

Arizona Transition Conference - 2015

Framework for a Student-lead, Student-centered Transition Program

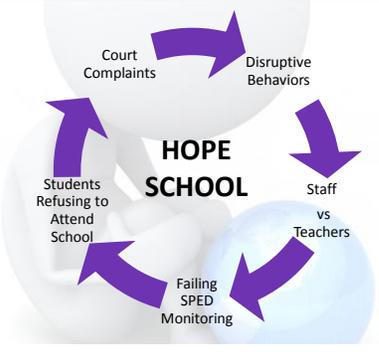
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Jose Rosario



WHAT WE WOULD LIKE TO COVER

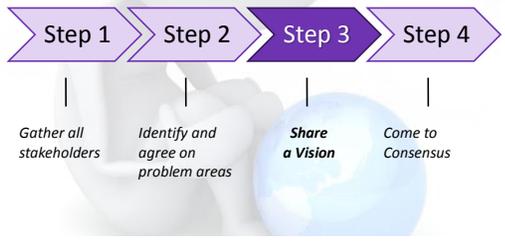
- 1 Why Hope School Needed to Change
- 2 What Changes Were Made
- 3 The Framework
- 4 How it is Doing After 2+ Years
- 5 FREE RESOURCES!!

WHY CHANGE WAS NEEDED

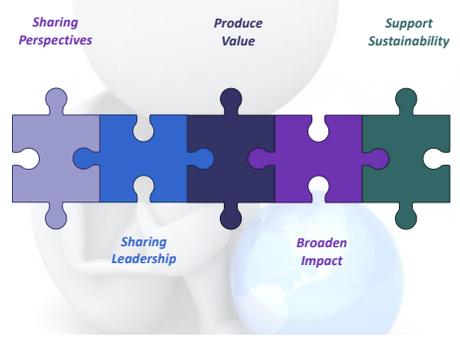


LEADING BY CONVENING

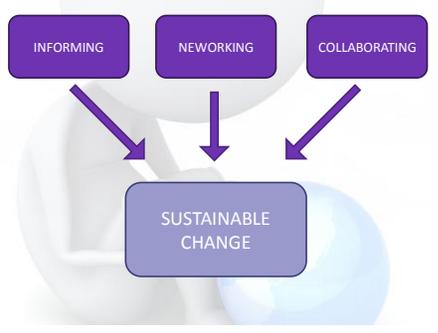
A method to develop sustainable change in a multi-level, silo-entrenched environment:



LEADING BY CONVENTING The Partnership Way



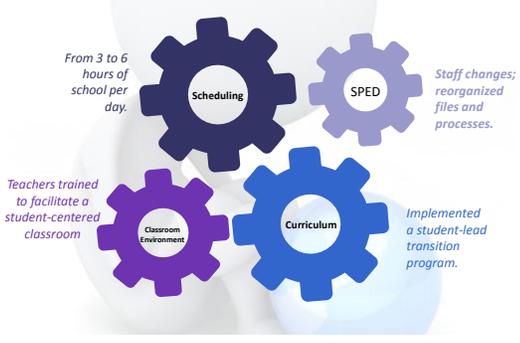
LEADING BY CONVENING Depth of Interaction



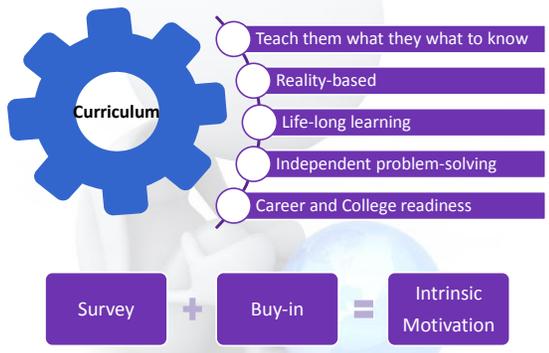
KEY TO SUCCESS



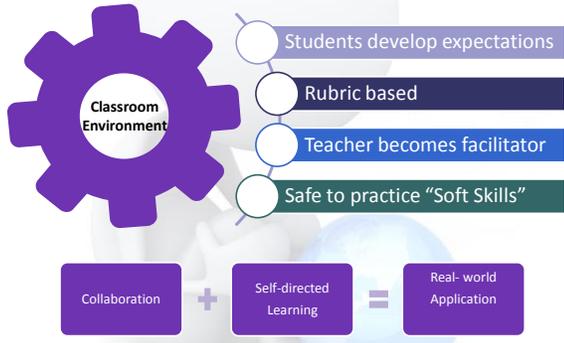
WHAT CHANGES WERE MADE



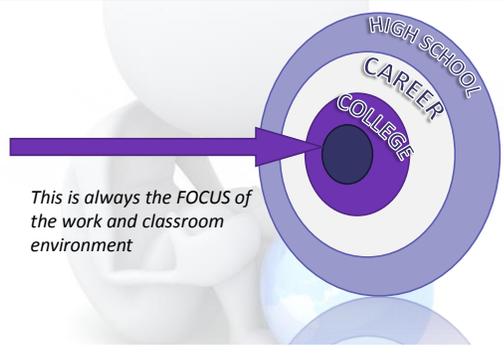
STUDENT-CENTERED



STUDENT-LEAD



FOCUS FOCUS FOCUS





DROPOUT vs. DEGREE

- High school dropouts are 72 percent more likely to be unemployed as compared to high school graduates
- Approximately 47 percent of high school dropouts are employed compared to 64 percent of high school graduates not in college
- Students who graduate from high school earn an average of \$9,245 more per year than students who do not complete school

More than half a million new jobs will require post-secondary training/education.

Of the occupations with the largest percentage of growth projected for 2020, 26 out of 30 will require at least a high school diploma.



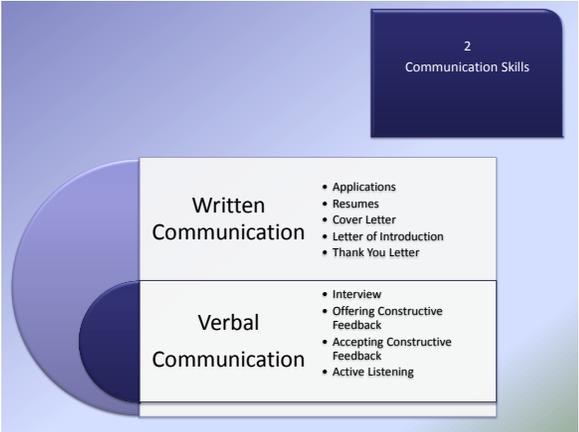
• High School Graduate:	\$32,552
• Associate's Degree:	\$39,884
• Bachelor's Degree:	\$53,976

THE FRAMEWORK









Reality Check	<ul style="list-style-type: none"> • Needs vs Wants • Housing Options • Understanding a Lease • Budgets
Earning a Paycheck	<ul style="list-style-type: none"> • Hourly & Salary • Overtime & Time Off • Understanding my Paystub
Money Management	<ul style="list-style-type: none"> • Savings, Checking, Debit • Credit • Discounts, Sales %off • Taxes

3
Managing Your Money

4
Portfolio
Research Project

Social Media and Internet Safety	<ul style="list-style-type: none"> • My Identity in Cyber Space • Playing it Safe
Local Community Resources	<ul style="list-style-type: none"> • Job Searches • Housing • Financial Aid for School
State-wide Resources	<ul style="list-style-type: none"> • Transportation • Insurance

Career and Self Awareness
Module 1 Checklist

Section 1: Self-Awareness Date Completed _____ Grade _____

- MI Inventory
- Who Am I? concept map
- Where Am I Going and How Will I Get There?
- Goal Setting
- PowerPoint slide 1

Section 2: Career Awareness Date Completed _____ Grade _____

- Create a CIS Portfolio
- AZCS Next Steps, Getting Started (completed AzCS checklist)
- Post-Secondary Education/Training Search
- Career Ladder
- Persuasive Essay-Degree or Certificate?
- PowerPoint slides 2 & 3

Collaboration (Teamwork Rubric) Date Completed _____ Grade _____

- research/information sharing
- problem-solving
- group/partner work
- focus on task and participation
- listening, questioning and discussing

Demonstrates Marketable Skills Date Completed _____ Grade _____

- accepts responsibility
- follows directions well, asks questions when necessary
- is dependable
- completes work on time with integrity
- uses active listening skills
- communicates effectively
- ability to handle personal problems (does not interfere with work)

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Transition Conference

CATEGORY	GREAT - 4 points	WONDERFUL - 3 points	TRYING HARD - 2 points	NEEDS WORK - 1 point	POINTS
Focus on the Task	Consistently stays focused on the task and what needs to be done. Self-directed.	Focuses on the task and what needs to be done most of the time. Other group members occasionally mention the person to keep on task.	Focuses on the task and what needs to be done some of the time. Other group members keep reminding the person to keep on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	____/3
Participation as a Team Member	A great team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.	A strong group member who tries to contribute a lot and tries to support others in the group in problem-solving.	Sometimes is a productive team member who does what is required.	Sometimes chooses not to participate and has to be reminded to complete assigned tasks.	____/3
Dependability and Shared Responsibility	Follows through on assignments and does not depend on others to do the work.	Follows through on most assigned tasks.	Most tasks are not followed through and sometimes depends on others to do the work.	Depends on others to do all of the work.	____/3
Listening, Questioning and Discussing	Respectfully listens, inquires, discusses and poses questions to all members of the team during discussions. Helps the group in reaching consensus.	Respectfully listens, inquires, discusses and poses questions to others during discussions.	Sometimes respectful in listening and discussing, and tends to dominate discussions.	Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions.	____/3
Problem Solving	Actively looks for and suggests solutions to problems.	Offers, suggests, or adds to solutions suggested by others.	Does not offer or add to solutions but is willing to try solutions suggested by others.	Seldom tries to solve problems or help others solve problems.	____/3
Research and Information Sharing	Actively gathers research or information and shares it with others when participating in group discussions. Actively encourages others to share research or information.	Usually provides useful research or information when participating in group discussions.	Sometimes provides useful research or information when participating in group discussions.	Rarely provides useful research or information when participating in group discussions.	____/3
TEAMWORK RUBRIC					____/18

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Top Ten "Soft" Skills Employers Are Seeking

DEMONSTRATES MARKETABLE SKILLS

1. Communicate Effectively
2. Commit to the job
3. Learn new tasks willingly
4. Accept responsibility
5. Excellent Interpersonal Skills
6. Make Decisions
7. Show Flexibility
8. Leadership Potential
9. Grow in the job
10. Ability to handle personal problems



Student-developed Rubric

COMMON CORE ANCHOR STANDARDS

- LISTENING & SPEAKING**
- Integrate and evaluate information
 - Present information, findings, and supporting evidence
 - Make strategic use of digital media and visual displays of data
- READING**
- Read closely and make logical inferences
 - Read and comprehend complex informational texts
- LANGUAGE & WRITING**
- Demonstrate the conventions of standard English grammar and usage
 - Demonstrate the conventions of standard English capitalization, punctuation, and spelling
 - Write informative/explanatory texts
 - Use technology, including the Internet, to produce and publish writing
 - Conduct short as well as more sustained research projects
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

INCLUDE WITH YOUR PROGRAM

SPONGE ACTIVITIES

- Brain Exercises - Mazoons
- PowerPoint Slide Design
- AzCIS
- Job Search Engines

SUPPLEMENTAL MATERIALS

- Journal Topics
- Differentiated Materials
- Websites of Interest
- Rubric Templates
- Certificate of Achievement
- Excel Spreadsheets

STAYING CONNECTED

INTERNET RESEARCH

POWERPOINT

TEMPLATES

EXCEL

AzCIS

MICROSOFT OFFICE

PROBLEM-SOLVERS



THE FRAMEWORK

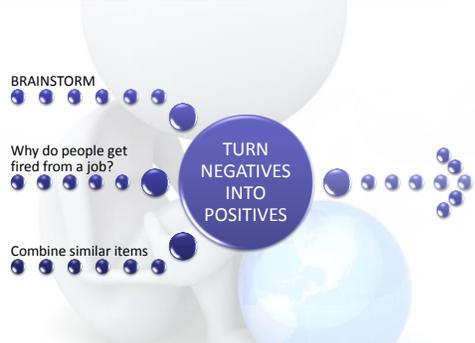


CLASSROOM ENVIRONMENT

STUDENT-LEAD CLASSROOM



DEVELOPING EXPECTATIONS



Why Fired?	Positives
Lazy	Come Ready to Work
Stealing	Be Respectful
Mean to Customers	Be Polite
Cussing or Yelling	Talk Calmly

THESE BECOME THE CLASSROOM EXPECTATIONS

Decide on appropriate consequences
And how the teacher/facilitator will redirect



Student-Developed Consequences

- Teachers are trained to facilitate student-developed classroom expectations and consequences
- Redirection chosen by students supports the employer desired "Soft Skills"
- Students easily see how these skills transfer to success at a job or college/post secondary programs
- Dramatic decrease in disruptive behaviors

IT BECOMES THEIR CLASSROOM

- Safe place for students to **practice** successful attitudes and behaviors
- Safe place for students to be **critiqued** and work toward **improvement**
- Best place for students to **develop** a love for learning
- Best place for students to **prepare** for successful transition into the community



AdvancED Recertifies Hope School

- Teachers present lessons with a variety of instructional methods and strategies
- Collaboration among individuals from different sections of the facility provides students with a very personalized program of studies and support
- A positive culture is pervasive and this culture drives every action and decision made at the school
- The technological infrastructure and hardware provide students and teachers with powerful instructional resources

AdvancED External Review Exit Report, April 2015

RESULTS

Since November 2013:

- Dramatically lower behavioral incidents
- Only one student suspended *(used to happen on a daily basis)*
- 360 high school credits issued
- Students are part of a supportive team
- Students ask to come to school on Saturday
- To date, several students have requested from the court to stay and finish the program instead of being released

Staff Feedback

The time goes by so quickly and everyone looks forward to going to school.

I noticed youth standing up taller and proud, this helps to kick-start their self-esteem.

A lot of the youth opened up, even in the housing units. They show more respect, self-esteem, and self-confidence.

One student did not say two words until he started this program and now he has really opened up.

STUDENT FEEDBACK

"At first I thought this class was a waste of time, but I changed my mind. It helped me discover who I was and what I can do"

"I learned I have skills employers want!"

"Gives me courage and increased confidence; teaches me who I am"

"I can be who I want to be, I can accomplish something"

"This is teaching me things I did not know I needed to know. I found out a lot about myself and how expensive it is to live on my own"



AzCIS – career exploration and post-secondary programs

Mazoons – sponge activity

Over 700 Journal prompts <http://pyxlin-journal-prompts.wikidot.com/>

Resumes for high school students
<http://jobsearch.about.com/od/sampleresume1/a/high-school-resume-examples.htm>

Adventures in Education, how to plan for college, finding a job, manage your money
aie.org

Learning Styles Inventory <http://www.personal.psu.edu/bxb11/LSI/LSI.htm>

Snagajob.com - complete local job search for entry level positions; search by city or zip code

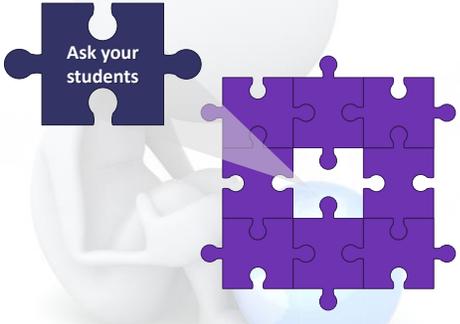
Khan Academy – free remedial high school and elementary subjects, includes budgeting

Multiple Intelligence Inventory (more complex than learning styles)
<http://www.edutopia.org/multiple-intelligences-assessment>

Budgets
<https://www.cicmoney101.org/Calculators/Budget-Worksheets/High-School-Student.aspx>
<http://www.moneyinstructor.com/lesson/studentbudget.asp>
<http://www.moneyinstructor.com/budgeting.asp>

Merging Two Worlds
 Available free on the Arizona Department of Education Website on the Exceptional Student Services Division page

FIRST THINGS FIRST



Do you have any questions?



WE ARE HERE TO HELP

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