THE OHIO STATE UNIVERSITY

Employing Technology and Digital Learning to Enhance College and Career Readiness

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"Helping all students—those who are struggling as well as those who are proficient—realize their potential and dare to dream is the most important mission of schools."

– Izzo and Horne (2016)

Students' Expected Postsecondary Education Outcomes & Their Actual Outcomes by One Year After Exiting High School


2013 Grads
N=1175

% of Sample

- Expected
- Reported Enrollment

2-year College | 4-year College | Other Training

Baer, R. et al. (2015). The Ohio Longitudinal Transition Study: Annual State Report, Spring 2015
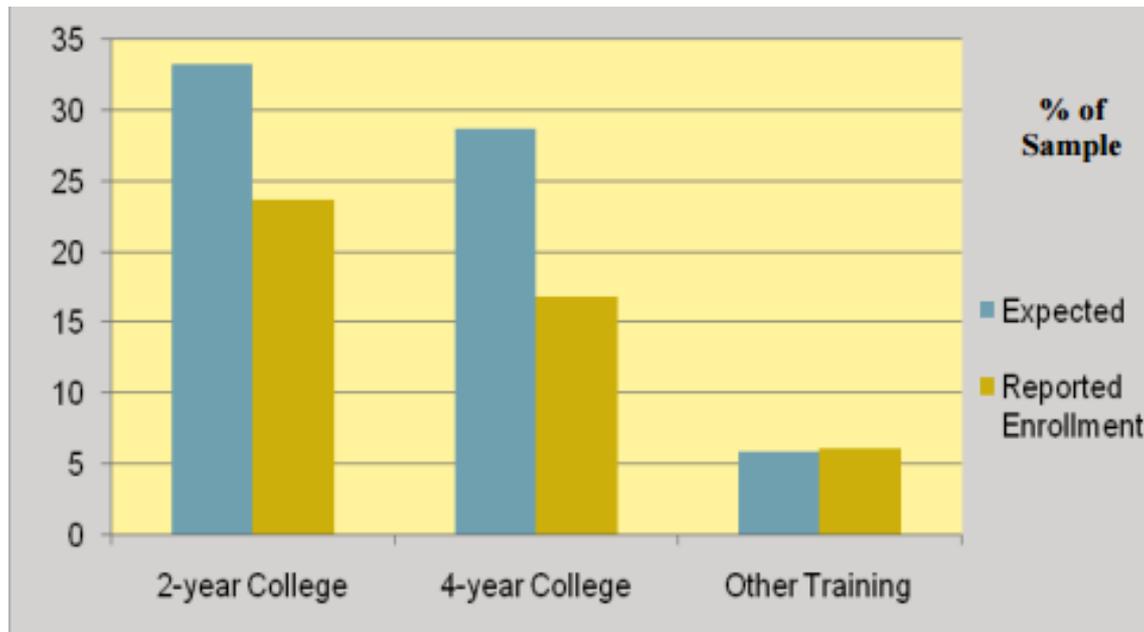
Top Reasons Given

1.   Plans changed
2.   Not enough money
3.   **Needed help** applying

Baer, R. et al. (2015). The Ohio Longitudinal Transition Study: Annual State Report, Spring 2015

Students' Expected Employment Outcomes &

Their Actual Outcomes by One Year After Exiting High School

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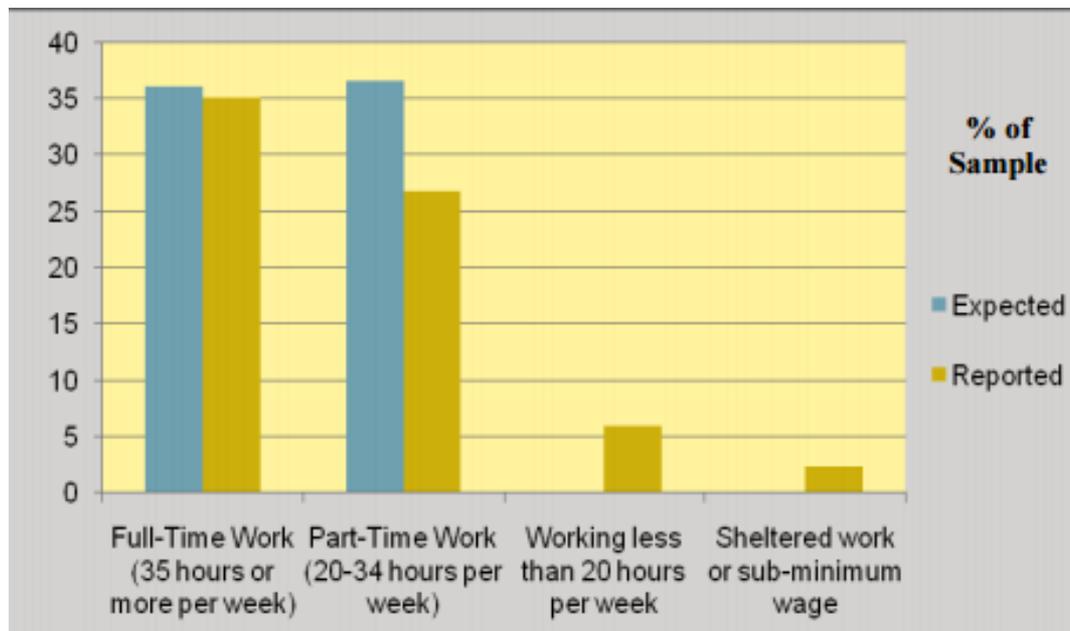
Top Reasons Given

1. Cannot find a job
2. Enrolled in college
3. Transportation problems
4. Does not want to work
5. **Needed help** finding a job

Baer, R. et al. (2015). The Ohio Longitudinal Transition Study: Annual State Report, Spring 2015

History and Purpose

- OSEP and ODE/OEC funded project to Ohio State

- Scale-up and sustain the evidenced-based EnvisionIT curriculum

IDEAs that Work
U.S. Office of Special Education Programs

Ohio | Department of Education
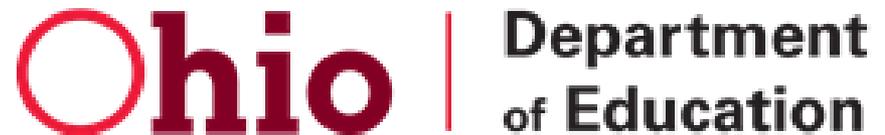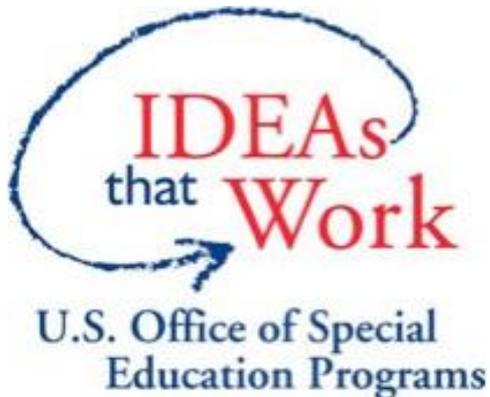
The EnvisionIT (EIT) Curriculum

- Designed for students and inclusive classrooms in grades 8-12 with accessible reading level and UDL concepts in mind

- Aligned to national standards in college and career readiness, ELA Common Core, Information and Communications Technology (ICT) literacy, and financial literacy

- Guides students in building a self-directed, digital Transition Portfolio (e.g., Ohio Means Jobs K12 Backpack) across 12 Units

Transition Portfolio

- Title Page

- Bookmarks of Career Search Websites

- Self-Assessment Results

- Career Comparison Table

- Postsecondary Goals for 2 Career Plans

- Postsecondary School Comparison Table

- Transition Preparation Checklist

Transition Portfolio

- Career Essay

- High School Course Schedule

- Resume

- Cover Letter

- Job and College Applications

- Interview with a Professional

- PowerPoint or Digital Presentation

EnvisionIT on Schoology

Current Implementation

- Urban, suburban, and rural high schools, career-tech centers, charter schools, and an autism service provider (see School Site Table handout)

- Various courses (e.g., Freshman Seminar, Transitions and Careers, Postsecondary Planning)

- Inclusive classroom, resource room, and advisory period settings

- Semester (abbreviated curriculum model) or year-long (full curriculum)

State and National Policy

- Supports Ohio's career advising policy, student success plans, and IDEA Indicators 13 & 14 (i.e, IEP development, post-school outcomes)

- Adheres to ESSA definitions of digital learning:
  - ➢ Any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices (21 U.S.C. 812[c] [3])

ESSA Definition of Digital Learning

- Interactive learning resources

- Access to online databases

- Use of data and information to personalize learning

- Online and computer-based assessments

- Collaboration and communication

- Hybrid or blended learning

- Courses for students in different locations

ESSA and EIT Alignment

EIT meets ESSA criteria through content and delivery (see handout):

- Schoology LMS allows for **interactive learning** (e.g., blogs, group discussions, and Web-based research)

- Students connect with **databases** (e.g., College Navigator, O*NET, and OOH)

- Students take online **age-appropriate assessments** (e.g., VARK Questionnaire and O*NET Interest Profiler)

- EIT well-suited for **blended learning**, where the teacher instructs and leads students through the digital content

- EIT is **accessible** from Schoology and Google Documents and is compatible with computers, tablets, and smart phones (e.g., screen readers)

- Though Internet-based many activities can be printed off and require **collaborative learning**

Results from 2007-2010 (n=287)

Transition:

- 61% of experimental students undecided at pretest had a career goal posttest.

- Only 5% of experimental students who had a career goal pretest reported being undecided posttest compared to 13% of control students.

Information Technology Literacy:

- Experimental students performed significantly better on the IT literacy posttest compared to control students ($-F = 10.99$ (272), $p=.001$).

- Statistical significance for students in (a) rural and suburban settings, (b) benchmark and strategic reading levels on the AIMSweb, and (c) 10th-12th grades.

Note: See 'Works Cited' slide for peer-reviewed articles

Key Findings from 2014-2016 (n=210)

Using the AIMSweb8 to measure reading comprehension, EIT has shown:

- A greater trend level increase in the difference scores (pre-post) for the intervention group

- A significant effect on reading scores when controlling for free and reduced price lunch and length of the curriculum (semester or year)

- Greater change in reading scores regardless of grade level

Note: See 'Works Cited' slide for peer-reviewed journal articles

Summary (2008-2016)

EIT has been shown to significantly increase the following for students:

- Reading

- Information and Communications Technology (ICT) Literacy

- College and Career Readiness (CCR) Skills

IDEAs that Work
U.S. Office of Special
Education Programs
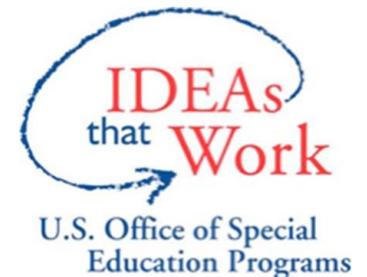
Note: See 'Works Cited' slide for peer-reviewed journal articles. The Stepping-Up EnvisionIT research project is funded by the U.S. Department of Education (Grant Award H327S120022)

Implications

The EnvisionIT curriculum is an evidenced-based tool to support:

- Digital and blended learning per ESSA

- Individualized Education Program development, transition planning, and positive post-school outcomes

- Ohio's Career Advising Policy and Student Success Plans

- Student improvement in Information Technology literacy, college and career readiness, reading, and financial literacy

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