

Restoring Human Dignity

Providing a Second Chance of
Postsecondary Credential to
Young and Young Adults, At-Risk
Homelessness, & Veterans



**Advancing programs that advocate
for the deterrence of barriers to
employment with livable wage**

- We Empower Lives in Poverty Out of Poverty
- Community Empowerment

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PROPOSAL

Human Capital Need

<ul style="list-style-type: none">• Hire 1 full-time Executive Director• Hire 1 full-time Academic Director• Hire 1 full-time Finance Director• Hire 2 full-time Administrative Assistants	<ul style="list-style-type: none">• Hire 1 full time Case Manager• Hire 6 part-time Instructors.• Hire 1 part-time Advocate.• Hire 1 par-time social worker
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OVERVIEW:

Postsecondary students from underserved communities, at-risk young and young adults, and at risk-homelessness face significant challenges to access well-paid employment due to the lack of postsecondary credential. Postsecondary students of color suffer from additional bias. At-risk young and young adults and at-risk homelessness suffer from the lack of opportunities to access a postsecondary education due to various factors and lack of stability. They remain critically marginalized and underserved within the measures of well-being. They suffer from significant barriers to access well-paid employment as in today's economy more than 60 percent of U.S.jobs require a postsecondary credential.¹ Data shows that as educational attainment increases, median earnings steadily increase.² While it is critical for institutions of higher education (IHEs) to provide support systems to improve retention, progression, and completion rates to decrease economic and social equity gaps for at-risk students of color, and low-income students, the demand does not satisfy the needs of at-risk people. It is thus critical to imagine a framework of instructional

¹ [https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR .Web .pdf](https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR.Web.pdf)

² <https://www.bls.gov/enip/chart-unemployment-earnings-education.htm>

system focusing on providing a second chance to at-risk young and young adults. That’s why the ORPE Human Rights Advocates (OHRA) has engineered an innovative initiative of an instructional system centered on empowering at-risk postsecondary students, at-risk of disconnection young and young adults’ at-risk homelessness, and veterans through the provision of a second chance of furthering a postsecondary degree. Should it be approved, this project will be managed by the United States Institute of Leadership and Diplomacy, a division of the OHRA in partnership with the Anne Arundel Health Department. The main goal of the program is assisting disadvantaged postsecondary students, at-risk young and young adults, and at-risk homelessness to overcome barriers that impair their access to well-paid employment.

STATEMENT OF NEEDS:

Postsecondary students from underserved communities, at-risk young and young adults, at-risk-homelessness, and veterans still face barriers to successfully enrolling in and completing college. Studies show that between 2019 and 2021, there have been decreases in undergraduate enrollment for Native American students (7.9 percent decrease), Black students (7.3 percent decrease), and Hispanic students (5 percent decrease).³ From 2019 to 2022, there has been a decrease in enrollment for Pell grant recipients (9.9 percent).⁴ In addition, while graduation rates have increased in four-year institutions overall by 4.6 percentage points since 2015, double-digit graduation rate gaps between underrepresented students of color and white students remain, and there is a 9-percentage point gap in graduation rates between Pell and non-Pell students.⁵ The same is occurring in two-year institutions, with an overall graduation rate increase of 2.8 percentage points since 2012, but a declining rate for Hispanic and Black students, leading to increasing

³ https://nces.ed.gov/programs/digest/d22/tables/dt22_306.10.asp?current=yes

⁴<https://research.collegeboard.org/media/pdf/trends-in-student-aid-presentation-2022.pdf>

⁵

https://nces.ed.gov/ipeds/Search?query=&query2=&resultType=all&page=1&sortBy=date_desc&overlayTable!d=32473

gaps between white students and underrepresented students of color.⁶ Furthermore, disconnected young and young adults who live at the margin of the social-economic system tend to become dependent upon welfare and some of them even are forced to dive in the paths of criminal activities. This concern is confirmed by the studies revealing that about 4.1 million young and young adults are neither employed nor in school. Across the country, states are confronting the same problem: an alarming number of youths aged 16 to 24 who are neither working nor in school. In our cities, suburbs, and rural areas, these “disconnected youths” are struggling to find an on-ramp to a self-supporting career. While adult employment rates are returning to their pre-recession levels, youth unemployment rates have remained stagnant or worsened. Disconnection has far-reaching impact. On an individual level, education and employment are key indicators of well-being, promoting not only economic mobility but also dignity, life satisfaction, safety, and community participation. The impact of reconnecting youth to work or school is profound and results in better physical and mental well-being, stronger social bonds, and a lower likelihood of poverty. On a community level, lower rates of disconnection correlate to less crime and result in not only decreased spending for social services but also new revenue from increased economic participation. It is for these reasons that many policymakers refer to disconnected youth as “opportunity youth,” because they contain tremendous opportunity for building a more robust community, workforce, and economy. When disconnected youth are prepared and supported, they often bring resilience, loyalty, and grit to the workplace. For example, according to the 2015 Maryland Governor’s Workforce Investment Board report, here in Maryland, more than 85,000 young people ages 16 to 24 are disconnected from both work and school – just slightly more than one in every 10 youth in the State. The problem is truly statewide, as the jurisdictions with the highest percentages of disconnected youth are on the Eastern Shore, Anne Arundel, in Baltimore City, and in

⁶ https://nces.ed.gov/programs/digest/d21/tables/dt21_326.10.asp,
https://nces.ed.gov/programs/digest/d21/tables/dt21_326.20.asp?current=yes,
https://nces.ed.gov/ipeds/Search?query=&query2=&resultType=all&page=1&sortBy=date_desc&overlayTableId=32473

western Maryland.

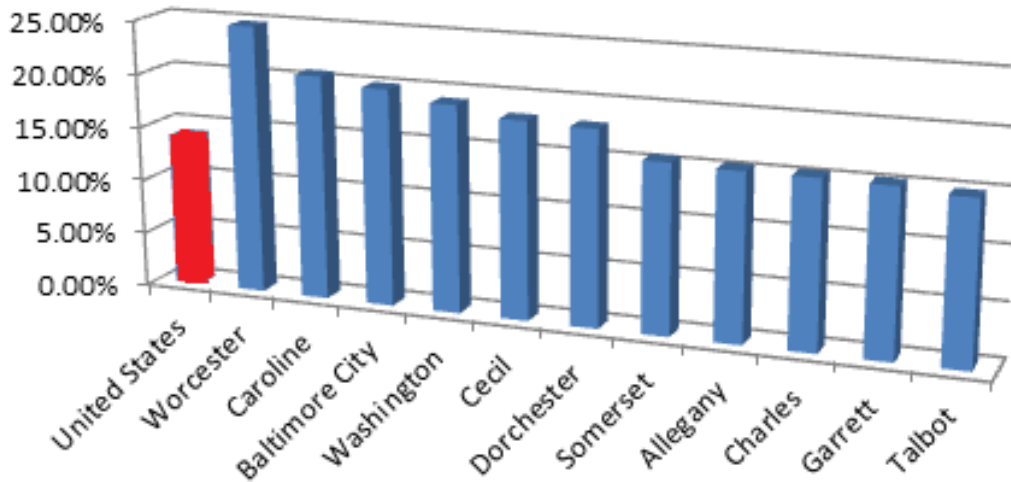


Table 1: All Maryland jurisdictions with higher youth disconnection than the U.S. average. Source: American Community Survey, updated October 2015.

The Governor’s Workforce Investment Board has identified a number of factors contributing to Maryland’s youth disconnection: a majority of new jobs created in Maryland requiring training beyond a high school diploma; a diminishing need for lower skilled workers; growing difficulty entering the workforce at all due to limited work experience opportunities; and a sharp generational transition in the labor force. Among those with no high school diploma, challenges are complex and many, including substance abuse, parenthood, extremely low skills, and history of incarceration. In addition, studies reveal that the competition for jobs in the Anne Arundel, Baltimore and surrounding Regions increased dramatically in the last several years. Between 20 and 2023, for every three new highly skilled individuals entering the labor market, one low skilled worker dropped out or was left unemployed. As a result, between 2012 and 2023, the number of Baltimore Region residents living below the federal poverty level increased by over 46,000

adults. Most of the region's low-skilled job seekers face multiple and complex barriers to employment opportunity that have been getting worse. These include: (1) A challenging job market: Approximately 62% of job seekers report that they are unable to find a job that offers a living wage, 41% indicate that they have been laid off from a job and need new skills, and 49% indicate that the cost of obtaining the training or education they need is too high. The realities of the job market reflect the barriers: Over half (53%) of new jobs that are expected to be created between 2012 and 2023 will have minimum education requirements that are beyond a high school diploma and virtually all of the jobs that don't require at least some college education have average wages that are less than a living wage. (2) Interconnected social barriers: Many of the region's job seekers have barriers that may appear manageable alone but become difficult in combination with correlated barriers. For instance, nearly a quarter of job seekers (23%) report that they lack a driver's license. A license is a requirement for many jobs in sectors like construction or transportation, but obtaining one is a complicated process, requiring proof of residence, proof of identity, vehicle insurance, and other requirements which may be difficult for individuals in transitional housing or without financial resources to afford. (3) Transportation and housing barriers: A quarter (25%) of job seekers indicate that they can't get to jobs accessing public transportation and 23% face difficulties finding permanent housing. The project of Restoring Human Dignity promoted by ORPE Human Rights Advocates was created with idea of providing a second chance of furthering for a postsecondary education to disadvantage students within the purpose of driving them in the path of social economic self-sufficiency. In the demonstrations below you will find the framework of the project design, the implementation strategies, and the identified drivers of success.

PROJECT DESIGN AND IMPLEMENTATION

The United States Institute of Leadership and Diplomacy (USILD) has designed a team approach to the execution of this initiative, joining with Anne Arundel Health Department to bring a new and powerful

partnership to the forefront. Inherent to its mission is the commitment to advance specialized multidisciplinary educational and professional development training services delivery to benefit at-risk young and young adults, disadvantaged postsecondary students, and qualified at-risk homelessness. The AA County Health Department will be serving in advisory body and collaborative supportive services which integrate Health and social aspect affecting at-risk young or at-risk homelessness. Note that the United States Institute of Leadership and Diplomacy is a division of the ORPE Human Rights Advocates, Inc. OHRA through its division the United States Institute of Leadership and Diplomacy will be delivering educational, professional skills building trainings and supportive services (e.g., job placements, other services...) to at-risk young, at risk-homelessness, veterans, and any low-income concerned by the improvement of his/her earning. Partnership is also an opportunity to advance a coordinated information sharing system for identifying young at risk of becoming victims of human trafficking or victim of crimes through a private and digital collaborative platform, public safety, and homeland security communities of interest to facilitated identification and privately communicate with the at-risk young or potential young victims of crimes. The synergy of this collaborative effort, strategically combining the expertise of each partner's industry will assist state and local organizations in achieving the goal of reducing the identifying victims of human trafficking and referrer them to competent victims' service providers for the purpose of addressing their respective needs. This partnership will be founded upon a strong history of each organization as providers of educational and professional development training, and provider of comprehensive services to at-risk young, at-risk homelessness, HIV subjects, and victims of sexual assaults, and victims of human trafficking. OHRA possesses a successful track record of collaborative in providing these services to these populations.

To help disadvantaged students achieve academic proficiency, USILD will be demonstrating within this proposal an evidence-based response, and an authentic curriculum model designed to address the academic achievement challenges as a response to barriers to employment access by young and young adults,

postsecondary students from underserved communities. Project design and implementation focuses on establishing a logical chain of reasoning that explains how change will lead to the improved students' outcomes through a logic model that based on the following four components: (I) theory of action; (II) project implementation; (III) leadership and project monitoring; (IV) coordination of activities; and project evaluation.

I. THE THEORY OF ACTION

Drawing on a logical chain of reasoning that explains how change will lead to the improved students' outcomes, we'll be providing response to educational challenges faced by postsecondary students from underserved communities, and young and young adults through the theory of change that search to establishes outcomes through goals, objectives, activities, input, outputs, outcomes, key components of the project, and demonstrates the relationship between these goals, objectives, activities and the relevant outcomes this project is intending to achieve.

Theory of Action (Logic Model)

Problem	Goal
<p>While the challenge faced by young and adults, at risk homelessness, and postsecondary students from underserved communities remains critically marginalized and underserved within the measures of well-being in Maryland, the ability to change the social economic status of the above stated individuals can only become a reality through the deterrence of the badges of hinderances contributing to reducing chance of access to a <u>family-supporting wage</u>. These barriers to employment can only be deterred through education, professional skills development, and expansion of comprehensive and adaptive student-centered educational and training programs and supportive services.</p>	<p>Encourage programs that promote higher learning education and training to provide support systems to improve retention, progression, and completion rates to decrease economic and social equity gaps for at-risk students from underserved communities, young and young adults, veterans, at-risk young and at risk-homelessness.</p>

Objective I: Align efforts to promote a strategic, student-centered competency, supportive services centered and trauma-informed approach to the delivery of educational and professional skills development training to align postsecondary students from underserved communities, young and young adults, and at-risk homelessness with the goal of achieving skills in leadership and management, in-demand professional skills and improve self-sufficiency to decrease economic and social equity gaps.

Needs	Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> Need for more flexible and innovative instructional approach that combines both skills building-centered and intellectual development-centered approaches; with training methods based on project-based, role-play simulations, and case studies. Need for academic improvement in math, specifically Algebra 1 and Algebra 2 Need for technology integration to drive academic achievement through personalized learning and to increase students' technology literacy. Need for leadership and managerial programs to equip with transformative leadership and managerial skills. Need for high-quality professional. development training on the effective use of technology to support student learning. Need for hiring case managers, social workers, and advocates to run supportive services and assist in solving challenges faced by at-risk students. Need for hiring job placement specialists to assist students in finding and being retained for well-paid jobs. 	<ul style="list-style-type: none"> Comprehensive client-centered training curriculum which incorporates 360-degree emotional and social competency to lit in students' internal system composed of body, mind, and spirit the transformative hidden fire and the understanding of "Self-efficacy." Promote programs that equip and empower students with leadership, managerial and advocacy skills. Coordinated Supportive Services to help solve social related issues faced by at risk- students to prevent the risk of relapse. Well-trained staff and team that include instructors, social workers, case managers, and advocates. 	<ul style="list-style-type: none"> Performance of student-centered educational and training activities with training methods centered around project-based, role-play-simulation, case studies, and scenarios. Create a framework of student-centered supportive services that includes case management, advocacy, and social works. The goal is to help address legal, and social economic challenges faced by students from underserved communities and reduce the impact of students' legal, or social economic factors that impair students focus on furthering his/her education. Train staff, including instructors, case managers, and advocates. 	<ul style="list-style-type: none"> Comprehensive client-centered training approach which incorporates 360-degree social and emotional competency to unify students' internal system of body, mind, and spirit and lit the transformative hidden fire and the understanding of "Self-efficacy." Enhanced the effectiveness of services and support, individually and as a package. Social support and community achievement. 	<ul style="list-style-type: none"> Students gained critical skills of success in workplaces and ability to competently use the knowledge, skills and values that match the needs of the job, satisfy the demands of the employer, and contribute to the overall achievement of institutional goals. Students gained research, intellectual and professional competency and holds competitive advantage in the job markets. Self-efficacy, empowerment, optimism, and self-esteem. Increased resources and capacity for coping, planning, and problem solving. Students' achievement through satisfactory passed tests and exams prescribed by the degree program qualifies students to compete in leadership and managerial positions and remove or reduce bias and barriers to access to well-paid employment. 	<ul style="list-style-type: none"> Improve functioning in school, vocation, and community. State, home-like placement. Improved mental health outcomes. Improved resilience and quality life

II. PROJECT IMPLEMENTATION

Through the above -described needs assessment , we have been able to identify and establish the major causes associated with academic challenges and barriers to employment faced by young and young adults , postsecondary students , and risk homelessness . The success of this project will depend on the institution 's ability to identify and implement the drivers of success at academic level and at the managerial level with the inclusion of coordinated supportive services . At the academic level , the Planning Committee has designed and recommended the implementation of evidence -based strategies and an innovative learning system that (A) conform with state regulations and combines (B) learning methods with (C)technology - based learning, (D) Instructors collaborative approach, and (E) professional development for instructors. At managerial level , the drivers of success focus of the implementation of four component -drivers : (A) Effective leadership ; (B) Competent staff; (C) Facilitative organizational support ; and Utility -focused accountability.

(I)

IMPLEMENTATION OF THE DRIVERS OF SUCCESS AT ACADEMIC LEVEL

A) Learning Programs Designed to Conform with Maryland State Standards

Title I(A) State standards were an important factor in selecting a technology-based instruction model. The curriculum to be implemented within the scope of this proposal has an assessment component that aligns with the State of Maryland assessment standards and the chosen intervention program also supports the

state standards. In addition to aligning to assessment standards, the selected program supports two critical institutional initiatives. First, it provides support for individualized instruction and second, it integrates technology into daily instruction. Through the introduction of 360-degree emotional and social competency component into the instructional curriculum during the course of students, we are unleashing an innovative component that deals with moral education and emotional dimension of students. 360-degree training is an approach that focuses on multi-rater assessment and feedback from individuals such as clients, colleagues, supervisors, suppliers, and team members. The goal is that feedback from multiple sources helps the student identify their strengths and weaknesses to improve overall practice. Here, students will holistically be trained on how to connect body, mind and spirit, and the development of interpersonal skills. Furthermore, our instructional model goes beyond the state assessment standards; it provides extensive support for differentiating instruction, an instructor-friendly plan to integrate technology into daily instruction, and regular and immediate assessment of students' performance to produce data-driven instructional decisions. As identified in our needs assessment, the institution's faculty lacks on-demand access to student data to inform and differentiate daily instruction to ensure that students are meeting the academic achievement needs. The planning committee identified criteria necessary in a technology program to meet the assessment and monitoring needs to improve student achievement. Table 2 illustrates how the selected technology-based intervention programming will provide the monitoring necessary for faculty to make instructional decisions to impact students' academic progress and close the achievement gap. Table 3 illustrates High-Quality Mathematics and other Subject Mather Instruction.

Table 2: Technology-Based Intervention

Monitoring	Intervention
Online Homework Assignments	Homework is automatically graded and entered an online gradebook for tracking. Assignments can be created to align to specific assessment standards.
Online Tests	Quizzes and tests are automatically graded and entered into an online gradebook for tracking. Results generate personalized

	homework for each student.
Differentiated Instruction	A personalized plan created for each student based upon online test results. Faculty can further customize individual plans.
Support from Computerized Tutor	Students receive immediate feedback for all work with guided solutions, interactive videos led by a teacher, and animations.
Data-driven Decision Making	Extensive data-driven reporting is available for faculty at the student and class level.
Reports	Extensive data-driven reporting is available for faculty at the student and class level.

To improve students’ mathematics performance, we’ll be implementing in our instructional curriculum the concept of “High-Quality Mathematics” as . This instruction involves the combined implementation of both: 1) A *standards-based curriculum* which outlines the skills and concepts believed to be important for students to learn and focuses on the conceptual understanding of subject matter principles (the *why*) and the connection between them. Many states have adopted the Common Core State Standards for Mathematics (CCSSM), which outline the skills and concepts believed to be important for students to learn at each grade level; 2) **Evidence-based practices (EBPs)** which are strategies or practices proven through research to be effective for teaching mathematical concepts and procedures. Table 3 describes four practices highlighted in this module that have been found effective in improving outcomes for students with mathematics and other subject matter difficulties and disabilities.

Table 3: High-Quality Math and Core Subject Matters Instruction

Evidence-Based Practice	Definition
Explicit, systematic instruction	This strategy involves teaching a specific skill or concept in a highly structured and carefully sequenced manner.
Visual representations	This strategy involves creating an accurate representation of the mathematical quantities and relationships described in the problem, sometimes referred to as a <i>schematic representation or schematic diagram</i> .
Schema instruction	This strategy involves teaching students the underlying structure, or <i>schema</i> , of word problems and giving them a method for solving that problem type.
Metacognitive strategies	These strategies enable students to become aware of <i>how</i> they think when solving mathematics problems. More specifically, metacognitive strategies help students learn to plan, monitor, and modify their mathematical problem-solving approach.

In addition to these EBPs, the planning committee has selected a number of evidence-based additional classroom practices to be implemented to increase the understanding and improve skills in students from underserved communities including retention, transfer (including successful transfer of completed credits), credit accumulation, and completion, by leveraging data and implementing, scaling, and rigorously evaluating evidence-based activities to support data-driven decisions and actions by the United States Institute of Leadership and Diplomacy (USILD): encouraging student discussion; presenting and comparing multiple solution strategies; assessing student understanding. Several studies confirm that implementing high-quality instruction sees an improvement in students' mathematical performance.

B) Learning Methods Approach

1) Project-Based Learning

Project-Based Learning (PBL) is one of the methods to be explored in the delivery of some of the courses associated with this project proposal. It is a dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems, or scenarios. The idea behind this approach can be described as “knowing and doing.” USILD integrates knowing and doing approach as a method of instructional delivery where students learn knowledge and elements of the core curriculum but also apply what they know to solve authentic problems and produce results that matter. Students take advantage of digital tools to produce high-quality, collaborative products. This approach refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as

drive, passion, creativity, empathy, and resilience. These skills cannot be taught out of a textbook but must be activated through experience. "Project-based learning is a comprehensive perspective focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts. "The basis of PBL lies in the authenticity or real-life application of the research. Students working as a team are given a "driving question" to respond to or answer, then directed to create an artifact (or artifacts) to present their gained knowledge. Artifacts may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations.

a.1) Benefits of project-based learning methods

Project-based learning strategies presents numerous benefits in the classroom. Benefits include a greater depth of understanding of concepts, a broader knowledge base, improved communication, and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. This student-centered instructional approach enables students to work together to solve real-world problems in their schools and communities. Successful problem-solving often requires students to draw on lessons from several disciplines and apply them in a very practical way. The promise of seeing a very real impact becomes the motivation for learning. Beside PBL, the Planning Committee elected the use of "Role-Play-Simulations Method.

2) Role-Play Simulations

Project-based learning (RPL) methods may not be suitable in all courses, depending on the goal assigned to a course and the nature of the skills furthered for the benefit of the students. In the case of negotiation skills training for example, but it may not be the best method for courses such as accounting. RPL is an active learning technique in which students act out situations under the guidance of a trainer. In each scenario, students take on a role and act out the scene as though it were real. For example, two people might

simulate a meeting between an employee and an angry customer. The trainer and the other participants can then give feedback to the role players. Players interact within the scenarios they're given, which encourages individuals to come together to find solutions and to get to know how their colleagues think. Because role play training sessions have this communal atmosphere, it's not only the trainer who can give feedback. Students will study how their colleagues perform and provide tips or take notes. It prepares for real life. Role playing can prepare students for scenarios that occur in real life. Not only does this exercise offer staff a glimpse of the situations they may encounter, but students also receive feedback on how they've performed. Students can discuss ways to potentially resolve the situation and participants leave with as much information as possible, resulting in more efficient handling of similar real-life scenarios. It demonstrates the way students would actually handle a similar situation in real life.

3) Case Studies Approach

Besides project-based and role-play simulations approaches, USILD will also explore case studies methods to excel in instilling meta-skills in students. With the case studies method students learn the importance of seven such skills: preparation, discernment, bias recognition, judgement, collaboration, curiosity, and self-confidence. For example, A dean of Harvard Business School who spent hundreds of hours talking with alumni. To enliven his alumni conversations, he relied on a favorite question: "What was the most important thing you learned from your time in our MBA program?" "Alumni responses varied but tended to follow a pattern. Almost no one referred to a specific business concept they learned. Many mentioned close friendships or classmates who became a business or life partner. Most often, though, alumni highlighted a personal quality or skill like "increased self-confidence" or "the ability to advocate for a point of view" or "knowing how to work closely with others to solve problems." And when the dean asked how they developed these capabilities, they inevitably mentioned the magic of the case study method.

C) Integrating Technology with Learning Method

Selected programs provide individualized, comprehensive instruction in the fields of studies concepts and

skills to differentiate each student's learning experience. Through Title, faculty will have access to rich and flexible digital course materials that provide a straightforward way to manage and teach programs online and via technology available in the classroom. Students will have daily access to the selected program in their classes and any time they are online. Many of our students who use the college library and computer labs, as well as local libraries, will be able to access the program anywhere. In the classes students will be exposed to lessons that integrate technology into the daily instruction and improve academic achievement. Faculty and students will have access to the following tools:

a) **Personalized study plans.** Students will work in a personalized study plan generated from their performance on online quizzes and tests. The program links directly to interactive, tutorial exercises for topics a student has yet to master and provides exercises with new values for limitless practice. We expect students will access the additional multimedia learning aids to provide extra help where and when they need it. All of the work students complete in the study plans is tracked and available to the instructor.

b) **Easy-to-use online homework.** Instructors will assign students easy-to-use online homework. Students will utilize the embedded, interactive support in their online textbook, or eText. Assignments will be automatically graded and entered into the instructor's online gradebook.

c) **A computerized tutor.** Students will receive immediate feedback when they enter incorrect answers. The program will present students with tracked tutorials and algorithmically generated exercises to provide step-by-step support when they need it the most.

d) **Lesson-and-example-level videos and animations.** In addition to working closely with their instructor, students will be able to access online videos and animations of a master teacher conducting lessons. Online PowerPoints will provide additional instructions of lessons to students. These resources will benefit USILD's students absent from class and/or students requiring a review of a lesson before completing homework.

e) **Fully integrative eText with embedded study tools.** The exercises in the eText include guided solutions, sample problems, video clips, and animations to provide our students with the necessary learning

aids when their instructor is not readily available. Helpful highlighting and note-taking tools further help students remember key core course concepts.

f) **Ongoing Formative Assessment** Students regularly participate in online, research-based, formative assessments. Researchers have found that online formative and summative assessments contribute to increased academic achievement. “Ongoing instant feedback provides the data to make important individualized adjustments to the instructional process” (Greaves et al., 2010). With MyMathLab Algebra 1 and Algebra 2, a personalized study plan is generated and continually updated for each student based upon the results of online quizzes and tests. The unique study plan directly links the student to interactive, tutorial exercises for topics not mastered and provides instructors with rich data to inform instructional decisions. The exercises provide access to powerful learning aids at point-of-use to provide instant feedback and support when a student enters incorrect answers. One of the planning committee’s criteria in selecting a technology-based intervention program was that it provides Institution’s students with immediate feedback. The embedded formative assessment strategies of the selected program provide this critical information to students and couple it with access to instructional tools and learning aids in an online textbook.

g) **Differentiated Instruction** MyMathLab Algebra 1 and Algebra 2 leverages technology to provide students with an intelligent tutor to further support instruction received by the instructor. Students have access to an award-winning teacher via online instructional videos, step-by-step tutorials, and immediate feedback on answers. Instruction is differentiated automatically and provided by a personal tutor available anywhere and anytime students can get online. In 2004, more than 55,000 students responded meaningfully to an online questionnaire that asked: What would you like to see invented that you think will help students learn in the future? “No concept drew greater interest ... than some sort of an intelligent tutor/helper. Math was the most often mentioned subject for which tutoring help was needed. Many students desired such a tutor or helper for use in school and at home” (US Department of Education, 2004). The selected program provides students with a math tutor they can access at school and at home. A 2002 study conducted to assess the return on educational technology investments found “that Algebra students who used (a computerized

cognitive) tutor outperformed students in traditional classes, having achievement gains of up to 25% in skill and up to 100% in problem solving. Retention in mathematics classes and attendance also improved among the students using the tutor” (Ringstaff et al., 2002). Title will provide students with additional support in math instruction and monitor progress to create an individualized plan for achievement in math.

5) Classroom Activities

Students will become active participants in their learning as they engage authentically with the curriculum. Students will utilize the provided technology tools to access and analyze information online in the classroom and remotely. The change in the instructional model with the addition of technology and personalized study plans for each student will have a positive impact on students’ core subject matters achievement. Technology will play a central role in students’ activities in and out of class. Whether at school or at home, students will go online daily to work on homework the instructor assigns. Computer labs at USILD Campus will stay open beyond regular hours to accommodate students without Internet access at home. In addition, arrangements have been made at libraries, and other places on select locations’ campuses to allow students extended access to computers. Institution’s students will receive instantaneous feedback when they answer incorrectly and access their choice of multimedia tools to provide the engaging, effective support of a personal tutor. While in class, students will interact with MyMathLab Algebra 1 or Algebra 2 on a daily basis. Our development committee recommends the use of technology to transform the way Institution’s present Math and Core Subject Natter curriculums. Faculty will leverage interactive whiteboards to supplement the delivery of their own lesson with videos and animations from the program to help present complex topics, such as cubic equations. Some students will work independently on sample exercises on laptops, while others will work in Implementing Strategies. The USILD Development Committee is expected to discuss implementation strategies with USILD undergraduate’s Students Account Executive to design a model that will work best. Some suggestions include: *Traditional: projector or interactive whiteboard; * Computer Lab/Mobile Laptop Cart: independent work and small group discussions * 1:1

Institution: students access program in class and at home. The implementation modeled in this Help Packet is to use Technology tools to supplement the core subject matter curriculums with the support of interactive whiteboard.

Table 4: Project Strategies and Timeline

Goal 1			
Improve student achievement.			
Objective 1.1		Objective 1.2	
Student math achievement on test will improve, on average, by 10% in three years.		Students will spend at least 50% of their class time working in an online, personalized study plan developed from formative assessments	
Project Activity	Timeline	Indicator	Person(s) Responsible
1. Implement USILD’s Students Learning Platform (SLP) in all classes including in all Algebra 1 and Algebra 2 classes	Ongoing	Student enrollment in SLP; SLP student reports	Vice Provost, Technology Director and Coaches, Project Director, Instructors
2. Students receive daily core courses instruction via SLP	Ongoing	Observations, instructor lesson plans	Instructors, Students
3. Instructors assign online homework, quizzes and tests, and students work on them daily.	Ongoing	Instructor lesson plans, SLP student reports, personalized SLP study plans, math performance on test	Instructors, Students
4. Instructors assign online homework, quizzes and tests, and students work on them daily.	Ongoing	Instructor lesson plans, MML student reports, personalized SLP study plans, math performance on test	Instructors, Students
4. Students regularly participate in online formative assessments, which provide them with immediate instructional support when necessary.	Ongoing	SLP assessments, student reports, personalized SLP study plans	Instructors, Students
5. Faculty regularly review SLP assessments, reports and study plans to adjust classroom instruction and/or further modify curriculum for individual students.	Ongoing	SLP assessments, student reports, personalized SLP study plans	Vice Provost, Project Director, Leadership Board, Technology Coaches, Instructors
Continue to describe how student achievement in Algebra 1 and Algebra 2 will improve through this project.	Ongoing	SLP assessments, student reports, personalized SLP study plans	Instructors, Students

Table 5: Project Strategies and Timeline

Goal 2			
Integrate Technology into Curriculum.			
Objective 2.1		Objective 2.2	
Students will use technology to learn key leadership and management concepts.		By the end of the academic year, at least 80% of students will demonstrate a proficient level of technology literacy.	
Project Activity	Timeline	Indicator	Person(s) Responsible
1 Revise class schedules to include adequate time for technology-based activities.	Ongoing	Instructor lesson plans, school schedule	Vice Provost, Technology Director and Coaches, Project Director, Instructors

2. Students receive daily exposure to technology and hands-on time with technology via interactive whiteboards, student responders, and laptops in class.	Ongoing	Observations, instructor lesson plans	Instructors, Students
3. Students daily work independently in their personalized study plan for differentiated learning	Ongoing	Instructor lesson plans, student reports, personalized study plans, math performance on test	Instructors, Students
4. Students collaborate with each other in online discussion boards, group projects, and e-mail.	Ongoing	Observations, instructor lesson plans, student reports, technology skills test	Instructors, Students
4. Students regularly participate in online formative assessments, which provide them with immediate instructional support when necessary.	Ongoing	Assessments, student reports, personalized study plans	Instructors, Students
5. Faculty regularly review SPL assessments, reports and study plans to adjust classroom instruction and/or further modify curriculum for individual students.	Ongoing	SPL assessments, student reports, personalized study plans	Vice Provost, Project Director, Leadership Board, Technology Coaches, Instructors
Continue to describe how student achievement in core courses will improve through this project.	Ongoing		

D). Collaboration Among Faculty

Title requires that math faculty at targeted locations meet every other week to collaborate in developing engaging and appropriately challenging lessons to improve students' math skills. During institution wide collaborative study groups, faculty will meet via Web conference to design strategies for differentiating instruction that meets the needs of all students. In addition, they will allocate time in their meetings to analyze student reporting data from the intervention program to inform instructional decisions. Faculty will meet as a team to create additional lessons that develop students' abilities to apply core concepts and to think critically to solve problems. The technology coaches (insert appropriate title, such as Lead Technology instructor, Instructional Technology Specialist) from each location will lead these meetings and suggest additional ways technology can be integrated into instructional strategies.

E). Professional Development

Technology can be a powerful tool for transforming a low-performing institution into a high achieving one when implemented with research-based instructional practices in the classroom. Technology alone will not lead students to academic excellence, but great gains will occur when well-trained faculty effectively enhance their instruction with proven technologies as proposed in Title. The National Council of Teachers of Mathematics advocates that technology plays a significant role in the teaching and learning of mathematics.

“Effective teachers maximize the potential of technology to develop students’ understanding, stimulate their interest, and increase their proficiency in mathematics. When technology is used strategically, it can provide access to mathematics for all students” (National Council of Teachers of Mathematics, 2008). Our institution’s leadership board and key stakeholders are committed to not only improving students’ academic achievement, but also to improving how well, and how often, faculty leverage technology to support student learning. To accomplish this, the Institution will allocate 15% of the budget to provide the project director and Algebra instructors, department heads, and technology coaches at participating locations with high-quality professional development. The Committee emphasizes the provision of ongoing professional development through a number of methods. Professional development will be delivered online and in-person, peer coaching and mentoring, collaborative study groups, and instructor-to-instructor professional development videos. When faculty have access to a variety of professional development sources, the result is a higher quality of professional development than when it’s received from a single source (Smylie et al., 2001). The collaborative design of the professional development program will develop a culture of inquiry, sharing, and knowledge building across the targeted locations. Faculty will post all lesson plans to an internal Web site created by the technology director for this specific purpose. While instructors will be responsible for carrying out the objective to effectively integrate technology into daily instruction, they will do so with the support and mentorship of the technology coaches, online professional development, peer coaching, and study groups. Technology coaches will be the point-of-contact for all things related to the program. Department heads will be in regular communication with technology coaches to contribute to the successful implementation of Title. Together, they will monitor the progress of the program at each location of the institution. Peer coaching and mentoring. Each location’s technology coach will play an integral role in Title leading peer coaching and mentoring sessions. The purpose of peer coaching and mentoring is to utilize internal expertise to support the effective implementation of integration of technology to support student learning. The technology coach will also work with instructors to interpret student performance reports and model how reports are to be

utilized to make data driven decisions. Data from these reports will be analyzed further by key stakeholders. Classroom observations of grant instructors by peers will be one aspect of coaching and mentoring as will the viewing and discussion of professional development videos. Discussions arising from peer coaching and mentoring, assessment data, and observations will inform what, if any, adjustments need to be made to professional development plans. Collaborative study groups. Study groups were created by Title to provide frequent opportunities for participating faculty to share instructional strategies and engage in thoughtful follow-up discussions of the professional development provided from the Instructor-to-Instructor professional development videos. The study groups will meet twice each month under the guidance of each location's technology coach during the school year with a combination of virtual and face-to-face meetings. The study groups provide participating instructors with a valuable support system. Instructor-to-Instructor professional development videos. Participating faculty will benefit from watching the award-winning educator and author of SLP present strategies and suggestions for engaging students, preventing math errors, and teaching key topics in a series of online videos. Instructors will further be able to demonstrate their abilities to integrate technology into their instruction by creating videos of themselves teaching and posting them to this portal for their colleagues to view. Author and peer videos will be viewed and discussed as one component of peer coaching and mentoring. Title requires that participating faculty complete a minimum of ___ hours of professional development throughout the grant period. Beyond the grant period, there will be ongoing peer coaching and mentoring sessions as well as continuation of the collaborative study groups. Studies have found that only after instructors participate in 30 to 100 hours of professional development is there a positive correlation to student achievement gains (Education Week, 2010). Table 4 details the professional development strategies that will support Title's goal to provide quality professional development to grant faculty in the effective use of technology.

Table 6: Professional Development Strategies and Timeline

Goal 3:

Provide professional development in effective use of technology.

Objective 3.1		Objective 3.2		
All grant faculty will have started the training and be able to identify at least four new strategies for integrating technology into their lessons by the end of the first quarter.		Faculty will integrate technology into the daily delivery of lessons and students' assignments by the end of the school year.		
Project Activity		Timeline	Indicator	Person(s) Responsible
Create collaborative study groups across participating locations.		TBD after approval	<u>Title notes</u>	Project Director, Department Heads, Technology Coaches
All faculty participate in ongoing peer coaching and mentoring to foster a culture of inquiry, sharing, and knowledge building.		TBD after approval	Online discussion boards, e-mails, notes from Algebra Team Leader	Technology Coaches, Faculty
Faculty meet twice a month online and/or face-to-face in collaborative study groups to share ideas, provide support, and reflect on PD Trainings and instructional strategies to create a culture of inquiry.		TBD after approval	Online discussion boards, e-mails, study group created lesson plans, shared lesson plans	Technology Coaches, Faculty
Faculty independently view SLP Instructor-to-Instructor professional development videos and discuss them in collaborative study groups.		TBD after approval	Attendee and comment log of Web conferencing sessions	Faculty
Faculty utilize multiple technology resources to deliver multi-media lessons.		TBD after approval	Observations, faculty lesson plans	Project Director, Department Heads, Technology Coaches, Faculty
Faculty observe other grant instructors and discuss their observations via online discussion boards.		TBD after approval	Online discussion boards	Technology Director, Project Director, Department Heads, Technology Coaches, Faculty

6. Leadership

The project's goal of improving academic achievement by increasing technology integration cannot be realized without effective leadership. Leadership is a critical factor impacting the effective use of technology in classrooms as is how they model the use of technology in classrooms (National Center for Education Statistics, 2000). This project promotes site-based leadership, therefore the project director, Name, will act as a facilitator rather than as a manager. Describe the qualifications of your selected project director. Why was this person selected to lead this project?

6.1) Project monitoring. Ongoing project monitoring will enable leadership to determine if they are meeting project goals and direct them to necessary adjustments to help get on target to meeting the goals. The project director will work closely with department heads as well as with each technology coach.

Department heads and technology coaches will meet with the project director via Web-conference every other Tuesday to provide status reports for each of the institution’s participating locations. Department heads and technology coaches will report on instructor observations, lesson plans, professional development activities, and detailed student reports from the technology-based math intervention. Mrs. Kinards will provide updates via email to the evaluator every month. The planning committee designed this project to extend best-practices in technology integration across institution-wide. Table 7 outlines key activities for institution’s leadership.

Table 7: Leadership Activities

Activity	Timeline	Person(s) Responsible
Promoting exemplary use of technology		
Conduct a faculty survey to establish a baseline of technology integration. Progress monitoring faculty surveys and classroom observations will be completed mid-year and continue to guide professional development support. End of the year faculty surveys, and classroom observations will be used to determine changes in instructor practice from the beginning to the end of the year.	TBD after approval	Project Director, Evaluator
Provide new technology resources for Algebra instructors and students to utilize.	TBD after approval	Vice Provost, Project Director, Technology Director, Department Heads
Establish a “Tech Innovator of the Month” to highlight instructors and staff who promote exemplary use of technology in the classroom. The innovator will receive a \$10 gift card.	TBD after approval	Project Director
Adjust schedule to allot time for technology-based activities in Algebra classes.	TBD after approval	Key Leadership, Department Heads
Provide Algebra instructors with additional planning and preparation time to accommodate professional development activities required with Title.	TBD after approval	Key Leadership, Department Heads
Delegate Algebra instructors to lead a presentation on how technology transformed their classroom instruction to other faculty at their school during the term.	TBD after approval	Project Director, Department Heads
Modeling technology integration in daily work		
Leadership team will thoughtfully and intentionally incorporate technology into presentations to faculty, the school board, and community members, including PowerPoint, clickers, and interactive whiteboards.	TBD after approval	Project Director, Department Heads
School administrators will leverage the math intervention’s technology reports to inform decisions.	TBD after approval	Project Director, Department Heads
Technology Coaches will conduct model presentations to demonstrate how to present math concepts in ways that elicit students' responses by utilizing technology available in the classroom.	TBD after approval	Technology Coaches
All levels of school administration will regularly e-mail each other, faculty, and other members of the community as a frequent method of communication.	TBD after approval	Vice Provost, Project Director, Technology Director and Coaches, Department Heads
Creating a school culture that expects all teachers to use technology		
Administrators will have access to all reports automatically generated by the digital tools to inform project planning.	TBD after approval	Project Director, Department Heads, Technology Coaches

Department Heads will lead by example by participating in ongoing professional development, including peer coaching and mentoring, collaborative study groups, and professional development videos.	TBD after approval	Department Heads
The Institution's key stakeholders will conduct quarterly visits to targeted locations to observe Title.	TBD after approval	Vice Provost and Leadership Board
Create and maintain a Web site to document Title activities, goals and outcomes.	TBD after approval	Project Director, Technology Coaches
Incorporate effective use of technology in instruction into faculty evaluations.	TBD after approval	Vice Provost, Technology Director, Department Heads
In year two of the project, Algebra instructors will begin mentoring other math instructors in effective technology integration strategies.	TBD after approval	Project Director, Faculty
Advocating in the community for integration of technology in instruction		
Create and maintain a Web site to document Title activities, goals and outcomes.	TBD after approval	Project Director
Post monthly letters on Web site describing their vision, goals, and strategies with technology in the classrooms.	TBD after approval	Vice Provost, Technology Director, Department Heads
Host bi-annual open-houses to community to highlight how technology has transformed instruction in selected school's locations.	TBD after approval	Department Heads, Technology
Campaign local businesses to ask for monetary support of technology integration.	TBD after approval	Vice Provost, Technology Director, Department Heads
Partner with the public libraries, and local community centers to offer extended computer access to Institution's students.	TBD after approval	Vice Provost, Department Heads

7. Coordination of Activities

This project proposal is made possible through a combination of strategic collaboration across multiple partnerships. USILD is committed to advancing our students' academic achievement and technology literacy as well as faculty effectiveness through technology. The coordination of programs is intrinsic to the implementation and maintenance of this grant project. Financial support from state and local partners will provide additional instructional and technological resources for use in classes is demonstrated in the Anne Arundel Health Department's support in and coordinating funds to further support this important initiative. The Executive Director have additionally received the support and Promeses of the following local businesses, "Live Casino," "ZoraArte", AGLA Consulting, and other contributors, in the amount around \$2,000,000 to help sustain the program. The programs cited below in Table 6 will be coordinated with the support of the above stated funds.

Table 6. Program Coordination

Existing Program	Funding Source/dollars per year	Coordinated Funding and Activities
Associate level program	Fundraising/donations	Fundraising campaigns
Bachelor's level program	Fundraising/donations	Fundraising campaigns
Master's level program	Fundraising/donations	Fundraising campaigns

The continuation of the program will allow us to comprehensively assess the ongoing and long-term impacts of USILD's project on students' achievement, technology literacy, and instructors' performance.

8. Program Evaluation

To monitor the efficacy of the Project in improving students' achievement USILD has established guidelines for evaluating the impact of the selected educational technology and the professional development programs. The subsequent program evaluation will look at formative and summative evaluations as well as collect and analyze qualitative and quantitative information to assess Project's impact on teaching, learning, and achievement. We anticipate that an evaluation will demonstrate the following: * Academic proficiency in core professional courses improves □ Use of technology increases students' math achievement and technology literacy * Faculty effectively use technology to support student learning. USILD will utilize several tools and measures to collect the data to evaluate this Project under the expertise of the Technology Director. The Technology Director, Mrs. Sharon Kinards, was selected to serve as the evaluator because of her experience in collecting and analyzing data, her unique access to key resources and personnel, and her formal training and research in the areas of technology integration and student and faculty technology literacy. Name is well-qualified to be the evaluator for this program. She holds a master's degree in computer science with extensive training in Information Technology. She has worked as Chief Technology at AGL Consulting. Table 7 provides an overview of the formative and summative evaluations as well as the qualitative and quantitative data that will be collected and analyzed to assess the effectiveness of this Project in accomplishing the project goals. The evaluator will receive updates from the project manager once a month and will present her analysis of progress made in reaching the goals to leadership once per quarter. The quarterly reports will include recommended modifications to professional development activities or other aspects of the Project to ensure that USILD is on target to achieve its goals.

Table 7. Program Evaluation

Indicators	Benchmarks	Measures
Goal 1: Improve student achievement		
Test scores in core courses and math will improve for students across all subgroups.	In 3 years, math scores will improve, on average, by 10% with at least a 7% reduction in the number of students scoring in the lowest quartile. In 3 years, students will acquire proficiency in their respective chosen courses driving to professional skills concentration.	<ul style="list-style-type: none"> • Test scores in math Grades in Algebra 1 and Algebra 2 State, home-like placement. • Increase in student performance. • Improved resilience and quality life • Increase in number of students taking concentration courses leading to in-demand professional skills
Students will spend at least 50% of class time working in an online, personalized study plan developed from formative assessments.	100% of students will be working in a personalized study plan within 4 weeks of starting the class.	<ul style="list-style-type: none"> • Grades in Algebra 1 and Algebra 2 • Student study plan reports from USILD Portal Learning System • USILD Online Learning System performance reports
Goal #2: Use of technology increases students' achievement and technology literacy.		
Students will actively use computers for assignments, projects, communication, and differentiated instruction on a daily basis.	Students will use computers at school for a minimum of 40 minutes per day in their Algebra class.	<ul style="list-style-type: none"> • Percentage of students using computers at least 40 minutes per day to perform class work. • Student activity reports in USILD Student Portal • Number of e-mails sent, and discussion board comments posted in USILD Electronic Learning System
Students will demonstrate increasingly higher technology literacy	By the end of the school year, at least 80% of students will demonstrate a proficient level of technology literacy.	<ul style="list-style-type: none"> • Survey responses from students • Student results from a skills test assessing performance on a variety of technology tasks.
Goal #3: Faculty effectively use technology to support student learning.		

6.2) Evaluating Academic Proficiency

Students’ academic achievement will be measured in qualitative and quantitative data obtained from performance on Test, grades earned in Algebra 1 and Algebra 2, student work, student reports from the technology-based intervention, teacher and student surveys, and the number of students advancing in-demand professional skills. Baseline data for students’ core courses performance on Test, technology literacy, and number of students taking specialized core courses are detailed below in Table 8 along with the anticipated goal.

Table 8: Student Goals and Outcomes

After successfully completion of the postsecondary program at the United States Institute of Leadership and Diplomacy, students will have gained proficiency in math, have developed skills in in-demand professions, gained interpersonal skills,

	Baseline Data	Successfully Completed
Percent of Students' Achievement		
Math		80%
Interpersonal skills development		80%
Professional skills development		80%
Leadership skills development		80%
Managerial skills		80%
Negotiation skills		80%
Assertiveness and advocacy skills		80%
Technology literacy		80%

6.2) Evaluating Students' Technology Literacy

Institution adapted rubrics the International Society for Technology in Education (ISTE) created in their National Education Technology Standards (NETS) for Students to evaluate our students' technology literacy (International Society for Technology in Education, 2005). The NETS were utilized to create an assessment students will be required to take twice per year to evaluate their performance on various technology tasks. The test will be used to determine students' technology proficiency at the onset of the school year and administered again in the spring to assess growth in technology literacy. Examples of student work, observations, and student online surveys will be evaluated regularly to monitor students' ongoing performance to increase technology literacy. Appraisal of these items along with results of the technology literacy skill test will be utilized to determine technology literacy gains experienced as a result of Title. Students will participate in an online survey each quarter asking them a number of questions related to Title. Examples of some of the questions students will respond to include the following:

- On a scale of 1-10, rate how your technology skills have improved as a direct result of your teacher's use of technology in Algebra.
- On a scale of 1-10, rate how often you utilize technology during your Algebra class.
- Describe how technology has impacted your motivation in Algebra.
- Describe the extent to which technology has improved your understanding of Algebra.
- What technology are you using as part of your Algebra program

that you were not using prior to this class? Responses from teacher online surveys will also be considered to assess students’ effective use of technology to support their learning.

Evaluating Instructors’ Use of Technology

Summative and formative evaluations will measure outcomes of the professional development activities on instructors’ effective integration of technology. Instructors will participate in an online survey each quarter asking them a number of questions related to Title. Examples of some of the questions instructors will respond to include the following:

- On a scale of 1-10, rate how your technology skills have improved as a direct result of:
 - o Peer coaching and mentoring activities.
 - o Collaborative study groups.
 - o Instructor-to-Instructor professional development videos.
- On a scale of 1-10, rate how your students’ use of technology has increased in the class.
- To which percentage has your usage of technology in classroom instruction increased?
- Describe how technology has changed any of your instructional practices.
- Describe the extent to which technology has improved your students’ performance and/or motivation.

Responses from student online surveys will also be considered to assess instructors’ effective use of technology to support student learning. Scheduled observations of instructors in the classroom, random walk-throughs, and reviews of lesson plans will be led by key stakeholders with outcomes reported to the school’s technology coach and discussed on the bi-weekly Web-conferencing sessions with the project director. Department heads and technology coaches will be looking for the depth of technology integration in lessons, variety of technology utilized, and frequency of technology use in daily lessons. They will also be monitoring how students respond to the instructional strategies and the manner, and frequency, with which students use technology during class. Table 9 provides baseline data on instructors’ usage and knowledge of instructional technology across each school and anticipated goals for each year.

	Baseline Data	2023-2024 Goal	2024-2025 Goal
Percent of Faculty Integrating Technology into 75% or More of Daily Lessons	78%	67%	75%

Percent of Faculty Integrating Technology into 50-74% of Daily Lessons			
	75%	75%	75%
Percent of Faculty Reporting Increase in Knowledge of Instructional Technology			
	78%	78%	79%
Percent of Faculty Reporting Increase in Effective Use of Technology to Student Achievement			
	79%	79%	79%

Long term, Institution will look to increased class attendance, graduation rates, enrollment rates, math courses completed, high measures of critical thinking, use of sophisticated communication skills leveraging technology, and the ability to collaborate with others across multiple mediums as further indicators of the ongoing impact of Title on our students’ achievements.

(II)
IMPLEMENTATION OF DRIVERS OF SUCCESS

A. Coordinated Supportive Services

Implementation Area 1: Effective Leadership

Indicator		Description
1-A	Hogh-Quality Leadership	Supervisors and wider organizational leadership are inspiring, thoughtful, and innovative. They provide well-defined performance goals, while ensuring staff have the tools and flexible policies and procedures to meet these expectations. They recognize staff members’ unique contributions and concerns, and proactively monitor performance, resolve problems, and make decisions.
1-B	Transparent Organizational Practices	There are clear and transparent procedures for decision making within the organization, and supervisors and the wider organizational leadership routinely involve staff and act to build consensus. Other organizational personnel are dealt with in a respectful and truthful manner.
1-C	Strong Leadership Ability to Implement High-Learning System Process	Supervisors and the wider organizational leadership plan for and support high-quality implementation of Wraparound. They are seen as reliable thought leaders, and effectively address barriers and find solutions as they come up during implementation.

Implementation Area 2: Competent Staff

Indicator		Description
2-A	Striving for Stable Workforce	
		Supervisors have relevant and appropriate experiences and attributes to

2-B	Quality-Personnel	carry out their job responsibilities. Staff members have prior experience working with postsecondary students of color, youth and young adults with complex behavioral modification needs, and are strengths-based, flexible, creative, and can ally with youth and their case managers while building positive relationships that extend beyond families. Supervisors possess strong conflict resolution and facilitation and leadership skills, and have a deep understanding of ORPE Wraparound, preferably with prior experience as a case coordinator.
2-C	Rigorous Hiring Processes	High quality written job descriptions and interviewing and hiring protocols for each of the relevant positions. Job descriptions reflect best practices and state of the art knowledge about skills and expertise and have clear expectations for performance. Interview and selection protocols include behavioral questions or direct observation of tasks and require a writing exercise example.
2-D	Effective Training	Supervisors are required to attend initial and booster training relevant to carrying out their job responsibilities. There is a written training protocol outlining the timing of required training, and staff are oriented to the requirements upon hiring. Training attendance tracker.
2-E	Initial Apprenticeship	Before taking on a full caseload, students case coordinators go through a minimum 30-day "apprenticeship" during which time they shadow a more experienced case management or coach and practice under observation with feedback until they demonstrate enough competence (via objective measures in multiple settings) to practice on their own.
2-F	Ongoing Skills Based Coaching	Students Case Managers have at least bi-weekly contact with a coach or a supervisor who serves as a coach. Coaching activities are integrated into practice and aimed at improving the staff's skills in working with postsecondary students, young and young adults, and at-risk homelessness students. Coaching includes at least a quarterly formal assessment of practice in multiple settings via observations, recordings, and/or review of documentation.
2-G	Meaningful Performance Assessments	Students' Case Managers' performance is assessed at least every six months using objective measures (e.g., observations, fidelity measures, etc.) that are tied to their job descriptions and quality indicators. The information is used to shape skill development, such as serving as a basis for certification, and to facilitate coaching. Assessment is viewed by staff as a proactive component of skill development, and not seen as punitive.

Implementation Area 3: Facilitative Organizational Support

Indicator		Description
3-H	Manageable Workloads	Care Managers have manageable caseloads (e.g., 8-12 families or less, depending on the complexity of their needs). Supervisors supervise 6 or fewer case managers and/or other individuals. There is adequate staffing for staff to successfully do their jobs.
3-I	Adequate Compensation and Resources	Case managers and supervisors are adequately compensated (commensurate to their experience and comparable to local competition) and have the physical resources they need (office space, computers, etc.) to do their jobs.

3-L	High Moral and Positive Climate	Case Coordinators and supervisors are satisfied with their jobs and are not burnt out or over-stressed. There is a high degree of collective responsibility for program quality and improvement, cohesion among staff members, open communication, and a clear sense of mission and alignment with Wraparound.
3-M	Fiscally Sustainable	USILD has a sustainable funding plan for the next 3-5years. Data demonstrating costs and cost-effectiveness are available and disseminated.
3-N	Routine Oversight of Key Organizational Operations	There are individuals responsible for each of the USILD's programs: 1) overseeing human resources (staff recruitment, selection, training, coaching, performance assessment, and retention); 2) collecting/compiling, analyzing; and communicating data related to Wraparound fidelity, youth and caregiver satisfaction and outcomes, and service costs; 3) overseeing program implementation and sustainability; and 4) advocating for necessary system-level change. These people have relevant and appropriate experience and training to carry out their job responsibilities, and adequate time to fulfill them.

Implementation Are 4: Utility – Focuses Accountability

Indicator		Description
4-A	Effective Data Management	Use a student information database that serves as the youth and family's primary record; all relevant team members, including those external to the organization, have access to relevant information. The system generates reports that are routinely used to facilitate and monitor effective team processes, supervision, and program management.
4-B	Purposeful Training & Coaching Evaluation	USILD routinely and reliably measures fidelity to the instructional model. This information is analyzed and shared with relevant stakeholders (staff, administrators, families, payers, etc.). Even if collected by an external party, fidelity data are clearly built into internal practice routines within the USILD, and there are strong feedback loops that are used to enact program improvements.
4-C	Routine Outcomes Monitoring	Postsecondary students from underserved communities, young and family satisfaction and outcomes, as well as service costs and savings, are routinely and reliably measured by the Wraparound provider organization. This information is analyzed and shared with relevant stakeholders (staff, administrators, families, payers, etc.). Even if collected by an external party, outcome and cost data are clearly built into internal practice routines within the Wraparound provider organization, and there are strong feedback loops that are used to enact program improvements.