



# Implementation Plan

## Future Quest Island

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## SECTION 1: EXECUTIVE SUMMARY

Over the past four years of developing and implementing Future Quest Island with high-needs students with and without disabilities in urban middle schools in Massachusetts and Rhode Island, project staff has been able to capture significant changes in student college and career readiness, online safety, and self-determination goals both qualitatively and quantitatively.

### *Resources and Products Developed*

There are a variety of features and tools have been incorporated into the existing FQI and TT to support implementation of the tool. First, FQI is completely accessible using all devices and operating systems, including older computers and mobile devices. All permanent text on the island is narrated for students who have visual impairments and learning disabilities. Students interact with the Future Forecasting activity to experience key elements in growing up and having a job such as possible educational options (i.e. technical school, community college, university), careers, housing, pets, transportation, etc. All FQI activities are aligned to common core and college and career readiness standards and are given a coin reward for “Build a Hut” privileges. Students access activities to create a thought collage about careers, education, online safety, self-determination, and more. Students use the goal setting activity to create college, career, personal and social goals that are added to their transition plans in the portfolio. A Fact Finding activity aligned with middle school reading requirements and FQI standards components are interactive and meaningful. Finally, the students have access to hundreds of “Do Now” (5-10 minute) activities using the “Captain’s Wheel.” Once students access each FQI activity they are immediately saved in the student’s portfolio for teacher assessment. The **ePortfolio** on FQI keeps student-generated information for transition to middle school and postsecondary options.

For the TT, all of the lessons built for the tool are included in the **Contextual Learning Portal** (DESE). The toolkit includes discussion forums, resources, login features, social networking integration, a facilitator guide, Twitter feeds, Google calendar integration, and much more. There are several layers of the toolkit being created to incorporate transition for IEP and ILP (Individualize Learning Plans) for students. Finally, to promote sustainment for future implementation and sustainability, we created a **facilitator guide** in the TT that incorporates lesson plans, online videos, modules and other supports such as research data, Institute briefs of summary of experiences and tips for new teachers.

### *Evidence of Technology’s Effectiveness*

In collaboration with students and teachers, FQI staff members developed multiple technological activities aligned with 6-8th grade CCR and common core standards for FQI development. FQI is universally designed to work on all types of hardware and platforms (desktop/laptop computers

(pc/mac); mobile devices; Chromebooks). We have integrated use of various secondary technologies including Socrative response systems, the Contextual Learning portal, Image chef, and a variety of Google sites. The ability to integrate this technology with other technologies in an accessible format is critical. However, given our desire to ensure accessibility, key accessibility components such as programmable digital voice output, as well as low-tech organizational tools such as graphic organizers have been embedded. Additionally, FQI includes various instructional strategies such as “Thought Collage” that were developed based upon student input. We also successfully used Socrative to engage students to allow for student feedback of the avatars and island images/sounds/etc.

### *Evidence of Impact on Target Audience*

Outcomes in the first three years have been promising for both teachers and students. Each year, we have assessed student and teacher outcomes using both surveys and interviews. These data collection instruments have evolved as FQI has evolved and a newly-revamped set of student instruments is currently being implemented with Year 4 students and teachers.

In interviews, teachers have described using technology in new ways and emphasizing college and careers more in their teaching and interactions with students. At least one guidance counselor was working on incorporating the FQI e-portfolio in transition planning for students with IEPs. Our surveys indicated that the majority of teachers found FQI to be of high quality, relevance, and usefulness. All teachers who responded to the survey indicated that participating in the project has changed how they support students to explore college and career options and to transition to high school; that FQI had changed how their students think about college and career goals; that students were more engaged in the classroom when using FQI; and that the project changed their thinking about integrating technology in the classroom.

In student interviews and focus groups, students said that they had thought more about the future and learned more about jobs they were interested in. Some had also changed or clarified their plans for high school and/or college. Survey data also indicated that more students had research careers and/or talked to family and friends about college and careers. There was a small increase in the percentage of students planning to graduate high school and go on to college. Students also showed increase outcomes in several measures of online safety knowledge and skills, and students with IEPs showed improvement in several items related to self-determination.

## SECTION 2: PROJECT OVERVIEW

### I. Technology-Delivered Research-Based Practice

#### *Intended Purpose and Rationale of the Technology Tool*

The primary purpose of Future Quest Island (FQI) is to align 21<sup>st</sup>-century skills with college and career readiness goals through self-awareness, self-knowledge, transition planning, and other teaching and learning activities. Created in partnership with middle school special educators, FQI is comprised of sections (referred to as island explorations) that meet a variety of curriculum goals and objectives. FQI supports middle school youth with and without disabilities to a) recognize and identify their academic strengths and desires; b) explore and prioritize college and career options; c) become more familiar with online safety; d) develop increased social skills; e) access digital educational resources; and f) collect and organize digital materials to construct an e-Portfolio (digital portfolio of students' best work). Teachers use an online accompanying Teacher Toolkit to embed FQI activities into their existing curriculum to support students in being college- and career-ready, highlighting specific transition objectives and outcomes.

#### *Evidence-Based Practice*

There is a significant need not only to increase focus and skills of middle school educators on college and career readiness for youth with disabilities, but also to embed the use of technology into this essential learning. Mounting evidence shows that students are using technology and media for entertainment and educational purposes. However, evidence indicates that teachers' integration of digital tools into their instruction remains sporadic and less than optimal (Ertmer & Ottenbriet-Leftwich, 2010). The majority of teachers who use technology infrequently say that technology is not necessary for their lessons (Grunwald & Associates, 2010). Evidence demonstrates that enhancing middle school educators' skills to better use technology to support college and career readiness of youth with disabilities is a significant need. Additionally, there is emerging evidence that students with disabilities benefit from participating in online curricula that are focused on teaching transition skills (Izzo, Yurick, Nagaraja, & Novak, 2010; Mazzotti, Test, Wood, & Richter, 2010).

We have devised the implementation process for FQI to align 21<sup>st</sup>-century skills with college and career readiness goals through self-awareness, self-knowledge, transition planning, and various other teaching and learning activities. Also, the FQI curriculum employs processes that continually provide feedback on what is working and not working for teachers and students in the classroom. FQI staff establish and review the objectives on the island, and work closely with teachers and consultants to develop new activities to meet college and career goals and Common Core competencies with a reward-based activity for the students.

#### *Technology Design*

FQI is presented to students as a website, [www.futurequestisland.org](http://www.futurequestisland.org) (see Appendix A for FQI screenshots), where they can sail from a central port to different island locations that focus on varying aspects of college and career readiness. The island locations include "College and Career Cove," "Social Sanctuary," "Video Cave," "About Me Mountain," and "My Hut." Students create an account and, once logged in, choose an avatar to represent them on an island. They then set sail to their desired destination and participate in key activities.

Each activity has two results. The first and most motivating is that students can earn “coins” for each activity that they complete. They are then allowed to use the coins to “purchase” items for their own personalized island hut (“Build a Hut”). The second result of each activity is that a product from the activity is stored in the student’s electronic portfolio (ePortfolio). Assessment of students’ prior knowledge is done using stealth assessment, for which various tools have been programmed into the island. Activities on each part of the island are aligned with both national and state college and career readiness standards.

The Teacher Toolkit (TT) is seamlessly linked to FQI so that teachers have access to lesson plans, discussion forums, technology resources, login features, social networking integration, and a facilitator guide (Appendix A). Additionally, a special web code was created to pull down FQI lesson plans on the Massachusetts Department of Elementary and Secondary Education Contextual Learning Portal site ([www.resources21.org](http://www.resources21.org)) into the TT for a centralized location.

However, the students’ experiences are not limited to what happens when they are on the island. The FQI TT incorporates a variety of individualized and group activities that align with the general curriculum and are implemented outside of the island. Essential to the success of both FQI and the TT is the concept of debriefing (Lederman & Fumitoshi, 1995), helping students connect what they learned through FQI activities and applying those skills in other real life contexts. Teachers can facilitate the transfer of skills by leading pre- and post-island access discussions that connect FQI with other things students are learning in class (Ash, 2011).

### *Target Audience*

The primary target audiences for FQI and TT are middle school students with and without disabilities, general education and special education teachers, and families. As our goal is to have a tool that can be implemented by any middle school teacher with any middle school student, with or without a disability, we have sought to involve teachers in grades 6-8 in various content areas (science, math, English language arts, humanities) in each phase of the project. We have targeted low-performing, high-needs middle schools in three urban school districts in Massachusetts and Rhode Island.

To ensure that this tool is accessible to students across the disability spectrum, we sought inclusive classrooms for each phase of development and implementation. This means that students with disabilities, including those with intellectual disabilities, were included in each class.

### *Accessibility Features*

Two main products and related materials comprise Future Quest Island. They are the FQI interactive website and the Teacher Toolkit (TT). Both products are fully accessible and universally designed to work on any computer platform and/or mobile device without the need of software installation or additional programming.

1. **Future Quest Island** - All activities have built-in accessibility features such as text-to-speech, speech-to-text, and an image response system that assists students with writing and thought collage activities.



2. **Teacher Toolkit** - The accompanying accessible TT is used by middle school teachers to embed self-determination, career readiness, online safety, and transition planning into existing curricula.

### *Intended Goals and Outcomes*

**Table 1: Intended Goals and Outcomes**

<b>Goals</b>	<b>Outcomes</b>
Recruit development, pilot, & dissemination schools	<ul style="list-style-type: none"> <li>• 3 development &amp; 5 pilot schools recruited &amp; participated</li> <li>• 10 dissemination schools identified</li> </ul>
Develop, evaluate, refine FQI & TT	<ul style="list-style-type: none"> <li>• FQI &amp; TT have gone through 12 iterations</li> <li>• Fully accessible web-based tool</li> </ul>
Conduct formative & summative evaluation of all aspects of project	<ul style="list-style-type: none"> <li>• Implemented multiple mechanisms for formative &amp; summative evaluation</li> <li>• See Section III for evaluation details</li> </ul>
Develop dissemination & marketing plan	<ul style="list-style-type: none"> <li>• Personnel presented FQI to over 500 participants at national &amp; state conferences</li> <li>• Posted &amp; Tweeted 2257 college &amp; career readiness resources on Twitter &amp; Facebook</li> <li>• Created 1,350 Pins on FQI Pinterest board</li> </ul>
Implement management structure	<ul style="list-style-type: none"> <li>• Infrastructure that supports face-to-face (f/f) &amp; remote staff meetings</li> </ul>

## II. *Implementation Team Roles & Responsibilities*

Future Quest Island is implemented by the Principal Investigator, Project Coordinator, Transition Coach, Evaluation Coordinator, Middle School Partner Educators, Project Advisory Committee and other key stakeholders. All personnel used a web-based management tool (TeamWorkPM) to aid with shared material development, communication, team calendar for scheduling, and as a repository for all project activities and work.

The **Principal Investigator (PI)** of the FQI oversees all project activities, convenes and attends all weekly project staff and OSEP meetings, and ensures the project adheres to schedule of activities. The PI is integral in working with the FQI team to review evaluation data (student and teacher assessments, focus group findings, surveys) that guides the project's activities. The PI works with the PC to prepare all project annual reports, monitor the budget and assure implementation of project management plan.

**Project Coordinator (PC)** is involved in the day-to-day coordination and implementation of the project within the partner school systems. During Year 1, the PC set up initial meetings with school system leadership, assisted in assembling the learning community, solicited advisory committee members and monitor progress on all project goals. Each year kick-off training was held with each partnering middle school to review the project objectives, staff commitments, review and evaluate the FQI, and set up a schedule for initial teacher and student assessments.

The PC also, in collaboration with the TC and Web Producer, modified, revised and refined content, layout, function and components of FQI. Including, collaboration with the consultant, Fablevision, to embed gaming elements into the tool to enhance usability and student motivation. Additionally, the PC along with all FQI Team members, create, refine, and pilot via the iterative knowledge to action process the FQI and Teaching Toolkit.

**Transition Coach (TC)** sets up schedules to meet and work with the Partner Educators (PE) to successfully implement FQI and the TT. While an overview occurs at the initial kick-off training, true development of both tools, along with educator skills, are learned when using them in the classroom with the assistance and feedback of the Transition Coach. Training and coaching are the principle mechanisms in which PEs are supported to implement the FQI and Toolkit. The TC will meet with each PE every other week to conduct observations, and provide scaffolding or modeling in the classroom as embedding professional learning into an educator's workday enhances the effectiveness of ongoing professional development.

The **Evaluation Coordinator (EC)** works with both onsite and off-site with the PC to assist in preparation and analysis of assessment materials, compiling focus group findings, ensuring all measure of formative assessment are conducted and reviewed to support the iterative process of knowledge inquiry and synthesis shared in the conceptual framework of the Knowledge Translation Iterative Action cycle. The EC attends project meetings and assists in preparation of all reporting to OSEP.



**Project Advisory Committee (PAC) Profiles and Roles:** FQI project was guided by a PAC comprised of individuals representing key stakeholders during the development phase. We selected individuals with various perspectives and expertise and held asynchronous and synchronous meetings for the first three years of the project.

**Table 2: Implementation Team Roles & Responsibilities**

<b>Role</b>	<b>Responsibilities</b>
Principal Investigator (PI)	<ul style="list-style-type: none"> <li>• Oversees project activities, convenes &amp; attends project staff mtgs, &amp; ensures project adheres to timelines &amp; scope &amp; sequence</li> <li>• Monitors budget and project management plan</li> <li>• Oversees all staff performance</li> <li>• Oversees project evaluation</li> <li>• Assists with school recruitment</li> <li>• Attends project director meetings</li> </ul>
Co-Principal Investigator (Co-PI)	<ul style="list-style-type: none"> <li>• Oversees project &amp; tool development</li> <li>• Provides guidance and oversight on research activities</li> <li>• Collaborates with project coordinator in conceptualizing development of features, scope and sequences, &amp; project activity</li> <li>• Oversees development of APR</li> </ul>
Project Coordinator & Universal Design Specialist (PC)	<ul style="list-style-type: none"> <li>• Manages project activities &amp; goals</li> <li>• Coordinates FQI activities w/ partner educators &amp; schools</li> <li>• Schedules &amp; attends mtgs for partner schools, trainings, project advisory committee (PAC), &amp; weekly project mtgs</li> <li>• Product &amp; material development</li> <li>• Collaborates w/ internal web programmer &amp; Fablevision on content &amp; graphic/game design &amp; accessibility</li> </ul>
Transition Coach (TC)	<ul style="list-style-type: none"> <li>• Assists in planning and writing of lesson plan materials with the PC and partner educators</li> <li>• Works directly with PC and partner educators in the field implementing FQI with students</li> <li>• Compiles social media resources and marketing communications</li> </ul>
Evaluation Coordinator (EC)	<ul style="list-style-type: none"> <li>• Prepares and analyzes assessment materials</li> <li>• Compiles &amp; analyzes focus group findings, ensures all measures of formative assessment are conducted &amp; reviewed to support iterative process of knowledge inquiry and synthesis shared in the Knowledge Translation Iterative Action cycle</li> <li>• Contributes to the preparation of all reporting to OSEP</li> </ul>
Research Associate (RA)	<ul style="list-style-type: none"> <li>• Compiles &amp; writes all materials for IRB</li> <li>• Leads focus groups</li> <li>• Tracks &amp; manages information for participants</li> <li>• Runs survey analysis reports</li> </ul>
Data Coordinator (DC)	
Web Programmer (WP)	<ul style="list-style-type: none"> <li>• Ensures that all of the features of FQI are accessible using both HTML5 and audio to engage our audience</li> <li>• Builds and manages TT</li> </ul>
Consultant	<ul style="list-style-type: none"> <li>• Provides instructional, graphic, technology designs &amp; programming for FQI</li> <li>• Communicates with PC weekly to review &amp; refine FQI features</li> <li>• Works w/ Web Programmer to ensure all aspects of FQI are accessible</li> </ul>

## *SECTION II: STAGES OF IMPLEMENTATION*

### I. Exploration

#### a) *Readiness Assessment Process*

Prior to site selection, project personnel meet with administrators at each Local Education Agency (LEA) to determine district and/or school priorities for integrating college and career readiness in the middle school curriculum, if the school meets minimum technology requirements, and other demographic criteria using the Future Quest Island School Recruitment and Requirement Checklist (see Table 3 and Appendix D). Once it is determined that the site meets the requirements on the checklist, project personnel meet with selected partner educators to discuss the implementation process. Project staff share the Partner Educator Fact Sheet (see Appendix C) and “Implementation Timeline for Partner Educators” (see Appendix D) to make sure the partner educator completely understands and acknowledges their commitment to using FQI. The teachers then decide whether or not to proceed with the project. If the teachers agree to partner with the FQI staff, they are asked to sign an Internal Review Board (IRB)-approved consent form, and are given a link to participate in the pre-surveys, as well as a username and password for the FQI site.

**Table 3: School Requirements**

<b>Minimum Requirements</b> (to be filled out by FQI staff with school administrator)	<b>Meets</b>	<b>Does Not Meet</b>
School/District Performance: <ul style="list-style-type: none"> <li>• Priority School/Persistently Low Achieving School</li> </ul>		
Special Education <ul style="list-style-type: none"> <li>• &gt;15% students in Special Education</li> </ul>		
Cultural Diversity (non-Caucasian %) <ul style="list-style-type: none"> <li>• &gt;20% of students African Americans, Native Americans, Asian, etc.</li> </ul>		
Browser (must meet at least 1): <ul style="list-style-type: none"> <li>• Internet Explorer 7.0+</li> <li>• Chrome: Latest Stable Release</li> <li>• Firefox: Latest Stable Release</li> <li>• Safari: Latest Stable Release</li> </ul>		
Operating Systems (must meet at least 1): <ul style="list-style-type: none"> <li>• Mac: Leopard (OS 10.5) or above</li> <li>• Windows XP or above</li> <li>• Chromebook: Latest Stable Release</li> </ul>		
Mobile (must meet 1 if using mobile devices): <ul style="list-style-type: none"> <li>• iOS – safari iOS 5+</li> <li>• Android - 2.3+ with latest Chrome release</li> </ul>		

Bandwidth (must meet): <ul style="list-style-type: none"> <li>• High Speed Cable, Fiber or T1</li> <li>• 10/100 to the Desktop</li> <li>• <a href="http://www.schoolspeedtest.org">www.schoolspeedtest.org</a></li> </ul>		
<b>Future Quest Island Student Objectives and College &amp; Career Readiness Goals</b> (to be filled out by school administrator with FQI staff)		<b>Check if Relevant to School/District Goals</b>
Students will:		
<ul style="list-style-type: none"> <li>• Recognize and identify academic strengths and desires</li> </ul>		
<ul style="list-style-type: none"> <li>• Explore and prioritize college and career options</li> </ul>		
<ul style="list-style-type: none"> <li>• Explore social, emotional and ethical skills</li> </ul>		
<ul style="list-style-type: none"> <li>• Access digital educational resources and online safety</li> </ul>		
Collect and organize digital materials to construct an electronic portfolio (ePortfolio)		
<ul style="list-style-type: none"> <li>• Explore, gather and communicate information about themselves (transition planning, individualized learning plans)</li> </ul>		
<ul style="list-style-type: none"> <li>• Research, collect and identify with a variety of college and career options</li> </ul>		
<b>Future Quest Island Educator Activities</b> (to be filled out by school administrator with FQI staff)		<b>Check if Relevant to School/District Goals</b>
Teachers will Future Quest Island toolkit to:		
<ul style="list-style-type: none"> <li>• Review and assess students digital work</li> </ul>		
<ul style="list-style-type: none"> <li>• Integrate lesson plans</li> </ul>		
<ul style="list-style-type: none"> <li>• Access training videos and online guides</li> </ul>		
<ul style="list-style-type: none"> <li>• Participate in discussion forums and surveys</li> </ul>		
<ul style="list-style-type: none"> <li>• Manage student information (passwords, usernames, assignments, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>• Rate FQI materials for quality, relevance, and usefulness</li> </ul>		

#### b) Innovation Plan

In order to support the development and implementation of FQI and the accompanying TT, we used the Knowledge-to-Action Process Framework (Graham et al., 2006) to plan, implement, and evaluate the project activities and outcomes. The modified conceptual framework underlying the evaluation and other project activities are represented by the Knowledge to Action Iterative Cycle (KTAIC) model (see Appendix A), which illustrates how FQI and TT are expected to lead to changes in teacher and student outcomes.

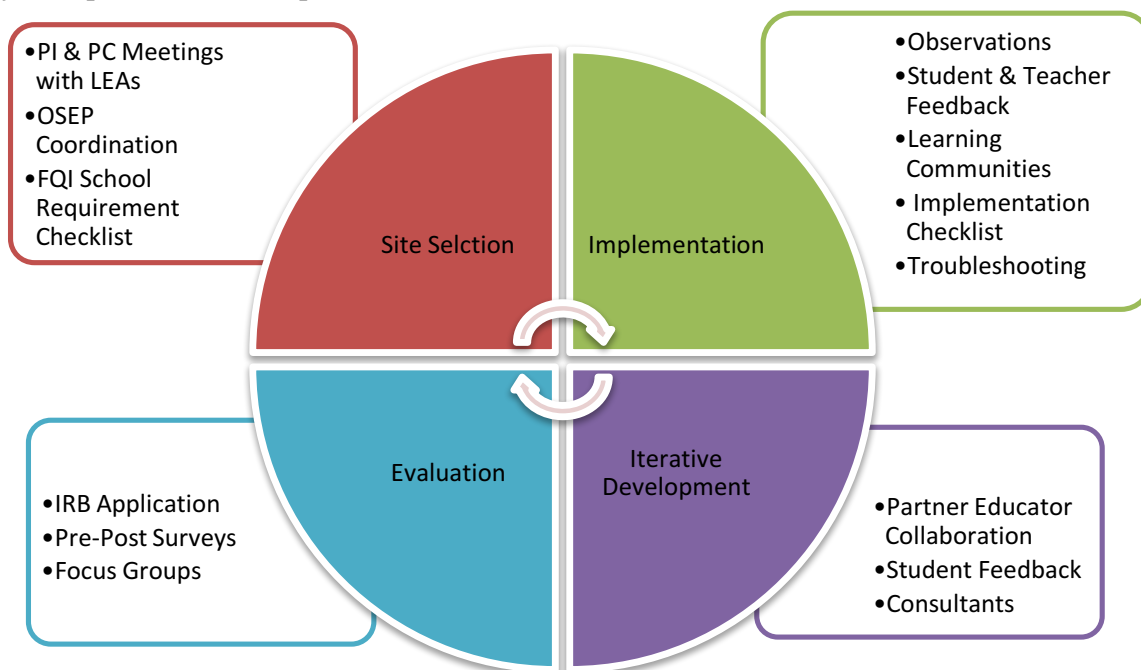
This model is best suited to project activities in that it facilitates use of research knowledge by several stakeholders, such as practitioners, policymakers, consumers, and the public (Sudsawad, 2007). Another important feature of this model is that in it, knowledge derived can be both empirical (i.e., research-based) and/or experiential. Project activities are focused on knowledge creation and

synthesis, along with the creation, implementation, evaluation, and dissemination of training materials. The KTAIC model provides opportunity to consider subsequent actions that will support effective use of the professional development tools and resources, as well as widespread use of these tools/products during each phase of the project. Project staff work closely with partner schools to facilitate use of strategies for adapting “created knowledge” to the needs of general and special educators, address potential barriers to use, and monitor and evaluate outcomes of using this created knowledge.

### *Training Plans and Supports*

Guiding our implementation and evaluation activities are Guskey’s (2002) five levels of professional development evaluation. The five levels are evaluated in the following ways: 1) Participants’ (teachers’) reactions are routinely collected through ongoing communication with project staff as well as end-of-year focus groups; 2) participants’ (teachers’) learning is assessed primarily through pre- and post-testing using the Teacher Survey; 3) organization support and change is assessed by tracking implementation and outcomes at each school through observation & technical assistance notes, student outputs (e.g., assessments completed and ePortfolio items), fidelity checklists and materials, and website analytics; 4) use of knowledge and skills is assessed using classroom observations, curriculum reviews, and teacher focus groups and blogs; and 5) student learning outcomes are assessed through pre-post changes in critical measures (e.g., college and career readiness, Internet safety, and self-determination).

### *Project Implementation Graph*



### *Fidelity Measures for Student and Teacher Outcomes*

A variety of fidelity measures were created to ensure student and teacher outcomes were addressed. Please see Section III on page 26 where fidelity is discussed in greater detail.

### *Ensuring Validity and Effectiveness of Outcome Measures*

In order to ensure that outcome measures were responsive to the intended outcomes, the team reviewed and revised the tools regularly with each wave of data analysis. This iterative process was essential to align the outcome measures with the developing and evolving curriculum. Therefore, with each wave of analysis, we examined survey items and discontinued use of any items that were determined not efficient or appropriate to measure change.

Similarly, new items were added based on regular monitoring of the evolving curriculum and feedback from the focus groups and teachers' communication throughout the year. The purpose of new items and tools (e.g., career exploration and college readiness surveys) was to ensure that the outcome measures include any important additional content added to this evolving intervention.

### *c) Assessment of Site Needs*

Staff met with administrators, principals, and teachers in high-needs districts and shared the proposed project outcomes, research methods, and activities involved in developing, piloting, and disseminating FQI using the Future Quest Island School Recruitment & Requirement Checklist (Appendix D) to make sure the program and the technology was a match.

Once sites were selected, teachers in inclusive classroom settings were identified as "FQI partner educators" that will use FQI and TT with students of various learning profiles (e.g., intellectual disabilities, autism spectrum disorders, ADHD, learning disabilities). FQI staff met with teachers to discuss activities and share the resources mentioned in Section IV, products and materials (page 27 & 28) needed to partner with the project.

### *d) Challenges, Barriers, and Considerations for Change*

#### *Implementation Challenges*

**Development Years 1 & 2:** Several issues impacted implementation during the development years. First, there were many more snow days during the winter months than anticipated. This delayed several planned activities, leaving a shorter time frame at the end of the school year to review the students' portfolios. Second, it was difficult to schedule learning community members for a common time for face-to-face meetings due to IEP meetings and school-related responsibilities. Another important challenge was the lack of available and updated technology. Each school has a different level of technology resources, and not all schools are able to keep their hardware and software updated. For example, laptop computers needed to be plugged in because of old batteries, which caused a hazard with wires all over the classroom. Also, computers often required software updates, but the process to request such an update with school district's technology department was time-consuming, and ultimately was completed by FQI staff. Fortunately, at the end of the second quarter of year 2, the school district updated all the computers with brand new Chromebooks, which has made implementation a lot easier.

**Pilot Years 3 & 4:** Due to administration changes in the Boston Public Schools, there was a significant delay in Boston Public School's Internal Review Board for research approval for both pilot years, which delayed the start of the project from September to November for both years. In pilot year 1, this delay kept students from completing some of the activities on the island, and may have impacted evaluation with some students. Another challenge was the availability of partner educators to participate in regular learning community meetings. Therefore, we reduced the original required number of learning community meetings at each school, from monthly to quarterly, and used the TT and electronic communications to collaborate outside of school hours. Learning community members were able to meet with the project coordinator and transition coach at least four times per year in pilot schools to review and refine FQI materials.

Finally, throughout all project years, state-mandated testing and spring break in April/May delayed implementation. Therefore, the TT reflects anticipated mandated testing.

### *Evaluation Challenges & Barriers*

Evaluation of the FQI project brought about specific challenges. The major challenge in the evaluation process was the dynamic character of the project, where elements of the curriculum were being developed and refined during each application. As a result, the evaluation activities and tools had to reflect these changes. Moreover, other dynamic factors needed to be included in the evaluation plan, such as logistics, school dynamics, data management, and software development. Dealing with multiple moving pieces required counteracting challenges with planning, monitoring, and adjusting. This section describes evaluation challenges and solutions to address them in greater detail.

**Data collection.** The main challenges related to data collection were the design of tools that would gather data relevant to the intervention's intent, process, and outcomes. The earlier section on outcome measures covers in more detail how we approached these challenges to develop more appropriate data collection tools. Data collection was also challenging logistically due to an increasing number of participating schools and students. Consequently, we redesigned all the tools so they could be self-administered easily as part of the online experience and with no need for researchers' presence. Moreover, the tools were embedded in the island, so it was easy and seamless for students to fill them out as part of their experience using FQI. Teachers were also trained to ensure that students filled out the surveys, and that they did not rush through them.

**Data management.** The increasing volume of data as the project progressed presented management challenges. Due to the large numbers of participants, we had to ensure that we developed appropriate and efficient processes to handle data. In some instances, data was stored in different datasets, which presented the challenge of efficient and accurate matching. Another challenge was ensuring that data collection tools embedded in the website could be translated into the database in a way that would be easy and efficient to use for data analysis purposes. For that reason, we monitored the development of the additional features constantly, and communicated specific database needs in advance, keeping in mind later analysis needs.

**Data analysis.** The challenges around data analysis included choosing the most appropriate methods. For instance, alternative ways of coding data can affect analysis. Also, appropriate statistical tests and



procedures need to be chosen to ensure valid analysis. We carefully considered and discussed optimal analysis methods, and consulted with senior staff at the Institute for Community Inclusion at UMass Boston to ensure we chose appropriate statistical measures.

Another challenge when analyzing evaluation data is interpreting whether findings were significant, which at times would differ from item to item. Since the intervention cannot be implemented with an experimental design, there is always the question of whether or not it was the intervention or outside influences that affected student outcomes. For that reason, the research team was especially careful to include tool questions that aligned very specifically with concrete curriculum items.

#### e) *Communication Methods of Implementation*

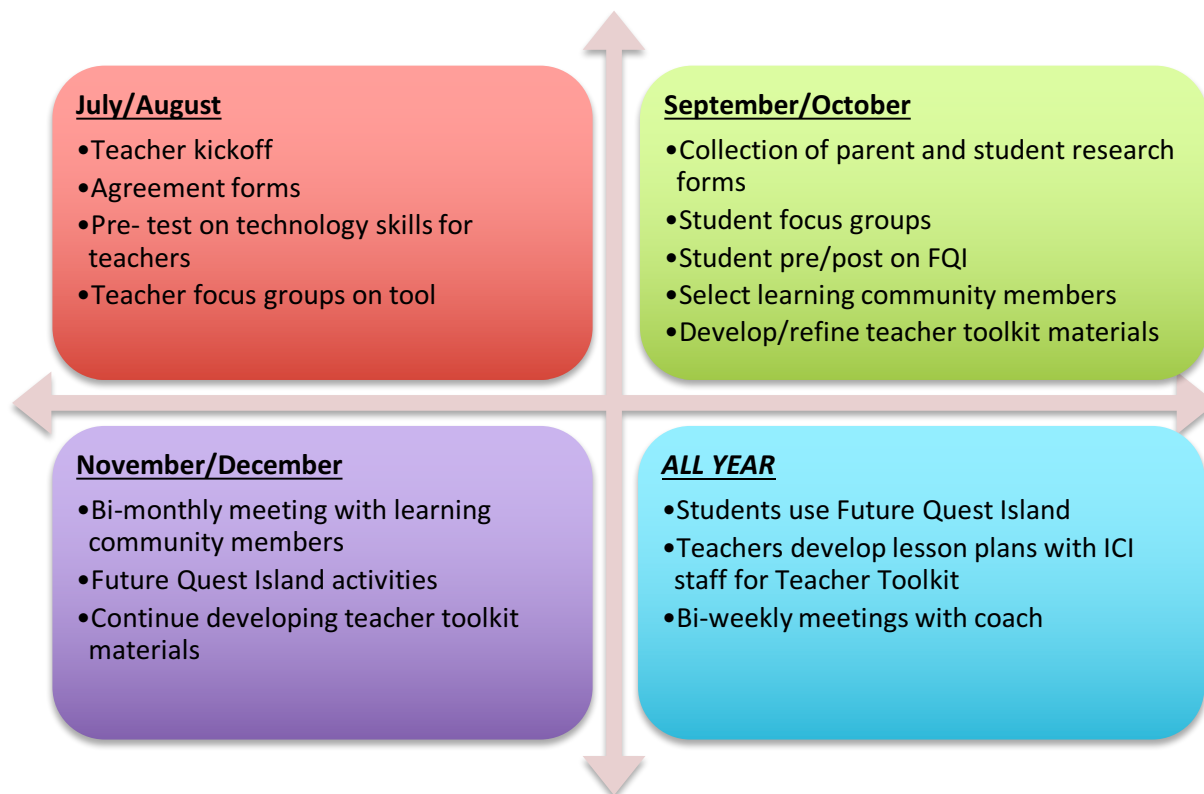
The implementation plan for Future Quest Island was detailed in the initial meeting with administrators, principals and teachers and a 1-page project fact sheet (see Appendix C) was shared. Additionally, staff communicated with partners and stakeholders through email, phone, instant messaging, video conferencing, in person/face-to-face, online webinars, FQI & TT, Twitter, Facebook, and Pinterest. Products, resources, and materials were delivered to partner educators via digital and printed format.

## II. **Installation**

#### a) *Training, Coaching, and Evaluation Supports*

Through the iterative development process, staff worked with stakeholders in the development phases to create a detailed implementation plan (see Appendix D: Implementation Timeline for Partner Educators) for partner educators and stakeholders to follow while implementing over the course of a school year. The plan outlines professional development events, fidelity checklist requirements, available resources, and evaluation activities.

## Graph of Implementation Activities



### *Operationalization for Installation*

In Year 2, the project coordinator worked with the project advisory committee members, principal investigator, co-principal investigator, to recruit and select two development middle schools in approved LEAs. Prior to implementation, FQI staff submitted IRB modifications and synthesized all evaluation tools (assessment, checklists, reviews). Year 2 project activities mirrored year one in terms of assessment of teacher and school technological capacity and readiness, gauging initial review of the revised FQI and TT. The major thrust of project activities in year 2 was to collaborate with partner educators and consultants to further develop and refine island content and curriculum alignment, finalize and administer revised assessments, and engage with and implement FQI and TT.

### *Collection and Use of Data*

#### **Data Collection Measures in Year 1**

The research team used two tools to collect data from students: a modified version of the Adolescent Self-Determination Assessment Short Form, and a modified version of the Post-Secondary Rubric. These surveys were administered on paper by the researchers, and stored using Excel and SPSS, which were also used for statistical analyses. Paired t-tests were used to determine changes from pre to post for Likert-scale questions. A binomial distribution was used to determine changes from pre to post for multiple-choice questions.

Qualitative data was collected at the end of the school year from students and teachers by conducting focus groups with two student groups and one with a pair of teachers. Questions focused on gauging

FQI's influence on student goals and teachers' instruction, and were summarized by researchers into common themes.

Teachers' technology use and attitudes were also assessed via survey at the start of the year 1. Due to the small number of teachers available to collect these data, we focused more on piloting the tool than on assessing pre- and post-test scores for the teacher survey.

**Table 4: Teacher Measurement Tools**

<b>Teacher Measurement Tools</b>	
Teacher survey (Appendix B)	Teachers complete pre and post survey to assess teachers' use of technology and college and career readiness curriculum integration using a 5-point Likert scale to rate the quality, relevance and usefulness of the Teacher Toolkit and FQI.
Teacher focus groups (Appendix B)	Used to assess new knowledge and skills acquired by teachers and students, teachers' perceptions of impact on students, and to obtain feedback on the FQI and TT.

**Table 5: Student Measurement Tools**

<b>Student Measurement Tools</b>	
Self-Determination Scale (Appendix B)	<p>Year 1: Modified and piloted the Adolescent Self-Determination Assessment-Short Form (Wehmeyer, Lopez, Little, &amp; Shogren, n.d.) designed for secondary students with intellectual disabilities. Upon analyzing the results, we found self-determination scores to be fairly high at baseline and exhibit little change from pre- to post.</p> <p>Year 2: Switched to the AIR Self-Determination Scale (Wolman, Campeau, DuBois, Mithaug, &amp; Stolarski, 1994) that was developed for school-age students with various disabilities. We piloted the AIR scale with year 1-development school students in May 2014 and learned that students found it easy to complete and their responses offered more variability (and thus more room for improvement) than those on the Wehmeyer scale.</p>
Online Safety Assessment (Appendix B)	<p>Year 1: Piloted the online safety survey questions included in the Postsecondary Readiness Rubric and discovered there were only a few related questions in this subscale that yielded limited insight into whether students were gaining online safety skills and knowledge through their exposure to FQI.</p> <p>Years 2-present: Created an online safety survey with more specific questions that assesses students' responses to various hypothetical scenarios involving their online behavior.</p>

Career Exploration and College Readiness (Appendix B)	<p>Year 1: Piloted the Post Secondary Readiness Rubric but the questions were found to be vague, and not well aligned with the evolving FQI curriculum. Also, due to the structured interview format, for the Post Secondary Readiness Rubric, the tool could not be efficiently implemented with a large sample of students.</p> <p>Year 2: Created &amp; piloted a Career Exploration Survey and a College Readiness Survey to assess student outcomes specifically targeted by the FQI curriculum that are intended to measure acquired knowledge and impact of the intervention. Upon reviewing the outcomes and feedback, we included the new tools as official data collection tools in year 3 of data collection.</p>
Student Focus Groups (Appendix B)	<p>Student focus groups are held at the end of each school / data collection year to gather qualitative feedback on participants' experiences and perceived impact of FQI, as well as feedback on FQI itself.</p>

### **Data Collection Measures in Year 2**

Pre and post quantitative data were collected in two development schools in Year 2. Each of the Year 2 surveys was designed to assess one of four domains of interest, hypothesized to be affected by the FQI curriculum: self-determination, college readiness, career exploration, and online safety (see Section IV for more about the tools). These new tools were in the form of online surveys located throughout the FQI interface, which students completed as they progressed through the island's activities. The survey responses given by students are stored in the Teacher Toolkit, from which researchers extract the data to use for analyses. Paired t-tests were used to determine changes from pre to post for Likert-scale questions. A binomial distribution was used to determine changes from pre to post for multiple-choice questions.

Qualitative data was collected at the end of the school year from students, parents, and teachers: one focus group of two parents, three individual teacher interviews, and six focus groups of between two and five students each. Focus group data was summarized into themes.

Pre and post data regarding teachers' technology use and attitudes were collected from six teachers via the Teacher Technology Self-Assessment, administered using SurveyGizmo.

### ***b) Ongoing Coaching and Supports to School Staff***

To provide ongoing support for partner educators, the PC and TS conduct regular site visits to observe the implementation process and provide hands on support and troubleshooting as needed. Outside of weekly visits to partner schools, FQI staff provided on demand support to all partner educator as requested. This approach allowed FQI staff to ensure that the curriculum met the grant objectives, was accessible, and would be easy for teachers to implement as they got more familiar with the program.

### c) *Implementation Team Selection and Staffing Strategies*

The PI and Co-PI selected staff based on their experience related to college and career readiness, instructional technology, curriculum development, universal design, teacher training, and research and evaluation expertise.

The FQI team structure includes collaboration of 1) project leadership, 2) field-based implementation, 3) research and evaluation staff, 4) internal web-based programming staff, and 5) external multimedia and programming consultants.

For a listing of project staff and their related roles and responsibilities, see Section I, Table 2: Implementation Team Roles & Responsibilities.

## III. Initial Implementation

The first use of FQI and the TT by newly trained teachers was monitored through an iterative process that evaluated use of the materials as described in Section II.

**Table 6: Iterative Process and Mechanisms in Implementation**

Iterative Process	Activities & Mechanisms in Implementation Process
1. Obtaining/ incorporating experience, evidence, feedback	<ul style="list-style-type: none"><li>• Project Advisory Committee (PAC) established to review &amp; advise</li><li>• Students encouraged to provide feedback on Socrative &amp; in person via small &amp; large group discussion</li><li>• Teachers engage in online discussions through the toolkit, forums &amp; email</li><li>• Bi-weekly meetings with school staff to establish partnership</li><li>• Implementation checklists</li></ul>
2. Input from stakeholders in shaping refinements	<ul style="list-style-type: none"><li>• Used formative and summative assessments to refine the toolkit</li><li>• End-of-year focus groups</li><li>• Student comments summarized and shared with web-developers</li><li>• Used DESE Contextual Learning Portal (CLP) to centralize FQI lesson plans</li><li>• Developed special code to pull all CLP lesson plans into TT</li></ul>
3. Technical aspects consideration and revisions (e.g., provision of hardware/software, website, management system)	<ul style="list-style-type: none"><li>• FQI staff worked with developers to provide the most accessible content available to users that are universal to any device (e.g., Chromebook, Mac, PC, mobile device)</li><li>• Voice over narration</li><li>• Developed image response system</li><li>• TT modified to allow for streamlined access to student content, lesson plans, grading, discussion forums and more</li></ul>
4. Professional development and staff coaching/support approach(es)	<ul style="list-style-type: none"><li>• Face-to-face training and coaching</li><li>• Video conferencing &amp; webinars</li><li>• TT instructional modules include video demonstrations, scope and sequencing of units/lesson plans, technology resources, and discussion forums</li></ul>
5. Materials produced/used	<ul style="list-style-type: none"><li>• See Section IV: Products and Resources</li></ul>

### *Operationalization in Years 3 and 4*

Gaining insight and strategic input from the development schools, pilot schools that met the criteria for implementation were selected using the Future Quest Island School Recruitment and Requirement Checklist (see Appendix D). Activities focus on implementing FQI and TT with four pilot schools across three LEAs in 36 classrooms, including an entire school. The TT has a scope and sequence of activities and lessons, along with a variety of resources for implementation (e.g., technical guides, FAQs). As the project continues to move towards dissemination, additional online training resources will be added to FQI and the TT (e.g., video demonstrations and webinars).

### *Teacher and Staff Support in Years 3 and 4*

In years 3, the core curriculum was finalized; all systems were in place, and the partner educators and FQI staff shifted to a co-teaching approach. FQI staff remained an active presence in the classroom while slowly handing over the reins to teachers. In this phase of implementation, FQI staff primarily used classroom observation logs (see Appendix D) to record activities during implementation, and assisted partner educators with technical support as needed.

To provide ongoing support for partner educators in the current second pilot year (project year 4), the PC and TS conducted site visits to observe the implementation process and provide hands-on support and troubleshooting. Outside of weekly visits to partner schools, FQI staff provided support as requested by partner educators.

### *Data Collection in Years 3 and 4*

Year 3 pre and post quantitative data was collected from 99 students and 25 teachers in four pilot schools. In this year of the project, the research team focused on continued improvement of the assessment tools, which resulted in the refinement of the College Readiness, Career Exploration, and Online Safety surveys on the island. The AIR Self-Determination scale remained unchanged. In addition, two new tools – a “College and Career Survey” and an “About Me Survey” – were piloted in two schools. Analyses were done using SPSS. Paired t-tests were used to determine changes from pre to post for Likert-scale questions. A binomial distribution was used to determine changes from pre to post for multiple-choice questions.

Qualitative data was collected at the end of the school year from students (a total of 12 groups of 2 to 6 students), teachers (a total of 10 teachers), and parents (a total of 4). Focus group data was again summarized into themes.

Teacher technology use and attitudes were collected again using the Teacher Technology Self-Assessment, administered with Survey Gizmo. This survey was modified this year in order to measure teachers’ coverage of college and career readiness in the classroom, as well as the usefulness, relevance, and quality of the Teacher Toolkit and FQI in the domains of college exploration, career options, self-determination, online safety, and high school transition.

Baseline data for year 4 has been collected from the pilot schools. Continuous refinement of the assessment tools led to a set of surveys embedded on FQI, resulting in the following surveys for students to complete while progressing through the island’s activities: Self-Determination, College



Readiness, Career Exploration, and Online Safety. Baseline teacher technology use and attitudes have also been collected. Analysis of Year 4 baseline data has not yet occurred.

## **IV. Full Implementation**

### *Dissemination Sites*

Dissemination schools will be used to conduct the final test of the effectiveness of FQI and TT to ensure that the tool can be implemented with fidelity with limited coaching from project staff. To reduce the intensity of the technical assistance, and truly test the effectiveness of FQI and TT, dissemination schools will have a full-day face-to-face training, as well as quarterly coaching (face-to-face and/or via webinar). Additionally, eligible schools and LEAs will be required to commit to working with the project staff to implement FQI prior to being selected as a dissemination school by designating a school/district trainer for a train-the-trainer approach.

As we approach the dissemination year, FQI staff will move towards an observational role within the classroom to gauge fidelity and the overall effectiveness of the curriculum, and to document the ease with which partner educators can implement FQI without support.

## SECTION III: PROJECT OUTCOMES

### I. Outcome Data

As described in Section I, Future Quest Island staff anticipated that implementation of FQI would result in middle school partner educators embedding the standards and content of the instructional technology offered through FQI into their curriculum to support the development of college and career readiness in students with and without disabilities. FQI staff articulated teacher and student goals through a set of research questions. Table 7 below outlines FQI and TT research questions with intended outcome and outcome measures to assess the potential impact.

**Table 7: Teacher and Student Intended Outcomes**

Research Questions	Intended Outcomes	Outcome Measures/Evaluation Tools
<b>Career Exploration:</b> What is the potential impact of FQI and related tools on how and to what extent middle school students are exploring their career options?	<ul style="list-style-type: none"> <li>Teachers gain knowledge and skills to use FQI and embed FQI in curriculum</li> <li>Students have increased college and career awareness and planning</li> <li>Students explore careers</li> <li>Teachers increase focus on planning for college and careers</li> <li>Students plan for and talk about the future</li> </ul>	<ul style="list-style-type: none"> <li>Career exploration survey</li> <li>Teacher survey</li> <li>Student, teacher, and family focus groups</li> </ul>
<b>College and Career Readiness (CCR):</b> What is the potential impact of FQI and related tools on how teachers prepare students for college and careers?	<ul style="list-style-type: none"> <li>Students have increased college and career awareness and planning</li> <li>Students plan for high school and college</li> <li>Students plan for and talk about the future</li> <li>Teachers increase focus on planning for college and careers</li> </ul>	<ul style="list-style-type: none"> <li>Career exploration survey</li> <li>Teacher survey</li> <li>Student, teacher, and family focus groups</li> </ul>
<b>Education Awareness:</b> What is the potential impact of FQI and related tools on students' awareness of, and planning for, high school and postsecondary education options?	<ul style="list-style-type: none"> <li>Students have increased college and career awareness and planning</li> <li>Teachers increase focus on planning for college and careers</li> </ul>	<ul style="list-style-type: none"> <li>College readiness survey</li> <li>Student, teacher, and family focus groups</li> </ul>
<b>Self-Determination:</b> What is the potential impact of FQI and related tools on students' self-awareness,	<ul style="list-style-type: none"> <li>Students have increased self-determination</li> </ul>	<ul style="list-style-type: none"> <li>Self-determination survey</li> <li>Career exploration survey</li> <li>Teacher survey</li> </ul>

and on how they use that self-awareness to make choices about their future?		<ul style="list-style-type: none"> <li>• Student and teacher focus groups</li> </ul>
<b>Transition Planning:</b> What is the potential impact of FQI on the transition planning process for students with and without disabilities?	<ul style="list-style-type: none"> <li>• Teachers increase focus on planning for college and careers</li> <li>• Students plan for and talk about the future</li> </ul>	<ul style="list-style-type: none"> <li>• College readiness survey</li> <li>• Teacher survey</li> <li>• Teacher focus groups</li> </ul>
<b>Universal Design:</b> In what ways does FQI enable students of all backgrounds and abilities to access, use, and benefit from its activities?	<ul style="list-style-type: none"> <li>• Teachers perceive FQI to be accessible to all students regardless of learning style and/or disability</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey &amp; focus groups</li> <li>• Student focus groups</li> </ul>
<b>Technology and Game-Based Learning:</b> What is the potential impact of FQI on how teachers and students use technology? How does the game-based design of FQI affect engagement and motivation in the classroom?	<ul style="list-style-type: none"> <li>• Teachers integrate technology in curriculum and gain knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Student and teacher focus groups</li> </ul>
<b>Online Safety.</b> What is the potential impact of FQI on students' knowledge of how to navigate safely online?	<ul style="list-style-type: none"> <li>• Students increase knowledge of how to keep safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Online safety survey</li> <li>• Teacher survey</li> <li>• Student and teacher focus groups</li> </ul>
<b>Quality, Relevance, and Usefulness:</b> Are FQI and related tools of high quality; relevant to college and career readiness; and useful to students, teachers, other stakeholders?	<ul style="list-style-type: none"> <li>• Teachers perceive FQI as high quality, relevant, and useful</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey</li> <li>• Teacher focus groups</li> </ul>

The FQI project has collected data during three academic years, and is in the process of completing and analyzing baseline (pre) data for year 4. Our data collection strategies, described in detail in Section III, combine quantitative and qualitative methodologies. The tools used to ascertain student progress have changed from year to year as the tool and curriculum evolved and we learned from each year's responses; they were again fine-tuned for year 4. Additionally, a teacher survey module regarding the quality, usefulness, and relevance of the FQI tool was implemented in year 3.

#### a) Targeted Teacher Outcomes

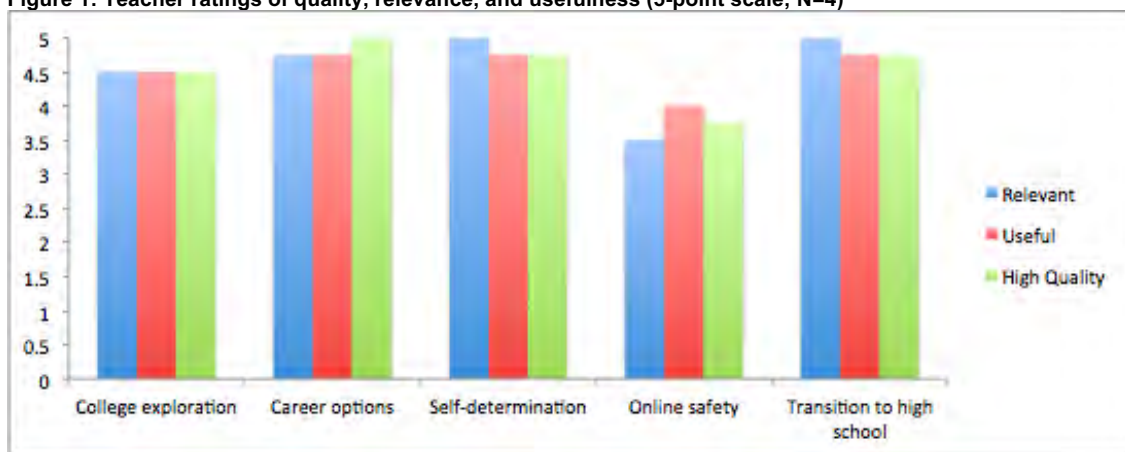
The targeted teacher outcomes described in Table 7 include learning to integrate technology in their teaching in more and better ways, using FQI to embed college and career planning content in the curriculum, increasing their focus on college and career planning with students, and accessing a set of high-quality, relevant, useful tools. Teacher outcomes were assessed using both surveys and interviews. Targeted teacher outcomes, and findings to date, are indicated in Table 8.

**Table 8: Targeted Teacher Outcomes and Findings to Date**

Goal/Target Outcome	Findings to Date
Teachers integrate technology in curriculum and gain knowledge and skills	<p>In Year 3 teacher interviews:</p> <ul style="list-style-type: none"> <li>Teachers reported expanded knowledge about technology use, e.g. “I learned a lot of new tricks,” FQI staff “taught me things I didn’t know how to do,” “FQI increased my comfort with technology [and] broadened my knowledge of what resources are available.”</li> <li>Some observed that FQI pushed them to work with technology in new ways, since it combines technology use and teacher engagement more than other computer-based learning tools in which “the whole task is on the computer.”</li> </ul>
Teachers gain knowledge and skills to use FQI and embed FQI in curriculum	<p>In Year 3 teacher interviews:</p> <ul style="list-style-type: none"> <li>All teachers said FQI had changed their approach to supporting college and career goals, e.g. “I emphasize with them the payoff of a work ethic and effort in school and future job”</li> <li>Teachers noted an increased level of awareness of career goals and exploration, e.g. more discussions with peers about careers, “everyone in the class says they want to go to college”</li> <li>Learning about salaries and how they differ based on a career path was another reported area of interest for students.</li> </ul>
Teachers increase focus on planning for college and careers	<p>In Year 3 interviews:</p> <ul style="list-style-type: none"> <li>Teachers reported talking more to students about college and careers</li> <li>Teachers emphasized the benefit of FQI in helping students create more self-awareness about their skills, abilities, and strengths</li> <li>One teacher did a week-long project with her classes on the topic of “Should everyone go to college?” and linked that project to what students were learning on FQI.</li> <li>A guidance counselor reported being able to reach more students due to having FQI as a “foundational intervention for all students,” and said that “FQI helps with transition</li> </ul>

	planning because it gives kids more exposure to their options.” She was working on incorporating the FQI portfolio in students’ transition plans.
Teachers perceive FQI as high quality, relevant, and useful	<p>In a Year 3 survey:</p> <ul style="list-style-type: none"> <li>• The majority of teachers found FQI of high quality, usefulness, and relevance in each topical area (see Figure 1)</li> <li>• All respondents also said participating in the project has changed how they support students to explore college and career options and to transition to high school</li> <li>• All said FQI had changed how their students think about college and career goals</li> <li>• All said students were more engaged in the classroom when using FQI.</li> <li>• All indicated that the project changed their thinking about integrating technology in the classroom, although only two of four said the project had led them to use technology <i>more</i> in the classroom.</li> </ul> <p>In interviews, elements mentioned as particularly useful included FQI’s connection to existing curricular standards, its alignment with state Department of Education standards, providing “exposure to college &amp; career thinking,” and getting students talking about their futures.</p> <p><b>(see Figure 1)</b></p>
Teachers perceive FQI tool to be accessible to all students	Data on accessibility are being collected in teacher surveys and interviews for Years 4 and 5.

**Figure 1: Teacher ratings of quality, relevance, and usefulness (5-point scale; N=4)**



### b) Targeted Student Performance Outcomes

The targeted student outcomes described in Table 9 reflect the broad range of growth anticipated by participation in the FQI curriculum. As described previously our measurement tools have evolved each year of the project, becoming more relevant to the skills targeted in the curriculum and more responsive to measuring student changes over time. Student outcomes were reflected both by the surveys designed to assess student progress across the major domains (Self-Determination, Career Exploration, College Readiness, and Online Safety) and via student and teacher interviews.

**Table 9: Student Outcomes and Findings to Date**

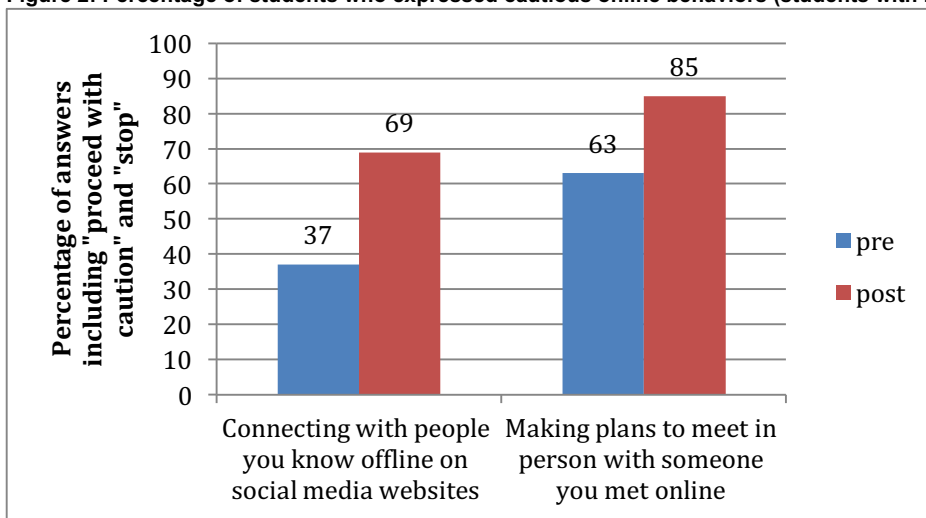
Goal/Target Outcome	Findings to Date
Students increase knowledge of how to keep safe online	<p>Students' answers in Year 1 indicated a higher-than-anticipated baseline level of Internet skills, leading to an effort to redesign both the curriculum and the assessment tools to be more specifically focused on online safety scenarios. For example, students were asked to rate the safety of various online activities on a scale of "red=stop," "yellow=proceed with caution," and "green=go."</p> <p>In Year 3, among students with IEPs, students showed increased caution regarding risky online behaviors such as making plans to meet in person with someone one met online</p> <ul style="list-style-type: none"> <li>• Fewer identified with the statement "I am still a little bit confused about what is safe and what is unsafe." (90% pre to 79% post)</li> <li>• They were less likely to fall for a "phishing" message asking them to type in their password again (63% pre, 37% post).</li> <li>• They were more likely to respond correctly about when it is OK to send one's picture online (42% pre, 63% post)</li> <li>• All students were more likely to respond correctly about what information is OK to send over the Internet (87% pre, 94% post)</li> </ul> <p><b>(see figures 2 and 3)</b></p>
Students have increased college and career awareness and planning	<p>In Year 1, we found no significant changes using a modified version of the Postsecondary Readiness Rubric (Refsland, 2008). Subsequently, the goal was shifted to increasing students' focus on future planning, including college and career planning, rather increasing college readiness, which is already a focus throughout the Common Core curriculum. New tools more specifically focused on these goals are being used for Years 4 and 5 data collection.</p>



Students plan for and talk about the future	<p>In Year 3 focus groups:</p> <ul style="list-style-type: none"> <li>• Students said they had thought more about the future since using FQI:</li> <li>• Learning about jobs they didn't know existed, identifying jobs they would be interested in, or gaining a more clear sense of their goals.</li> <li>• Even among those who did not change their overall career goal, several reported that FQI helped them learn more about that career or identify alternatives if that career didn't work out.</li> </ul>
Students explore careers	<p>In pre- and post-test Career Exploration surveys (Year 3, N=98), students reported significant increases in activities related to career exploration:</p> <ul style="list-style-type: none"> <li>• Heard guest speakers talk about careers at school (69% pre, 83% post)</li> <li>• Looked at websites, videos, or books about careers (67% pre; 78% post)</li> <li>• Done a classroom project about career interests (38% pre; 49% post)</li> <li>• Talked to friends about college and careers (67% pre; 77% post)</li> </ul> <p><b>(see Figure 4)</b></p> <p>Students in Year 2 were also less likely to identify with phrases expressing ambivalence about their future careers (e.g., “I know I will have to work eventually but none of the careers I know about appeal to me,” “Until now, I haven’t given much thought to choosing a career,” “I don’t know what my interests are”). This suggests that they felt more informed and confident post-intervention.</p> <p><b>(see Figure 5)</b></p> <p>Teachers interviewed also reported that students enjoyed researching careers they were interested in and said that FQI was “jump starting their thinking” about careers.</p>
Planning for high school and college	<p>Students also reported in focus groups that their plans or thinking about high school and college had changed since using FQI. For example, students reported thinking more about college, changing their ideas about what kind of high school or college they want to go to, and learning more about their options for high school and college. Furthermore, the survey data indicated that students were more likely to say they planned to graduate high school and go to</p>

	college.  (see Figure 6)
Increased self-determination	Upon analysis of the AIR self-determination scale, our analysis showed significant improvements on several individual items in the scale for students in the IEP group (n=14)

**Figure 2: Percentage of students who expressed cautious online behaviors (students with IEPs, N=19)**



**Figure 3: Percentage of students who answered correctly on online safety**

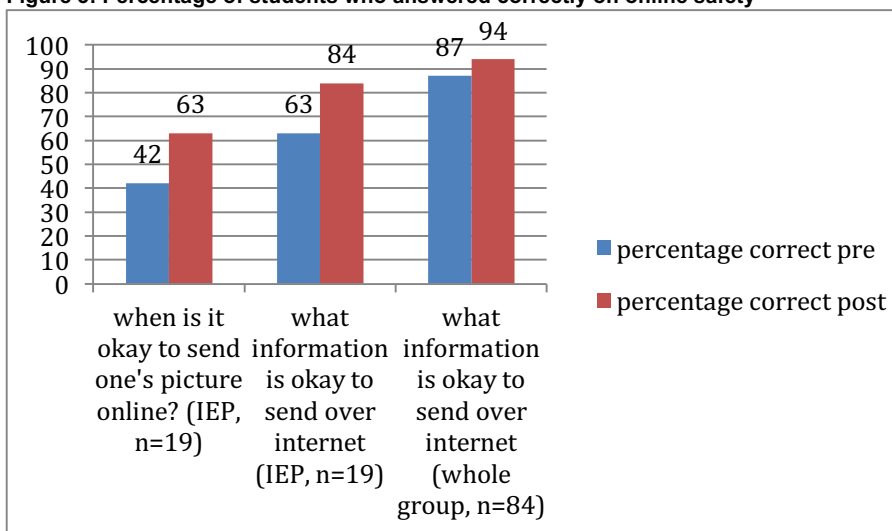


Figure 4: Changes in career exploration activities, Year 3 (N=98)

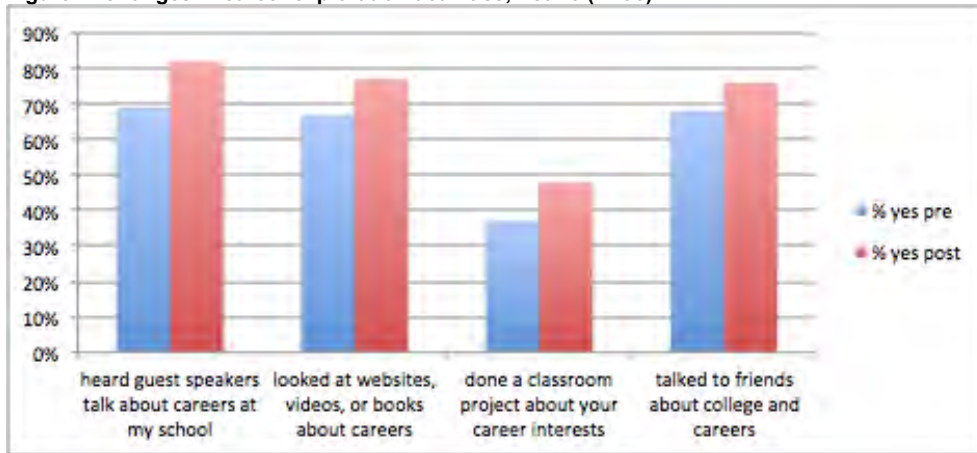


Figure 5: changes in career exploration activities, Year 2 (0=Not at all like me; 3=Exactly like me)

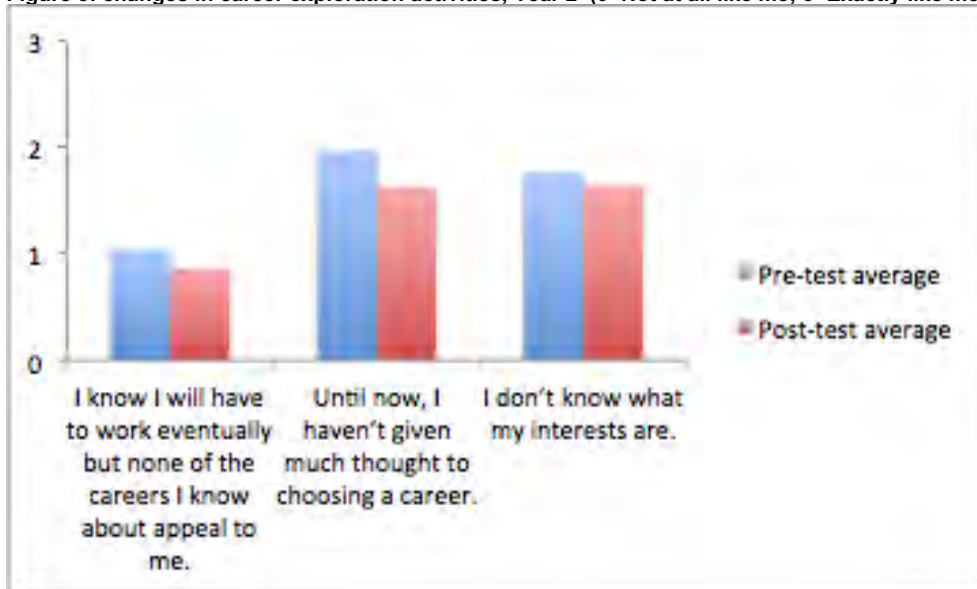
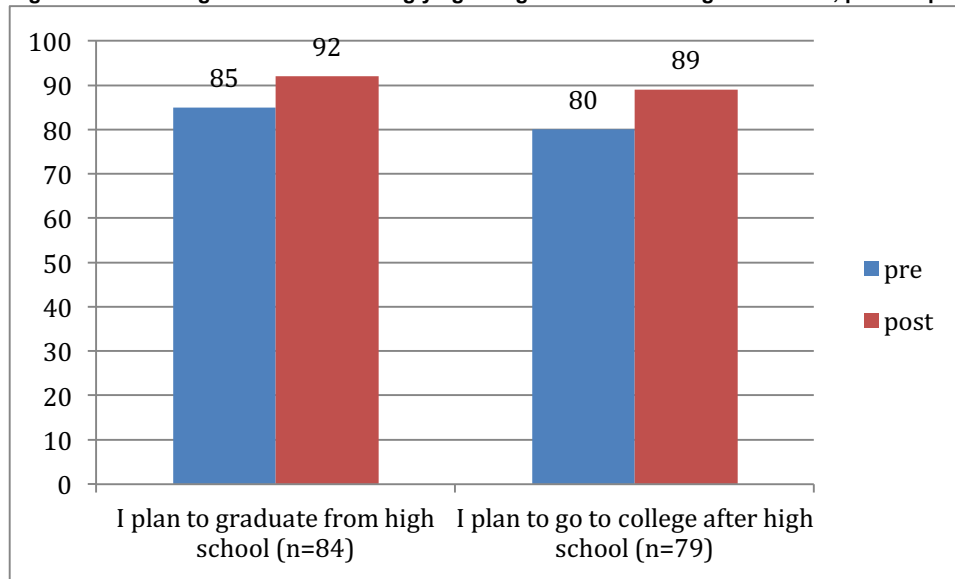


Figure 6: Percentage of students strongly agreeing with the following statements, pre and post



## II. Evidence for how project ensured appropriate use of technology tool

### *The Technology Tool is Used with the Population(s) with Whom It Has Been Found to Be Effective*

Future Quest Island was intended to be used with middle school educators instructing students with and without disabilities. As our goal was to have a tool that could be implemented by any middle school teacher with any middle school student, with or without a disability, we have sought to involve teachers in grades 6-8 and in various content areas in each phase of the project. We have targeted low performing, high-needs middle schools in MA and RI. The partner educators we have engaged with represent a range of content expertise (science, math, and English language arts/humanities) and grade levels (6th, 7th, and 8th grade).

Another critical element to ensuring the tool reaches the right audience is ensuring that FQI is accessible to students across the disability spectrum. Therefore, we sought inclusive classrooms in which students with disabilities, including those with intellectual disabilities, were included. Finally, we ensured that all partner educators were supported both via our teacher toolkit and via our training and feedback to approach all lessons via a lens of universal design, being mindful of the curricular adaptations that are built into the system.

### *The Technology Tool is Used for Its Intended Instructional Purpose*

Future Quest Island is aimed at improving the college and career readiness of middle school youth with and without disability. However, the broad range of college and career readiness requires us to focus specifically on target domains and subdomains of practice. Additionally, because the middle school curriculum is very content-specific, we also needed to embed college and career preparation into existing standard areas.

FQI is ultimately a dynamic learning platform that is universally designed and can be embedded into existing curricula to enhance students' self-determination, career readiness, online safety, and transition planning. The tool aligns with the model content frameworks that the MA

Department of Elementary and Secondary Education implemented in the spring of 2012, which were based on the work of the Partnership for Assessment of Readiness for College and Careers (PARCC), as well as national Common Core standards, and are applicable to any middle school statewide and nationally. These college and career readiness standards have provided a framework for development, implementation, and evaluation at each phase (Appendix A). Additionally, FQI and TT are aligned with the MA Curriculum Frameworks, existing college and career readiness goals, and self-determination models, to integrate 21<sup>st</sup>-century skills for academic achievement and career readiness. Consultants in gaming practice (FableVision) have embedded gaming elements into FQI to strengthen motivation and learning outcomes for students. Finally, existing ePortfolio elements used in partner school systems have been reviewed to identify elements required by school, district, region, or state.

#### *Intended Users Are Adequately Trained in the Use of the Technology Tool*

Detailed information is provided in the plan about who the intended users of the technology tool are, what the core elements of the training are, what specific instructional skills are expected to be demonstrated by trainees, and how trainees and/or their supervisors/coaches will know they have reached a minimal criterion skill level to ensure appropriate use of the technology tool. See Section II (page 7 & 8) for more on training and provided to partner educators.

#### *The Technology Tool is Implemented with Fidelity*

Comprehensive implementation guidance is provided to partner educators on FQI and TT (Appendix A) to ensure the program is implemented with fidelity. At the beginning of a project year, partner educators (PE) attend a kick-off meeting where they learn how to use FQI and TT (Appendix A), and are given an agenda (Appendix C) and activities implementation timeline (Appendix D) for the year. Partner educators access the teacher toolkit to follow a step-by-step curriculum implementation schedule broken down by units according to the island locations on FQI. Once PEs and students finish a unit, PEs complete the FQI Implementation Checklist (Appendix D) to ensure the program was implemented with fidelity. PEs are also required to assess students through the ePortfolio using a coin-based reward program that is tied to Future Quest Island's "Build-A-Hut activity" (Appendix A). This ensures fidelity for both teachers and students because teachers can track activities through the teacher grade book in the TT, and students can view progress at each island location by clicking on the treasure chest of activities and viewing checked (completed) items. In addition to these self-directed fidelity measures, the project coordinator and transition coach conduct regular classroom observations using the classroom observation logs (Appendix D) to ensure fidelity to the curriculum and record the implementation process.

The team has been developing a fidelity scale which will be refined and pilot tested in Year 5. Relying on the data points already mentioned, the scale involves computing an overall fidelity score based on three factors (1) implementation of each unit by the teacher, (2) completion of unit activities by students, and (3) teacher review and scoring (where applicable). In addition to the overall score, subscales will be calculated for each unit as well as for each part of implementation (teacher implementation, student completion, and review of work). These subscores will enable more detailed analysis of where implementation was successful and where improvements are needed.

**Table 10: FQI Fidelity Scale**

	Teacher implementat ion points*	Student completion points**	Review points***	Total
<b>Unit 1</b> (5 activities, none scored by teacher)	5	3	0	8
<b>Unit 2</b> (4 activities, none scored by teacher)	4	3	0	7
<b>Unit 3</b> (3 activities, 2 scored by teacher)	3	3	2	8
<b>Unit 4</b> (7 activities, all scored by teacher)	7	3	7	17
<b>Unit 5</b> (7 activities, 6 scored by teacher)	7	3	6	16
<b>Unit 6</b> (7 activities, 5 scored by teacher)	7	3	5	15
<b>Unit 7</b> (4 activities, all scored by teacher)	4	3	4	11
<b>Unit 8</b> (1 activity, none scored by teacher)	1	3	0	4
<b>Unit 9</b> (4 activities, none scored by teacher)	4	3	0	7
<b>Overall Score</b>	<b>42</b>	<b>27</b>	<b>24</b>	<b>93</b>
* 1 point for each activity covered by teacher **1 point for 25% student completion; 2 points for 50%; 3 points for 75% *** 1 point for each activity teacher scores/provides feedback to students on				

## SECTION IV: PRODUCTS & RESOURCES

As described in Section I, the Future Quest Island (FQI) interactive website and the Teacher Toolkit (TT) are the two main products and related materials that comprise FQI. These products are fully accessible and universally designed to all students, and work on any computer platform and/or mobile device without the need of software installation or additional programming. Throughout this iterative process, there were many additional products and resources developed to successfully implement FQI with students, teachers and families in participating schools.

The following key products are briefly described, including who the target audience is and why it was created.

### 1. *Future Quest Island Interactive Gaming Website and Activities (Appendix A)*

**Description:** FQI is online interactive gaming website with activities that has built-in accessibility features such as text-to-speech, speech-to-text, closed captioning, and an image response system that assists students with writing and thought collage activities. The island itself is accessible via multi-platforms, so it can be accessed through the Internet on all types of computers (Mac, PC, Chromebook) and mobile devices (iOS, Android), as well as browsers (Chrome, Safari, Internet Explorer).

**Target Audience:** Middle school students with and without disabilities

**Purpose:** To assist students with and without disabilities to explore and prioritize college and career readiness skills



## 2. *Teaching Toolkit and Supporting Materials for Classroom Implementation*

**Description:** Designed for partner educators to support implementation of FQI, the toolkit is fully accessible and available through an Internet connection on all devices. The toolkit has evolved over the project years through an iterative process (See KTAIC Appendix A). First, the TT used a Moodle platform. After much collaboration with the web development team and partner educators, the TT was moved to Drupal in order to provide teachers with fully accessible features that integrate the FQI platform for a seamless user experience.

The toolkit includes products and resources to assist teachers in promoting FQI to improve college and career readiness for middle school students. All of the following products and supporting materials are available on the TT with an option to print or download:

- Family Newsletters (Appendix C)
- FQI User Guide and FAQs (Appendix C)
- Instructional Videos & Animations
- Quick Start Guide
- Student User Guide (Appendix C)
- Teacher Control Panel (Appendix A)
- Think College Resources
- Troubleshooting Guide

**Target Audience:** Partner educators and families

**Purpose:** To assist teachers in successfully promoting FQI to improve college and career readiness for middle school students

## 3. *Recruitment and Implementation Documents*

**Description:** FQI staff have developed and distributed documents for recruitment and implementation of FQI to middle school administrators, teachers, students, and families.

- Future Quest Island School Recruitment and Requirement Checklist (Appendix D)
- Project Fact Sheet (Appendix C)
- Implementation Timeline for Partner Educators (Appendix D)
- Classroom Observation Logs (Appendix D)
- Implementation Checklists for Fidelity (Appendix D)

**Target Audience:** Administrators, teachers, students and families

**Purpose:** Site recruitment and fidelity of implementation

## 4. *Marketing Materials*

**Description:** FQI staff created a social media and online presence (during the implementation of the project) using popular networks to gain follows and distribute information to FQI educators, students, and families.

- Facebook
- Pinterest
- Twitter
- Thinglink Interactive Poster
- Video Trailer
- Virtual Reality Poster Using Layar

**Target Audience:** Partner educators, students and families, potential users

**Purpose:** To market and promote FQI & TT as well as college and career readiness resources to middle school audience

#### 5. [Additional Resources](#)

**Description:** After realizing during the development years how distracting it can be for students to focus while using sound on FQI, FQI staff chose to provide all of the participating students in pilot schools with earbuds to plug into computers and/or mobile devices so they can hear everything being read to them on the island. We found that students using the earbuds were less distracted than in previous years, because they didn't have to listen to fellow students' computers emitting sound through the speakers.

**Target Audience:** FQI users

**Purpose:** To alleviate noise that may cause a distraction to students

## SECTION V: INNOVATION

### *Advances in Knowledge and Skills with Teachers and Others*

Throughout the development and pilot phases, advances in knowledge and skill acquisition were tracked for teachers using FQI and TT. Overall in the first two phases, this project has noted skill acquisition in:

- Career language and conversation used within FQI and also across content areas
- Implementing a curriculum that aligns with MA CDE benchmarks, college & career readiness, & Common Core
- Increasing knowledge with college and career readiness as Partner Educators move through the curriculum
- Digital literacy
- How to support students in developing Transition Plans & Individualized Learning Plans including their long and short-term goal setting
- Promoting collaboration between special education and general education teachers
- How to engage families in supporting their child's use of FQI
- How to engage guidance counselors
- How to integrate college & career readiness skills across the curriculum

During the dissemination phase, it is anticipated that teachers will continue to demonstrate the knowledge and skill acquisition that we identified in development and pilot phases.

## SECTION VI: CONCLUSION

The evaluation of the Future Quest Island (FQI) project is critical in order to monitor whether or not it impacts students' knowledge of career and college readiness (CCR) and subsequent Common Core Standards related to CCR. Moreover, it is essential to evaluate and tweak the process of implementation of FQI to ensure the intervention is efficient, effective, and tailored to individual student need. Evaluating a long-term and multi-faceted project such as FQI comes with a number of unique challenges that are experienced by the evaluators on multiple levels.

The primary learning curve woven throughout the development and implantation is centered around the iterative process of evaluation design. This process helped to address emerging challenges, and ultimately allowed for strategic improvement and adaptation by the evaluators along the way. Instrument design and data collection processes were primary areas of challenge on the project. Solutions were based on baseline data and information actively gathered by the team as the project was developed and ultimately rolled out into classrooms. The major challenges and lessons learned include:

### *Adapting the data measurement tools*

It was necessary to ensure that evaluation tools were evolving along with the intervention in order to best reflect the most current FQI curriculum, and also to assess the impact of the intervention accurately. Choosing appropriate tools was challenging from beginning because of the specificity of research questions guiding FQI project. The evaluation team discovered that there were not many readily available validated tools to assess domains of interest with the population of interest. As a result, the evaluation team were presented with an opportunity to design measurement tools that aligned with the content of the intervention, rather than using existing tools that were only vaguely relevant. The team piloted the questions, before implementing them as an official tool, in order to determine the baseline and potential for improvement. Another way to ensure that the evaluation tools remained relevant and aligned with evaluated intervention, the evaluation team began the process of comprehensive reevaluation of research questions, curriculum content, and evaluation tools. The team scrutinized all aspects of the curriculum and tools to ensure that all elements of the intervention were aligned with evaluation design. As the result, some questions in the tools were added, and some were dropped.

*Lessons learned:* with a dynamic project such as FQI, particularly when the curriculum is being developed or tweaked as the intervention is being implemented, it is crucial to constantly monitor curriculum content presented to students. It was also key to monitor whether or not the curriculum aligned with the research questions and evaluation tools. It was important to keep in mind that effective intervention and positive change for students was the priority. Consequently, sometimes it is necessary to adapt research questions to reflect the actual need of the population, and to ensure the intervention is relevant. It is important to take risks with these changes: to drop

tools that are not relevant, to add and pilot tools that are likely to be relevant. Also, it is important to make sure that the tools not only focus on the change in concepts that are somewhat vague, such as self-determination, but also on concrete knowledge gained by the students.

#### *Working with the increasing sample*

As embedded in project design, the student sample size increased each year, and subsequently it was necessary to adapt to a more efficient data management system. The team adjusted several evaluation processes to accommodate the larger scale of students with various disabilities using the existing accessibility features and components on FQI. This particular change decreased the dependence on school liaisons and their ability to collect filled out surveys from the students. Finally, the team also embedded the assent form for students into the FQI tool to eliminate the need to go through assent process with project or school staff. The assent was created in a comic-strip format to be accessible to students of various abilities.

*Lessons learned:* In order to manage the large sample for evaluation, it was important to switch to online and self-administered tools as much as possible. Moreover, implementing the evaluation activities in the intervention tool made the evaluation activities less burdensome for the respondents. Also, when working with schools it was important to reduce the burden on school staff for collecting data whenever possible in order to decrease burden on the school staff and ensure reliable retrieval of the evaluation data.

#### *Concluding thoughts on implementation*

Implementing Future Quest Island has been a positive experience for both our partner educators and students in urban middle school classrooms in Massachusetts and in Rhode Island. To successfully adopt FQI, school districts must have high-speed Internet access, available computers for students, and can dedicate at least an hour a week for the intervention.

Future Quest Island gives middle school students the necessary tools to develop, monitor and share individualized learning plans for transition meetings and IEP meetings so they can successfully prepare for the transition to high school and beyond.

# **APPENDIX A**

Future Quest Island Screenshots

Teaching Toolkit Screenshots

Logic Model

Knowledge to Action Iterative Cycle



# Future Quest Island

## Screenshots



Landing Dock



Island Map



College & Career Cove



About Me Mountain

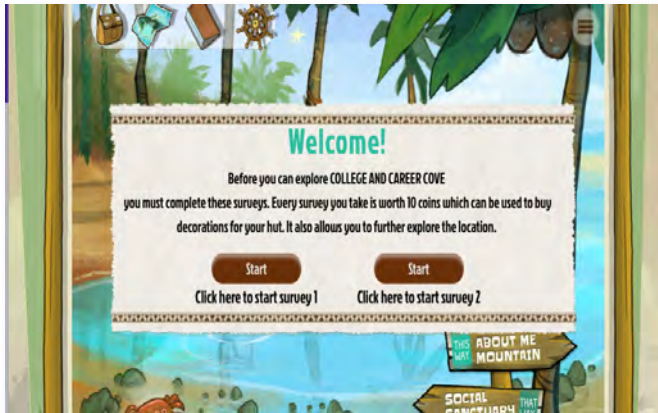


Captain's Wheel



Build-A-Hut

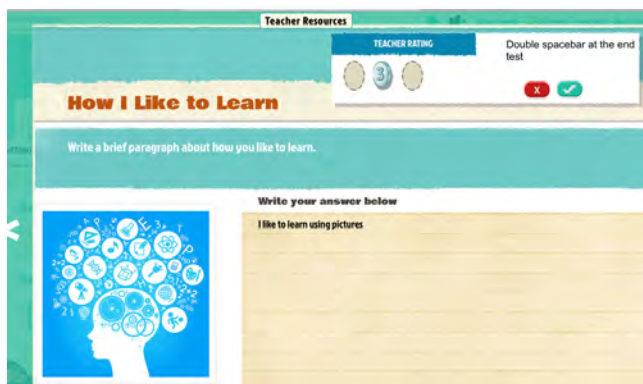




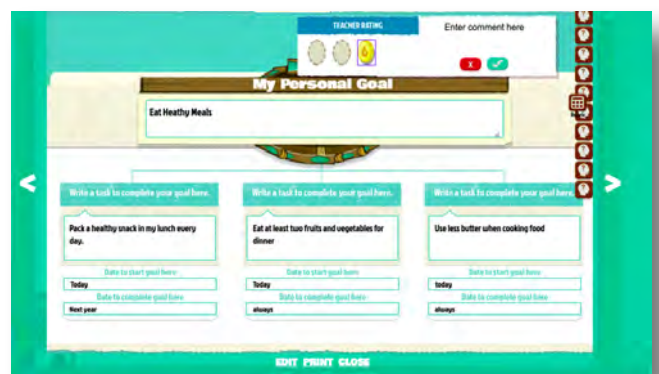
Surveys



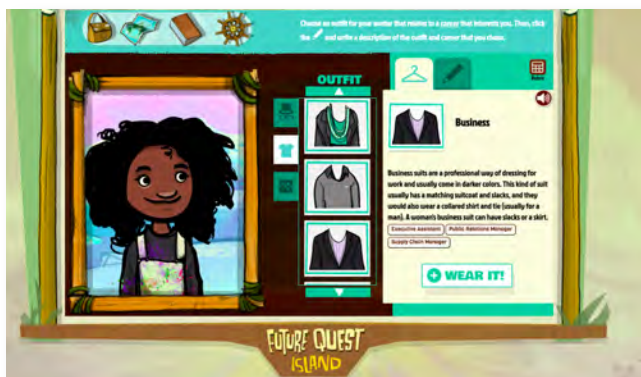
Captain's Wheel



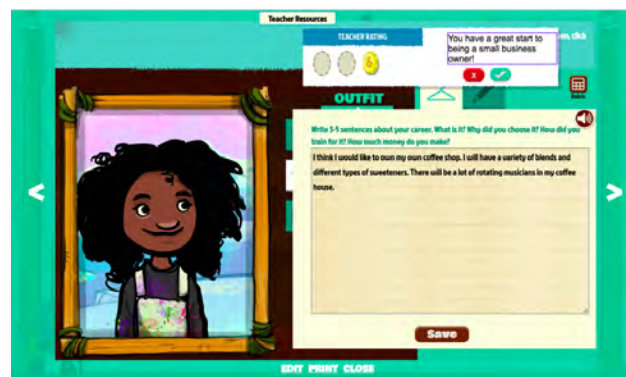
Writing Prompt



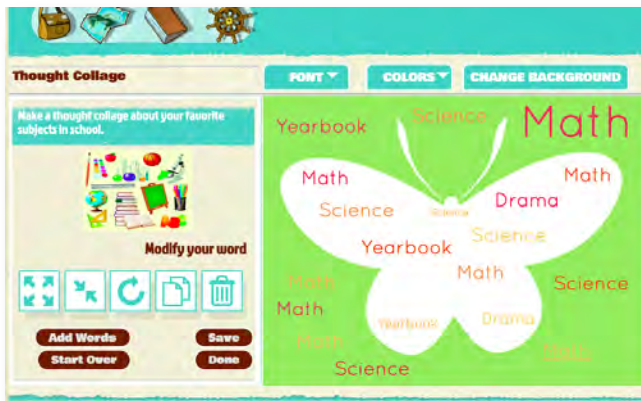
Goal Setting with Coins



Career Outfitters



Career Outfitters



Thought Collage



Avatars



Future Forecast



About Me Mountain



Goal Setting Tutorial



Fact Finding

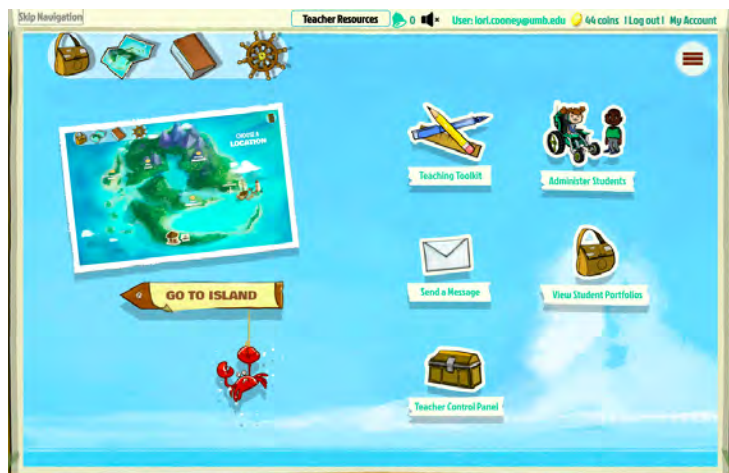


Product/Resource	Description & Purpose
Avatars	Avatars characterize students of many ages, sizes, abilities and ethnicities and can be selected and changed at any time. Each character was developed with student input from development and pilot schools.
Build-A-Hut	Students earn coins from their teacher after they complete activities on FQI. Students can use coins to buy items to decorate his/her hut. Since the beginning of project, students suggested development of many hut items (e.g., vehicles, kitchen tables, lava lamps).
Captain's Wheel	Captain's Wheel is available once a student completes all the surveys. There are multiple activities that students can spin up at any time to <b>differentiate learning</b> and give students an opportunity to earn extra coins for the hut. Each activity is aligned with college and career readiness, online safety and self-determination goals.
Career Outfitters	Students can scroll through the different outfits to dress their avatar in types of clothing people wear on the job or in a career. Students learn about several different careers while interacting with this activity. Students had a lot of input in the development of the Career Outfitters over the 2 development years and first pilot year.
Coin Ratings and Comments	Teacher Comments & Coin Ratings is a built-in assessment tool that lets teachers give students feedback on their work in the portfolio. This is the 2nd iterative revision to the previous star rating, which wasn't working well for the teachers and students.
Fact Finding	On each island location, there are several flip cards for anytime access so that students can click to read quotes and tips about college and careers, online safety, social skills, self-determination, executive functioning, self-advocacy and more. Each quote was carefully selected to align with grade 6-8 curriculum frameworks & FQI outcomes.
First Mate Navigation	The first mate provides on screen navigation and help to all island visitors. This feature was created so students of all abilities can access tutorials and engage in an interactive learning experience at his/her own pace.
Future Forecast	Future Forecast is a game that introduces students to college and career language. Selecting 4 potential outcomes in each of the 8 categories creates their "forecast." Students have always been enthusiastic about this activity and tend to revisit it throughout the year. There was 1 iterative change where we included images for all choices and definitions for language that students needed clarification on during the development years.
Glossary	The glossary has a list of words used on Future Quest Island and in the teaching activities. In pilot year 2, we programmed FQI to link the definitions for more challenging words within the activity. For example, the word "accommodation" in the writing activity on About Me Mountain will link to the dictionary definition "changes that allow a person with a disability to participate fully in an activity. Examples include extended time, different test format, and alterations to a classroom."

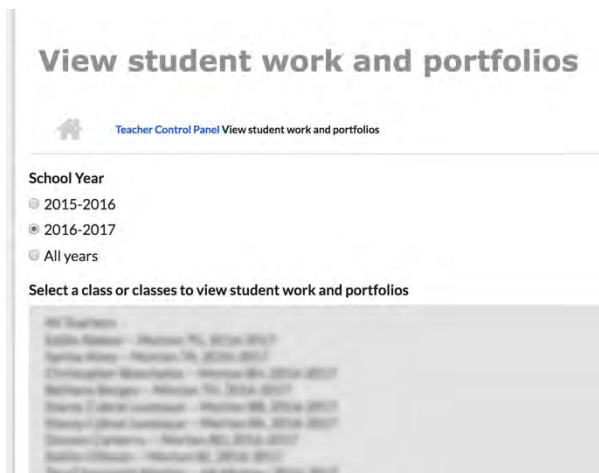
Goal Setting	Students explore a step-by-step tutorial of goal setting. When finished, students create long-term and short-term goals in the goal setting activities in the toolkit located on About Me Mountain, Social Sanctuary and College and Career Cove.
Idea Map	A graphic organizer developed so that students can organize topical information to assist with the learning process. This is accessed through the “Anytime Menu” for supplemental use of FQI.
Image Response System	Launched in pilot year 1 is a system that offers students assistance with words/thoughts in the form of a communication board.
Message Center	Teachers send students messages through FQI to let them know what activity needs to be completed, anytime communication and to notify students they reviewed an activity and distributed coins and/or comments.
On-Screen Guide	Help overlay created to assist users with the many different icons used throughout the island.
Portfolio	All activities on the island are saved in the portfolio for students to access and teachers to comment and distribute coins. In year 3, partner educators and school administrators requested the ability to print and export portfolio items for IEP meetings. Students can “heart” favorites to share and save while using FQI.
Rubric/Assessment	Each activity has a built in rubric to provide clear expectations to students. This was part of the last iteration launched prior to pilot year 2 developed to support coin rating and comments from teachers to students.
Student Surveys & Research Assent	A research assent form and interactive comic book with a narrated voice recording to meet the learning needs of all students is embedded into FQI. Once a student chooses to assent to the project, they access student surveys (Appendix B) at each island location. Surveys are self-paced with voice over recordings and utilize digital imagery for visual clarification of text.
Thought Collage	Students access this activity from each island location and the “Anytime Menu” to add words, select a font, colors and background image to create an image of the response.
Transition Passport	Developed in partnership with administrators in 2 pilot schools, the passport (located as a tab in the portfolio) captures all transition related goals and activities and can be printed, saved or exported. The transition passport is used in IEP meetings and for high school choice applications as part of an ILP (Individualized Learning Plan).
Treasure Chest	The treasure chest is where students access activities on FQI. When the treasure chest is open, students will see activities they have completed and their coin rating (once the teacher assigns coins), as well as items that need to be completed. There are treasure chests on About Me Mountain, Social Sanctuary and College & Career Cove. The treasure chest has been through 2 iterative phases of development.
Video Cave	Videos aligned with lesson plans from the TT are located in the tabs on the video cave. Students can explore videos at anytime or when instructed by the teacher. The video cave has been through 2 iterative phases of development where most recently, a menu tab now reflects the matching location on FQI.
Voice Over Recordings	Embedded text on the island has voice over recordings for content access for all students.
Writing Prompt	Students can type, use speech to text, and/or use sentence starters to respond to the writing prompt activity. There is also a generic writing prompt students can access through the "Anytime Menu" on the top right.

# Teacher Toolkit

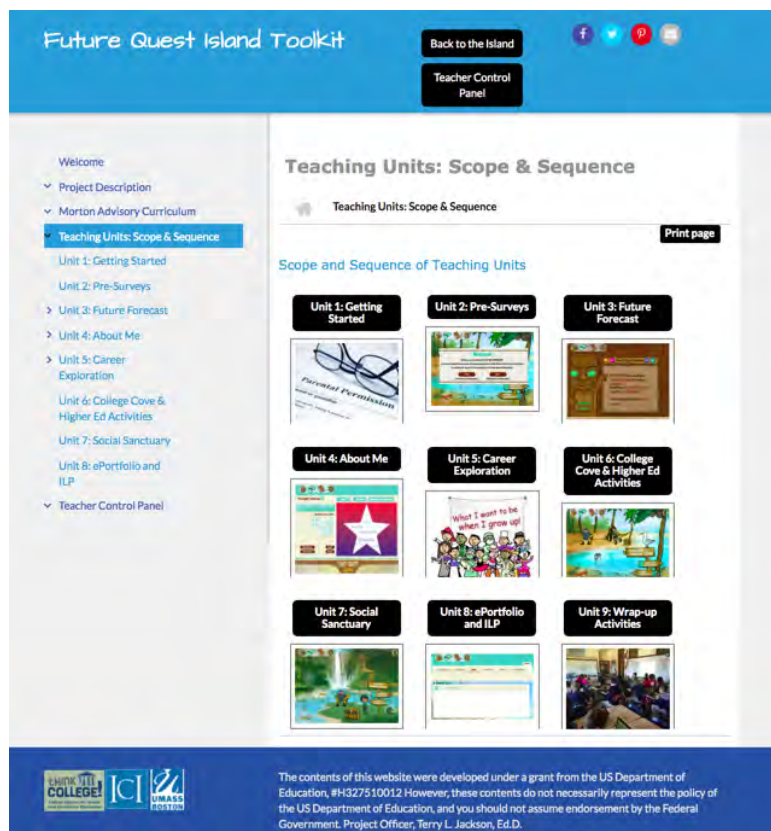
## Screenshots



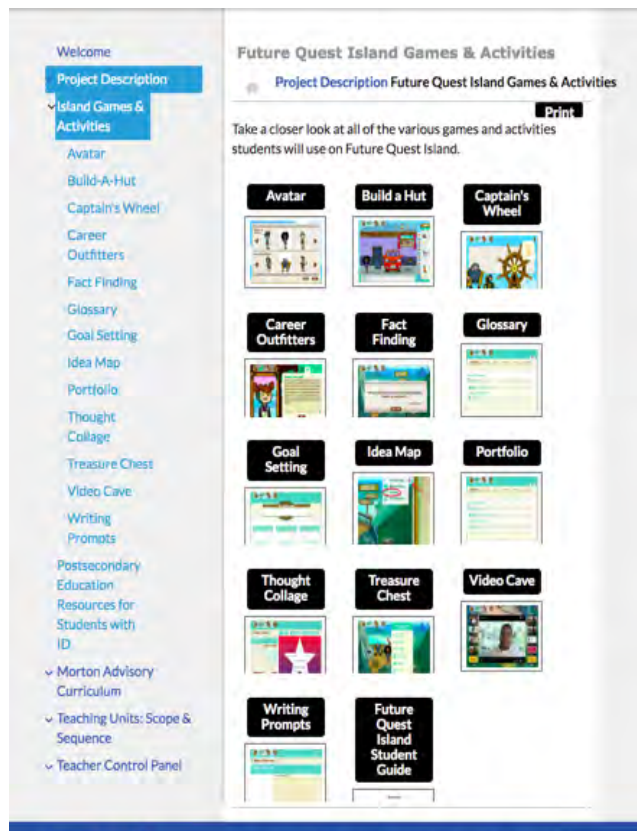
Teacher Landing Page on FQI



View Student Work



Scope & Sequence of Units




FQI Games & Activities

# Teacher Control Panel

Teacher Control Panel

[Print page](#)



Administer Students

This section allows teachers to view their students' work on surveys and portfolio activities, download survey results, add groups and reset student passwords. Click one of the links below to get started:

- [View student work by class](#)
- [Reset student passwords](#)
- [Add class groups](#)
- [Download survey results](#)

Teacher: I [redacted], 2016-2017

[View student work and portfolios](#)
[Comments & Coin Ratings](#)
[Reset student passwords](#)
[Download Survey Results](#)
[Choose and add your classes](#)
[Teacher Payment Form](#)
[Technology Resources](#)
[Troubleshooting Guide](#)

**Morton Calendar**

December 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SURVEYS/EXTRAS	MOUNTAIN	COVE	SANCTUARY																
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## Teacher Control Panel



# Unit & Lesson Example

Welcome

Project Description

Morton Advisory Curriculum

Teaching Units: Scope & Sequence

Unit 1: Getting Started

Unit 2: Pre-Surveys

Unit 3: Future Forecast

Activity 1: Future Forecast

Activity 2: Future Careers Random or Predictable

Activity 3: Writing Prompt: Imagine

Enrichment Activity: Postcard Writing

Unit 4: About Me

Unit 5: Career Exploration

Unit 6: College Cove & Higher Ed Activities

Unit 7: Social Sanctuary

Unit 8: ePortfolio and ILP

Teacher Control Panel

## Unit 3: Future Forecast

Teaching Units: Scope & Sequence Unit 3: Future Forecast


Print page

0

It is highly recommended that the first activity on the island be the Future Forecast on College and Career Cove. The Future Forecast activity introduces students to college and career language in a fun way. It gets them thinking about the future by incorporating important language and images around education, transportation, jobs/careers, and housing. Students learn whether or not life can be random or predictable in this activity and supplemental activities.

The Future Quest Island team has worked closely with middle school students and teachers to make this activity fully accessible for all students. With images and definitions built in for choices, students of all abilities can see, hear, and think about what their future can be on Future Quest Island. Click this link to see a video on the student's reaction to using Future Forecasting on Future Quest Island.

**Estimated completion time: 80-120 minutes**




**Family Connection Newsletter/Home-to-School Activity**

Please print or email this family connection newsletter/activity to support students with college and career readiness goals and activities.

### Intro to Unit 3

VOKI



I just made a new Voki. See it here:  
<http://tinyurl.com/jkklly>  
[Read this on voki.com >](#)

embedly

### Sending Messages to Students

Directions on how to send a message to a student on Future Quest Island

Welcome

Project Description

Morton Advisory Curriculum

Teaching Units: Scope & Sequence

Unit 1: Getting Started

Unit 2: Pre-Surveys

Unit 3: Future Forecast

Activity 1: Future Forecast

Activity 2: Future Careers Random or Predictable

Activity 3: Writing Prompt: Imagine

Enrichment Activity: Postcard Writing

Unit 4: About Me

Unit 5: Career Exploration

Unit 6: College Cove & Higher Ed Activities

Unit 7: Social Sanctuary

Unit 8: ePortfolio and ILP

Teacher Control Panel

## Unit 3: Writing Prompt: Imagine

Teaching Units: Scope & Sequence Unit 3: Future Forecast Unit 3: Writing Prompt: Imagine

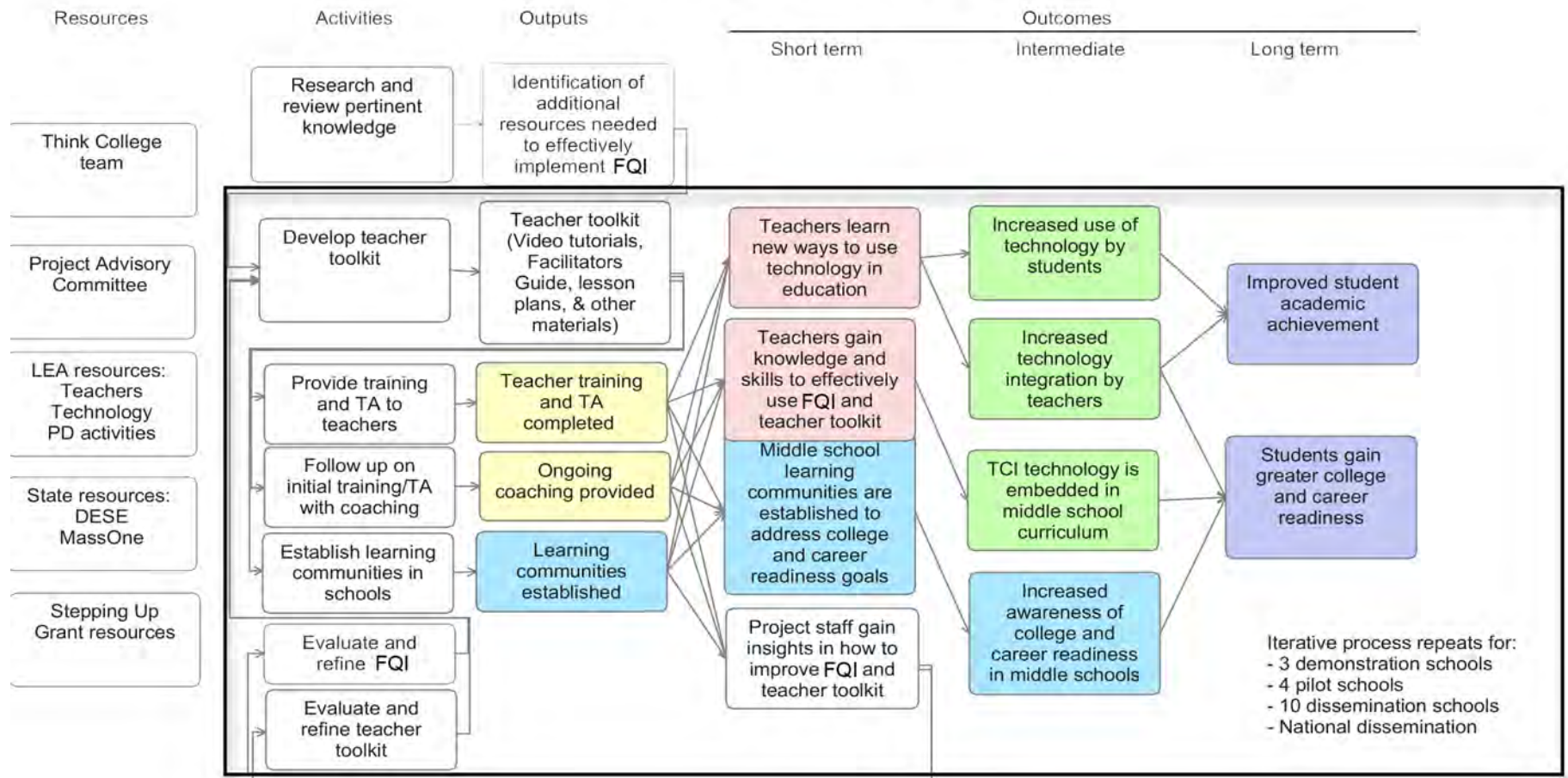
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	<p><b>Activity Overview:</b> Students will respond to interview questions about their Future Forecast, imagining it is 20 years later.</p> <p><b>Objective:</b> Students will reflect on their Future Forecast by responding to questions, thinking about the college and career steps necessary to achieve their Future Forecast.</p> <p><b>Prep Time:</b> 10 minutes</p> <p><b>Duration:</b> Writing 10-15 minutes, Debrief 20 minutes</p> <p><b>Assessment:</b> Varies</p>
	<p><b>Student Instructions:</b></p> <ol style="list-style-type: none"> <li>Sail to "College and Career Cove."</li> <li>Open the treasure chest.</li> <li>Open "Writing Prompt: Imagine."</li> <li>Once you finish writing, discuss the following questions in small groups: <ul style="list-style-type: none"> <li>What did you think of this activity?</li> <li>What do you want to know more about?</li> <li>Do you think your forecast could really happen? Why or why not?</li> <li>What would you change or keep in your forecast?</li> </ul> </li> </ol>
	<p><b>Key Questions, Unit Three:</b></p> <p>How do your interests and strengths lead to life and career choices?</p> <p>What's the role of chance in your future?</p> <p>What steps will you take to get to your vision of the future?</p>
	<p><b>Lesson Steps:</b></p> <p>1. Before you begin instruction, break students into small groups. (After</p>

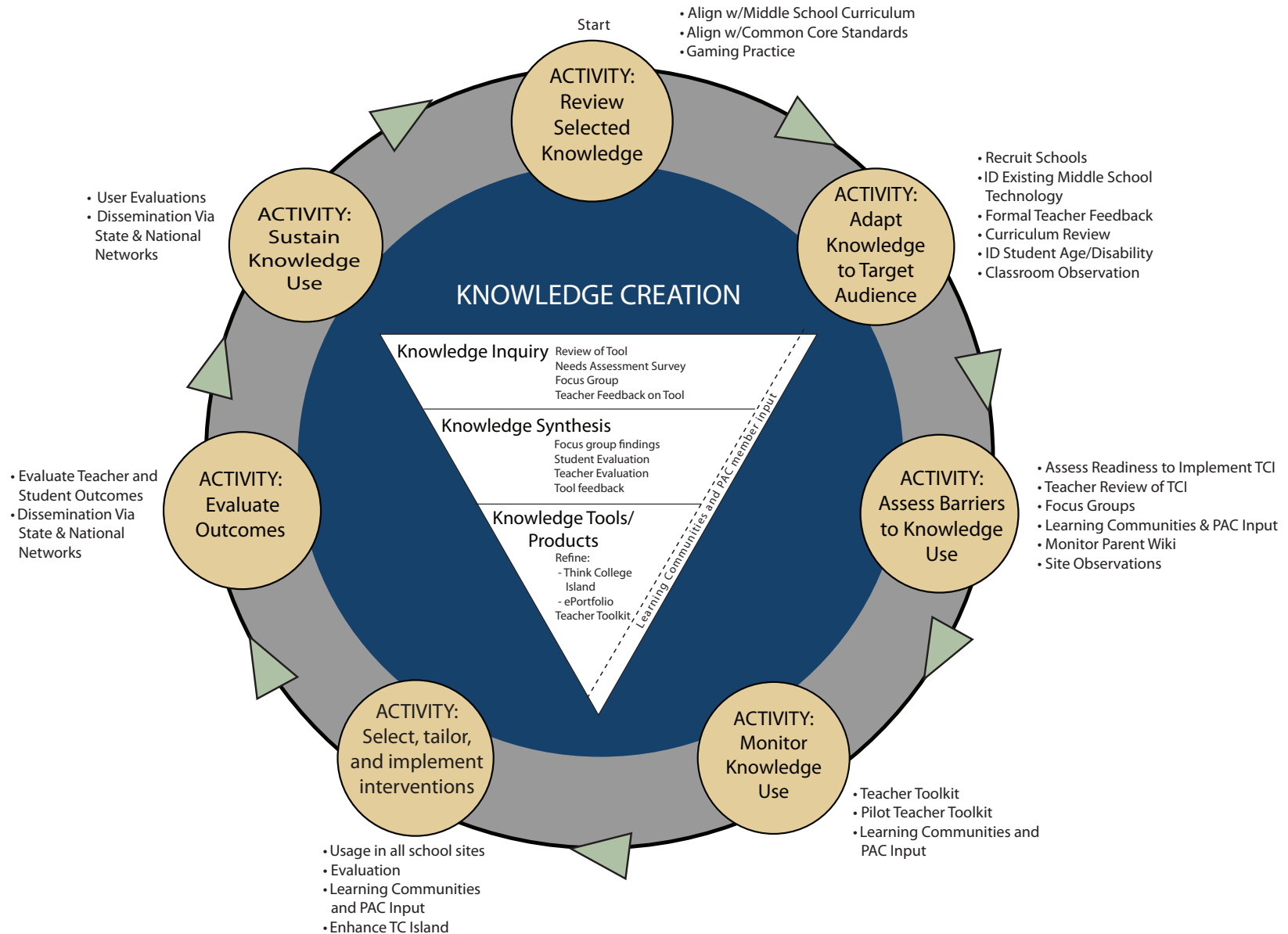


## Future Quest Island Logic Model



# Knowledge to Action Iterative Cycle

(Development, Pilot & Dissemination Phases)



Abbreviation Key:  
TCI - Think College Island  
PAC - Project Advisory Committee  
TTA - Training & Technical Assistance

\*Modified from Graham, Logan, Harrison, Straus, Tetroe, Caswell, & Robinson, 2006

# **APPENDIX B**

## **Quantitative Evaluation Tools:**

- Teacher Survey
- Self-Determination Scale
- Online Safety Assessment
- Career Exploration
- College Readiness

## **Qualitative Evaluation Tools:**

- Teacher Focus Groups
- Student Focus Groups
- Parent Focus Groupst

# Future Quest Island: Teacher Survey

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**(Pre-test at start of school year)**

**Instructions: when answering this questionnaire please think about the current school year.**

**1) Please enter your name so we can keep track of responses to the survey:**

## PART 1 FEEDBACK ON FUTURE QUEST ISLAND AND THE TEACHING TOOLKIT

**Your feedback helps us evaluate and improve upon our materials and services.**

**Please rate your agreement with each of the following statements using the scale provided.**

1. The materials located in the Teaching Toolkit and on FQI are **relevant** to my teaching in the following domains:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>N/A (Did not use this content)</b>
college exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
self-determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
online safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
transition to high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. The materials located in the Teaching Toolkit and on FQI are **useful** to my teaching in the following domains:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>N/A (Did not use this content)</b>
college exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
self-determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
online safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
transition to high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. The Teaching Toolkit and FQI contain **high quality** materials in the following domains:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>N/A (Did not use this content)</b>
college exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
self-determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
online safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
transition to high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**4. Do you have suggestions on how we can improve the toolkit and/or Future Quest Island?\***





**Please rate your level of agreement with each of the following statements.**

Participating in the Future Quest Island pilot project has changed how I support my students to explore college and career options

Strongly Agree

Agree

Disagree

Strongly Disagree

Using Future Quest Island has changed how my students think about college and career goals

Strongly Agree

Agree

Disagree

Strongly Disagree

I don't know

Participating in the Future Quest Island pilot project has changed how I support student(s) in transitioning from middle school to high school and life after high school.

Strongly Agree

Agree

Disagree

Strongly Disagree

Participating in the Future Quest Island pilot project has changed my thinking about integrating technology in the classroom.

Strongly Agree

Agree

Disagree

Strongly Disagree

My students were more engaged in the classroom when using Future Quest Island.

Strongly Agree

Agree

Disagree

Strongly Disagree

I found Future Quest Island to be accessible to all my students regardless of learning style and/or disability.

Strongly Agree

Agree

Disagree

Strongly Disagree

## **PART 2: YOUR TEACHING PRACTICES**

Instructions: when answering this questionnaire please think about the current school year.

How often do you discuss postsecondary education options with students?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Rarely or Never

How comfortable are you using technology to manage and assess students assignments?

- ☐ Very Comfortable
- ☐ Somewhat Comfortable
- ☐ Somewhat Uncomfortable
- ☐ Very Uncomfortable

How frequently do you use technology to manage and assess students' assignments?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Rarely or Never

In the current school year, have you worked with your students to set long-term academic goals for themselves?

Yes

No

In the current school year have your students used technology (instead of pen and paper) to set academic goals?

Yes

No

In the current school year have you worked with all your students (with and without disabilities) to create individualized learning and/or transition plans?

Yes

No

In the current school year have you worked with students to create online safety goals?

Yes

No

In the current school year have your students researched high school options?

Yes

No

In the current school year have your students researched college options?

Yes

No

In the current school year have your students researched career options?

Yes

No

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**Thank You!**

**Thank you for taking our survey. Your response is very important to us.**

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## Future Quest Island: AIR SELF-DETERMINATION SCALE/ About me

Thank you for answering this survey! Your answers will help you to think about your future and will help us at the ICI/UMass Boston to improve Future Quest Island.

Remember:

- There are no right or wrong answers!
- You only have to answer the questions if you want to!
- Your answers are private!

THINGS I DO					
<b>1. I know what I need, what I like, and what I'm good at.</b>	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
<b>2. I set goals to get what I want or need. I think about what I am good at when I do this.</b>	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
<b>3. I figure out how to meet my goals. I make plans and decide what I should do.</b>	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
<b>4. I begin working on my plans to meet my goals as soon as possible.</b>	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
<b>5. I check how I'm doing when I'm working on my plan. If I need to, I ask others what they</b>	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>

<b>think of how I'm doing.</b>					
<b>6. If my plan doesn't work, I try another one to meet my goals.</b>	Never  []	Almost Never  []	Sometimes  []	Almost Always  []	Always  []

How I feel					
1. I feel good about what I like, what I want, and what I need to do.	Never  []	Almost Never  []	Sometimes  []	Almost Always  []	Always  []
2. I believe that I can set goals to get what I want.	Never  []	Almost Never  []	Sometimes  []	Almost Always  []	Always  []
3. I like to make plans to meet my goals.	Never  []	Almost Never  []	Sometimes  []	Almost Always  []	Always  []
4. I like to begin working on my plans right away.	Never  []	Almost Never  []	Sometimes  []	Almost Always  []	Always  []
5. I like to check on how well I'm doing in meeting my goals.	Never  []	Almost Never  []	Sometimes  []	Almost Always  []	Always  []
6. I am willing to try another way if it	Never	Almost Never	Sometimes	Almost	Always

helps me to meet my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always <input type="checkbox"/>	<input type="checkbox"/>
What Happens at School					
1. People at school listen to me when I talk about what I want, what I need, or what I'm good at.	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
2. People at school let me know that I can set my own goals to get what I want or need.	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
3. At school, I have learned how to make plans to meet my goals and to feel good about them.	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
4. People at school encourage me to start working on my plans right away.	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
5. I have someone at school who can tell me if I am meeting my goals.	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>
6. People at school understand when I have to change my plan to meet my goals. They offer advice and encourage	Never <input type="checkbox"/>	Almost Never <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Almost Always <input type="checkbox"/>	Always <input type="checkbox"/>



me when I'm doing this.					
-------------------------	--	--	--	--	--

What Happens at HOME					
1. People at home listen to me when I talk about what I want, what I need, or what I'm good at.	Never  <input type="checkbox"/>	Almost Never  <input type="checkbox"/>	Sometimes  <input type="checkbox"/>	Almost Always  <input type="checkbox"/>	Always  <input type="checkbox"/>
2. People at home let me know that I can set my own goals to get what I want or need.	Never  <input type="checkbox"/>	Almost Never  <input type="checkbox"/>	Sometimes  <input type="checkbox"/>	Almost Always  <input type="checkbox"/>	Always  <input type="checkbox"/>
3. At home, I have learned how to make plans to meet my goals and to feel good about them.	Never  <input type="checkbox"/>	Almost Never  <input type="checkbox"/>	Sometimes  <input type="checkbox"/>	Almost Always  <input type="checkbox"/>	Always  <input type="checkbox"/>
4. People at home encourage me to start working on my plans right away.	Never  <input type="checkbox"/>	Almost Never  <input type="checkbox"/>	Sometimes  <input type="checkbox"/>	Almost Always  <input type="checkbox"/>	Always  <input type="checkbox"/>
5. I have someone at home who can tell me if I am meeting my goals.	Never  <input type="checkbox"/>	Almost Never  <input type="checkbox"/>	Sometimes  <input type="checkbox"/>	Almost Always  <input type="checkbox"/>	Always  <input type="checkbox"/>
6. People at home understand when I have to change my plan to meet my goals. They offer	Never  <input type="checkbox"/>	Almost Never  <input type="checkbox"/>	Sometimes  <input type="checkbox"/>	Almost Always  <input type="checkbox"/>	Always  <input type="checkbox"/>

advice and encourage me when I'm doing this.					
----------------------------------------------	--	--	--	--	--

## More about me

I can identify at least one accommodation that helps me do better in school.

Yes

No

Self-confidence is:

- being outgoing
- trust in my own abilities and qualities
- always knowing what to do
- feeling stable and calm

**Thank you for taking the survey!**

## Future Quest Island: Online Safety Survey

Thank you for answering this survey! Your answers will help you to think about being safe online and will help UMass Boston to improve Future Quest Island.

Remember:






- There are no right or wrong answers! It's okay if you don't know the right answer - just answer each question the best you can.
- You only have to answer the questions if you want to!
- Your answers are private!

How would you rate the safety of the following online activities?






	Green=Go	Yellow = Proceed with Caution	Red = Stop
Giving your name, address, phone, email or other personal information to someone you met online			
Making plans to meet in person with someone you met online			

**Please rate how much you agree with each of the following statements.**

1. I am aware of the dangers and risks of the Internet to kids like me

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I am still a little bit confused about what is safe and what is unsafe on the Internet.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Choose YOUR best answer for these questions:**

1. While surfing the Internet, you get an error message from your Internet provider, and it says it will delete your account unless you type in your password again, should you send the information?
  - a. Yes.
  - b. No.
  
2. If you have been talking on the Internet to a person for a long time, and they want to meet, which is okay to do?
  - a. Meet them, as long as you bring a friend.
  - b. Meet in a public place.
  - c. Tell someone where you will be before you go.
  - d. Ask your parent or guardian first and have them go with you.
  
3. It is okay to send someone your picture online when:
  - a. They send you their picture first
  - b. You send them an old picture
  - c. As long as you don't send them your address too
  - d. Only if a parent or guardian is with you and says it is okay
  
4. If someone online tells you they are in 6<sup>th</sup> grade and their name is Katie, they are probably how old?
  - a. 12
  - b. 13
  - c. 35
  - d. There's no way to tell!

**Thank you for taking the survey!**

## **Future Quest Island: Career Exploration Survey**

Thank you for answering this survey! Your answers will help you to think about your future and will help UMass Boston to improve Future Quest Island.

Remember:

- There are no right or wrong answers! Just answer the questions as best you can.
- You only have to answer the questions if you want to!
- Your answers are private!

**1. Choose the correct definition for career:**

- a. Having a job**
- b. An occupation or profession**
- c. being successful at work**

**2. Which of the following is the most important in choosing the best career goal for you as an individual?**

- a. Matching your interests and strengths**
- b. Making a lot of money**
- c. Going to college**

**3. Have you....**

- a) Talked to friends about college and careers?**

Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Talked with teachers or other adults at school about your career options?

Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


c) Heard guest speakers talk about careers at your school?

Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


d) Looked at websites and/or videos about careers?

Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



e) Completed a classroom project about your career interests?

Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f) Found out what careers match your interests and skills






Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g) Talked with an adult about their job or career?






Yes	No	I can't remember
		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how much you agree with each of the following statements.






4. I know what my career options are.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






5. I know what job or career I am interested in.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I have an idea about how much money people make in the careers I'm interested in.






Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I have lots of options for my future career

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8. I have about the right amount of information about my career options.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for taking the survey!**

## Future Quest Island: College Readiness Survey




Thank you for answering this survey! Your answers will help you to think about your future and will help us at the ICI/UMass Boston to improve Future Quest Island.

Remember:

- There are no right or wrong answers!
- You only have to answer the questions if you want to!
- Your answers are private!

**PLEASE fill in the circles for how much you agree with each statement.**






1. I plan to graduate from high school.

Strongly Agree	Agree	Disagree	Strongly Disagree
			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I have talked to my family members about graduating high school.

<b>Yes</b>	<b>No</b>
<input type="radio"/>	<input type="radio"/>

3. I know what my options are for high school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I know what I am looking for in a high school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I know what my options are for **right after high school**.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I have a lot of options for what to do **right after high school**.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I have thought about whether I want to go to college.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






8. I have about the right amount of information about my options for college.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I have talked to my family members about going to college.

<b>Yes</b>	<b>No</b>	<b>I can't remember</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I know how much it costs to go to college.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I know how much school or training I need to get the job or career I want.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Choose the correct definition for college:

- a. An institution of higher learning
- b. A job-preparation school
- c. An institution for educating children

13. Choose the correct definition for trade school:

- a. a two-year college that offers courses leading to an Associate's degree
- b. a private high school
- c. a school that teaches technical skills for a particular job or jobs
- d. a high school for people who don't want to go to college

**Thank you for taking the survey!**

## Future Quest Island

### Focus Group Protocol for Teachers

Thank you for your participation in the “Future Quest Island” Project. We are contacting each of the participating teachers to learn more about how you and your students are using FutureQuest Island.

1. Has participating in this project changed how you support your students to develop college and career goals?
  - If so, what are you doing differently now?
  - How did participating in the Future Quest Island project bring about that change?
2. Do you think that FQI has increased your students' knowledge about potential careers?
  - Do you think it has changed their thinking about their own careers?
3. Do you think that FQI has increased your students' knowledge about their options for high school and college?
  - Do you think it has changed their thinking about their own plans for high school and beyond?
4. Has participating in the Future Quest Island project changed how you support your students in transitioning from middle school to high school and life after high school?
  - If so, what are you doing differently?
  - How did the project bring about that change?
5. Do you feel that participating in this project has changed your thinking about integrating technology in the classroom?
  - Why or why not? In what ways has it done so?
6. Do you find the materials on Future Quest Island and in the Teacher Toolkit to be of high **quality**?
  - Why do you say that?
7. Do you find FQI and the Teacher Toolkit to be **relevant** in teaching college and career readiness?
  - What parts are most relevant?
  - What could make it more relevant?
8. Which particular FQI activities, resources, or topics have been most **useful**? Which have been least useful?
9. How do you think using FQI has affected students' engagement in the classroom?
  - Were they more engaged, less engaged, or about the same?
  - What makes you think so?

Thank you very much for your time. Your input will help us continue to improve our offerings in the future.

## Student Focus Group Protocol

Thank you for your participation in our pilot of “Future Quest Island.” We are talking to all the students who have been using Future Quest Island at your school to learn how it might have changed things for them.

Before we proceed, I’d like to remind you that will not be identified by name in any of reports or papers. Also, you are free not to answer any question you don’t want to, and you can stop the interview at any time.

Is it okay if I go ahead with the questions now?

1. What do you like best about Future Quest Island? What would you change?
2. What do you want to be when you grow up?

Thinking back to a year ago [when you were in xx grade], did you have the same goal?

[If it has changed: Why did your goal change? Did using FQI have anything to do with that change?]

3. Have you decided where you want to go to high school?

Thinking back to a year ago [when you were in xx grade], did you have the same plans for high school?

[If it has changed: Why did your plans change? Did using FQI have anything to do with that change?]

4. What do you want to do immediately after high school? [probe: college, career training, join the military, start working right away?]

Thinking back to a year ago [when you were in xx grade], did you have the same plans for after high school?

[If it has changed: Why did your plans change? Did using FQI have anything to do with that change?]

5. Do you talk to your friends, parents, or teachers about your plans for high school and beyond?

Thinking back to a year ago [when you were in xx grade], did you talk to the same people then? Have you talked to them more or less this year?

[If it has changed: Why did this change? Did using FQI have anything to do with that change?]

## Parent Focus Group Protocol

Thank you for participating in this focus group. The purpose of this focus group is to learn more about families' perspective on middle school students' use of Future Quest Island to develop college and career goals.

Before we proceed, I'd like to remind you that all of your answers will be kept confidential and you will not be identified by name in any of reports or papers about this evaluation. In addition, your participation is voluntary, you are free not to answer any question you don't want to, and you can stop the interview at any time.

1. Have you looked at the Future Quest Island site with your son/daughter/family member?

IF YES: How have you used it together? Has it been helpful?

IF NO: Have you heard anything about how your son/daughter/family member is using FQI in the classroom? Does it seem that it's been helpful?

2. Has using Future Quest Island led to a change your son/daughter's employment or career goals?

If so, how have those goals changed?

How did using Future Quest Island bring about that change?

3. Has using Future Quest Island changed how you support your son/daughter in preparing for a career?

If so, what are you doing differently now?

How did using Future Quest Island bring about that change?

4. Has using Future Quest Island changed what you expect to be doing **in the next few years** to support your son/daughter in preparing for life after high school?

If so, what do you think you will do differently?

How did using Future Quest Island bring about that change?

Thank you very much for your time. Your input will help us continue to improve our training offerings in the future.

# **APPENDIX C**

Facilitator and Student User Guides

Project Fact Sheets

FQI Family Newsletter Example, Unit 3

Kickoff Meeting Agenda



# FUTURE QUEST ISLAND FACILITATOR GUIDE

## Getting Started with the Teaching Toolkit



# New Teacher Set-up

## Future Quest Island and Teaching Toolkit

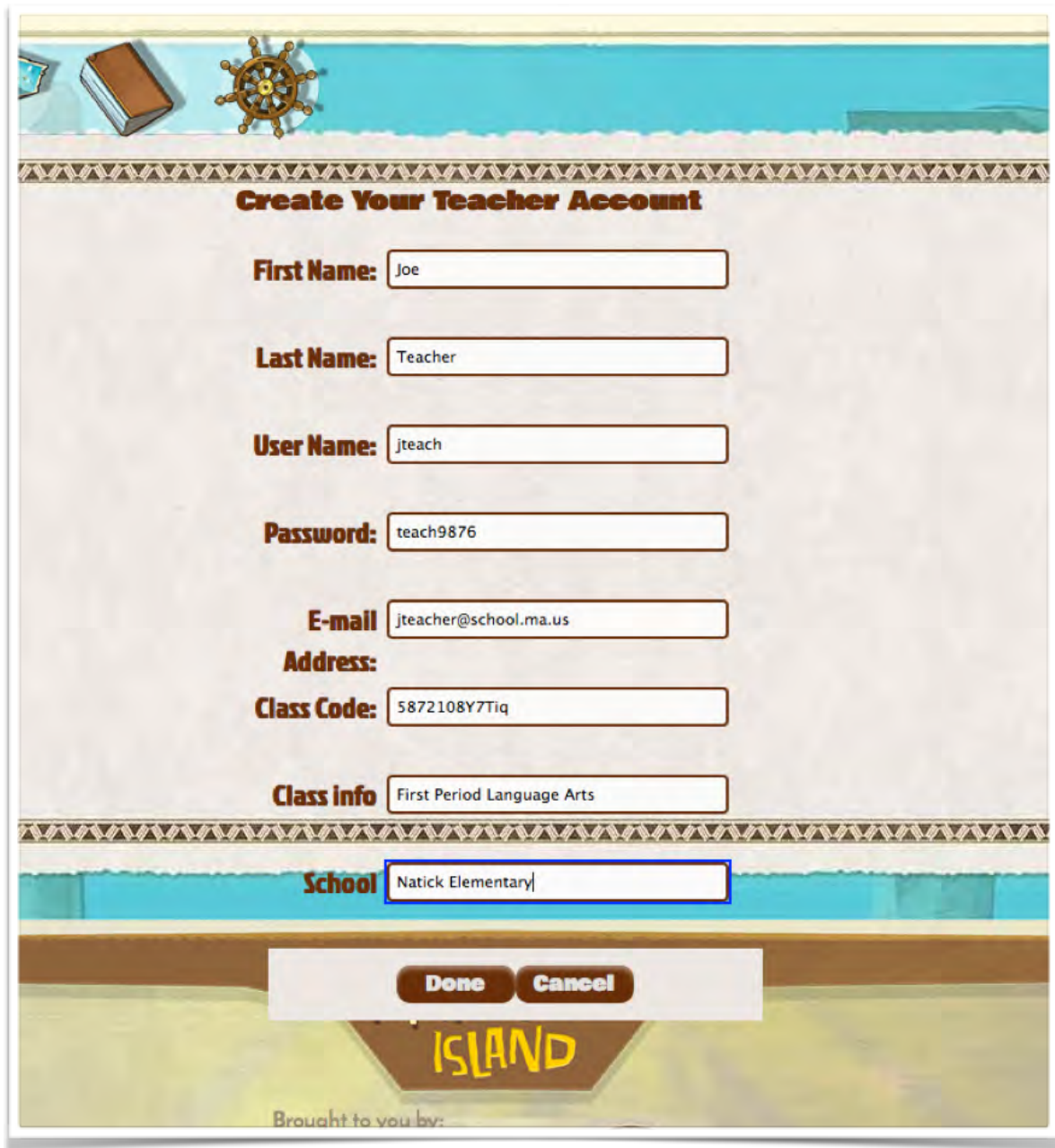
Future Quest Island staff will give new teachers two numbers: a long code number they will need to log into the system as teachers, and a shorter number they will give to students in their first class group, so that students can create their own accounts.



Go to [www.futurequestisland.org](http://www.futurequestisland.org) and click on the "For Teachers" arrow at top right of page.

Class Code: \_\_\_\_\_

Fill out the “Create Your Teacher Account” form, using the long code number given to you by Future Quest Island staff in the Class Code field.



The form is titled "Create Your Teacher Account" and features a nautical theme with a ship's wheel, a book, and a map in the header. The form fields are as follows:

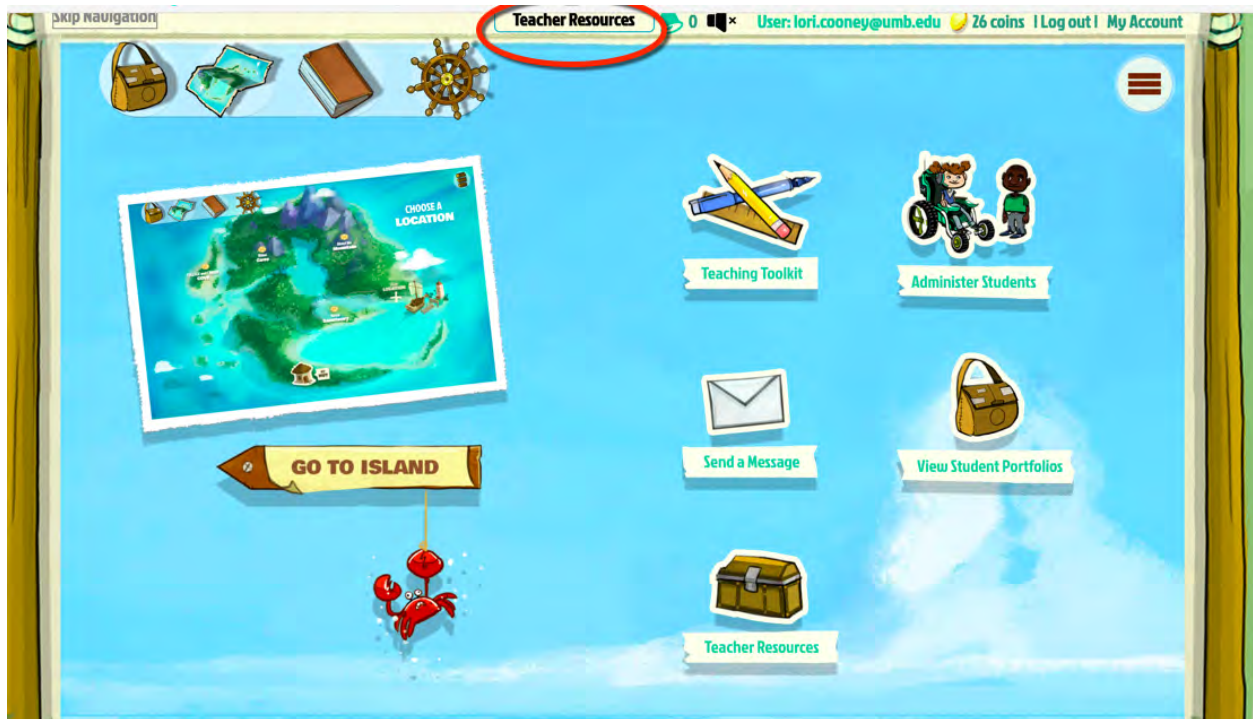
Field Label	Value
First Name:	Joe
Last Name:	Teacher
User Name:	jteach
Password:	teach9876
E-mail Address:	jteacher@school.ma.us
Class Code:	5872108Y7Tiq
Class info	First Period Language Arts
School	Natick Elementary

At the bottom of the form, there are two buttons: "Done" and "Cancel". Below the buttons, the word "ISLAND" is displayed in a large, stylized font, and the text "Brought to you by:" is visible at the very bottom.

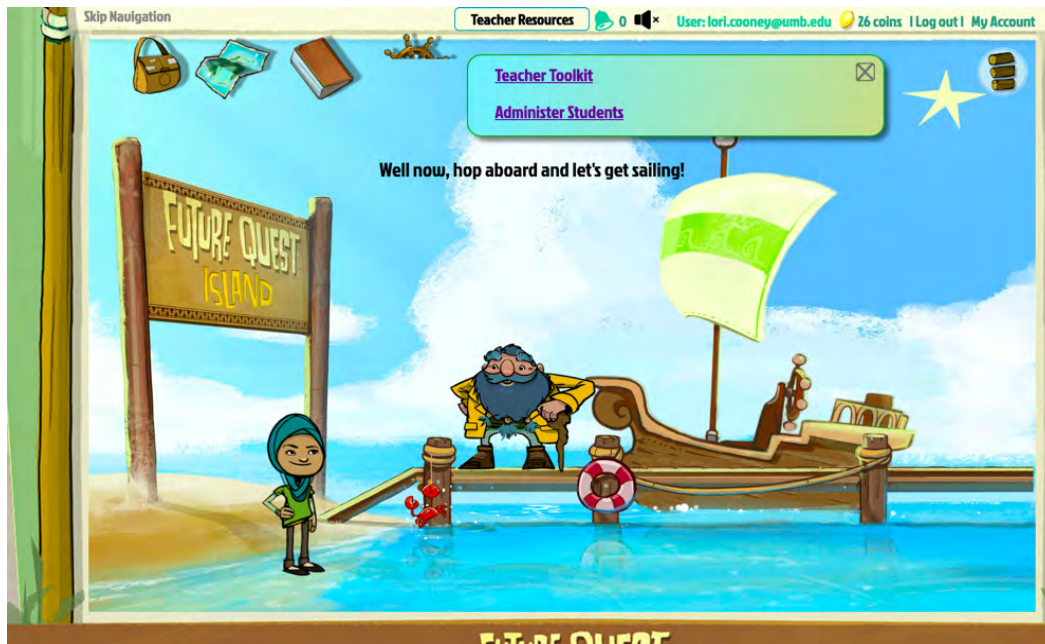
After hitting “Done,” the new teacher will be logged in to the FQI site and the toolkit.



Teachers will see a “Teacher Resources” button at the top of every page and when you login (after you login and then logout for the first time):

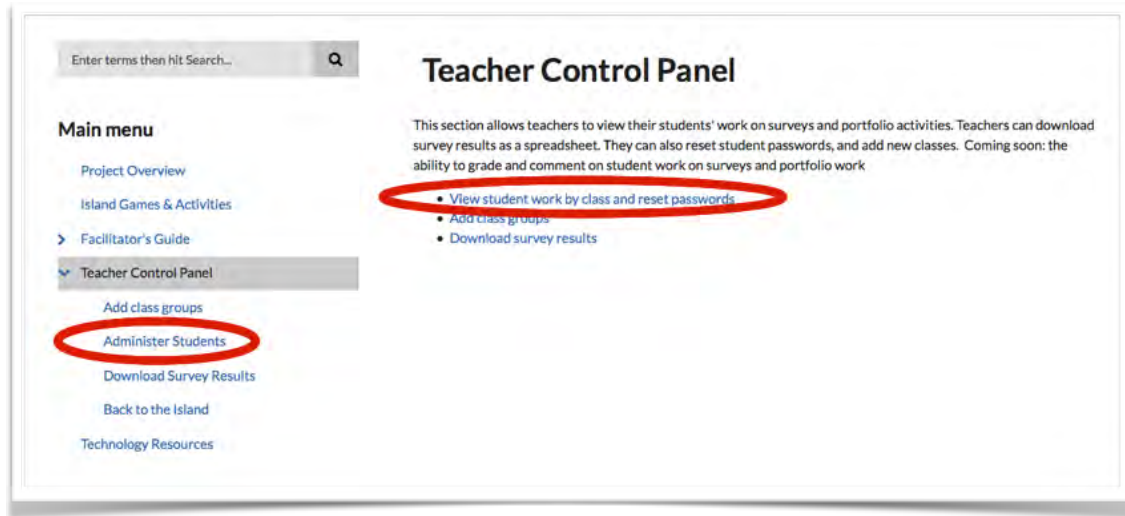


**Step 3:** Click on Teacher Resources to get a dropdown menu that leads to toolkit sections or click on the icon on the home screen:



- "Teacher Toolkit" goes to the toolkit main page.
- "Administer Students" links you to the teacher control panel in the toolkit. This is where teachers can view student work, change passwords, add classes, and more.

## Teacher Control Panel



Clicking on “Administer Students” takes the teacher to the Control Panel page:

The Administer Students page can be accessed from the first bullet on the page or from the link in the left menu.

This page allows a few different tasks to be performed by the teacher:

**Future Quest Island Toolkit** Back to the Island Teacher Control Panel

### Administer Students

Teacher Control Panel Administer Students

Teacher: Shadow Teacher | Class: Demo1

ADMIN/EXTRAS	MOUNTAIN	COVE	SANCTUARY
USERNAME	FIRST NAME	LAST NAME	SURVEYS/EXTRAS
bgrossman Change bgrossman's password	Brian	Grossman	<ul style="list-style-type: none"> <li>Self Determination</li> <li>Career Exploration</li> <li>College Readiness</li> <li>Online Safety</li> </ul> <p>Completed portfolio items for this student (check means they have been commented on, asterisk means needs comment).</p> <p>Browse all items or select one</p> <p>TO STUDENT PORTFOLIO</p>
claudeTS Change claudeTS's password	Claude	The Shamrock	<ul style="list-style-type: none"> <li>Self Determination</li> <li>Career Exploration</li> <li>College Readiness</li> <li>Online Safety</li> </ul> <p>Completed portfolio items for this student (check means they have been commented on, asterisk means needs comment).</p> <p>Browse all items or select one</p> <p>TO STUDENT PORTFOLIO</p>
crrapi Change crrapi's password	Casey	Rrapi	<ul style="list-style-type: none"> <li>Self Determination</li> <li>Career Exploration</li> <li>College Readiness</li> <li>Online Safety</li> </ul> <p>Completed portfolio items for this student (check means they have been commented on, asterisk means needs comment).</p> <p>Browse all items or select one</p> <p>TO STUDENT PORTFOLIO</p>

**TOTAL POINTS**

About Me Mt.:	21
Social Sanctuary	16
Coll. & Career Cove:	12
Extras:	19
Total:	68

In the left column, headed **USERNAME**, teachers can reset a password for a student who has forgotten it. They can also see the student's username if he or she has forgotten it. Just click on the link "Change...password" to get a small form for entering a new password.

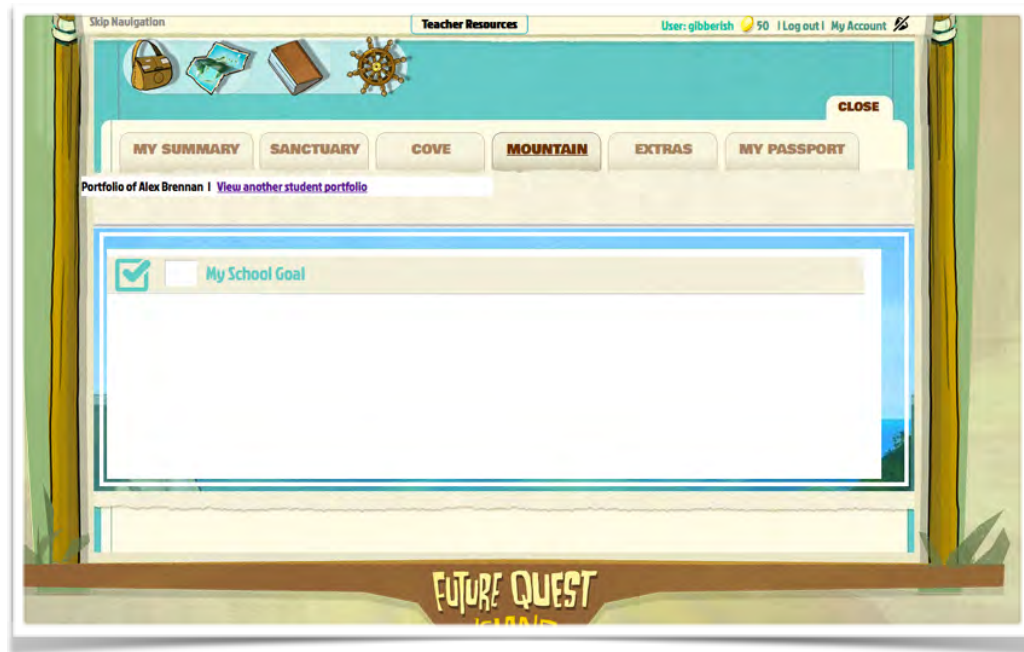
In the **ACTIVITIES** column on the right, a bulleted list shows the surveys a student has taken. It also shows a link to the student's portfolio activities. Clicking on the name of a survey, like "Career Exploration" takes the teacher to a page showing the student's answers on the

Test User 11		
Career Exploration		
QUESTION	ANSWER	ACTIVITY TIME
Worried	No	2015-04-22 13:35:35
Excited	I don't know	2015-04-22 13:35:35
Bored	No	2015-04-22 13:35:35
Ready	I don't know	2015-04-22 13:35:35
I have lots of options	No	2015-04-22 13:35:35
I don't have enough information	Yes	2015-04-22 13:35:35
I have too much information	No	2015-04-22 13:35:35
I have about the right amount of information	I don't know	2015-04-22 13:35:35
I haven't really started planning yet	No	2015-04-22 13:35:35
Do you know yet what career areas you are interested in?	Yes, I have one strong career goal	2015-04-22 13:35:35
Attend a four-year college	Not sure	2015-04-22 13:35:35
Attend a career training program	Not sure	2015-04-22 13:35:35
Enter an apprenticeship program	Not sure	2015-04-22 13:35:35
Enter the military	Not sure	2015-04-22

survey:

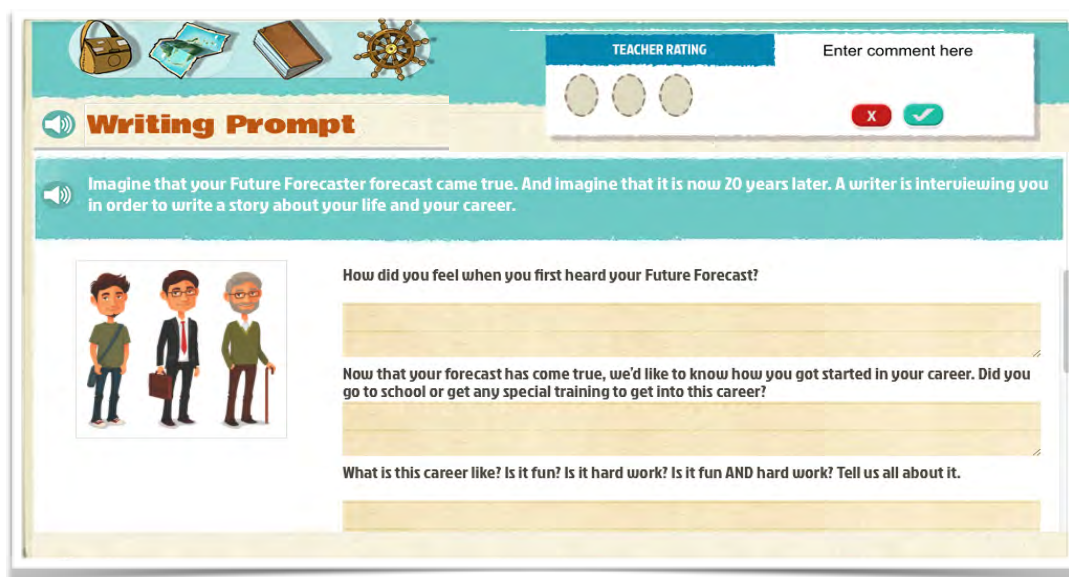


Back on the Administer Students page, clicking on the “See Student Portfolio” button takes



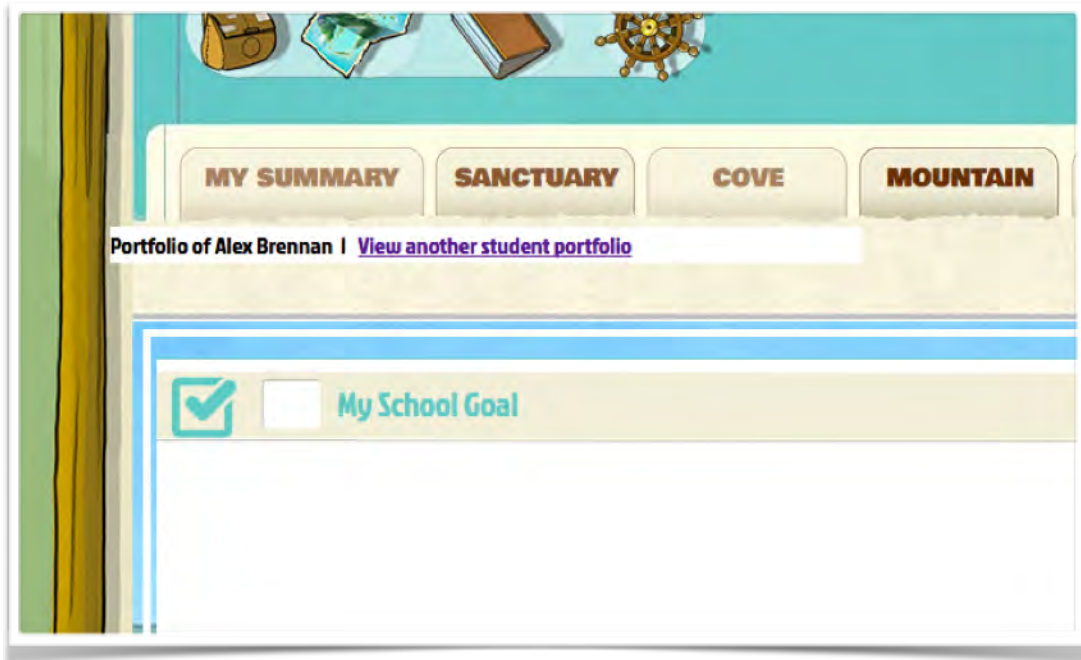
the teacher into that student's portfolio page over on the Future Quest Island site:

The teacher can select any of the student's activities to view (and will be able to give a star rating and comment):



Class Code: \_\_\_\_\_

To get back to the toolkit, click on the “View another student portfolio” at upper left:



The “Add class groups” page lets teachers create new groups as new classes begin using the

A screenshot of the "Add class groups" form. The form has a title "Add class groups" and five rows of input fields. Each row has a "Class X Name" field and a "Class X code" field. The first row has "Barbarians" and "E9BuY". The second row has "Huns" and "7648R". The third row has "Visigoths" and "767GS". The fourth row has "Vandals" and "768u7". The fifth row is empty. At the bottom, there is a blue button labeled "UPDATE YOUR CLASS INFORMATION".

Class X Name	Class X code
Barbarians	E9BuY
Huns	7648R
Visigoths	767GS
Vandals	768u7

UPDATE YOUR CLASS INFORMATION

Future Quest Island website.

You can create any class name, such as "First period, Wednesday, language arts," and make up a code number, 5 characters long using a mix of letters and numbers. *These codes are case sensitive, so be aware of capitalization.* The class code should then be given to new students in the class. When students create their own accounts on Future Quest Island they

**Create Your Account**

First Name:

Last Name:

User Name:

Password:

Class Code:

**Cancel Done**

**FUTURE QUEST ISLAND**

will need to enter your class code.

New student registration form can be accessed by having your student go to [www.futurequestisland.org](http://www.futurequestisland.org).

Class Code: \_\_\_\_\_

FQI Teaching Toolkit, Getting Started

\*Remember to have students review the assent document prior to creating an account (as described in the Facilitator Guide in the Teaching Toolkit)

## Future Quest Island - Getting Started

### Login



The login screen features a large wooden sign that reads "FUTURE QUEST ISLAND" in a stylized, blocky font. Above the sign, a small button labeled "For Teachers" is visible. Below the sign, there are input fields for "User Name:" and "Password:". To the right of these fields are two buttons: "CREATE AN ACCOUNT" and "PLAY AS A GUEST". A "Log In" button is positioned below the password field. The background is a bright blue sky with a light blue ocean at the bottom.

### Create Account

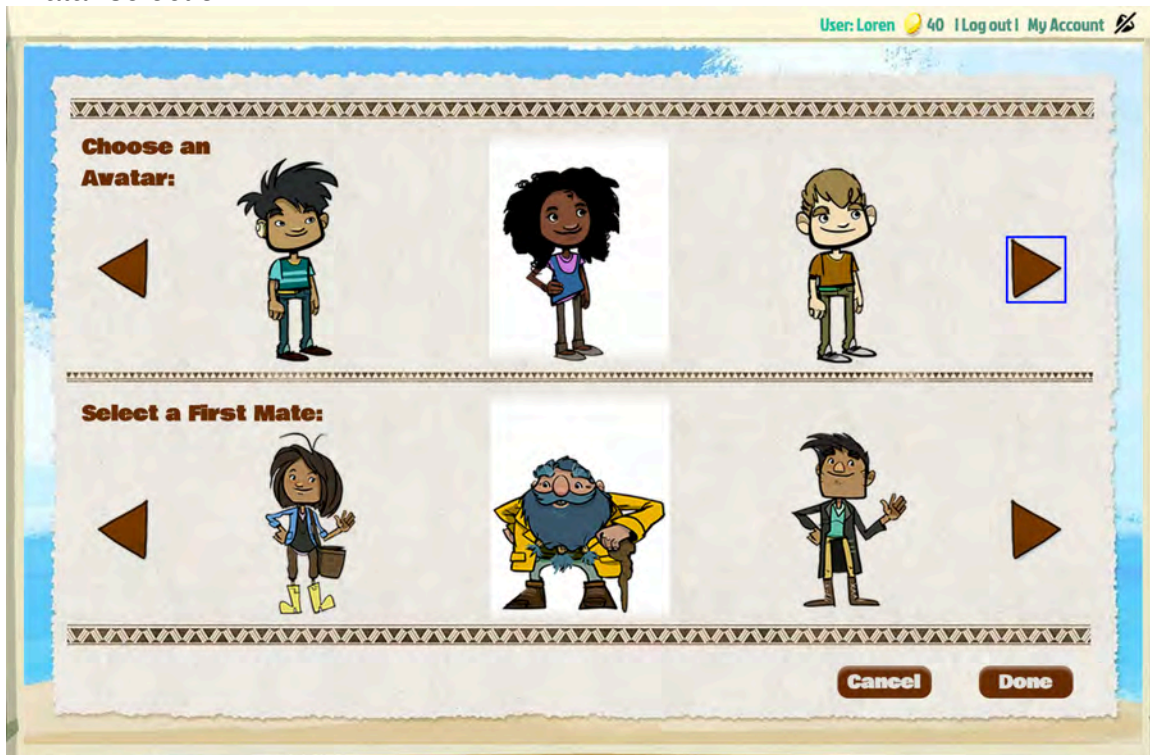


The "Create Your Account" screen has a light beige background with a decorative border at the top and bottom. It contains several input fields: "First Name:", "Last Name:", "User Name:", "Password:", and "Class Code:". To the right of these fields, there is a paragraph of text: "Click this link to learn about the Future Quest Island project. Then, click Done to agree to participate." Below this text are two radio buttons: "I agree to participate." (which is selected) and "I do not want to participate. I understand this means I will not be able to access the Future Quest Island website or activities." At the bottom right, there are two buttons: "Cancel" and "Done".

- Student needs a class code from the teacher to create an account.

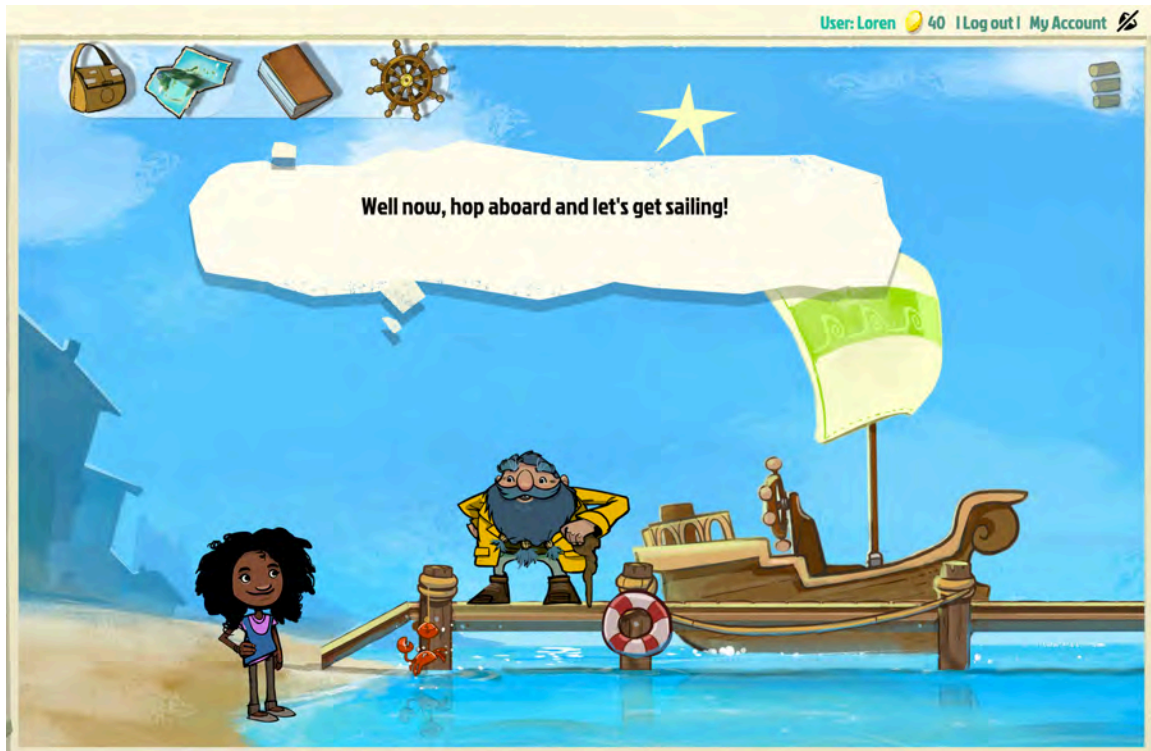


## Avatar selection



- Student scrolls left and right to view all avatar choices.
- Center avatar is highlighted and selected.
- First mate selection works the same way as avatar selection.
- DONE select the avatar and first mate and brings the student to the dock.
- CANCEL closes avatar selection and returns to previous screen.
- The student can change their avatar or first mate at any time by clicking My Account.
- At any time during game play, the student can turn game audio on or off by clicking the speaker.

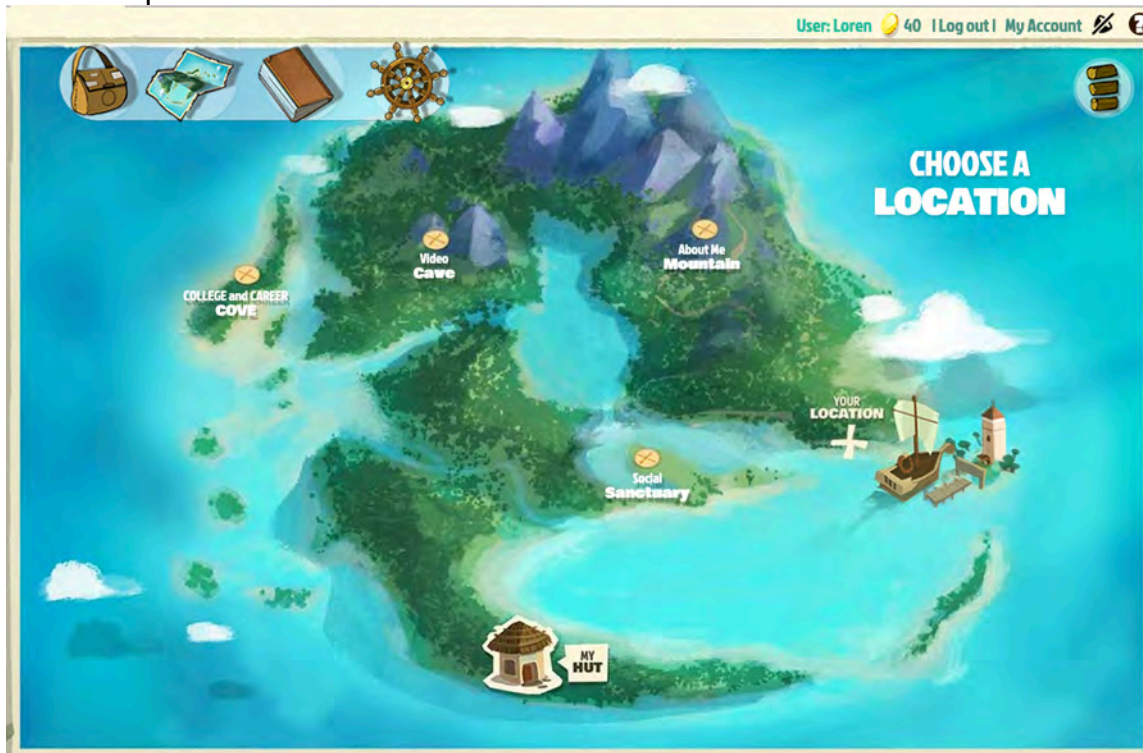
## Dock



- Student clicks the ship to go to the Island Map

## Getting Around the Island

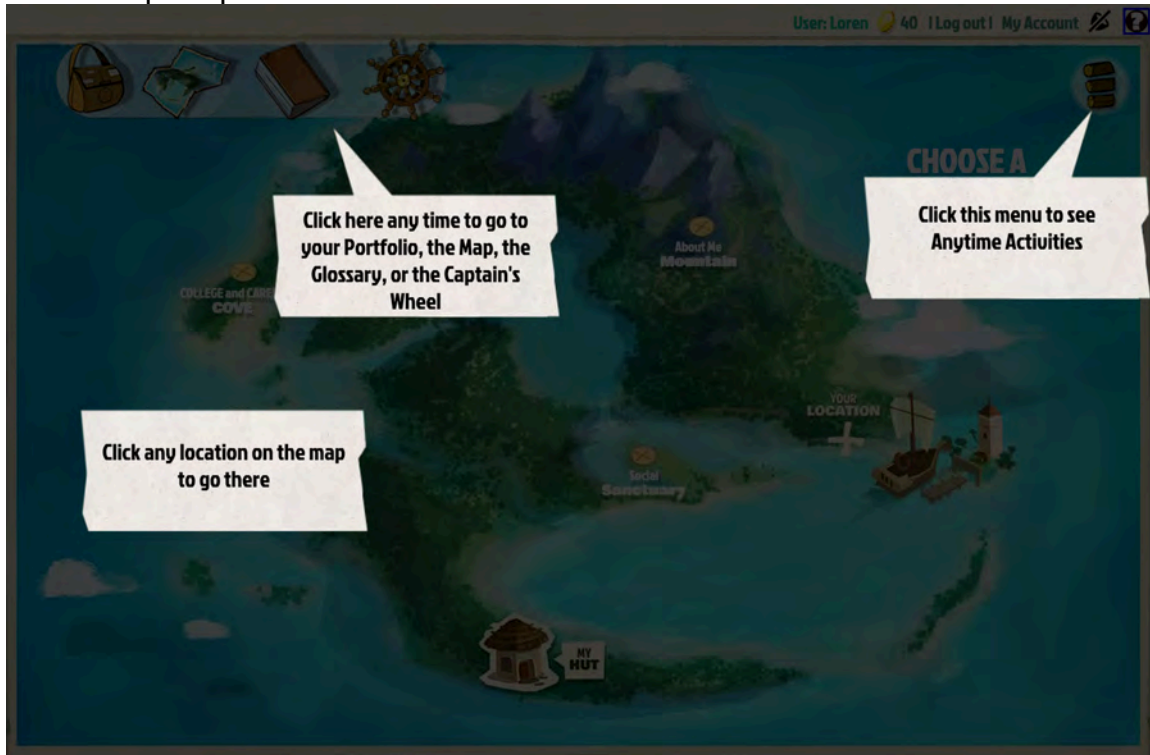
### Island Map



- The student can go to any location on the map by clicking on it.
- The student can view a help overlay by clicking the ? icon (see below)

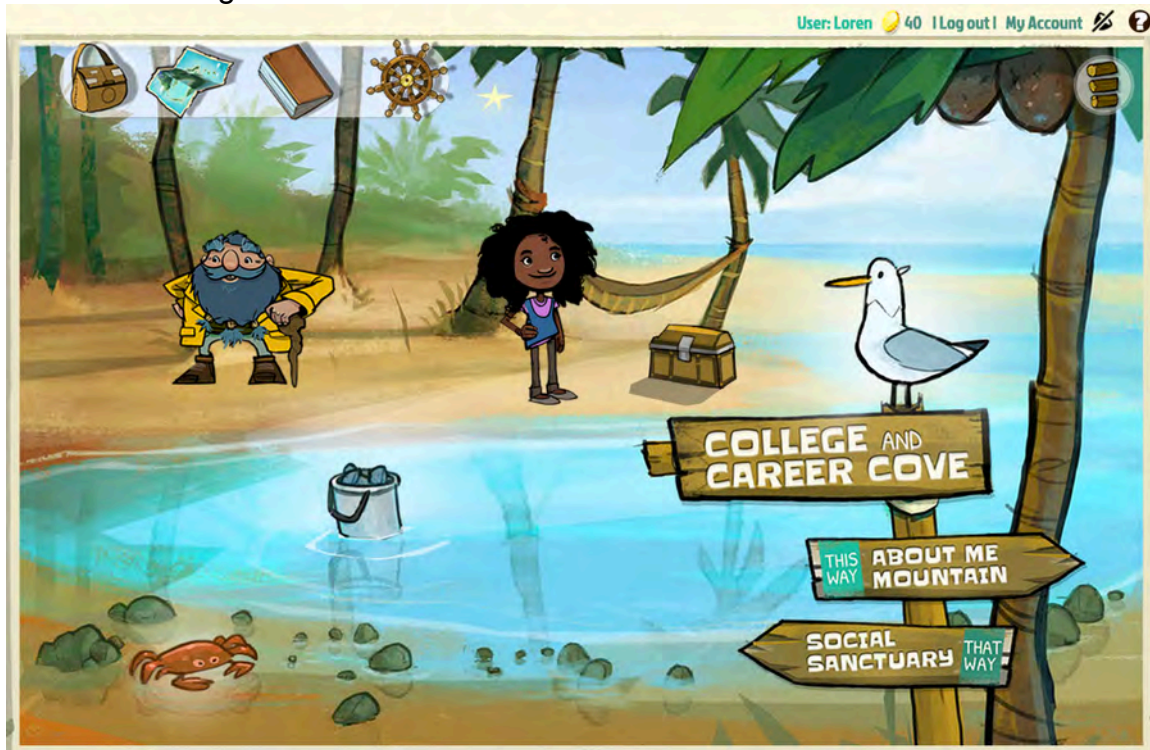


## Island Map Help



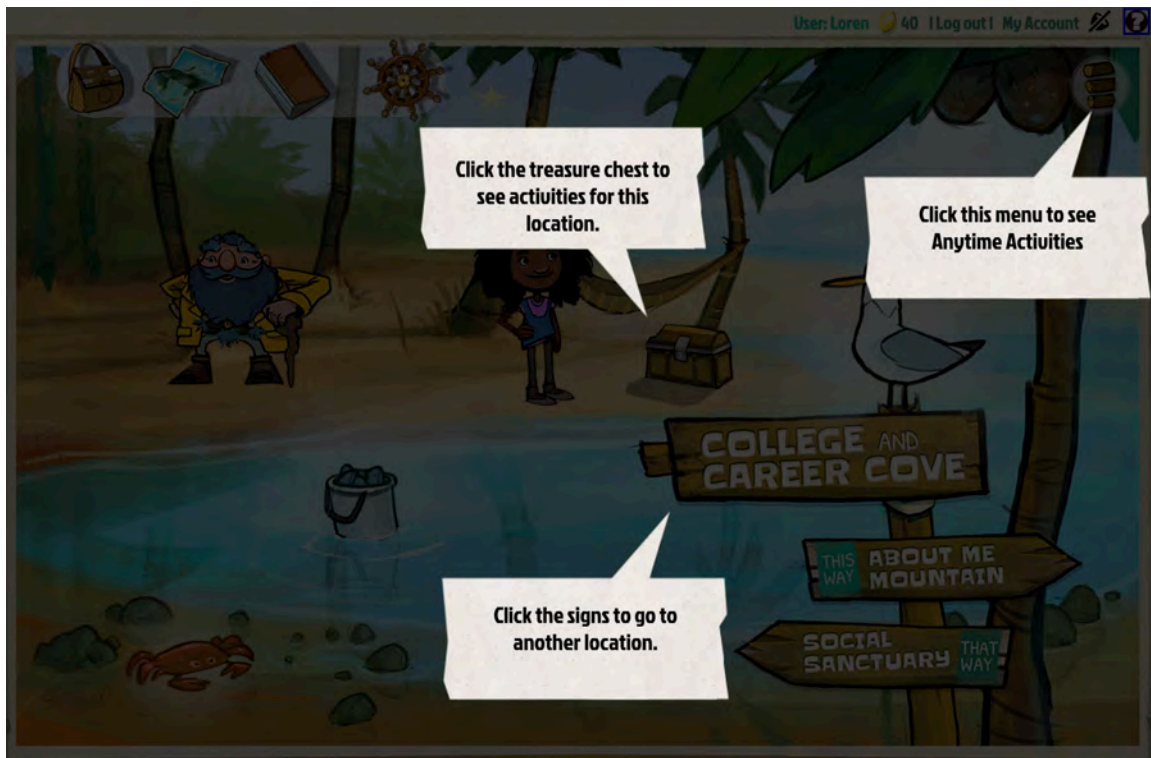
- Clicking anywhere onscreen closes the overlay and returns to the map.

## Location: College and Career Cove

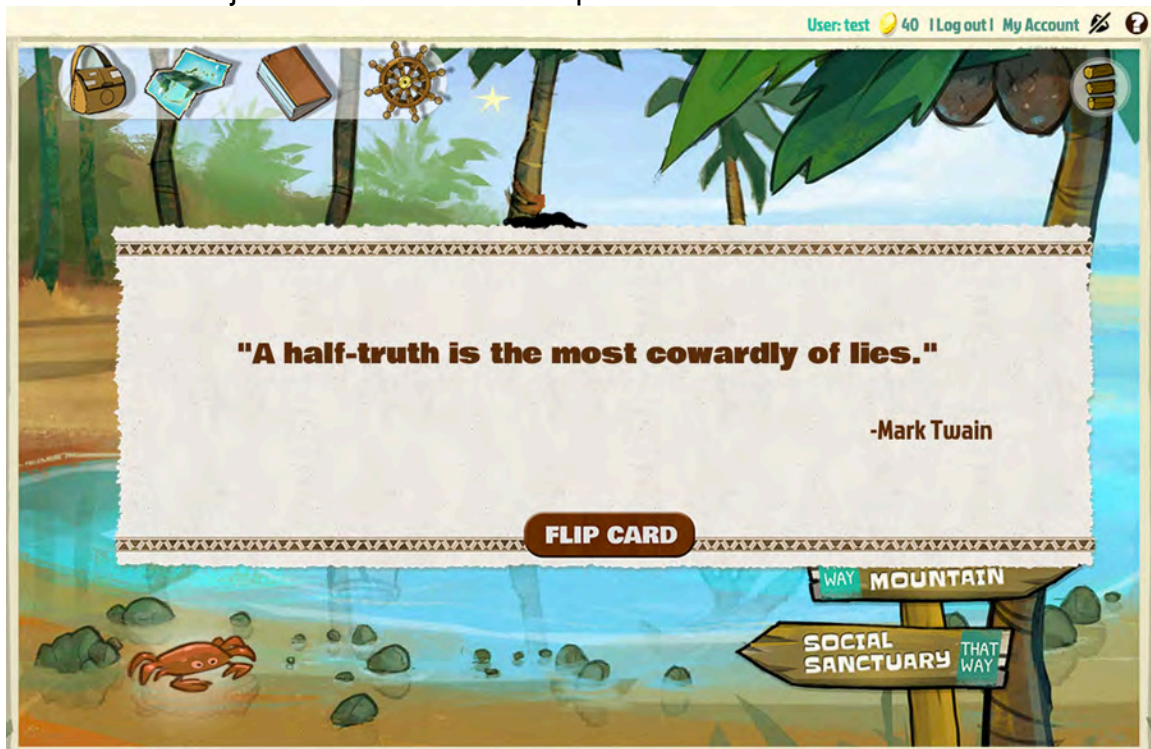


- Signs navigate to other island locations.

- The student can view The student can view a help overlay by clicking the ? icon



- Some objects on screen show a quote when clicked.





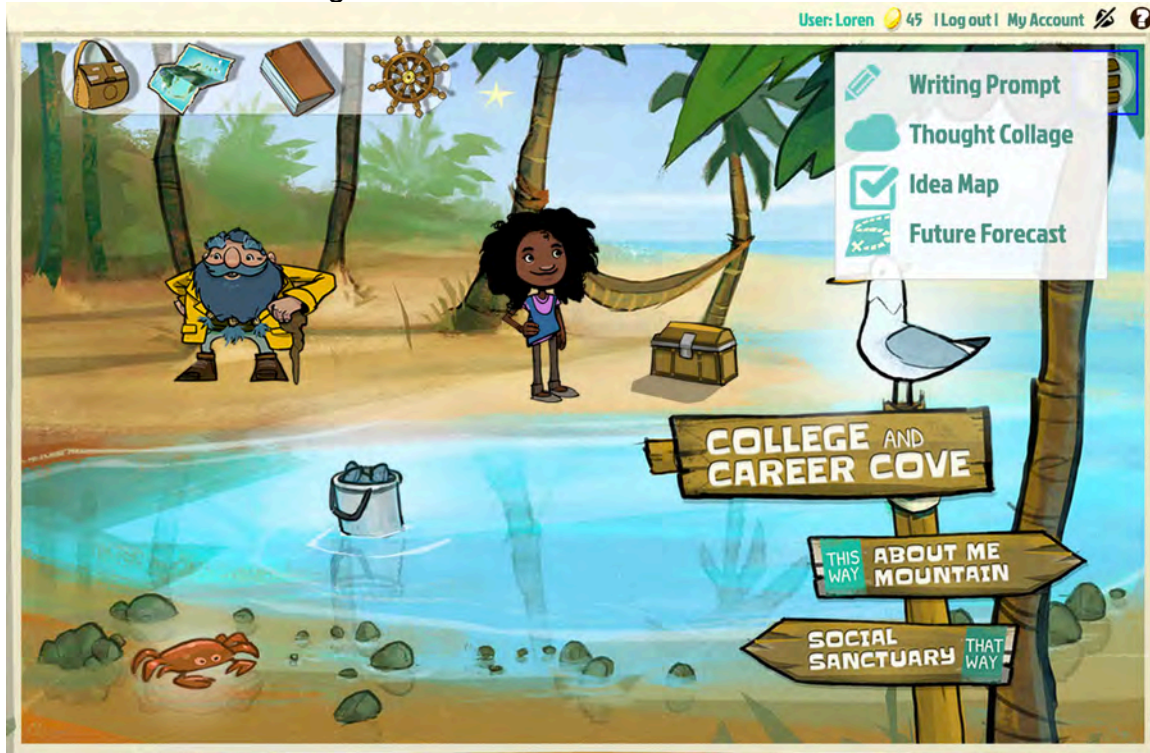
## College and Career Cove Help

### Treasure Chest Activities



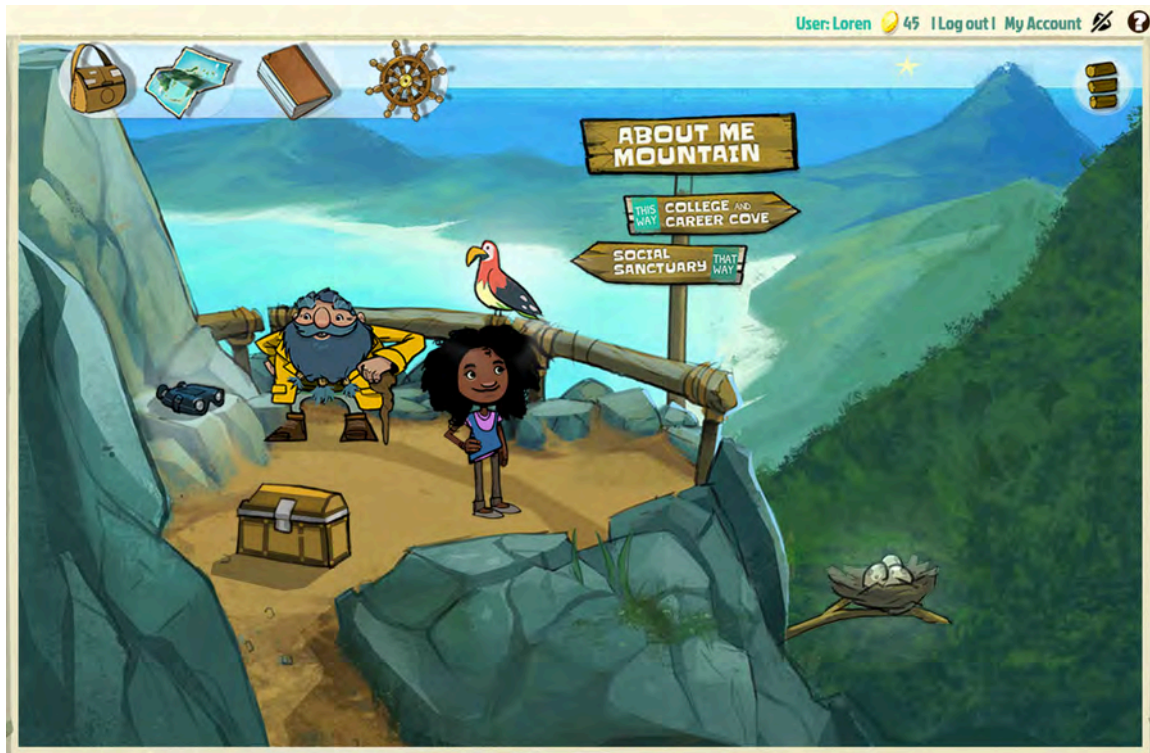
- There are treasure chest activities at each of the three island locations. The student accesses them by clicking on the treasure chest.
- Treasure Chest activities match the theme of their location.
- Activities include Future Forecast (map icon), Writing Prompts (pencil icon), Thought Collages (cloud icon), and Idea Maps (checkbox icon). See Activities section for more information.
- Completing activities earns the student points that can be used to purchase items in My Hut. See My Hut section for more information.

## General Activities Navigation



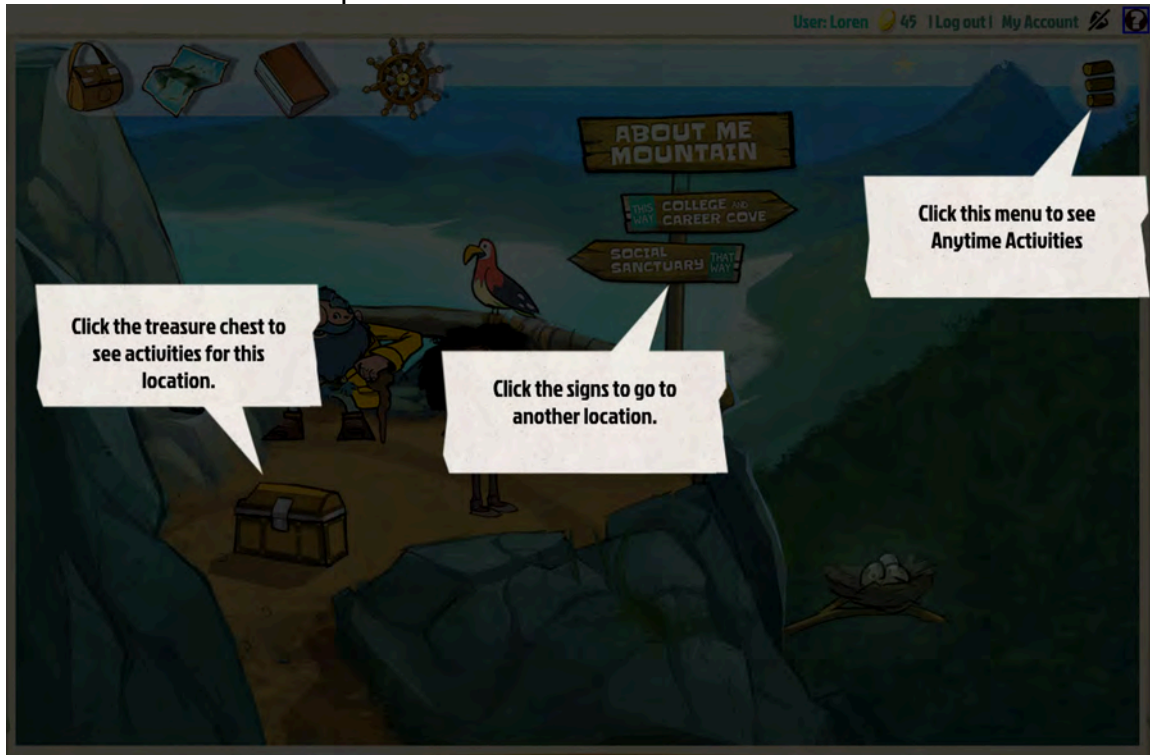
- Generic Versions of the activities are available by clicking the Menu icon in the upper right corner of the screen.

## Location: About Me Mountain



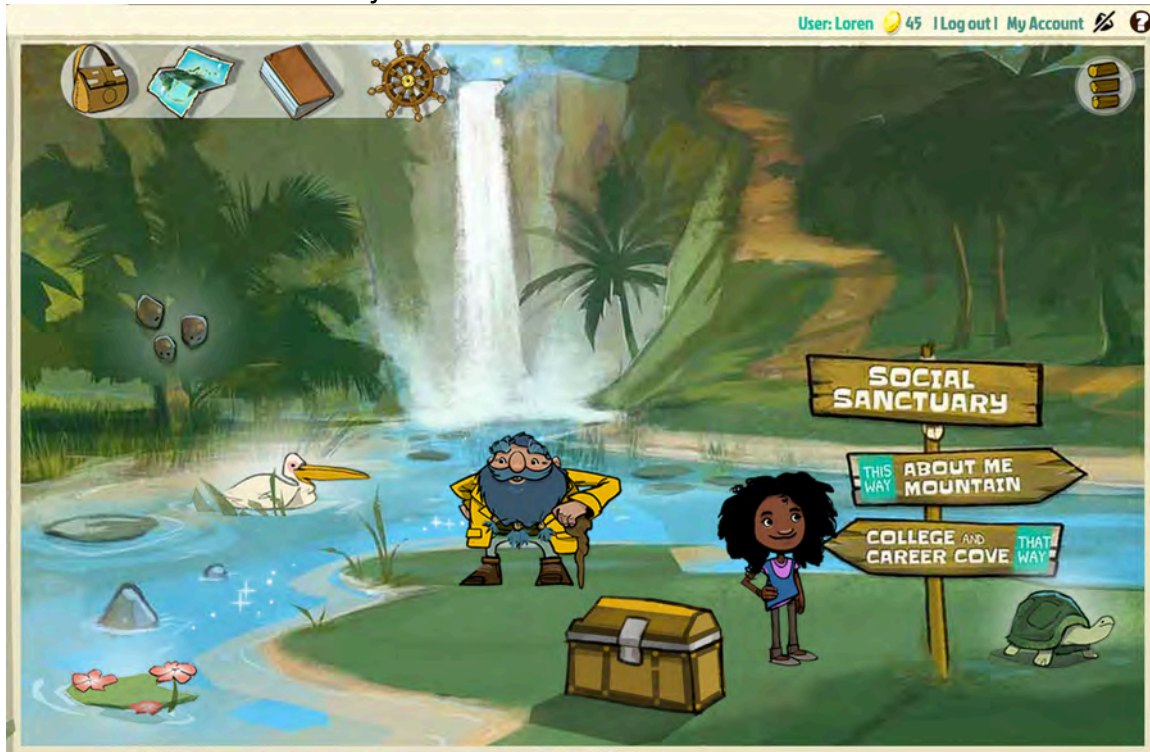


## About Me Mountain Help

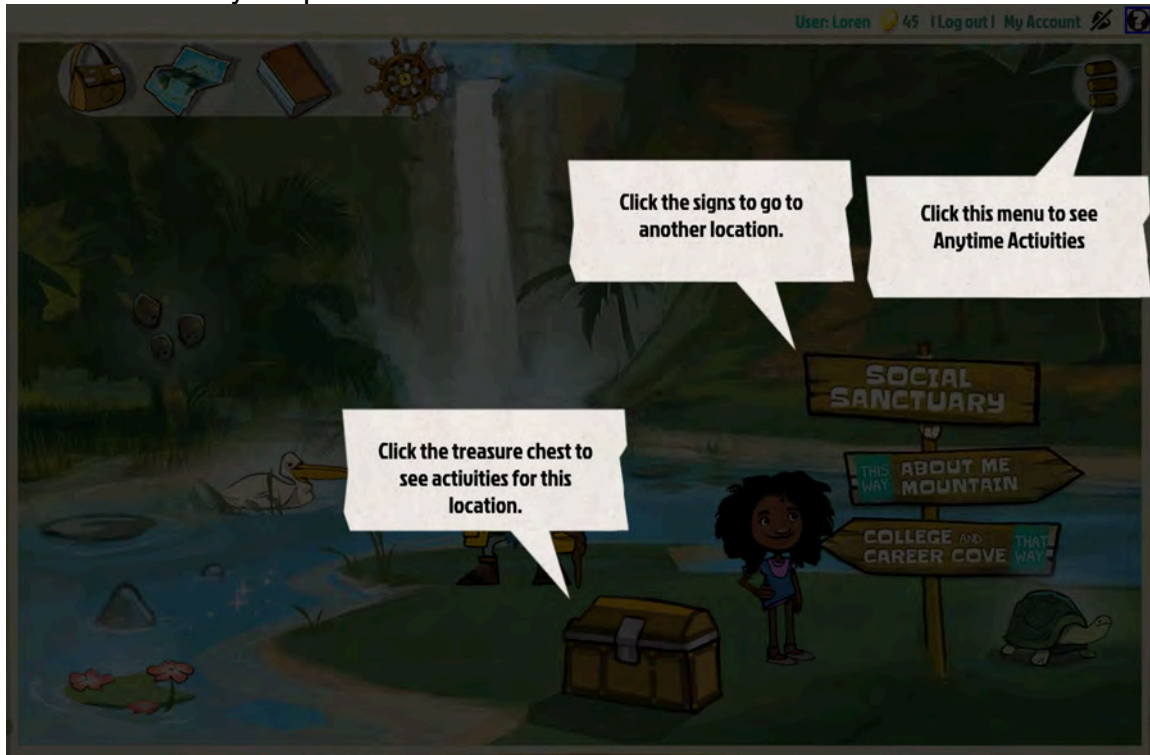


- See College and Career Cove for functionality.

## Location: Social Sanctuary

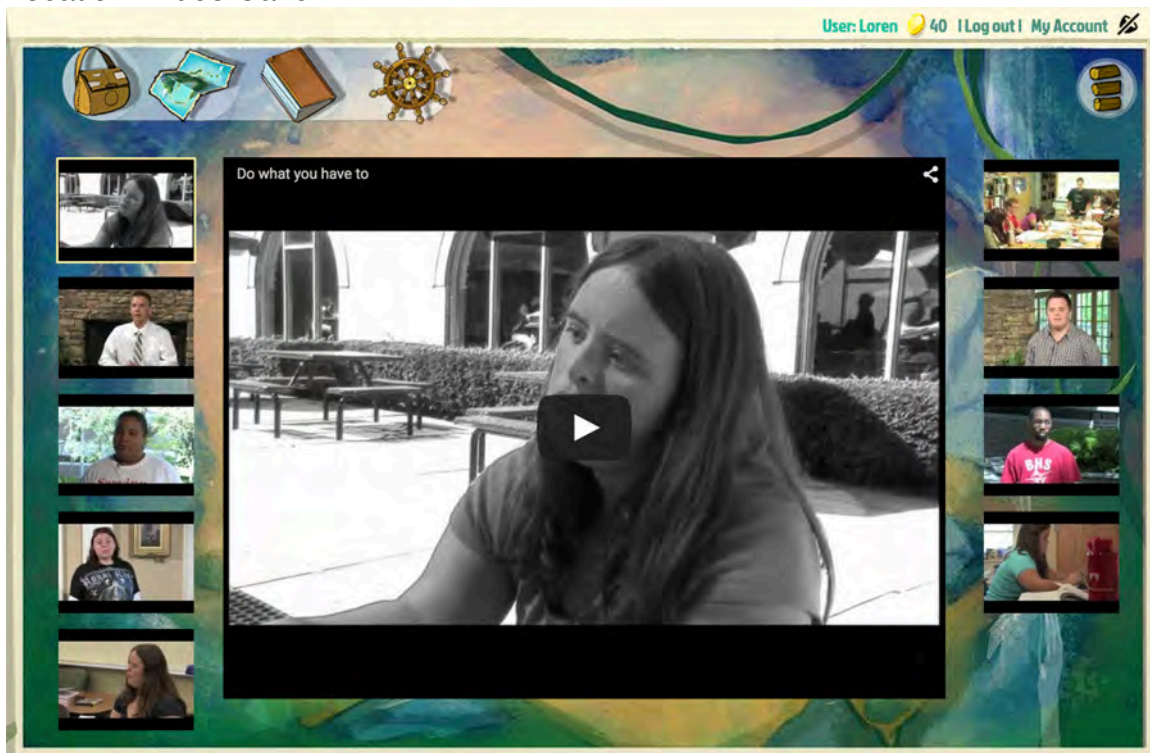


## Social Sanctuary Help



- See College and Career Cove for functionality.

## Location: Video Cave





Location: My Hut



- The student can use coins to buy items to decorate their hut. New users begin with 40 coins, and can earn additional coins by completing activities and surveys.
- Purchased items appear at the bottom of the screen. The student can drag items into their room, and drag to reposition them.
- The student can expand their hut by purchasing additional rooms.

## My Hut Help



## Activities

### Activity: Surveys





- First time visitors to each location must complete a survey before visiting that location.

Activity: Future Forecast




- Students choose four options from each category.
- Categories have to do with possibilities for the future: Places to Live, Type of House, Type of Job, Transportation, Colors, Education, Animals, and Numbers.
- Items marked with a "?" show a definition when clicked.




- At the end of the activity, the student will receive a Forecast describing their possible future.
- The student can keep their forecast, which is saved to their portfolio, or start over.


## Activity: Writing Prompt

User: Loren 40 | Log out | My Account



### Writing Prompt

 Imagine that your Future Forecaster forecast came true. And imagine that it is now 20 years later. A writer is interviewing you in order to write a story about your life and your career.



What type of transportation do you use to get to work and to get around the place you live? Why don't you just drive a car or take a bus?

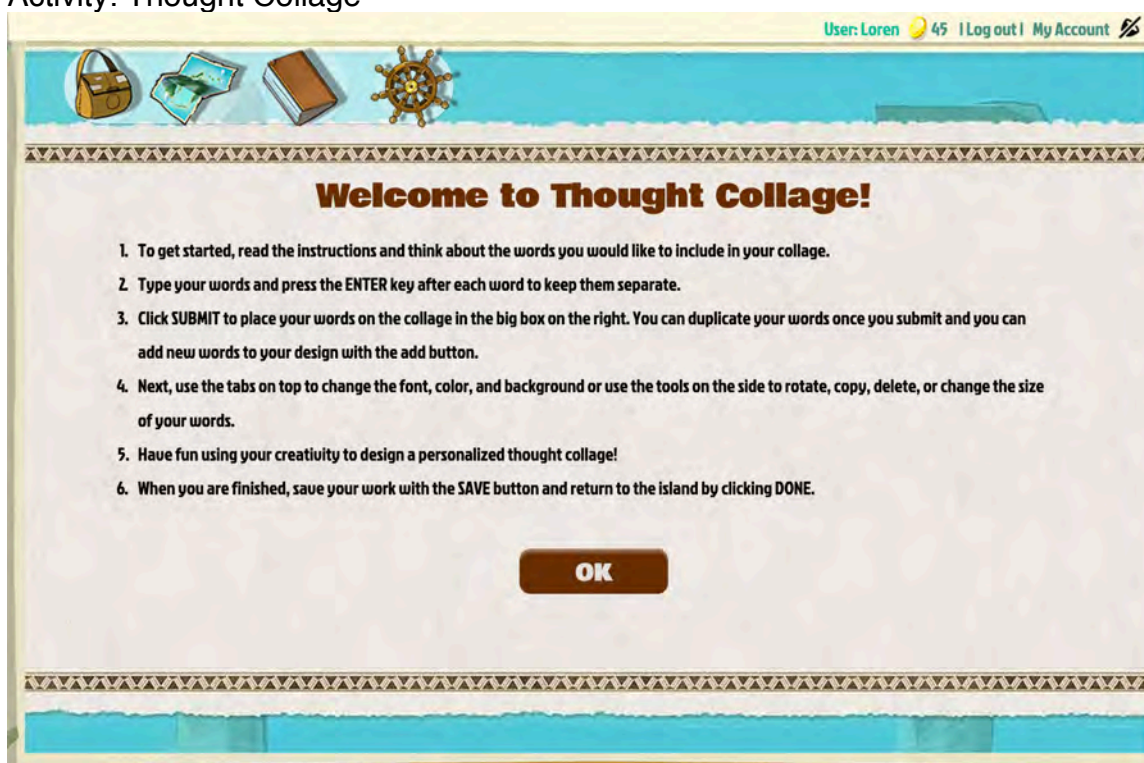
Wow! you seem like a really interesting person! Can you tell me more about how your life turned out to be so great and interesting?

**Submit**

- Writing prompts include a picture and a location specific prompt or questions.
- Blank writing prompts are also accessible from the navigation menu in the upper right corner of all location screens.
- SUBMIT saves the prompt to the student's portfolio.



## Activity: Thought Collage




User: Loren 45 | Log out | My Account

### Welcome to Thought Collage!

1. To get started, read the instructions and think about the words you would like to include in your collage.
2. Type your words and press the ENTER key after each word to keep them separate.
3. Click SUBMIT to place your words on the collage in the big box on the right. You can duplicate your words once you submit and you can add new words to your design with the add button.
4. Next, use the tabs on top to change the font, color, and background or use the tools on the side to rotate, copy, delete, or change the size of your words.
5. Have fun using your creativity to design a personalized thought collage!
6. When you are finished, save your work with the SAVE button and return to the island by clicking DONE.


OK



User: Loren 45 | Log out | My Account

### Thought Collage

Make a thought collage about career areas that interest you.



Type the words you want for your collage in the box below and click Submit.

type in here

Submit

FONT COLORS CHANGE BACKGROUND

- Each Thought Collage includes a picture and a location specific prompt.
- Blank Thought Collage templates are also accessible from the navigation menu in the upper right corner of all location screens.
- SUBMIT saves the collage to the student's portfolio.

## Activity: Idea Map

The screenshot shows the 'My High School Goal' form. At the top, there is a header bar with icons of a backpack, a map, a book, and a ship's wheel. To the right of the header, it says 'User: Loren' with a coin icon and '50', followed by 'Log out' and 'My Account' with a pencil icon. Below the header, there is a large text box labeled 'My High School Goal'. Below this, there are three identical columns. Each column has a text box labeled 'Write a task to complete your goal here.' and a smaller text box labeled 'Date to complete goal here.' at the bottom. A 'Save' button is located at the bottom center of the form.

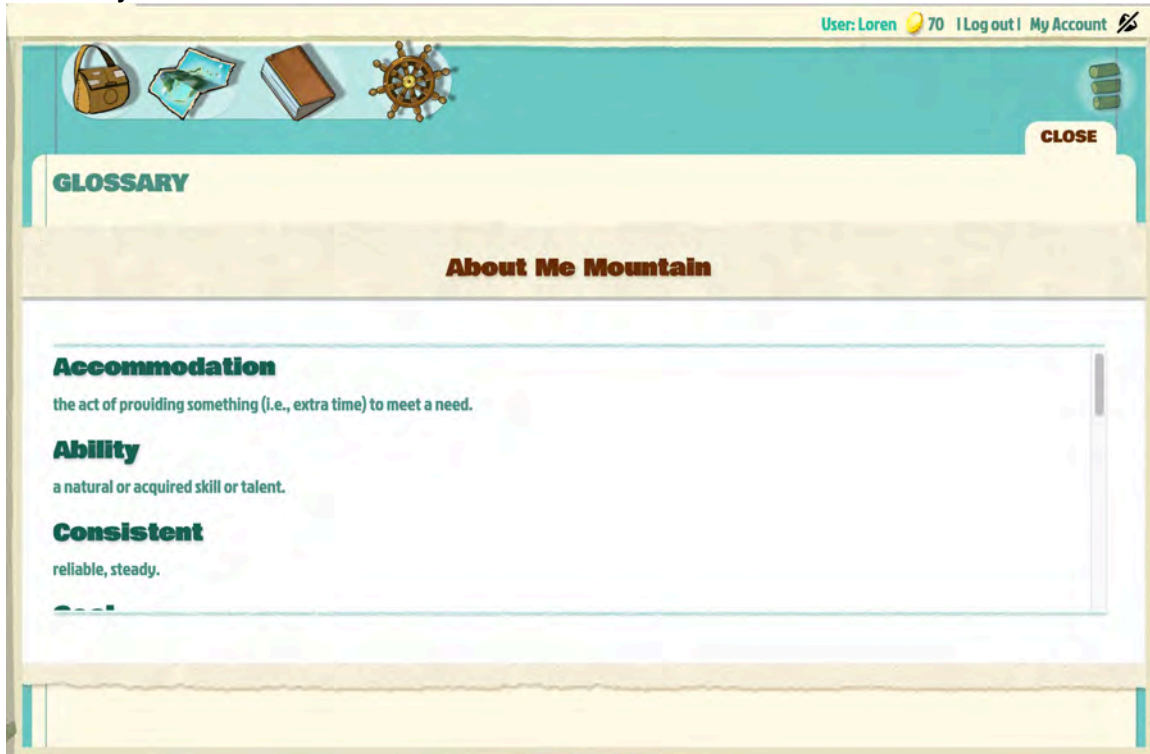
## Additional Features

### Portfolio

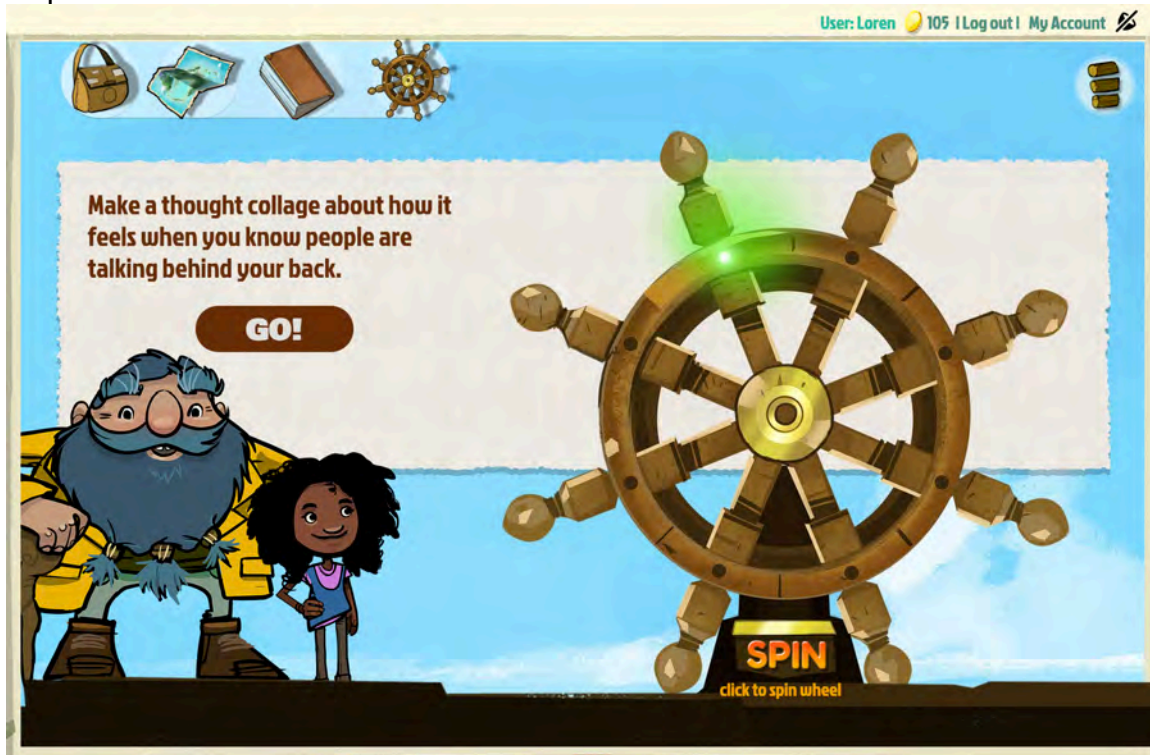
The screenshot shows the 'Portfolio' section. At the top, there is a header bar with icons of a backpack, a map, a book, and a ship's wheel. To the right of the header, it says 'User: Loren' with a coin icon and '70', followed by 'Log out' and 'My Account' with a pencil icon. Below the header, there is a 'CLOSE' button. Below the 'CLOSE' button, there are six tabs: 'MY SUMMARY', 'SANCTUARY', 'COVE', 'MOUNTAIN', 'EXTRAS', and 'MY PASSPORT'. The 'MOUNTAIN' tab is selected. Below the tabs, there is a list of items. Each item has a checkbox and a label. The items are: 'About Me Mountain Writing Prompt 1', 'About Me Mountain Thought Collage 1', 'About Me Mountain Thought Collage 2', and 'My School Goal'. The 'My School Goal' item is checked.

- Activities completed and saved by the student can be viewed in the portfolio.
- Tabs organize the portfolio by island location.
- The student can view any completed activity by clicking on it.

## Glossary



## Captain's Wheel



- Spin the wheel to pull up a “Do Now” activity.
- Can keep spinning the wheel until the student chooses to click on “Go!”



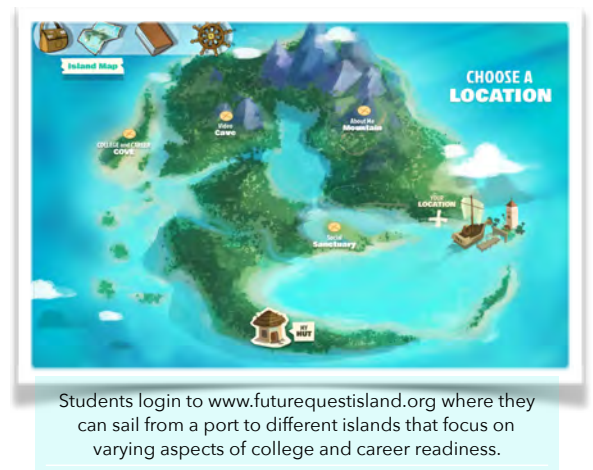


# Future Quest Island

## An Online College & Career Readiness Adventure

### PROJECT OVERVIEW

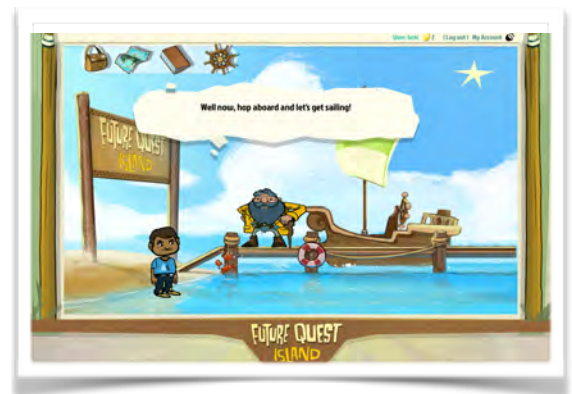
Future Quest Island (FQI) is an accessible game-based college and career readiness tool for **all** middle school youth that aligns 21st century technology skills with college and career readiness goals to promote self-awareness, self-knowledge, self-advocacy, and organization for middle school youth with disabilities. FQI is aimed at middle school general and special education teachers as well as technology professionals, counselors, administrators, and transition professionals who are interested in advancing engagement and transition plans of youth with and without disabilities in middle school in college and career activities.



Students login to [www.futurequestisland.org](http://www.futurequestisland.org) where they can sail from a port to different islands that focus on varying aspects of college and career readiness.

### PROJECT IMPLEMENTATION

Future Quest Island is implemented in middle schools throughout the greater Boston and Southeastern Massachusetts regions with culturally and racially diverse groups of students and professionals resulting in gains in self-determination, online safety, college goal setting ability, and advanced in career awareness.



### PROJECT OUTCOMES FOR STUDENTS

- College & Career Exploration
- Online Safety
- Social, Emotional & Ethical Skills
- Organizational Skills
- Self-Determination
- Self-Advocacy
- Transition Planning
- ePortfolio & Individualized Learning Plans

### SUPPORTS FOR EDUCATORS VIA TEACHER TOOLKIT

- Scope & Sequence of Units
- Standards-Based College & Career Curriculum
- Student Information System
- Online Discussions
- Alternative Assessments & Universally Designed Curriculum
- Teaching & Troubleshooting Guide
- Instructional Videos and more...

The contents of this document were developed under a grant from the US Department of Education, #H327510012. However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Terry L. Jackson, Ed.D.





## STUDENT FEEDBACK

"It is fun!"

"I started opening up to more colleges and how to take in new skills like recording and photography and learning about cameras and editing."

"First I wanted to go to community college, but now I want to be a lawyer or something. I wanted to go to a regular high school but now I want to go to one that will help me become a lawyer."



## TEACHER FEEDBACK

"The Teacher Toolkit was helpful in understanding the goals of activities on FQI."

"Teacher toolkit materials provide enough detail to jump right in."

"The work in it is aligned with the Department of Ed, as a counselor it makes me feel confident working with the program and knowing we're giving the students the best opportunities that we can."



## FAMILY FEEDBACK

"He's mentioned a lot about colleges to me which I thought was funny that he knew about specific colleges for specific things... He already told me he's going to go to get a career in music and engineering and which schools he's going to go to for specific things, so I guess that is part of it. It's a big thing that he knows all that. I have two older sons and they never mentioned college in the 6th grade."

"He talks about different career options with his class and his academic success. He talks about different things like being a fireman and out of the blue will talk about specific colleges... Maybe that's [FQI] where my son got the idea of being a firefighter from because it's not a career we ever talked about."

For more information, please email [lori.cooney@umb.edu](mailto:lori.cooney@umb.edu)  
or visit [www.futurequestisland.org](http://www.futurequestisland.org)

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## Future Quest Island: Promoting College and Career Readiness for *All* Middle School Students

### Pilot School Fact Sheet



The purpose of this exciting new project is to further develop a web-based tool called “Future Quest.” Future Quest is designed around national and state college and career readiness standards to assist ***all*** middle school students in preparing for high school and life beyond with online activities that promote student self-discovery, advocacy, exploration, organization, and technology literacy skills. Project personnel will work closely with middle school teachers, students, administrators, and families to embed these college and career readiness skills into the middle school curriculum. Part of this work is to partner with middle school teachers to create a ‘Teacher Toolkit’ to assist other middle school teachers to use Future Quest effectively in their classes. The Future Quest (FQ) website will be accessible to a wide range of users and will feature standards-based lesson plans highlighting specific college and career objectives and outcomes.

### Key Teacher Activities

- Pre/post assessment of technology readiness
- Teacher focus groups
- Develop rubrics
- Partner with FQ staff to develop a Teacher Toolkit
- Integrate FQ into middle school curriculum
- Assist students in building an e-portfolio including elements for an Individualized Education Plan (IEP) or Individual Learning Plan (ILP)
- Meet face-to-face with a ‘Coach’ every other week to review successes and challenges with implementation (e.g. utility, function, format, ease of use of tool)
- Meet monthly with learning community members (e.g. special education and general education teachers, instructional technology specialist)
- Stipend for participation for 5-10 hours per week
- Participate regularly using the online learning management system
- Communicate via email, phone and blogs/wiki’s/forums
- Participate in professional development and receive PDPs for MA education licensure renewal



*The contents of this fact sheet were developed under a grant from the US Department of Education, #H327S120011. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.*

# Future Quest Island News

Island Location: College & Career Cove

## UNIT 3 OVERVIEW

This week we predicted our Future Forecast. This is an example of a Future Forecast: "After high school, you will go to college to become a construction worker. You will live in a log cabin in the woods with 9 hamsters. To get around you will use a pink snowmobile."



## KEY TERMS:

**Job** - A paid position of regular employment.

**Occupation** - The work that a person does, their profession.

**Career** - An occupation a person has for a big part of their life, with opportunities for progress.

**Short-Term Goal** - A goal you have for the near future, today, this week, this month or this year.

**Long-Term Goal** - A goal you want for your future. Usually requires time and planning.

## LINKS:

[www.futurequestisland.org](http://www.futurequestisland.org)

## HOME/SCHOOL LINK

At school we are looking at short-term and long-term goals to ensure success at school (ex: short-term: I will turn in my homework 4 out of 5 nights, long-term: I will get an average of 85% or better for the first term in HW). Work on these goals with your student (ex: short-term: HW time 4 of 5 days from 4:30 to 5:15 for two weeks, long-term: special treat with family member with 85% or better in HW for 1st term).

**Task/Homework** - Fill out the attached form with goals created by you and your student and return to school.



## QUESTIONS TO ASK

WHAT DO YOU WANT TO DO WHEN YOU GRADUATE FROM HIGH SCHOOL?

WHAT DO YOU THINK WILL BE MOST DIFFICULT FOR YOU TO OBTAIN THIS GOAL?

WHAT ARE SOME THINGS YOU NEED TO DO DIFFERENTLY TO ACHIEVE YOUR GOALS?

## SHARING:

- This is what I wanted to do when I graduate(d) from high school...

- When I was younger my goal(s) were to ...
- Some of my future goals are...
- My ideal career is...



Write a task to complete your goal here.

Date to start goal here

Date to complete goal here

Write a task to complete your goal here.

Date to start goal here

Date to complete goal here

Write a task to complete your goal here.

Date to start goal here

Date to complete goal here





## Future Quest Island Kickoff Meeting Agenda 2016



Times*	Agenda Item
10:00-10:15 AM	<b>Introductions and Teacher Payment Forms</b>
10:15-10:45 AM	<b>Research Tools</b> <ol style="list-style-type: none"> <li>1. Review Surveys: <ol style="list-style-type: none"> <li>a. Assent forms – Pixton</li> <li>b. College &amp; Career</li> <li>c. Self-Determination</li> <li>d. Social &amp; Online Safety</li> <li>e. Current Findings</li> </ol> </li> <li>2. Complete Teacher Surveys</li> </ol>
10:45-11:15 PM	<b>Grant Expectations and Objectives</b> <ul style="list-style-type: none"> <li>• Timeline of activities from grant</li> <li>• Collaboration plan – bi-weekly meetings f2f and online</li> <li>• Partner Educator Observation Logs (1-2 per month)</li> </ul>
11:15-11:30PM	<b>Break</b>
11:30-12:30PM (Working Lunch provided by ICI)	<b>Future Quest Island and Teaching Toolkit</b> <ul style="list-style-type: none"> <li>• Units and Activities</li> <li>• Future Quest Student Activities</li> </ul>
12:30-2:30PM	<b>Future Quest Island and Teaching Toolkit</b> <ul style="list-style-type: none"> <li>• Teacher Comments, Ratings &amp; Messages</li> <li>• Logins (student usernames and passwords, class assignments, etc. for new year)</li> </ul>
2:30-3:00PM	<b>New Tools &amp; Activities</b> <ul style="list-style-type: none"> <li>• Student Guidebook</li> <li>• Coins</li> <li>• <a href="http://www.whodouwant2b.com/quiz/">http://www.whodouwant2b.com/quiz/</a></li> </ul>
3:00-3:30 pm	<b>Wrap-up and Future Meeting Dates</b>

*\*Approximate and flexible timeframe*

# **APPENDIX D**

Future Quest Island School Recruitment & Requirement Checklist

Implementation Timeline for Partner Educators

Classroom Observation Logs

FQI Implementation Checklists



## Future Quest Island School Requirement and Recruitment Checklist



School: \_\_\_\_\_

Minimum Requirements (to be filled out by FQI staff with school administrator)	Meets	Does Not Meet
School/District Performance: <ul style="list-style-type: none"> <li>• Priority School/Persistently Low Achieving School</li> </ul>		
Special Education <ul style="list-style-type: none"> <li>• &gt;15% students in Special Education</li> </ul>		
Cultural Diversity (greater than <ul style="list-style-type: none"> <li>• % of students African Americans, Native Americans,</li> </ul>		
Browser (must meet at least 1): <ul style="list-style-type: none"> <li>• Internet Explorer 7.0+</li> <li>• Chrome: Latest Stable Release</li> <li>• Firefox: Latest Stable Release</li> <li>• Safari: Latest Stable Release</li> </ul>		
Operating Systems (must meet at least 1): <ul style="list-style-type: none"> <li>• Mac: Leopard (OS 10.5) or above</li> <li>• Windows XP or above</li> <li>• Chromebook: Latest Stable Release</li> </ul>		
Mobile (must meet 1 if using mobile devices): <ul style="list-style-type: none"> <li>• iOS – safari iOS 5+</li> <li>• Android - 2.3+ with latest Chrome release</li> </ul>		
Bandwidth (must meet): <ul style="list-style-type: none"> <li>• High Speed Cable, Fiber or T1</li> <li>• 10/100 to the Desktop</li> <li>• <a href="http://www.schoolspeedtest.org">www.schoolspeedtest.org</a></li> </ul>		





## Future Quest Island School Requirement and Recruitment Checklist

<b>Future Quest Island Student Objectives and College &amp; Career Readiness Goals</b> (to be filled out by school administrator with FQI staff)	<b>Check if Relevant to School/District Goals</b>
Students will:	
<ul style="list-style-type: none"> <li>Recognize and identify academic strengths and desires</li> </ul>	
<ul style="list-style-type: none"> <li>Explore and prioritize college and career options</li> </ul>	
<ul style="list-style-type: none"> <li>Explore social, emotional and ethical skills</li> </ul>	
<ul style="list-style-type: none"> <li>Access digital educational resources and online safety</li> </ul>	
Collect and organize digital materials to construct an electronic portfolio (ePortfolio)	
<ul style="list-style-type: none"> <li>Explore, gather and communicate information about themselves (transition planning, individualized learning plans)</li> </ul>	
<ul style="list-style-type: none"> <li>Research, collect and identify with a variety of college and career options</li> </ul>	

<b>Future Quest Island Educator Activities</b> (to be filled out by school administrator with FQI staff)	<b>Check if Relevant to School/District Goals</b>
Teachers will Future Quest Island toolkit to:	
<ul style="list-style-type: none"> <li>Review and assess students digital work</li> </ul>	
<ul style="list-style-type: none"> <li>Integrate lesson plans</li> </ul>	
<ul style="list-style-type: none"> <li>Access training videos and online guides</li> </ul>	
<ul style="list-style-type: none"> <li>Participate in discussion forums and surveys</li> </ul>	
<ul style="list-style-type: none"> <li>Manage student information (passwords, usernames, assignments, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Rate FQI materials for quality, relevance, and usefulness</li> </ul>	

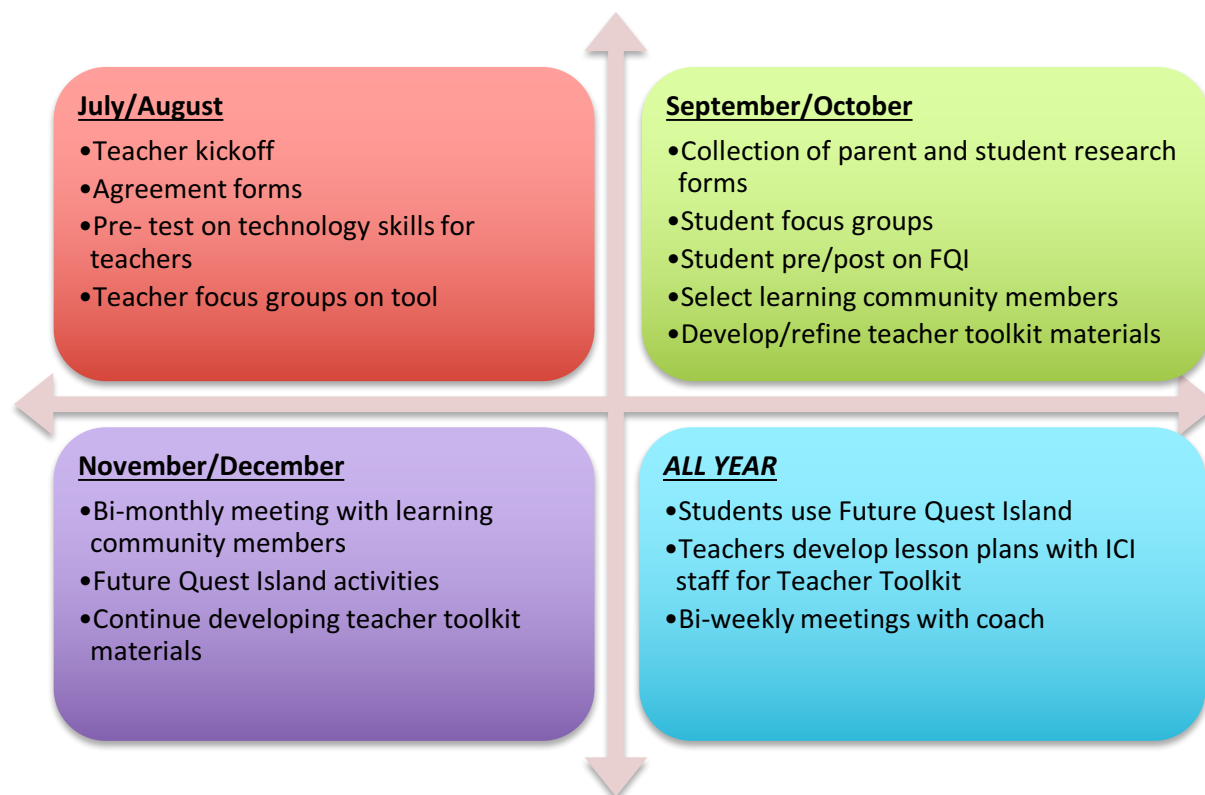
Future Quest Island Staff \_\_\_\_\_ Date: \_\_\_\_\_

School Administrator \_\_\_\_\_ Date: \_\_\_\_\_



## Future Quest Island: Timeline

### Promoting College and Career Readiness for All Middle School Students



*The contents of this fact sheet were developed under a grant from the US Department of Education, #H327S120011 However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.*



## Future Quest Island: Timeline

Promoting College and Career Readiness for All  
Middle School Students

Milestone	Jul./Aug. 2016	Sept./Oct. 2016	Nov./Dec. 2016	Jan./Feb. 2017	Mar./Apr. 2017	May/June 2017
Technology assessment with teachers	T					T
Review Future Quest Island wireframes	T	T S				
Review teacher toolkit (TT) site & provide feedback to FQI staff	T	T				
FQI Focus Group (qualitative feedback)		X	X	X	X	X
Establish schedule with teachers/staff for technical training assistance and implementation	T	T				
Conduct full-day training with teachers	T					
Learning Community Meetings to develop and review FQI & TT			LC	LC	LC	LC
Monthly onsite coaching and training	T	T	T	T	T	T

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## Future Quest Island: Timeline

### Promoting College and Career Readiness for All Middle School Students

with completion of Technical Training Assistance (TTA) forms	S	S	S	S	S	S
Teachers implement lesson plans & assessments with ICI staff around college and career readiness and TT	T	T	T	T	T	T
Collect pre-test data from students & partner educators		T S				
Collect post-test data from students & partner educators						T S
Collect Feedback Evaluations						T S
Conduct focus groups with students & parents			S F			S F
Teachers collaborate with ICI staff to refine Teacher Toolkit (TT)		T LC	T LC	T LC	T LC	T LC
Review students' Digital Portfolios on Future Quest Island				T		T
Create and share Family Resources (Pinterest and TT)			P	P	P	

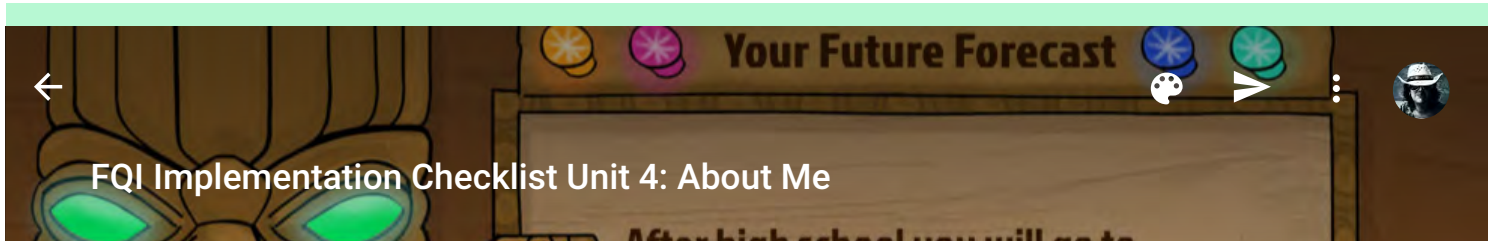
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Roosevelt School:

AY 16/17

★ If comments aren't applicable in a particular category, please type n/a

Unit	FQI Activity Location	Lesson	Applicable Accommodations	Additions/Changes to FQI LP	Notes/Suggestions/Questions	Classroom/Student Reaction	PE Tr
n/a	AMM,SS,C&C	surveys	Text to speech, one on one help as needed	n/a	Mitigate survey Glitch asap	Positive, students engaged	
3	C&CC	Imagine & Fav things TC	Text to speech, one on one help as needed	n/a	<a href="https://docs.google.com/document/d/1-1SUIVp5QyvjR_ZjjD51T2sM0Leeylf8lr-wXHWrWRU/edit">https://docs.google.com/document/d/1-1SUIVp5QyvjR_ZjjD51T2sM0Leeylf8lr-wXHWrWRU/edit</a>	See Google Doc Notes	See Not
4	AMM	TC- School Personal goal	Text to speech, one on one help as needed	MD noted that he will be using school TC later in the year as reference- potentially add a resource in the toolkit with ways to use previous activities to support future ones	<a href="https://docs.google.com/document/d/1Cm7Pm1E5KgRDFXqlvvxSAPy10uYc05SjbvwZDotTGrI/edit">https://docs.google.com/document/d/1Cm7Pm1E5KgRDFXqlvvxSAPy10uYc05SjbvwZDotTGrI/edit</a>		



QUESTIONS

RESPONSES

# Future Quest Island Implementation Checklist

Please check all of the items that you have completed to implement Future Quest Island. All items are located in the Teaching Toolkit when you login to [www.futurequestisland.org](http://www.futurequestisland.org).

Email address \*

Valid email address

This form is collecting email addresses. [Change settings](#)

Full Name \*

Short answer text

School \*

1. Haley Pilot
2. Roosevelt
3. Morton
4. Nathanael Greene

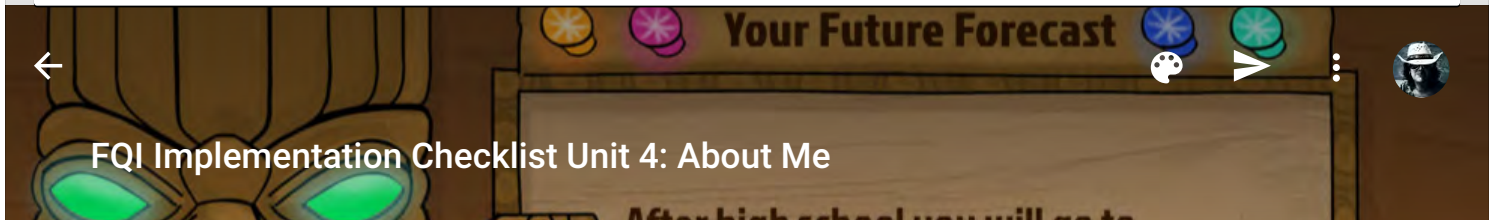
When did you start this unit? \*

Month, day, year



When did you start this unit? \*





## FQI Implementation Checklist Unit 4: About Me

### QUESTIONS

### RESPONSES

- ☐ Activity 2: Writing Prompt: How I Like to Learn..
- ☐ DO NOW Activity: Nest Flip Card
- ☐ Activity 3: Writing Prompt: Accommodations
- ☐ Activity 4: Thought Collage: What I Like to Do
- ☐ DO NOW Activity: Parrot Flip
- ☐ Activity 5: Thought Collage: Favorite Things
- ☐ Activity 6: My School Goal
- ☐ Activity 7: My Personal Goal

When did you complete this unit? \*

Month, day, year 

Please provide additional feedback to help us improve the materials in the toolkit, if desired.

Short answer text