

Project HOPE Vision



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FRANCISTUTTLE

INTRODUCTION

Francis Tuttle Technology Center has been providing credit recovery and career training through Project HOPE since 1996. Project HOPE has always focused on providing the student's opportunities for:



High School Education
Occupational Training
Placement in Jobs or Post-Secondary Education
Education for Life

In 1994, Francis Tuttle and Putnam City Schools began working on a collaborative effort to improve the vocational training component of Putnam City's Alternative High School. This effort resulted in a joint agreement establishing a Jobs for America's Graduates (JAG) program for at-risk students. After reviewing retention data for this population, it was evident that these students need additional support for success in vocational training. Although this was a separate initiative, it demonstrates the parties' willingness to share in helping at-risk students succeed educationally and vocationally. This partnership led to the establishment of HOPE at Francis Tuttle for dropout recovery.



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The first pilot group in 1996 targeted students in the Industrial, Engineering, and Technical occupation cluster with students from Putnam City. In year one, fifteen HOPE students enrolled in the manufacturing-related academy. In year two, fifteen new HOPE students enrolled in either the Health Occupations or Manufacturing clusters. An additional fifteen new HOPE students were enrolled in year three.

Today, HOPE serves students from Francis Tuttle's sending schools: Cashion, Crescent, Deer Creek, Edmond, Putnam City, and Western Heights. Students may apply to any career training programs at our Reno, Rockwell, and Portland campuses. Our goal is to serve up to eighty students in Project HOPE on the Rockwell campus and fifty students on the Reno campus. Rockwell Project HOPE will have up to forty students in the AM and forty students in the PM; Reno Project HOPE will have twenty-five students in the AM and twenty-five students in the PM.

Students are recommended by their home high school and complete applications for their career program choice. They attend their career program for half a day and HOPE the other half to complete the required credits for graduation. Upon graduation, each student is supported through job placement and/or continued education at Francis Tuttle through the Next Step Scholarship and/or college.

The Vision of Francis Tuttle's Project HOPE is to be an innovative and exemplary model for career-integrated alternative education services.



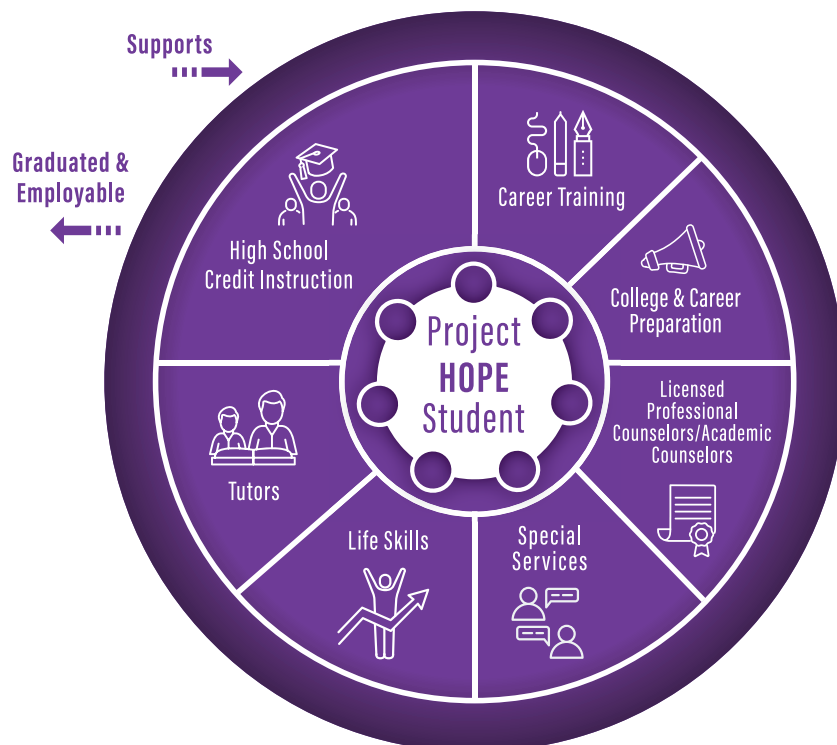
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Profile of a Project HOPE Student

The National Dropout Prevention Center identifies three main categories that contribute to our nation's dropout rates: school-related (absenteeism, failing grades, thought GED would be easier,) family related (getting pregnant, getting married, taking care of or supporting a family member,) and employment related (have a job and can't make it to school.) Although you can classify students in various categories, these young people can successfully complete school if they are in a smaller class and school environment with greater supervision, individualized instruction, access to additional tutoring, and improved communication between the school and the student's family. HOPE staff often serve as the caring adults needed to provide the structure to be successful in school.

The target population for HOPE are 16–19 years of age students who have dropped out, are at risk of dropping out, or are credit deficient. Students who need an alternative environment to a traditional school setting may also be referred. Students must have completed a minimum of 7 credits to apply. Students must also strongly desire to grow and learn in their career program choice. It should be noted that attendance and discipline policies coincide with those of Francis Tuttle Technology Center.



Students interested in enrolling in Project HOPE go through the career program application process. Students complete an online application for a Career Training program, and the sending school counselor completes the online referral for Project HOPE within the online application. As spaces become available in their Career Training program choices, an interview with the HOPE team and creating a tailored plan of study for the student applicant will complete their admission process.

Project HOPE Student Supports

Project HOPE students receive intentional academic, social, and emotional support within the program. Each Project HOPE student receives individualized support for their academic plan of study. A blended model of instruction (direct and small group instruction, project-based learning, and individual online instruction) will be utilized for all courses. Imagine Learning (Edgenuity) software is used for all online courses that are offered. Students can be assessed to their competency level and students complete required standards for the credits they need. Certified teachers for each core subject area provide personalized learning opportunities that include accommodating learning deficiencies, learning styles, preferences and utilizing instructional best practices. Project HOPE teachers, while building trusting relationships, ensure relevant and engaging curriculum elements and foster motivation for their students' learning experiences.

Project HOPE teachers serve as homeroom teachers for a small core group of students. This teacher serves as an anchor for the students. "Science shows that children who do well despite serious hardship have had at least one stable and committed relationship with a supportive adult. These relationships buffer children from developmental disruption and help them develop resilience or the skills needed to respond to adversity and thrive."



National Scientific Council on the Developing Child (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience*: Working Paper No. 13. Retrieved from www.developingchild.harvard.edu. Project HOPE teachers can identify early signs to address absenteeism, lack of progress, and home or external risk factors that may affect their completion.

Educational Enhancement Center (EEC) tutors at Project HOPE are available daily to provide additional support with one-on-one and small group instruction, career and job readiness preparation, and support students completing credits. These tutors and the EEC staff in career training areas also assist students with assessment and certification preparation. The Project HOPE EEC tutors work alongside the instructional and CPC staff with HOPE activities for students.

English Language Learner (ELL) staff can assist bilingual or ELL students struggling in Project HOPE or their career training program. The ELL staff are also available to the instructional staff to assist with strategies for working with our ELL students.

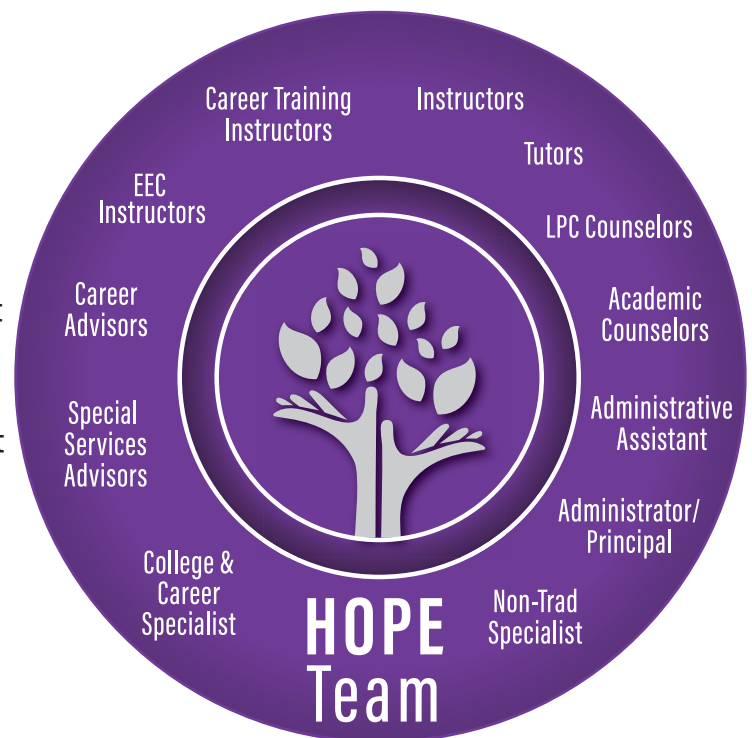
Students on IEP or 504s are supported by the HOPE staff and **FT's Special Services Advisor**. This is in collaboration with the sending school special services staff. A HOPE instructor and administrator are a part of the IEP team through the students' sending school.

Licensed Professional Counselors are on contract and on campus every day. They meet individually and in small groups with students on an ongoing basis. If a higher level of professional help is needed, outside resources will be identified to help the student and connections with resources are made with the student and family.

Academic Counselors create schedules and update students academic plans to ensure they are enrolled and completing credits needed for graduation. These counselors communicate with sending schools on progress and verifications. They assist the team in planning HOPE Days to build student skills for life. These sessions may include teamwork building, life skills, financial skills, study skills, stress management, and conflict resolution, among others, depending on the specific needs of the students. These sessions occur each week with small groups of students based on student needs.

Art Appreciation is an Oklahoma Alternative Education requirement and is met through art in-residence programs, student art education, and external resources that emphasize art appreciation. Each month, various art sessions are held for students to learn and grow in the arts.

Career Advisors are instrumental in our admissions processes. They work through the application process and meet with students about the programs to ensure they know what the program entails and that it is a right fit for the student and their career goals. The Career Advisors are familiar with and understand the process of accessing social service resources for students. The advisors are contacted when students express a need to a teacher or staff member. They meet with the students, contact family if needed, and make connections to the resources needed. Many organizations stand ready to assist our students when needed. The Francis Tuttle Foundation, Food and Clothing closets, not-for-profit shelters, PIVOT, Vocational Rehabilitation, and many other resources. Project HOPE has a dedicated Career Advisor who focuses on HOPE needs and works closely with the Project HOPE administrator and team with placement and the various needs of students.

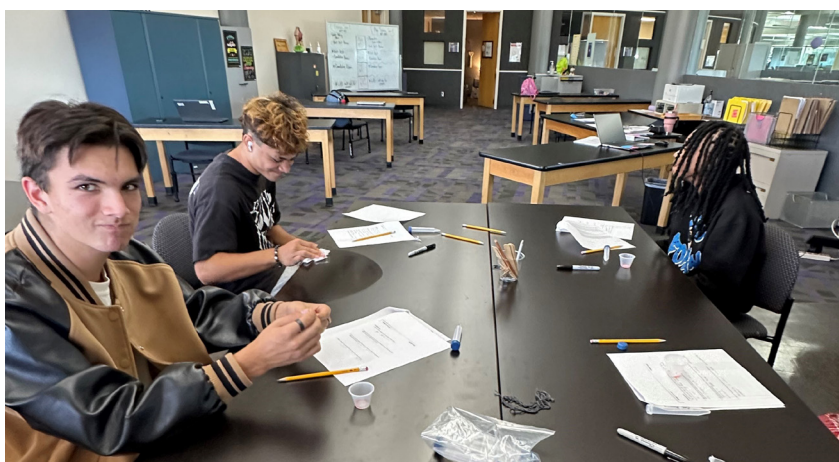


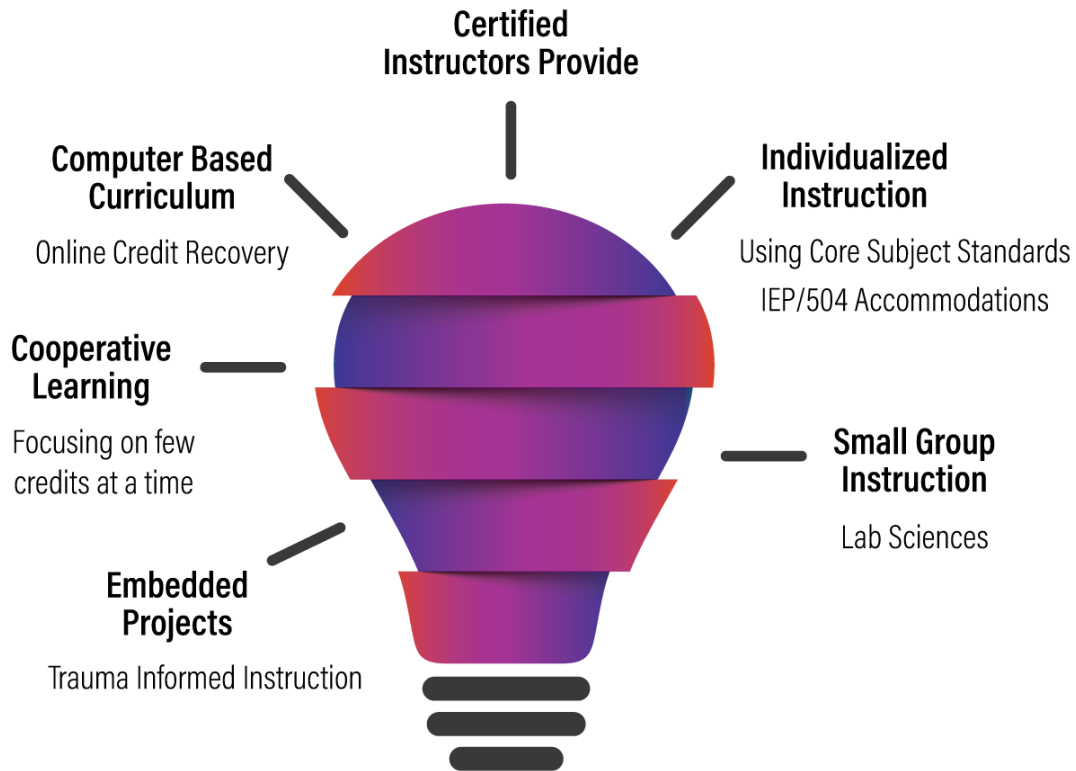


HOPE students have a team inside of HOPE and on FT campuses to support them during their learning journey. Not only do the Career Advisors for the program areas help students, but **Career Training Instructors, Instructional Directors, and Assistants** work very closely with HOPE staff. Progress checks for attendance and grades happen frequently to ensure that interventions can be put in place in a timely manner.

During a student's time in Project HOPE, their Individual Career and Academic Plan will be updated and completed. As part of this plan, **Francis Tuttle's College and Career Specialist and Non-Traditional Specialist** will assist students in readiness to pursue their post-secondary goals.

These specialists can ensure that students are enrolled in programs that offer college credit and know the steps to take to receive this credit when starting college. These specialists work with students weekly on OK Promise, college, and job applications. If they are in good standing, all Project HOPE graduated alums will be allowed to continue in their career training program or one other program through the Next Step Scholarship.





Instructional Model

Teachers are certified in core content areas (English, math, social studies, and science) and in elective courses offered. The teachers for Project HOPE are chosen based on their innovation and experience working successfully with at-risk students. The student/teacher ratio is 15 to 1 in most classes. A certified administrator will lead the HOPE team.

Project HOPE staff are included in all Francis Tuttle activities and professional development opportunities. The teachers and staff will receive ongoing professional development and training in working with at-risk youth, including trauma-informed instruction and best instructional practices. Staff will learn best practices from other successful alternative education programs. Project HOPE staff will be supported to ensure a positive and appropriate instructional environment for students' success.

Teachers will utilize a computer-based curriculum and supplemental instruction and resources to provide an alternative academic environment for the students. The goal is for students to focus on a minimum of two credits each 9-week semester, depending on the student's needs. Additional courses will be added if students require more credits to graduate on time. These additional courses will require, at times, students to work from home.

All academic courses will utilize a blended model of instruction with a computer-based curriculum (online) small group, embedded projects, cooperative learning, and individualized instruction throughout the courses. Students on IEPs or 504s are supported and instructors ensure their accommodations are being met. Students experience all core subject standards within the courses provided. For example, in lab sciences, students will have lab requirements in the classroom lab.

Cooperative learning opportunities will involve students working together on teacher-directed outcomes. This will allow students to learn the value of cooperation, teamwork, and collaboration, better preparing themselves for the workplace. In addition to the certified teachers, educational enhancement tutors are available to provide additional support with one-on-one instruction and support students completing credits.

Students will all participate in small group instruction to learn basic employability skills. Some sessions cover soft skills like communication, teamwork, and problem-solving.

In other sessions, students will create a resume, learn and practice interview skills, understand basics of salary, benefits, and taxes basics. Job searching and application skills will be learned, and support will be provided.

Instructors, EEC tutors, career planning center staff and industry personnel will provide the sessions and support.

The main objective is to assist the student in successfully completing high school, reaching their career goals, moving into the workforce, or continuing their education.



COMMUNITY SUPPORT SERVICES

As discussed earlier, there are many reasons why students drop out of school. The two most prevalent barriers for these individuals are a general dislike of school and personal situations. It is imperative that HOPE staff provide students with a nurturing, caring, and positive environment where the students feel good about themselves, achieve, and celebrate successes.

Project HOPE will provide support services to meet each student's personal and educational needs. Each student will work with counselors to develop a personal plan for alleviating or eliminating their educational barrier.

The Project HOPE homeroom teachers–will advocate for the students and be their key support person. FTTC Career Specialists, Counselors, and Career Advisors will assist students in accessing support services such as:

- Shelter
- Child Care
- Supplemental Nutrition Assistance Program (SNAP)
- Transportation
- Substance abuse counseling
- Professional counseling
- Clothing
- Emergency food and necessities
- Emergency funds from FTTC's Foundation
- Medical care
- Other social services needed

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Continuous Improvement

An Advisory committee comprised of individuals experienced in serving at-risk youth, local business leaders, community leaders, special services staff, parents, alumni, current Francis Tuttle staff, and students will meet annually to guide the continuous improvement of Project HOPE. Ongoing surveys of staff, families, students, and stakeholders will be conducted to ensure students' personal and educational needs are being met and Project HOPE is giving effective service. This data will be utilized during advisory meetings. All students will complete an Exit- Interview upon completion of Project HOPE. FTTC employs all instructors and staff for Project HOPE.

In addition, FTTC will provide all facilities, administrative oversight, fiscal oversight, general supplies, support staff, and all other resources needed. Project HOPE is partially funded by the Oklahoma Department of Career and Technical Education Dropout Recovery funds along with allocated general funds that are budgeted.

Key Program Components			
Inputs	Activities	Outputs	Outcomes
Funding Teachers	Occupational Interest & Aptitude Assessments	Course Completions High School	HS Diplomas Earned
Curriculum Facilities Professional Development	Academic Readiness Assessments Individual Career-Academic Plan Individual Instruction Small Group Instruction Educational Enhancement Enrichment Activities Guidance and Supports	Credits Earned CTE Program Completions	CTE Credentials Earned Job Placements Postsecondary Transitions

Resources and Articles

A Meta-Analysis of Dropout Prevention Outcomes and Strategies

(A Technical Report in Collaboration with The Center for Educational Partnerships at Old Dominion University). S. L. Chappell, P. O'Connor, C. Withington, & D. A. Stegelin. Clemson, SC: National Dropout Prevention Center/Network. April 2015.

Agency by Design: Making Learning Engaging

Derek Wenmoth, Marsha Jones, Joseph DiMartino, Aurora Institute, 2021

Dropout Prevention and Trauma: Addressing a Wide Range of Stressors That Inhibit Student Success

Rumsey, A., & Milsom, A. (2017). Dropout Prevention and Trauma: Addressing a Wide Range of Stressors That Inhibit Student Success [White paper]. Clemson, SC: National Dropout Prevention Center/Network.

Dropout Risk Factors and Exemplary Programs: A Technical Report

C. Hammond, J. Smink, & S. Drew: National Dropout Prevention Center. D. Linton: Communities In Schools, Inc. May 2007.

Effective Strategies For Alternative School Improvement

Addis, S., Greer, K., & Dunlap, L. (2020). Effective Strategies for Alternative School Improvement. Anderson, SC: National Dropout Prevention Center, a division of Successful Practices Network.

Exemplary Practices in Alternative Education (15 Exemplary Practices)

National Alternative Education Association, <https://www.the-naea.org/exemplary-practices.html>

Habits of Success: Helping Students Develop Essential Skills for Learning, Work, and Life

Eliot Levine Aurora Institute, Competency Works, 2021

Improving School Outcomes For Trauma-Impacted Students

Gailer, J., Addis, S., & Dunlap, L. (2018). Improving School Outcomes For Trauma-Impacted Students. Anderson, SC: National Dropout Prevention Center, a division of Successful Practices Network.

Meeting Students Where They Are

Antonia Rudenstine, Dixie Bacallao, Sarah Hakani, Sydney Schaef, iNACOL, reDesign, CompetencyWorks, 2018

Public Education, Career and Technical Education, and Dropout Prevention

Shumer, R.D., O'Connor, P.J., & Withington, C. (2017). Public Education, Career and Technical Education, and Dropout Prevention [White paper]. Clemson, SC: National Dropout Prevention Center/Network.

Weaving Student Engagement Into the Core Practices of Schools

T. Dary, T. Pickeral, R. Shumer, & A. Williams. National Dropout Prevention Center/Network. Clemson, SC, September 2016.