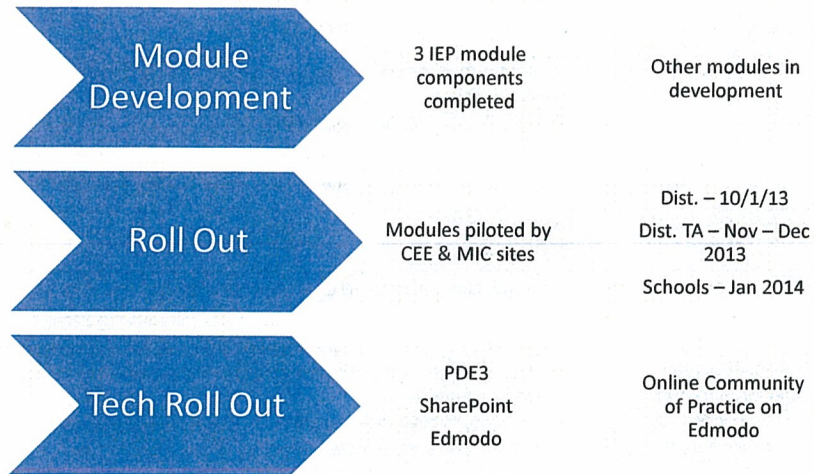
## Strive High for All



	Application/ Orientation	Installation	Implementation	Full Implementation	Sustainability/ Replication
<u>SB IEP</u> COMMON CORE					
PLEP					
GOALS					

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## Strive HI for ALL



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## Centers of Educational Excellence

Purpose	Process
<ul style="list-style-type: none"> <li>• Implementation and training sites</li> <li>• Embedded, relevant and ongoing training</li> <li>• Tri-level capacity building</li> <li>• Scaling up</li> </ul>	<ul style="list-style-type: none"> <li>• Site self assessment</li> <li>• Identify needs and prioritize</li> <li>• Action planning</li> <li>• Targeted supports</li> <li>• PDCA</li> </ul>

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## Centers of Educational Excellence

ELEMENTS OF OPERATION	CENTERS OF EDUCATIONAL EXCELLENCE
CHARACTERISTICS	Transformation of existing schools into <i>Centers of Educational Excellence</i> (CEE) that: <ul style="list-style-type: none"> <li>• Focus on either Inclusive Practices or Autism</li> <li>• Employ evidence based practices to maximize student learning</li> <li>• Employ evidence based practices to maximize adult learning</li> </ul>
INTENDED OUTCOME	• Become Implementation and training site
TARGETED LEARNER GROUP	<ul style="list-style-type: none"> <li>• Selected schools across the state</li> <li>• District Resource Staff</li> </ul>
VENUE	On site
METHOD OF PROFESSIONAL DEVELOPMENT AND SUPPORT	<ul style="list-style-type: none"> <li>• Continuous Improvement Process</li> <li>• Community of Practices</li> <li>• Information Training</li> <li>• Consultation and Coaching</li> </ul>
ACCOUNTABILITY	<ul style="list-style-type: none"> <li>• Number of sites and level of implementation</li> <li>• Staff trained at district level</li> <li>• Staff trained and implementing at target sites</li> <li>• Student outcomes (district, school and individual)</li> <li>• Other indicators to be determined</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Strive HI for All Training Modules</li> <li>• Evidence based practices</li> <li>• School curricula</li> <li>• School resource supports</li> <li>• District resources</li> <li>• Parent/community resources</li> </ul>

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## Centers of Educational Excellence

INCLUSIVE PRACTICES	APPLICATION/ ORIENTATION	INSTALLATION	IMPLEMENTATION	FULL IMPLEMENTATION	SUSTAINABILITY/ REPLICATION
SITE 1 King Kamehameha III Elementary					
SITE 2 Nanakuli High					
SITE 3 Maunawili Elementary					
SITE 4 Pope Elementary					
SITE 5 Niu Valley Middle					
SITE 6 Washington Middle					

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## Centers of Educational Excellence

AUTISM	APPLICATION/ ORIENTATION	INSTALLATION	IMPLEMENTATION	FULL IMPLEMENTATION		SUSTAINABILITY/ REPLICATION
<b>SITE 1</b> Ahuimanu Elementary						
<b>SITE 2</b> McKinley High						
<b>SITE 3</b> Mililani Middle						
<b>SITE 4</b> Waiakeawaena Elementary						
<b>SITE 5</b> Maili Elementary						
<b>Site 6</b> Kapolei HS Special Day School	Breaking Ground ....					

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## Model Implementation Classroom

### Purpose

- Implementation site
- Embedded, relevant and ongoing training
- Tri-level capacity building
- Scaling up

### Process

- Teacher self assessment
- Identify needs and prioritize
- Action planning
- Targeted supports
- PDCA

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## Model Implementation Classrooms

ELEMENTS OF OPERATION	MODEL IMPLEMENTATION CLASSROOMS
CHARACTERISTICS	Transformation of existing classroom into <i>Model Implementation Classrooms</i> (MIC) that: <ul style="list-style-type: none"> <li>Focus on special education resource classrooms</li> <li>Employ evidence based practices to maximize student learning</li> </ul>
INTENDED OUTCOME	<ul style="list-style-type: none"> <li>Become an implementation site</li> </ul>
TARGETED LEARNER GROUP	<ul style="list-style-type: none"> <li>Selected classrooms across the state</li> <li>District Resource Staff</li> </ul>
VENUE	<ul style="list-style-type: none"> <li>On site</li> </ul>
METHOD OF PROFESSIONAL DEVELOPMENT AND SUPPORT	<ul style="list-style-type: none"> <li>Continuous Improvement Process</li> <li>Information Training</li> <li>Consultation and Coaching</li> </ul>
ACCOUNTABILITY	<ul style="list-style-type: none"> <li>Number of sites and level of implementation</li> <li>Staff trained at district level</li> <li>Staff trained and implementing at target sites</li> <li>Student outcomes (district, school and individual)</li> <li>Other indicators to be determined</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>Strive HI for All Training Modules</li> <li>Evidence based instructional practices</li> <li>School curricula</li> <li>School resource supports</li> </ul>

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## Model Implementation Classroom

SCHOOLS	APPLICATION/ ORIENTATION	INSTALLATION	IMPLEMENTATION	FULL IMPLEMENTATION	SUSTAINABILITY/ REPLICATION
SITE 1 Kailua Intermediate					
SITE 2 Waipahu Intermediate					

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## Program Effectiveness Group

Accountability assurance using:

- The Standard of Excellence Framework tools developed by each strand (as appropriate) in:
  - Educational Infrastructure
  - Instructional Capacity
  - School Culture and Leadership
  - Parent and community Partnerships
- Individual Strand Strategic Plans
- Other outcome measures such as:
  - Graduation rate
  - Dropout
  - Discipline
  - Attendance
  - HSA
  - Transition
  - LRE

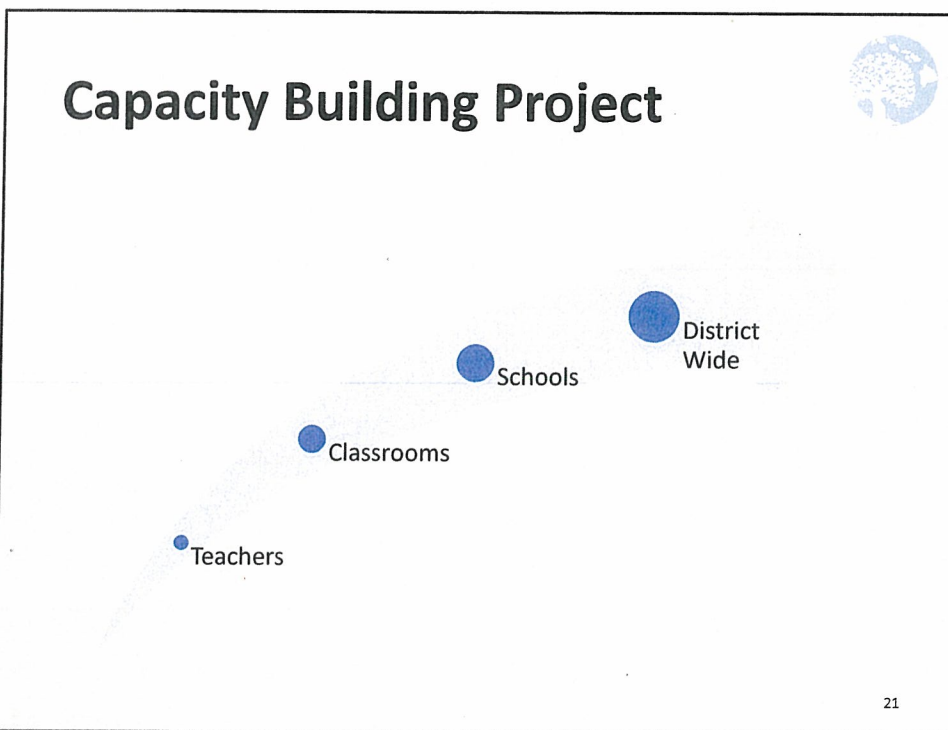
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### Program Effectiveness Group (PEG)

ELEMENTS OF OPERATION	<u>Program Evaluation Group</u>
CHARACTERISTICS	Evaluate the effectiveness of the Po'okela Project by: <ul style="list-style-type: none"> <li>• Gathering data from different strands of Po'okela Project</li> <li>• Assessing to what degree implementation outcomes and student outcomes were met</li> </ul>
INTENDED OUTCOME	<ul style="list-style-type: none"> <li>• Measure the effectiveness of the implementation of each strand using the appropriate elements in the Standard of Excellence Framework and other outcome measures.</li> </ul>
TARGETED GROUP	<ul style="list-style-type: none"> <li>• MIC Group</li> <li>• CEE Group</li> <li>• SHA Group</li> </ul>
VENUE	<ul style="list-style-type: none"> <li>• Strand meetings/discussions, DOE data systems</li> </ul>
METHOD OF PROFESSIONAL DEVELOPMENT AND SUPPORT	<ul style="list-style-type: none"> <li>• Consultation</li> <li>• Compare, contrast existing data with other data</li> <li>• Trend/longitudinal data</li> </ul>
ACCOUNTABILITY	<ul style="list-style-type: none"> <li>• Gather data for each strand</li> <li>• Data for Implementation outcomes</li> <li>• Data for Student outcomes (district, school and individual)</li> <li>• Other program indicators to be determined</li> <li>• Analyze the data</li> <li>• Standard of Excellence Framework Indicators</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• Gather data collected by each strand</li> <li>• Obtain data from Longitudinal Database System</li> <li>• Consult with Student Accountability Office</li> <li>• Develop Index similar to Strive High Index</li> </ul>



## Capacity Building Project



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