GAP ANALYSIS: TRANSITION AGE YOUTH EDUCATIONAL RESOURCES FOR HIGH SCHOOL GRADUATION AND COLLEGE AND CAREER READINESS

by

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Dedication

For my father, Ronald Bayne Hill, my mother, Carol Laverne Hill, my wife, Denise Michelle Hill, and my daughter, Kate MacKenzie Hill: We reach backward to our parents and forward to our children, and through their children to a future we will never see, but about which we need to care (Carl Jung, as cited in Myers, 2004).

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Abstract

California Transitional Services (CTS) provides various resources for individuals of all ages seeking assistance in living autonomous, productive, and prosperous lives (CTS, 2020). For females classified as Transition Age Youth (TAY) within the U.S. foster care system (CASALA, 2019), CTS offers provisional therapeutic services in Short-term Residential Therapeutic Program (STRTP) facilities until the age of 19. CTS' STRTP living accommodations serve a specific TAY female clientele that has exhausted long-term foster care opportunities. The residential homes offer a more intimate and private environment with assistance and resources ranging from trauma counseling, group therapy, rehabilitation, and transitional education accountability (CTS, 2020). CTS' STRTP TAY residential services for females between the ages of 13-19 is a critical research consideration to evaluate the efficacy of services designed to promote sustainable skills for lifelong stability, self-sufficiency, and contentment. The purpose of this study was to implement a Gap Analysis (Clark & Estes, 2008) model to analyze and evaluate knowledge, motivation, and organizational (i.e., KMO) factors impacting educational, psychological, and social autonomy impeding TAY high school graduation rates and college and career readiness. An outcome of this study was to facilitate viable consultation for the reallocation and proficient use of TAY resources leading toward sustainable TAY autonomy. An appraisal of educational, psychological, and social components were integrated from the Gap Analysis findings (Ambrose et al., 2010; Clark & Estes, 2008), guiding and promoting a tangible, scripted protocol of required resources to promote high school graduation rates and support services for viable independence beyond STRTP residency. Findings and solutions addressed validated, partially validated, or not validated KMO domains for integration, refinement, and developmental resources.

Knowledge Declarative data analyzed cognitive science, pedagogy, instrumentation, self-regulation, and self-confidence. Knowledge Procedural data measured differentiation, goal values, methodology, data collection, and collaborative strategies. Knowledge Metacognitive data reported cognitive taxonomy, attributions and contingencies, schema, and cognitive attrition. Motivational data measured choice selection, instructional design, goal values, socio-cultural and emotional influences, schema integration, and cognitive barriers. Lastly, Organizational data quantified CTS' professional learning and instructional design, fidelity of TAY resources, accountability protocol, cross-disciplinary alignment, incentivization, collaboration, and culture/climate factors.

Executive Summary

This dissertation addresses the important issue and responsibility of improving resources and services offered to foster care children between the ages of 13-19. Foster care children in this age range are preparing for independent life by pursuing high school graduation and necessary college and career life skills. Transitional Age Youth (TAY) is the name given to these children that will soon leave, graduate, or "age-out" from the support and guidance of the foster care system. This study's focus was to look at the present care and strategies offered to prepare more TAY children to graduate from high school, to develop social and mental wellbeing, and to gain valuable college and career opportunities. Specifically, this study focused on one category of TAY students: females living in short-term, group homes. Addressing ways to improve the quality of help available to these young TAY women is an area of great concern and urgency since many TAY are not properly prepared to transition from foster care to adult life. The research indicates that many TAY are not achieving a complete high school education with the proper skills required for independent life when exiting the foster care system (e.g., attendance in college and career readiness skills).

In 2017, almost 30% of all children leaving California's Foster Care system were TAY. These exiting TAY reported more absences, more suspensions, and low-rates of high school or GED completion (CDE, 2020). These TAY are more likely to experience unemployment, poverty, criminal activity, pregnancy, and depression (AFCARS, 2019). As a result, TAY are transitioning into emancipated life without the necessary academic and social skills, educational qualifications, and community resources (Courtney, Dworsky, & Peters, 2009).

This study approached analyzing present TAY services and resources by looking at areas related to knowledge barriers, motivation influences, and organizational support (KMO). Using a KMO approach, assessment of the quality of TAY services at several female group homes,

operated by the alias California Transitional Services (CTS), identified the need for substantial improvements to help these TAY girls succeed upon leaving beyond the foster care, group homes.

The following research question was used in this study: Does CTS' Direct Care Staff (DCS) have the knowledge, motivation and organizational goal values to serve and resource the needs of the TAY learner? The following steps were used for the research design. Step 1, CTS' DCS stakeholder was selected with daily and consistent access to the TAY learner to help improve teacher modeling and support. Step 2, Methodology used was an analysis of assumed KMO gaps. Step 3, DCS teaching and TAY support strategies focused on increasing high school graduation for college and career skills. Step 4 and 5 focused on TAY life beyond foster care and the skills needed for self-sufficiency (i.e., educational, psychological, and social autonomy). This dissertation is organized with five chapters. Chapter One states the problem. Chapter Two discusses relevant literature. Chapter Three indicates the methodology, participants, data collection, data analysis, role of researcher, and limitations. Chapter Four reports on KMO findings. Chapter Five discusses KMO solutions, implementations, and evaluation recommendations.

Using interviews, focus groups, and review of documents and budgets, the study identified several gaps in the provision of services to the young TAY women being served in the group homes. KMO Knowledge data investigated Declarative, Procedural, and Metacognitive causes and determined these areas to be a validated concern with a No, Yes, or Partial. **Declarative Knowledge** data were identified measuring Declarative Content, Cognitive Science, Cross-disciplinary Applications, and Accountability (i.e., DCS and TAY). Declarative Knowledge gaps focus on the DCS learning more about the subject matter and strategies on how to teach better. Cognitive Science was identified as "Yes." CTS would benefit from using

strategies on understanding how the brain learns best and how to identify necessary information needed to avoid confusion and/or frustration. Pedagogical Instruction was identified as "Partially." CTS needs to continue their efforts in practicing best teaching and learning strategies. Assessment Tools was identified as "Partially." CTS should continue to use fair and honest tests and evaluations to encourage learning. Content Descriptors were identified as "Partially." This gap indicates a need to give extra help with difficult teaching and learning information.

Procedural Knowledge data were identified measuring Evaluation, Feedback, and Content Value. Procedural knowledge gaps concentrate on teaching the staff how to best evaluate the problems that the TAY exhibit and what strategies to use to help the TAY become academically, emotionally, and socially strong. Differentiated Strategies was identified as "Partially." CTS shows a need to provide choices and different ways of teaching and learning. This helps to encourage the idea that everyone feels part of the way teaching and learning happens in the TAY homes. Academic TAY Modeling was identified as "Partially." Some of the DCS did not have backgrounds or understanding of how to best show the TAY student to learn the best and easiest. Evaluative Methodology was identified as "Yes." Some of the DCS said they were confused and fearful of how their supervisors judged their work. CTS can get better in communicating why and how evaluations are used to improve DCS instruction and TAY learning. Instrumentation was identified as "Yes." This gap means that CTS needs to consistently adopt and support good, consistent, and fair ways to measure DCS teaching and TAY learning. Collaborative Strategies was identified as "Partially." This gap suggests that CTS needs to use more collaboration strategies to help the DCS and TAY learn from each other.

Metacognitive Knowledge data were identified measuring Personal Reflection Schema, Collaborative Feedback Modeling, and Goal Orientations Development. For metacognitive knowledge, the DCS need help working with the TAY students (e.g., academics, social skills, self-regulation) and understanding how to meet the needs of the TAY learner. Reflection and Feedback was identified as "Yes." CTS needs to create more chances for the DCS and TAY learner to reflect and think about what is or is not working. Schema Development was identified as "Yes." DCS pointed to a gap that more time is needed to develop best teaching and learning ideas. This gap is concerned with helping the teacher and learner identify and limit the many distractions that can get in the way of learning best. Cognitive Attrition was identified as "Yes." CTS needs to allow practice for the DCS and the TAY learner to know when and why learning can be limited by exhaustion and/or too much information at one time. Self-regulation was identified as "Partially." CTS shows a gap in practicing ways to best manage the DCS and TAY responsibilities. Progress Monitoring was identified as "Partially." The DCS indicated a gap in the need for greater consistency in making and achieving goals.

Motivational factors were independently assumed and validated. KMO Motivational data determined areas of concern with a No, Yes, or Partial. Motivational data were identified measuring DCS Stakeholder Ownership, Identified Learning Modalities, and Collaborative Practices. Motivation gaps discuss why the DCS staff can often have low motivation and ways to best be able to help them improve their efforts. Choice Selection was identified as "Yes." The DCS talked about the desire to be a part of the teaching and learning choices. Goal Values was identified as "Yes." CTS needs to help the DCS and TAY learner find a relationship between goals and motivation. Attributions were identified as "Partially." CTS needs to continue to help the DCS and TAY learner be aware of how social and emotional stress can impact motivation and success. Confidence and Efficacy was identified as "Partially." CTS would benefit choosing

and developing strategies that are designed and adopted by all learners to increase personal confidence, ownership, and success. Culture and Climate was identified as "Partially." CTS should continue to put forth the effort to develop a friendly and caring culture that is committed to the success of the TAY learner.

Organizational data were identified measuring Document Analysis, Motivational Measures, Climate and Culture, Collaboration, and Engagement. The following KMO Organizational data determined areas of concern with a No, Yes, or Partial. Organizational gaps focus on the problem of not having enough money, having limited accountability for being successful with the TAY, and possessing little incentive to do a good job. Fidelity of Resources were identified as "Partially." CTS needs to make sure that the money being spent on TAY resources is used correctly and intelligently. Accountability was identified as "Partially." Accountability gaps emphasize that CTS needs to provide ways for all participants to be held answerable for fulfilling their job responsibilities. Alignment and Cohesion was identified as "Yes." The DCS indicated a gap that larger goals are disconnected from smaller goals often used in the short-term, group homes. Incentivization was identified as "Partially." CTS needs to provide more motivating rewards to encourage and motivate the DCS and TAY. Feedback and Reflection was identified as "Partially." There is a noticeable gap for CTS to improve the frequency and long-term use of feedback and reflection strategies.

Chapter 5 addresses KMO and Organizational Solutions, Implementation Strategies, and Evaluation Plans based on Chapter Four's data. The analysis of the KMO gaps identified in this study help to guide the following proposed improvements to provide potential solutions. KMO Solutions address Evaluation and Feedback, Defining Goals, Fidelity of Resources, Anthropological Investigations, Microaggressions, Differentiated Choice, Persistence, Mental Effort, and Networking. Organizational Solutions focus on Setting, Cultural Barriers,

Collaborative Solutions, Assessment Tools, Feedback, Reflection, and Quasi-administrative Leadership. Overall, solutions addressed fixing gaps in defining clearer goals, raising additional money, understanding more about each TAY child, helping students understand the impact of microaggressions they are committing, how to help them succeed over time in the facility, and how to network for relationship building.

Implementation Strategies focus on integration and monitoring methodology. The analysis of the KMO gaps identified in this study help to guide the following implementation strategies: Organizational Integrated Resources, Expert to Novice Ratio, Cognitive Attrition, Collaborative Coaching, Collegiality, Collaborative Contracts, Micro-credential Integration, Instrumentation and Methodology, Goal Targeting, Culture and Climate Efficacy. Overall, implementation strategies propose integrated resources from multiple social service agencies, more experts to help compared to novice service providers, coaching and leadership opportunities, contracts for behavior and/or performance, setting goals for DCS and TAY performance, and offering self-efficacy training to promote independent learning.

To gauge the success of these changes, the following evaluation process will be used. Evaluative Plans were developed by using the New World Kirkpatrick Model (NWKM). Level 4 utilized Results, Leading Indicators, and Desired Outcomes as evaluative measures. Level 3 focused on Behaviors. Level 3 is used to Monitor, Reinforce, Reward, and Encourage stakeholders to achieve short and long-term value. Level 2 addressed development and alignment of learning goals. Lastly, Level 1 considered pre and post Reactions. Level 1 of the NWKM considers “post-reaction,” “engagement,” “relevance,” and “customer satisfaction.” Identified KMO gaps with specific solutions, implementations, and evaluation methods are designed to help improve both the quality and cost effectiveness of TAY services and resources. Evaluation targets will look for increased graduate rates, college and career success, and better social

communication with peers, teachers/counselors, and parents. It is the hope to evaluate whether or not there are changes in behavior to improve outcomes that lead to greater academic and social success for TAY young women leaving foster care with the necessary skills for an independent, sustainable life.

In conclusion, it is anticipated that addressing the identified gaps with the suggested improvements in services for TAY living in short-term, group homes will improve in high school graduation rates and college and career readiness. Implementation of this framework will create an effective intervention that addresses KMO gaps unique to the TAY context. This framework, if implemented with steadfastness, hopes to improve CTS' TAY resources and services with special emphasis on educational practices that honor CTS' mission statement. It is hoped that the identified KMO gaps in this research can be used by other organizations with similar needs and concerns. As a result, the value of this research will create awareness and improve the necessary TAY resources and services required to live a happy, healthy, and positive life.

CHAPTER ONE:

INTRODUCTION TO THE PROBLEM OF PRACTICE

Education is inseparable from the inherent directive of leading to and protection of truth, a pedagogical guidance toward greater understanding, conviction, resilience, and purpose (Etymonline, 2020). The numerous contingencies that contour an individual's existence affect long-term cognitive development, opportunity, and goal orientation values (Yough & Anderman 2010). Aligning to specific socio-philosophical ethics, a quintessential imperative exists within humanity, an instinctive impulse, to protect and celebrate "dignity, the moral right of man to life, its development and cultivation, as well as the values of justice, responsibility, tolerance, and obligation" (Gluchman, 2017, p. 1). Targeting at-risk populations marginalized by socio-cultural and emotional factors impeding equity and access (Weiner, 1972) is, consequentially, a salient ethical accountability and altruistic responsibility (Scott & Palinscar, 2006).

Referencing the 2019 Congressional Research Service report (CRS), in 1986, federal child welfare programs of the Social Security Act amended Title IV-E by adding section 477. Section 477 launched the Independent Living Initiative (ILI), aiding the adjustment from foster care to independence (Sims, 1988) for Transition Age Youth (TAY) between the ages 13-19 (CASALA, 2019). Studies suggesting TAY reliance on homeless shelters, beyond the age of 18, prompted the Title IV-E amendment to promote transitional support and autonomy (Sims, 1988). From 1987 to 1988, section 477 allotted $45 million annually for individual States to design and support "independent living services" for Aid to Families with Dependent Children (AFDC) (U.S. Department of Health & Human Services, 2020, p. 1). AFDC eligibility was reserved for TAY ages 16 until the age of 18 when children no longer qualified for foster care maintenance payments (Sims, 1988). In 1999, the John H. Chafee Foster Care Independence Act (CFCIP)

created provisional federal assistance to sponsor TAY self-sufficiency via grant proposals to develop specific opportunities in "education, employment, financial management, housing, emotional support, and assured connections" (Children's Bureau Office of the Administration for Children & Families, 2012, p. 1). In 2002, the Educational and Training Vouchers Program (ETV) for TAY supplemented the CFCIP to draw more participants as beneficiaries of federal aid sponsoring educational initiatives encouraging self-sufficiency (Carroll & Bishop, 2002). To encompass the ETV services to "aged-out" (Casey Family Programs, 2019) TAY beyond the age of 18, in 2008, the Fostering Connections to Success and Increasing Adoptions Act (P.L. 110-351) was passed extending TAY foster care services to age 21 with conditional criteria (Courtney, Dworsky, & Peters, 2009; H.R. Res. 6893, 2008).

The 2019 Adoption and Foster Care Analysis and Reporting System (AFCARS) states that of the 687,345 children receiving social services nationwide, a total of 250,103 children exited the US foster care system. According to the Children's Bureau Office of the Administration for Children and Families (2017), California's 51,866 foster care population is the largest in the US with 28,539 children withdrawing from the system due to different circumstances: reconciliation, adoption, guardianships, or emancipation. In 2010, California adopted P.L. 110-351 with the passing of Assembly Bill 12 (AB 12), extending TAY foster care to 21 while contingent on specific criteria qualifications: pursuit of a high school or general education diploma (GED); half-time enrollment in college or vocational education; 80 hours per month of paid employment; employment programs; or verified medical classification (California Department of Social Services, 2020). In 2017, despite the AB 12 age-extension to 21 with modified conditions, TAY represented 29.6% of all children leaving California foster care due to volitional withdrawal or program completion (Casey Family Programs, 2019). Of the total 29.6%

of TAY exiting foster care, 13% (i.e., 3,710) were TAY who did not meet the minimum qualifications under the new AB12 criteria due to non-qualified education, employment, or medical status (Casey Family Programs, 2019).

Regardless of the modified AB 12 rules for aged-out TAY, the 2020 National Youth in Transition Database Report to Congress (NYTD) highlights the complexities of TAY welfare services, related policy, and legislation while illuminating the deficiencies in pertinent research impacting TAY independence. Accessing full advantage of AB 12 modifications is theoretically accessible; however, studies indicate the 13% TAY aged-out population exits the foster care with low-rates of high school or GED completion suggesting deficiencies in college and career readiness (Courtney, Okpych, & Park, 2018). For example, the California Department of Education (CDE) (2020) foster youth data reported deficiencies in every category compared to non-foster youth: 16% more absences; 12% more suspensions; 27% less in CAASPP ELA; 25% less in CAASPP math; and 29% less in graduation rates. Consequently, TAY transition into emancipated life without sustainable academic and social skills, educational qualifications, and communal resources for sustaining autonomy (Courtney et al., 2018). Additionally, independent TAY are statistically more likely to experience unemployment, poverty, criminal activity, and depression (Keller, Salazar, & Courtney, 2010; Stott & Gustavsson, 2010). In 2015, the Every Student Succeeds Act (ESSA) was passed to address negative social outcomes for TAY to track academic performance on standardized state assessments and high school graduation by 2018 (Stringer, Kenny, Kim, & Kelly 2019). However, in 2017, ESSA was eliminated by Congress using the Congressional Review Act, a vote of 50–49, (Phenicie, 2017) leaving only California and 15 other states responding to ESSA's mandate to monitor educational progress for foster youth (Stringer et al., 2019).

The 2020 CDE annual report does not account for disaggregated data specific to California's TAY graduates living in diverse foster residential care: Short-Term Residential Therapeutic Programs (STRTP) (as cited in Keller et al., 2010). Stott and Gustavsson (2010) address the wide variety of impediments impacting TAY autonomy, arguing that TAY are influenced by the longevity and stability of their residential foster care with a variety of accessible benefits and services (NYTD, 2020). TAY can range from multiple residences to medical facilities, single to group homes, and from long to STRTP (e.g., STRTP) placements (Courtney et al., 2018; Stott & Gustavsson 2010). As evidenced by the congressional amendments to foster care welfare programs, TAY continue to lack the consistent and permanent fidelity of resources required for emancipatory transition with long-term sustainability.

Advocating for successful resources for profitable TAY independence, "epistemological commitments" and "methodological approaches" related to "cognitive science and developmental psychology" are predicted in viable research designs (Mayer & Alexander, 2017, pp. 57-58). A complex landscape with wide-ranging elements that straddle knowledge, motivational, and organizational factors requires patience and fidelity of resources to modify personal and systemic change (Clark & Estes, 2008; Rueda, 2011). Viable research is best generalized for latitudinal refinement if the design can create a framework that capitalizes on the homogeneity of variables (McEwan & McEwan, 2003). Directing research questions and design from the national foster-care system to a localized Southern California TAY female population in STRTP group residency affords a purposeful application of statistical research to acquire a targeted understanding of factors related to sustainable and self-sufficient TAY autonomy. This study strategically compacts the scope and sequence of the intended research population to make definable, pragmatic change empirically observed through personal, systemic, cultural, and

generational reform. To protect the generalizability of the research design's external validity complemented by instrumental reliability (McEwan & McEwan, 2003; Robinson Kurpius & Stafford, 2006), the following research design focuses on the alias California based California Transitional Services' (CTS) group homes in Southern California, targeting STRTP residential resources and benefits to promote sustainability for TAY females between the ages of 13-19. A critique of effective and accessible TAY services and benefits will be analyzed for application and proficiency for achieving high school graduation rates and college and career readiness among TAY female living in CTS' STRTP, group homes.

Organizational Context and Mission

Using the alias California Transitional Services (CTS) for confidentiality, CTS provides various resources for individuals of all ages seeking assistance in living autonomous, productive, and prosperous lives (CTS, 2020). In the 1960s, approximately 3800 children with cognitive and emotional concerns were resourced through California state-funded mental institutions (CTS, 2020). CTS adopted a mission to solicit alternative solutions for provisional resources, advocating for community-based residential facilities offering living and learning skills necessary to be profitable participants in the community (CTS, 2020). With the addition of varied resources, CTS eventually extended services to promote tailored educational curricula and community programs: to help children, youth, and young adults at risk of being placed in residential treatment, juvenile detention, psychiatric hospitalization, and other restrictive, non-family settings (CTS, 2020, p. 1). Encompassing 50 years of service, CTS presently employs approximately 1000 professionals serving to fulfill the commitment to facilitate access to medical (e.g., specialty mental health and medication support), psychological (e.g.., behavioral and emotional therapy), and residential (e.g., long-term foster homes and STRTP group homes)

assets pertinent for living independent and productive lives (CTS, 2020). CTS' longstanding social service and noted stakeholder dedication is complementary to the needs and services pertinent for TAY independence.

The following research framework intentionally narrows CTS' services to analyze therapeutic resources for TAY females living in STRTP, group homes with the following mission objective: to assist with the stabilization of youth challenges and facilitate a successful transition to their family, community, and education supports (CTS, 2020, p. 1). A full-range of CTS services and partnerships related to TAY STRTP group home residential benefits will be addressed and critiqued for efficacy and accessibility: trauma-informed care environment, individualized team planning support process, group rehabilitation services, education support services, supportive transition and permanency preparation services, and post-transition/aftercare services (CTS, 2020). CTS' STRTP, group home living accommodations serve a specific TAY female clientele that has exhausted long-term foster care opportunities. CTS' group residences are designed to offer an intimate and private environment with diverse assistance and resources (i.e., trauma counseling, group therapy, psychological rehabilitation, educational training, life skill lessons, and transitional education accountability) (CTS, 2020).

The barriers impeding TAY sustainability (e.g., graduation rates and residential displacement), despite defined programs and amended legislation, justifies an accountability of the proficiency and allocation of resources and funds related to the social and cultural contingencies specific to this targeted population. As a result, CTS' STRTP TAY services and resources of females between the ages of 13-19 is a critical research consideration to evaluate the efficacy of services designed to promote sustainable academic and social skills (i.e., graduation and college and career readiness) for lifelong stability, self-sufficiency, and contentment.

Organizational Performance Status

National and state-wide accountability reports display the graduation rate and college and career readiness deficits from TAY foster care (Courtney et al., 2018). CTS' services are charged with the complicated task to contain, support, inspire, and improve an identified at-risk female TAY clientele that, despite a variety of resources, are graduating at lower rates than non-foster care youth. As stated, research suggests that TAY females living in STRTP, group homes are at high-risk of not qualifying for AB12 extended foster care services. As a result, TAY typically withdraw from the foster system at age 18, becoming vulnerable to unemployment, homelessness, psychological impediments, and derailed professional objectives (Keller et al., 2010; Stott & Gustavsson, 2010; Stringer et al., 2019). Research indicating the level of disparity of graduation and college readiness while accessing foster care resources (i.e., CTS) affects the viability of national and state-wide supported programs that are not producing concrete outcomes (e.g., graduation rates, employment, and technical skills) aligned to adopted program objectives and stated mission statements (Brantley, 2020, as cited in County of Los Angeles, 2020; Stringer et al., 2019).

CTS' services that are not achieving TAY graduation rates near or at the same proportion as non-foster youth compel further study to improve successful program access and completion (Brantley, 2020, as cited in County of Los Angeles, 2020; Stringer et al., 2019). Considering an inclusive analysis of CTS stakeholders accountable for TAY attainment, the TAY learner stakeholder lacks consistent residency, psychological stability, and cognitive maturity to self-advocate for long-term success. Choosing CTS' STRTP "direct care" personnel as the primary stakeholder due to direct and regular integration of TAY support is a proficient and practical strategy to critique TAY resource deficiencies. An evaluation of CTS' professional training

resources and services for Direct Care Staff (DCS) stakeholders are defined as a person "who provides direct care and supervision, as well as facilitates activities and provides support services" (CDSS: STRTP, 2020, p. 12). For the purpose of this research design, DCS stakeholders will encompass three specific CTS partnerships sharing educational, social, physical, and psychological responsibilities facilitating "direct care" TAY services and resources. Each DCS arm offers specific expertise and resources specific to the CDSS' STRTP Interim Licensing Standards (ILS) (CDSS: STRTP, 2020). For clarity and simplicity, this research will extend CDSS' ILS definition of DCS stakeholders—encompassing a wide-range of TAY support—to include CTS' educational, social, physical, and psychological partnerships as the "DCS stakeholder." This research design will focus on CTS' DCS stakeholder to determine any deficiencies negatively affecting the "direct care" ability to properly serve the TAY learner (2020). The following research is guided by the California Department of Social Services' (CDSS) STRTP framework for Continuous Quality Improvement (CQI): The process of identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions to improve the quality of core services and supports (CDSS: STRTP, 2020, p. 10).

Related Gap Analysis Literature

The primary objective of this research design is to identify why CTS' STRTP, group home TAY females are not achieving the desired high school graduation rates and, consequently, college and career readiness skills necessary for independence. A Gap Analysis will be used to indicate and improve "gaps" (Clark & Estes, 2008) in CTS' TAY group-home resources and services concerning knowledge, motivation, and organizational (i.e., KMO) factors impacting related educational goals. A KMO Gap Analysis will test the fidelity of CTS' TAY

program and develop practical solutions to improve TAY high school graduation rates and skills required for adult life. Validating data-driven "intervention" strategies exposed in the Gap Analysis will strengthen the personalized and differentiated academic experiences of the individual TAY learner.

Clark & Estes (2008) state that the individual's unique principal knowledge and motivational behaviors become necessary to effectively integrate the learner into the intervention. Intentionally accommodating prior-knowledge, motivation, personality, aptitudes, and behaviors become elemental to the adoption and success of the curriculum (Kurpius & Stafford, 2006) and proficient use of TAY resources. Engagement is often an elusive variable necessary for deep, powerful, visibly sustainable growth. Communicating and validating the fidelity of TAY resources is inseparable from implementation that diligently communicates the socio-cultural and psychological variables of the individual learner (Gasiewski, Eagen, Garica, Hurtado, & Chang, 2011).

Anticipating and accounting for abstract socio-emotional factors significantly impact motivational adoption, influencing self-confidence, socio-cultural inadequacies, and behavior impeding academic engagement (Gasiewski et al., 2011). The necessity to measure and essentially quantify variables like motivation will be dependent on the success of the analysis used to identify the limitations, disconnects, or gaps "between goals and current performance" (Clark & Estes, 2008, xii).

Identifying KMO gaps relates to the context of delivery, perspectives, and goal orientations of the learners (Senko, Hulleman, & Harackiewicz, 2011). The overall KMO study seeks to identify and differentiate gaps in the training of professionals (i.e., DCS stakeholder) providing services to TAY, improving chances for TAY success upon exiting the program. To do

this, the DCS stakeholder needs to understand the academic and socio-emotional needs of the TAY learner. CTS' varied DCS personnel are used to address the complex educational, physical, sociological, and psychological factors, representing KMO domains (Clark & Estes, 2008).

Research on personalized learning emphasizes differentiated professional development, varied learning strategies and content delivery, and personalized and strategically articulated goal orientation values of the identified stakeholder (Reeves, 2002; Timperley & Alton-Lee, 2008). Resourcing academic and socio-emotional needs of a TAY population is most efficiently addressed in the research-driven professional development offered to faculty, staff, and ancillary professional guidance (e.g., DCS: academic counselors, teachers, mentors, and psychologists) modeling effective intervention strategies for TAY application. The challenge is to research, design, implement, and revise professional development approaches that reinforce accountability and produce TAY growth in academic and social performance for independent sustainability (Timperley, Wilson, Barrar, & Fung, 2008).

CTS' DCS personnel are challenged with a unique responsibility that supplies pervasive reinforcement of physical, mental, academic, and social prerequisites. Consequently, the prevalent access and impact that CTS' personnel has on their TAY population require a rigid critique of the fidelity of adopted professional and personal learning paradigms designed to model accountability for TAY transference. The efficacy of the adoption and integration of organizational training or professional development on personnel is often scrutinized by professional researchers and consultants specializing in the analysis and evaluation of employee training programs (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). CTS' professional development will be reinforced through data-driven differentiated strategies, varied perspectives, diverse expertise, and unilateral application of KMO domains related to cognitive

science, motivational attributes, and systemic organizational protocol. Professional development that accounts for and accommodates the educator's (i.e., DCS stakeholder) personalized learning attributes, aids the proficiency of expert to novice reassignment while promoting long-term, self-directed learning (Clark, 2012).

Importance of Addressing the Problem

The mission of CTS (2020) is to faithfully integrate and utilize programs and services for TAY autonomy that inspires the learner to intrinsically pursue and extrinsically achieve lifelong prosperity and happiness (Senko et al., 2011). TAY are highly impressionable and susceptible to the positive and negative experiences influencing cognitive growth, psychological stability, philosophical ideology, and physical safety (Ambrose et al., 2010; Brown & Wilderson's 2010; Klasey & Brantley-Harris, 2020; Stott, 2012; Yough & Anderman 2010). The stability of residential-life and the instructional reinforcement in preparation for independence is the most susceptible level for overall mental development, shaping personal values and long-term goals (Senko et al., 2011). Education, despite the medium of access, functions as a greenhouse of preparation that endeavors to nurture responsible citizens with knowledge, life-skills, and experience for autonomous living.

It becomes imperative to critically examine DCS pedagogical methods, psychological strategies, and organizational operations that are driven by the data, tailored to the specific context, and holistic to the TAY population concerning cognitive differentiation as well as qualitative values (e.g., motivation, self-regulation, self-esteem) (Ambrose et al., 2010). Identifying the in-house, DCS professionals as the most pragmatic stakeholder, the research design objective is to build empirical skills, increase high school graduation rates, and promote post-secondary college and career readiness for independent sustainability and success. The

whole learner, concrete and abstract, must capitalize on motivational and cognitive theories to gain awareness of psychological attributes impacting engagement (Gasiewski et al., 2011). Analysis of DCS resources and services will be applied to independent and dependent KMO factors affecting stakeholder modeling for the TAY learner.

Organizational Performance Goal

Referencing literature and research findings, there is an organizational gap and objective obligation to design, implement, and reinforce, with management oversight, the fidelity of resources, the efficacy of execution, and the consistency of implementation of a TAY resource intervention and resource allocation program. This will reinforce alignment to state, national, and organizational goal orientations to promote access and equity for a statistically marginalized TAY female population vulnerable to a myriad of socio-cultural factors (Keller, et. Al, 2010; Klasey & Brantley-Harris, 2020).

In one year after integration of improved and suggested resource intervention strategies designed for the DCS professional stakeholders, CTS' organizational structure and implementation of programs and services will be practiced in all TAY group homes and communicated in all applicable mission statements. The desired organizational goal is to claim visible reciprocity between all TAY facilities with a diligent system to monitor and track graduation rates and post-secondary involvement. Among the TAY female group home population, CTS will seek to achieve an 80% high school graduation rate to close the 29% achievement gap disparity between foster care TAY and non-foster care learners reported on the 2020 CDE accountability report.

Stakeholders: Identification and Performance Goals

The organizational goal of increasing CTS' TAY high school graduation rates among females residing in STRTP, group home facilities is interdependent on the fidelity of resources and services accessed and utilized by all pertinent stakeholders: TAY females, DCS, CTS organizational administration, community and charitable volunteers, educational instructors, law enforcement personnel, and state officials. CTS' in-home DCS have the opportunity to directly impact TAY high school graduation rates due to the direct, consistent, and integrated contact with the TAY learner. Though the TAY learner stakeholder is ultimately responsible for academic attainment, the DCS stakeholder is suggested to be the most reliable and diligent (e.g., employment incentives, maturity, professional and paraprofessional skills, and legal accountability) to effectively utilize and engage all "active ingredients" influencing knowledge, motivation, and organizational variables (Clark & Estes, 2008, p. 126).

The primary constituents involved will be TAY learners, DCS, teachers, and counselors. The central focus will rely on identifying and accommodating the KMO needs uncovered from the Gap Analysis with direct application to CTS' DCS with direct, daily access to the learner stakeholder (i.e., DCS). The knowledge and motivational "ingredients" to achieve TAY organizational goals are best analyzed through the DCS lens while the TAY learner and ancillary support (i.e., teachers, counselors, administrators) facilitate and support the learning process leading toward graduation. Guided by KMO Gap Analysis results, the management and implementation of the resources involved in the resource intervention proposed solutions to monitor and increase high school graduation rates will be managed by CTS DCS staff with close collaboration with relevant professional and paraprofessional personnel (e.g., DCS teachers, tutors, counselors, mentors). In-home DCS will provide orientation and initial modeling of

strategies based on KMO findings. Ancillary DCS support will collaborate with in-home DCS to provide communication support of individual TAY student progress and resource intervention goals with quarterly communication to support KMO development indicated by the research design (e.g., email, meetings, professional development). Teacher and counselor support roles will be replaced as liaison facilitators that help guide, support, and train DCS instructional and accountability needs for the TAY learner that are discovered in the Gap Analysis (e.g., pedagogical techniques, metacognitive knowledge, self-efficacy strategies, motivational theories) through individual or group learning.

Indicated KMO deficiencies from the research will be complemented by constant pedagogical adjustments and revision to allow for the empirical evaluation of the student's qualitative "contingencies" affecting learning (Brown, Henderson, Gray, Donovan, & Sullivan, 2013). The DCS as stakeholder will create a differentiated learning experience while monitoring and increasing affective change in relation to the research findings and organizational goals (Clark & Estes, 2008). Alignment of the DCS stakeholders' personalized, professional learning with the school's mission statement will be contingent on addressing KMO findings influencing academic, social, and psychological competencies. The organizational goal will be fragmented and marginalized if knowledge is measured only quantitatively without the faithful attempt to support the DCS stakeholder in place to address the needs of the whole student: social, cultural, motivational, and psychological qualitative variables (Brown, et al., 2013).

Every stage of the resource intervention adoption process will be tailored from the Gap Analysis results to support the DCS stakeholder in modeling, guiding, and motivating the students to practice individual and peer-related activities on metacognitive evaluation, schema development, and solutions influencing competency (Rueda, 2011). Fostering student-centered

metacognitive abilities will complement adopted strategies and identified attributions (e.g., motivational, self-regulation, value-based, social, and cultural) (Anderman, E & Anderman, L 2010). As stated, the following Gap Analysis will focus on the DCS stakeholder due to the direct, daily, and concentrated integration of KMO strategies for TAY transfer. See Table 1.

Table 1. Organizational Mission, Global Goal, and Stakeholder Performance Goals

Organizational Vision
To be a community leader and exemplary model in promoting sustainable independence for TAY foster care children residing in community-based live-in facilities seeking assistance in living autonomous, productive, and prosperous lives.
Organizational Stakeholder Goal
In one year of TAY resource intervention adoption, CTS will chart, monitor, implement, facilitate, and achieve 80% high school graduation for all senior TAY residents with 60% verification of AB12 qualification and post-secondary education and/or employment goal orientations.
DCS Stakeholder Goal
In one year of the TAY resource intervention adoption, the DCS employees will have been trained, resourced, evaluated, and certified in related high school graduation supports (i.e., pedagogical, cognitive, and motivational factors) to promote and validate the organizational goal mission.
TAY Learner Stakeholder Goal
In one year of the TAY resource intervention adoption, the CTS' TAY learners will have been exposed to effective DCS KMO modeling and will display academic and social improvement impacting high school graduation qualification and college and career readiness for TAY autonomy.

Purpose of the Study and Research Questions

The purpose of this study is to implement a Gap Analysis (Clark & Estes, 2008) to analyze and evaluate knowledge, motivation, and organizational (i.e., KMO) factors impacting TAY high school graduation rates and college and career readiness among females living in CTS' STRTP, group homes. An outcome of this study is to facilitate viable consultation for the reallocation and proficient use of TAY resources leading toward sustainable TAY autonomy. An appraisal of educational, psychological, and social components will be integrated from the Gap

Analysis findings (Ambrose et al., 2010; Clark & Estes, 2008). A pertinent, comprehensive literature review provides for the TAY context related to demographics, correlated ethnographic details, strengths and limitations in existing research, and articulation of the importance, accountability, and awareness of TAY studies prompting further analysis. Reports indicating deficiencies in TAY resources for independence, high school and post-secondary achievement, and systemic social vulnerabilities motivated a critique of the existing foster-care frameworks to synthesize corporate objectives, strengthen organizational relationships, highlight correlated social concerns, and reinvigorate social responsibility reinforced by statistical trends shaping probability and inference. An additional outcome of this study is the accessibility of TAY intervention strategies produced in a tangible, scripted protocol of required resources that promote high school graduation rates for viable independence beyond the STRTP.

As stated, the primary STRTP, group home faulty/staff stakeholder will focus on professional development and daily interaction strategies that encompass KMO domains (Clark & Estes, 2008; Rueda, 2011). Analysis of TAY graduation rate and college and career readiness factors began with research on chronological development of foster care legislation. Focusing the research design's lateral scope to TAY females living in CTS' STRTP, group home facilities, the DCS stakeholder was selected to provide direct and consistent TAY resourcing.

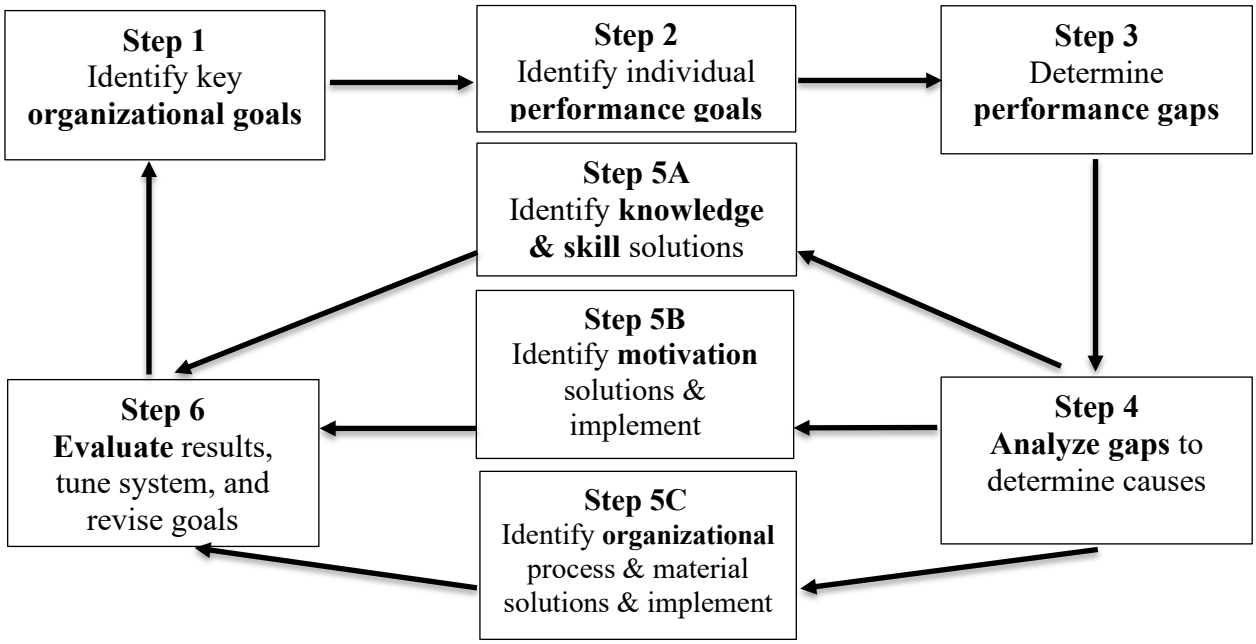
The following three research questions framed this study:

- Does CTS' DCS have the knowledge to serve the needs of the TAY learner?
- Does CTS' DCS have the motivation and goal values to serve the needs of the TAY learner?
- Does CTS' organizational management support the necessary resources and services to serve the needs of the TAY learner?

Conceptual and Methodological Framework

The "idiosyncratic" nature of educational research relies on diverse objective data while anticipating subjective demographic constructs (McEwan & McEwan, 2003, xiii). An analysis of pedagogical progression must acknowledge the complexity of its human subjects. A Gap Analysis philosophy addresses this complexity with both quantitative and qualitative aspects related to achievement: insufficient knowledge or skills, motivation, and organizational or cultural barriers (Clark & Estes, 2008). Gap Analysis attempts to infuse an idiomatic human technology that celebrates the spirit of measuring the immeasurable while proposing causal relationships: a merging of concrete and abstract variables (Clark & Estes, 2008). These categories utilize a mixture of both objective and subjective methods rooted in empirical analysis. It is pertinent to anticipate concrete and abstract factors when addressing performance improvement or achievement gap deficiencies and protecting the fidelity of data while evaluating the methods used to "mine" for relevant findings (Cheng, 2017, p. 4). The Gap Analysis structures specific research frameworks that uncover deficiencies in knowledge contingencies, motivation factors, and organizational barriers. Through veritable analysis, data-driven solutions validate the efficacy and reliability of fundamental, integral features to the pre-existing structure to identify strengths and weaknesses manifested in KMO categories (Rueda, 2011). The methodological framework is a mixed-method (i.e., quantitative and qualitative) design outlined by descriptive statistics. National and state-driven accountability research guide the quantitative data via interviews, focus groups, and surveys that provide documented analysis to investigate objective gaps (Salkind, 2016). The model is illustrated in Figure 1.

Figure 1. Gap Analysis Process Model



Source: Adapted from Turning research into results (Clark, R. E., & Estes, F., 2008; Charlotte, NC: Information Age).

Organization of the Dissertation

The following dissertation is organized with five chapters designed with continuity according to established scientific research methodology. Chapter One focuses on problem introduction. Chapter Two comprises a progressive literature review concerning contextual TAY information (e.g., demographics, social vulnerabilities, academic correlations) to establish the pervasiveness and importance of the problem related to existing studies while prompting further academic research. Chapter Two's literature review also integrates KMO research to clarify the comprehensive critique suggested in addressing organizational, cognitive, philosophical, and psychological worldviews. Chapter Three articulates the research design's methodology: participants, data collection, data analysis, role of researcher, and limitations. Chapter Four operationalizes the design and visualizes research protocol and findings. Lastly, Chapter Five suggests data-driven solutions for addressing gap-related KMO deficiencies: correlations, solutions, and recommendations. (For a list of term definitions and acronyms, see Appendix N).

CHAPTER TWO:

LITERATURE REVIEW

The purpose of this study is to use a KMO Gap Analysis to understand the gaps in CTS' ability to serve the social and educational needs of the TAY learner. A Gap Analysis (Clark & Estes, 2008) was chosen to analyze, evaluate, and develop solutions to provide viable resources that increase the TAY high school graduation rate among CTS' STRTP, group home residents. Applying the KMO tenets within the context of viable professional development paradigms and relevant, differentiated personalized learning strategies, the described Gap Analysis seeks to validate the fidelity of performance improvement and accessible transferability of TAY resources for sustainable independence. McEwan & McEwan (2003, p. 1) state, "Research is the most powerful instrument to improve student achievement—if only we would try it in a serious and sustained manner." The foundational element that justifies organizational and concentrated change is to use the unbiased, neutrality of numbers to indicate the strengths and deficiencies that guide research-driven instruction, learning, and allocation of, specifically, TAY resources. Subjecting the complexity of the TAY learning experience to sterile numbers is a limited, myopic application to thoroughly and effectively address veritable and sustainable academic achievement and lifelong cognitive attainment (Veselak, 2018).

As a result of CTS' group home residential paradigm for TAY females, the many components of foster-care services and the complexity of the individual learner and learning context, using viable data to inspire organizational change and drive dynamic utility of TAY resources are often generalized, leading toward trend and oversimplified implementation (McEwan & McEwan, 2003). It is an unsurprising reality that most facilitators do not have the specific skill set to "differentiate viable research from poor research" (McEwan & McEwan,

2003). The reality for identifying areas of concern within an organization/administration while simultaneously using the results to drive allocated change and differentiated delivery of services to accommodate the TAY learner becomes fragmented and distorted in the original intent.

This chapter explores the available literature related to TAY resources and barriers leading to low rates of graduation and college and career readiness among TAY females living in comparable residential circumstances. In the analysis and evaluation of effective resources required for sustainable independence and increased graduation rates among TAY females, anticipating and accommodating factors corresponding to theoretical and conceptual educational research affecting knowledge, motivational, and organizational (i.e., KMO) factors accessed through professional and personal development will be paramount in providing a comprehensive review with authentic solutions. A deliberated KMO analysis of professional and personal learning objectives aids in synthesizing the encapsulated TAY residential and learning context while providing accountability of the integrated relationships between the DCS stakeholder, TAY learner, and organizational paradigm. Clarifying the overlapping responsibilities of each stakeholder reinforces and endorses an academic team effort that suggests links between performance goals and innate interests of the relevant constituency while utilizing cognitive science to minimize performance barriers (Clark & Estes, 2008). Diligent research grounded on data-driven instructional and psychological methods will help achieve contextual "equitable education [and] . . . resource allocation" (Duncan-Andrade, 2007, p. 3).

TAY Autonomy

TAY emancipation complemented with sustainable academic and social skills for college and career readiness is a complicated transition with numerous social, emotional, and psychological adversities (Jones & Gragg, 2012). Addressing the low graduation rate of 56%

among California's TAY population living in diverse foster residential care is an ethical concern connected to cognitive, motivational, and systemic analysis (Keller et al., 2010). According to Courtney et al. (2018), pre-AB12 and post-AB12 postsecondary education enrollment by age 21 improved ($p < .01$) from 43.7% ($n = 10,218$) to 46.7% ($n = 3,478$). However, less than 50% of the total TAY sample population ($N = 13,696$) is pursuing post-high school education. These numbers do not account for the specific foster-care residential environments (e.g., long-term, STRTP, and medical facilities) that influence high school graduation and post-secondary education plans. Furthermore, measuring persistence beyond the first two years of college reduced the total research sample by more than half ($N = 6,094$), posting a marginal increase from 49.4% pre-AB12 ($n = 4,469$) to (50.1%) post-AB12 ($n = 1,625$) (Courtney et al. 2018). To faithfully analyze and provide viable inference to pre and post-AB12 statistics, tracking students' educational stability from high-school diploma and beyond, requires an accountability of the type and consistency of foster-care received (NYTD, 2020).

Reinforcing the social accountability to promote affective research and funding to ensure provisional TAY resources (Stott, 2012), programs like California Youth Connection (2020) address local policy that heightens awareness and access to Independent Living Programs available but often not accessed (Brown & Wilderson, 2010). The California Legislative Counsel's Digest (2019) addresses legislation, services, and benefits in place to protect TAY from life-altering choices while seeking independence: pregnancy, homelessness, prostitution, incarceration. For example, according to the County Welfare Director's Association of California (CWDAC) (2020), the Commercial Sexual Exploitation of Children (CSEC) is directly correlated with TAY failed or instable foster-care resources. CSEC statistics reiterate Title IV-E section 477 findings that TAY revert to homelessness or rely on homeless shelters for residential

services (CWDAC, 2020; OJJDP, 2020). CSEC states that TAY become vulnerable to criminal activity (i.e., prostitution) to gain stability and consistency regarding food, shelter, clothing, family, safety, acceptance, and approval (CWDAC, 2020; OJJDP, 2020). This creates a dichotomy between the consistency or inconsistency of basic necessities while justifying a lifestyle that often is reminiscent of previous abuse prior to CSEC status (Klasey & Brantley-Harris, 2020). In 2018, 424,066 children were reported missing with a correlated ratio of one out of seven children at risk to become a CSEC victim (CWDAC, 2020).

The National Center for Missing and Exploited Children (NCMEC) (2020) states approximately 100,000 U.S. children are exploited for prostitution every year, mostly female, with an average age of 15. According to Arizona State University's Office of Sex Trafficking Intervention Research (STIR), human sex trafficking is a 9.8 billion dollar industry that targets TAY females with specific attributes: abusive histories, runaways, gang membership, juvenile justice offenders, and foster care/group home children (Bayless & Roe-Sepowitz, 2018). According to a six-year study from STIR, California ranks highest among arrests of sex traffickers of minors at 15.8 % (Roe-Sepowitz, Gallagher, Hogan, Ward, Denecour, Bracy, 2017). California is "one of the nation's top destination states for trafficking human beings" (State of California Department of Justice 2020, p. 1) due to population size and national border.

In 2012, Los Angeles County's criminal sex-trafficking arrests were among the highest in the country, impacting, mostly, TAY females with detrimental ramifications of criminalization: incarceration, criminal records, and residential displacement (e.g., Child Protective Services) (County of Los Angeles, 2020). In 2017, the California legislature passed SB 1322, decriminalizing prostitution among minors to reduce consequential socio-cultural stigmas and barriers (e.g., employment) impeding self-sufficiency (County of Los Angeles,

2020). The Los Angeles Country Probations Department (LACPD) research states that empirical findings suggest that two common CSEC factors persisted: past trauma/abuse and foster-care status (as cited in County of Los Angeles, 2020). Additionally, Brantley (2020), CSEC Instructional Expert working with the LACPD, stated initial research indicated 70-90% of CSEC victims were categorized as foster-care TAY females living in STRTP residential group homes (Brantley, 2020, as cited in County of Los Angeles, 2020). This research design investigates the KMO factors that impede the value of TAY resources leading toward independence. The context of this study considers the relevant TAY social and emotional ramifications as a teleological argument while considering an epistemological framework fused with motivational and social-cultural contingencies (Chomsky, 1965).

"Valence is crucial for action; we need it in order to decide what to do and to follow through and take action" (Grim, 2013, p. 14). The correlation of amended legislation and available resources with the efficacy and production of justifiable achievement reinforces ethical accountability affecting the individual and society (Keller et al., 2010; Stott & Gustavsson, 2010; Stringer et al., 2019). Research that allows for an itemized subgrouping of categories concerning the type of residence and correlation with historical abuse, gender, age, and ethnicity is needed for localized alignment of resources to create oversight and sustainability for proper implementation (NYTD, 2020; Stringer et al., 2019). Localizing research findings with the design for effective implementation strategies to promote TAY independence is justified from state and national statistics; however, applying theory to practice for systemic change is validated with shared attributes (i.e., homogeneity) for generalizable purposes (McEwan & McEwan, 2003). Investigating the objective numbers related to a specific research sample of TAY females in group homes in Southern California

allows for reasonable organizational improvements (Rueda, 2011), cohesive, data-driven cognitive theories (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010), and accessible psychological therapies for visible, palpable growth (Myers, 2004).

Personalized Learning

Although the personalized learning of the individual is a part of the larger professional development design, addressing the needs and accommodations of the individual learner within the contextual whole is an inferred assumption. The varied learner and KMO factors related to the personalized experience is circumstantially understood within the context of learning. The TAY female learner requires a latitude of understanding and adjustments to minimize cognitive distractions and maximize motivational variables. As the TAY learner mimics the DCS stakeholder responding to professional development techniques, individualized catering to the differentiated needs of the learner (i.e., DCS or TAY) is adjusted within the broader professional design. Consequently, it becomes purposeful to discuss the personalized learning strategies within the perspective of the general professional development design while articulating the justification for the differentiated, personalized instruction.

Definitions of Personalized Learning

Personalized learning is the anticipation and accommodation of KMO variables of the individual learner (Clark & Estes, 2008). A personalized learning environment places the educator as facilitator while integrating the learner into the development of goal-setting, learning objectives, performance mastery, personal and collaborative feedback, self-regulation strategies, and metacognitive schema (Rueda, 2011). For the TAY learner, the personalized learning model is designed to reinforce sustainable, autonomous skills that build confidence, self-efficacy, performance, and mastery goal authorship (Senko et al., 2011). According to Zmuda, Ullman, &

Curtis (2015), personalized learning reinforces the learner to heuristically define, shape, and practice learning opportunities in an exploratory manner, accommodating the differentiated KMO needs not addressed in a traditional curriculum. Discovery-based, self-directed learning correlated to the learner's personalized goal values strengthens stakeholder buy-in while addressing KMO barriers. The DCS stakeholder acts as coach while facilitating learning direction through modeling and feedback revised with KMO learner personalization (Zmuda et. al, 2015) to meet the challenge level while promoting the learner's interests and goal orientations (CCSD, 2016). Pane, Steiner, Baird, & Hamilton (2015) state that personalized learning is when a "tailor[ed] instructional environment–what, when, how and where students learn–address[es] the individual needs, skills and interests of each student" (p. 1).

Dr. Kenneth Yates (2017), professor at the Rossier School of Education at the University of Southern California, described personal learning instruction as the implementation of "three elements that you can't see in real-time: students' cognitive readiness to learn, their emotional readiness to learn, and their prior knowledge, which will affect how much cognitive load they may be under when trying to learn something new" (p. 3, as cited in Herold, 2017). CTS' DCS stakeholder work in a delicate, personalized learning environment requiring adaptable and varied KMO strategies to authenticate and sustain a dynamically motivating and effective educational context.

Complex and diverse KMO instructional variables of the TAY learner are focused on sponsoring life-long, intrinsic value indicative of high school graduation and college and career readiness skills for autonomous living (Ryan & Deci, 2000). CTS' personalized learning program should be research-driven to address KMO factors within a student-centered learning environment. Personal learning opportunities, in this context, are designed to promote critical

analysis and creative thinking tailored to the specific, differentiated learner's knowledge-based competencies, motivational tendencies, socio-cultural and emotional factors, and self-authored and provisional goal values.

Personalized Learning Stakeholders

The localized CTS stakeholders directly pertain to the TAY learner, DCS professional, and organizational supervisory roles. The stability and professional responsibility direct the primary personalized learning to the DCS stakeholder with the direct intent for TAY adoption and practice.

DCS. As stated, the consistent access, professional mandate, and deliberate TAY accommodations begin with the DCS related academic and social resources. Hargreaves (2006) referred to personalized learning among the adult-mentor modeling provisional academic and social strategies as a facilitated role functioning as an "active partner in the jointly constructed activity of learning-and-teaching" (p. 17). Ambrose et al. (2010) emphasizes the value of expert demonstration exhibiting proficient tactics that assimilate learning to the circumstance through guidance and diagnostic KMO analysis. To accommodate the TAY learner in this specific context, the DCS stakeholder will function as guides and conditional reinforcement to posit skills related to independent living opportunities (e.g., self-efficacy, confidence, and self-regulation) (Ambrose et al. 2010; Rueda, 2011).

TAY Learner. The Gap Analysis' primary objective is to transfer KMO strategies from the chosen stakeholder (i.e., DCS) intentionally, strategically, and permanently to the TAY learner for academic, social, and emotional emancipation. A personalized learning context places the learner in eventual sole ownership, volitionally practicing, refining, and utilizing KMO strategies reinforced from mentor facilitation (Kallick & Zmuda, 2017).

Organizational Supervisory Roles. Organizational management reinforcing structured accountability of provisional TAY resources is not exempt from a certain level of KMO competency related to theoretical cognitive, emotional, and organizational theories. The supervisory roles exist linked to stakeholder motivation and organizational mission objectives. Maintaining content, consistent and stable employment for the provisional DCS mentor is foundational for coherent and integrated implementation of KMO policies. According to Rickabaugh (2016), reinforcing organizational objectives by anticipating the stakeholders' personal, educational KMO needs for task analysis transfer is inherently connected to self-regulation and intrinsic value (Ryan & Deci, 2000). Leadership is responsible for the clarity of mission objectives aligned and reinforced with the fidelity of germane resources, mainly applied to the personalized learning environment (Foster, George, Jenkins, Moyer, Williams, 2016; Rickabaugh, 2016). The viability and integration of a successful and efficacious personalized learning culture hinges on the organizational leadership's accountability to fundamentally infuse, inspire, and sponsor a performance and intrinsic working experience (Senko et al., 2011).

Personalized Learning Implications

The DCS stakeholder that transitions from theoretical KMO strategies to conceptual and transferable skills for TAY attainment and utility must be aware of personalized KMO strengths and weaknesses. The DCS stakeholder's methodology is reinforced through independent practice and differentiated revision while facilitating knowledge barriers and motivational challenges for TAY application. The "teacher" functions as "co-learner" with an initial learning curve of awareness of concrete and tangible KMO schema built to instruct the TAY learner while simultaneously applying personal metacognitive modifications (Hargreaves, 2006). As stated, the DCS stakeholder functions as teacher and learner while practicing continually refined cognitive,

pedagogical, and motivational strategies adopted and revised within the personalized learning context by the instructor and TAY consumer (AlShammari, 2011; Marzano, 2007). The personalized learning experience is practiced independently and with liberal adjustments for the educator and learner to maximize performance gains. Within the personally revised refinement of learned strategies, the differentiated application of KMO approaches for TAY transfer is adjusted for the varied acquisition factors (Ambrose et al., 2010). However, it is in the initial professional development delivery that the stakeholders assimilate from learner to instructor to mentor. A research-based, critical perspective of instructional design development that anticipates cognitive science, pedagogical strategies, and motivational theories is contextualized within the dissemination of content and reception of the learner (Foster et al., 2016; Marzano, 2007; Rickabaugh, 2016).

Professional Development/Professional Learning

Differing pedagogical philosophies or worldviews dictate the denotative and connotative implications of the term professional "development." According to Labone and Long (2016), the constructivist approach of the term "learning" indicates the active engagement of the nominative rather than the accusative suggestion of a passive development. The inference is that effective and durable professional development requires active, engaged learning from the stakeholder focused on self-regulation, resilience, and personal obligation (Clark & Estes, 2008; Labone & Long, 2016). The deliberated active engagement from the learner mirrors learning behavior that accommodates performance and mastery goal orientations that are valuable for modeling and transfer to developing stakeholders (i.e., TAY learners) (Senko et al., 2011; Yough & Anderman, 2010). Pedagogical instruction that is varied and differentiated to address all learners anticipates cognitive factors influenced by empirical interaction with the content (Vogel-Walcutt, Gebrim,

Bowers, Carper, & Nicholson, 2011). Efficiency of learning that is highly interactive between participant and environment nurtures "constructive" learning opportunities yielding productive, pragmatic, and long-term, synthetic application of the content and related skill/s (Vogel-Walcutt et al., 2011, p. 139). Learning acquisition (i.e., content and skill) suggests a requirement that utilizes expert guidance that directs the learner to proficiently and critically access the objective for long-term utility (Kirschner, Sweller, & Clark, 2006). As the learner interacts with the content, expectancy, utility and attainment are enhanced due to the analytical comprehension reinforced by an immersive, participatory learning environment that anticipates cognitive limitations (Alferi, Brooks, Aldrich, & Tenenbaum, 2011). Instructional design that accommodates data-driven techniques that are interwoven with the learner's cognitive "architecture," minimizes cognitive barriers that impede efficiency and retention (Schmidt, Loyens, van Gog., Pass, 2007, p. 93).

Professional Learning Engagement

According to Darling-Hammond et al. (2009), effective and active professional development learning that maximizes stakeholder integration and learner (i.e., TAY) transfer yielding gains in performance and mastery objectives is centered around heuristic, stakeholder inquiry. Designing accessible and intuitive professional learning that is proficient and differentiated requires an expository, heightened awareness of research concerning cognitive processing, comprehension and integration of motivational theories, and data-driven instructional practices (Labone & Long, 2016). Research indicates varied attributes related to KMO factors necessary for professional learning to be dynamic, relevant, progressive, and transferable: knowledge domains related to content and instructional design (Clark, Yates, Early, & Moulton, 2010); discovery-based and heuristic engagement (Kirschner, Kirschner, & Paas, 2006);

objective pedagogical strategies (Rueda, 2011), expert-to-novice modeling for automaticity (Schunn & Nelson, 2006); expert and peer constructive feedback (Clark & Estes, 2008; Rueda, 2011); collaborative facilitation (Clark & Estes, 2008; Rueda, 2011); and cohesive alignment to stakeholder or organizational directives (Labone & Long, 2016). Reeves (2010) states that sustainable professional learning is rigorous, consistent, differentiated, relevant, reflective, and adaptable. The effectiveness of the professional learning approach is intimately reliant on a research-driven instructional design that accommodates each KMO domain relevant to the stakeholder.

An analysis of KMO factors will identify and contextualize the causes needed to intrinsically procure learner engagement (Ryan & Deci, 2000). KMO components will clarify the relationship between learning, motivation, and engagement through the filters of cognitive, motivational, pedagogical, and organizational considerations (Rueda, 2011). An account of the audience is paramount to the fidelity of any program or intervention. Defining the context, correlates the audience's temperament, perspectives, prior-knowledge, socio-cultural and emotional concerns, and tangible goal orientations (Ambrose et al., 2010; Senko et al., 2011). The fidelity of promoting these variables is diminished without initial, proactive engagement that is ". . . goal-oriented, flexible, constructive, persistent, and focused . . . with the social interactions and physical environments" (Furrer & Skinner, 2003, p. 149) related to behavioral and affective domains (Rueda, 2011).

Engagement is generalized by concrete effects measured formatively or summatively within a curriculum. Timperley (2008) reports on a meta-analysis of 98 professional learning programs that measured effectiveness, intrinsic value, and dynamic engagement affecting learning transfer and organizational objectives (Ryan & Deci, 2000). The findings of this

international study indicate that professional learning with high, transferable engagement to performance and mastery level gains (Senko et al., 2011) affecting learner involvement and intrinsic adoption are inherently tied to the instructional design that accommodates (e.g., differentiated: flexible, focused, and dynamic) the learner's KMO considerations (Ryan & Deci, 2000; Timperley, 2008).

According to Riley (2017), engaged and proactive professional learning is defined by factors that manifest and support autonomous learning, acumen or dexterity, pragmatic application, and synthetic relevance. A professional learning approach that engages the audience (i.e., DCS stakeholder) for personal and professional transference (i.e., TAY learner) addresses the KMO question of "why" before establishing and relying on the 'what' (Tomlinson, 2017). As stated, engagement is the outward manifestation of individualized and segmented KMO strategies affecting the learner (Ambrose et al. 2010). Professional learning and learner acceptance are measured by the sustainability and practical implementation of reinforced strategies. Ambrose et al. (2010) emphasize the proficiency of "time" invested and building collaborative resources by feedback, critique, accountability, and consistent revision to protect learner engagement. Wilson and Berne (1999) state that " . . . teacher learning ought not to be bound and delivered but rather activated" (p. 194). The fidelity of engagement committed to personalized learning in the broader professional development is committed to a persistent adaptation of learner-centered content that reinforces inherent talents, interests, and application filtered and extracted via an accurate analysis of KMO aspects (Ambrose et al., 2010).

Professional Learning Differentiation

Engagement is tailored to the holistic professional learning objective/s and to the individual learner's extrinsic and intrinsic application of interest and value related to KMO

aspects (Rueda, 2011; Ryan & Deci, 2000). Identifying cognitive factors impeding content knowledge and procedural understanding while anticipating motivational relationships is indicative of a differentiated instructional design (Ambrose et al., 2010; Rueda, 2011). Goddard, Hannon, Peterson, and Temperley (2014) report on a meta-analysis of 50 varied professional learning programs focused on differentiated instructional techniques related to value, interest, and engagement of the learner. Results suggest that the necessary KMO accommodations correlate to teacher as learner prior-knowledge, varied expertise, and occupational goal values (e.g., certification categories) (Goddard et al., 2014). These findings reiterate the need to clearly and carefully articulate the personalized learning experience within the professional learning curriculum if engagement, interest, and value are to be accessed by all learner-centered stakeholder. The commitment to engaging, differentiated, and interesting strategies is effectual in fostering extrinsic and intrinsic value (Ryan & Deci, 2000). Bretzmann (2015) state, "Wherever teachers start, the process should honor it . . . . we cannot and should not paint our whole staff with broad strokes" (pp. 14-15). Addressing engagement is not independent of KMO challenges and not successful without differentiated accommodation embedded in KMO variables.

Professional Learning Choice

Consideration for the audience or designated learner stakeholder is an intelligent and intentional use of anticipatory and accommodating strategies that promote differentiated engagement, interest, value, and preferential choice (Darling-Hammond et al., 2009; Goddard et al., 2014; Howland & Wedman, 2004). Cultivating a hybrid instructional design where the stakeholder is afforded opportunities for the teacher to filter instruction through the guise and lens of instructor and learner (teacher-learner), accommodates a scaffolded instructional approach capitalizing on engagement, motivational factors, and differentiated, personalized

learning (Darling-Hammond et al., 2009; Goddard et al., 2014). Advancing self-efficacy and determination are motivational factors assumed foundational to teacher and learner engagement. Lending a voice and validating tailor-shaped instructional techniques is paramount to crafting distinctive motivational orientations that amplify performance and mastery goal values (Senko et al. 2011). Obliging the duality of a teacher-learner perspective constructs personal and professional empowerment while "lower[ing] . . . defensive barriers [that] broaden . . . educational horizons, giv[ing] . . . a sense of pride, ownership, and responsibility" (Dutt, as cited in Wells, 2014, p.489).

Advocating for a teacher-learner instructional design places instructor as facilitator and learner as practicing agent in charge of the customization of knowledge and motivational strategies related to content delivery and cognitive acquisition (Patall, Pituch, Steingut, Vasquez, Yates, & Kennedy, 2019). Promoting the freedom of teacher-learner instructional ownership consequentially produces an individualistic, authentic, and adaptable personal and professional learning environment. Stefanou, Perencevich, DiCinto, and Turner (2004) assert that learners acting as autonomous practitioners of tailored stratagem display palpable ownership, creativity, ingenuity, and responsibility regarding achievement and performance objectives. Rickabaugh (2004) points out the direct correlation with effort and commitment. The teacher-learner functioning as instructional architect endorses a personalized, differentiated, and refined approach to learning (Stefanou et al., 2004). Teacher-learner stakeholder freedom takes advantage of the innate, intrinsic value resulting in high interest, engagement, choice, and self-efficacy (Senko et al. 2011). CTS' DCS constituents offer a rich, diverse, and personalized expertise addressing independent and overlapping KMO domains. The TAY learner will benefit from collaborative DCS input to drive CTS' the funding and resourcing of TAY supports.

Professional Learning Self-Efficacy

Self-efficacy is defined as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). Bandura suggested that if self-efficacy is well articulated and efficiently procured, perseverance and diligence counteract moments of inevitable cognitive obstructions (1986). CTS' DCS stakeholder as teacher-learner, within the performance learning design, acts as a requisite instrument or vehicle that fashions self-efficient schema within knowledge and motivational methodology. Timperley, Annan, & Robinson (2009) state that the teacher-learner acts as a measured facilitator practicing and emulating self-efficient behavior to be mimicked and adopted by the student-learner (i.e., TAY). Practicing self-efficient circumvention of complex learning obstacles reinforces self-confidence and intrinsic value, converting feelings of frustration, incompetence, or skill into challenges of perseverance, diligence, resiliency, and ability (Ryan & Deci, 2000).

Timperley and Alton-Lee (2008) expounded on the learner's self-efficacy, stating that the teacher-learner needs an instructional environment that integrates and practices facilitation of data-driven strategies shaped by cognitive and motivational factors. A provisional learning context that is sensitive to "continued engagement, . . . tak[ing] responsibility for identified problems with student outcomes . . . with the belief [of] . . . the capability to solve them" exhibits a learning environment that promotes and strengthens attitudes of relevant self-efficacy (Timperley & Alton-Lee, 2008, p. 340).

Professional Learning Goals

The effect of a teacher-learner instructional design with individualized, high-interest, and preferential ownership is the propagation of corresponding goal values. A professional learning

paradigm that articulates clear and relevant objectives is pertinent in identifying learning impediments and transferable learning solutions. The teacher-learner instructional ownership manifests into the self-efficient role of instructional designer that shapes, directs, and revises strategies cognizant of knowledge and motivational dynamics. The role of self-efficacy related to the personal and organizational goal values promotes the depth and authenticity of goal orientation adoption and integration that shapes effort, interest, value, and tenacity (Bandura, 1986). Fostering opportunities of self-efficacy into the professional learning instructional design centers on the collective embracing of values and objectives that stimulate collaborative learning. According to Burbank and Kauchak (2003), "Effective teaming is highly dependent upon common project goals among team members" (p. 513). Shared organizational goals reinforced by viable resources influence larger professional learning objectives while refining and directing personalized goal orientations. Alignment of professional objectives that influence personalized goal values is hindered by a disconnect between perceived instructional goals between instructor and learner.

In CTS' context, the DCS stakeholder that functions as a teacher-learner for eventual TAY learner transfer will benefit from strategies that promote shared learning targets. According to Wilson and Berne (1999), research indicates that there exists a dichotomy between the goal values of the instructor and learner. The DCS stakeholder strategies will benefit from sharing the teacher-learner experience with the student-learner education. To articulate the vulnerability of content and strategy deficiencies, the goal values of the DCS stakeholder will be closer aligned to the learner-centered values. A consistent and transparent articulation of learning transfer objectives will promote collegiality and shared mission goals that harmoniously penetrate and align organizational, DCS, and TAY learner values.

Knowledge Factors

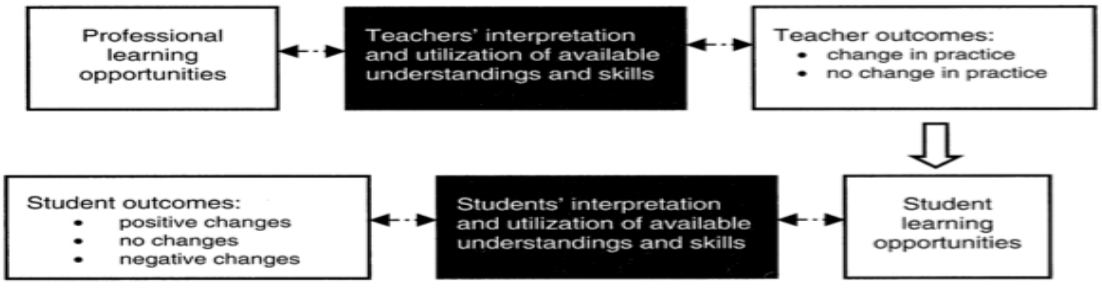
The relationship of interest and value is learner-focused and attention or engagement-driven (Ambrose et al., 2010; Rueda, 2011). Professional learning with personalized instruction that adheres to a differentiated learner-centered instructional design is committed to higher taxonomical applications of application, analysis, synthesis, and evaluation—addressing content purpose and utility (Senko et al., 2011). Addressing the "why" presupposes lower knowledge and comprehension domains. Deliberated cognitive acquisition often is circumvented by lower taxonomy assumptions that marginalize a proportion of stakeholder learners. A KMO approach aids in the proficiency and retention of personalized and transferable content acquisition by tailoring strategies to the individual. A strategic approach that categorizes and contextualizes "knowledge domains" related to personalized learning, addresses the autonomous needs of the learner while practicing self-directed, self-regulated, and active-learning from the stakeholder (i.e., DCS) for application and transfer (i.e., TAY independence) (Ambrose et al., 2010; Rueda, 2011). Careful attention and integration of stimuli with inherent or projected relevance and purpose promote the personalized learning process within the general learning context.

"Learning is a change in knowledge attributable to experience" (Mayer, 2011, p. 391). Cognitive science addresses the problem of "Knowledge" with categorical grouping. Mayer articulates that "Declarative Knowledge" is best articulated by categorizing lower taxonomy levels into expository levels of knowledge and comprehension (i.e., "what" content). "Procedural Knowledge" focuses on cognitive acquisition related to performance and protocol ("how" and "when" content) (Mayer, 2011). According to Ambrose et al. (2010), procedural knowledge addresses the cognitive acquisition of theory, methodology, process, and stylistic approach. Mayer (20110) discusses metacognitive schema—the third domain of knowledge

acquisition. Addressing the declarative "what" or procedural "how and when" predicates the calculated access to declarative and procedural content with a "metacognitive" awareness of individualized self-regulatory schema interacting and mitigating contextual KMO factors (Mayer, 2011). Professional learning that personalizes the learner's cognitive acquisition is complemented by the intent facilitation of the stakeholder's heightened awareness of qualifying KMO influences. The stakeholder's parsing and intentional activation of knowledge domains address learning gaps with differentiated cognitive strategies shaped by exemplar facilitation with a mindfulness of the developing learner. Metacognitive knowledge validates the license to practice and refine learner initiated cognitive schema with the intent of continuous adaptation and revision, maximizing content resourcefully and efficiently (Ambrose et al., 2010).

Temperley and Alton-Lee (2008) address the DCS-learner's (i.e., DCS) knowledge approach driven by a deliberate metacognitive awareness. Advantageously, accessing and utilizing prior knowledge, experience, and socio-cultural nuances for knowledge access and transfer are reliant on the DCS' acquaintance of knowledge limitations and appropriate strategies. The teacher-learner's discriminating understanding of appropriate and timely tactics (i.e., KMO) is integral to shaping the objective and execution of the instructional design for student-learner transfer (Temperley & Alton-Lee, 2008). Illustrated in Figure 2.

Figure 2. The Black Boxes of Teacher and Student Learning



Source: Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. (Timperley & Alton-Lee, 2008; *Review of Research in Education*).

Professional learning curricula accessing KMO factors related to the targeted DCS stakeholder can be evaluated by an initial analysis of itemized, categorical knowledge domains that segment and delineate between declarative, procedural, and metacognitive taxonomy (Rueda, 2011). A DCS-centered stakeholder that generates extrinsic and intrinsic value will access knowledge at different levels with differing competencies (Ryan & Deci, 2000). A professional learning design that promotes self-regulation strategies is at the core of the stakeholder taking eventual ownership of the learning process (Ambrose et al., 2010). A professional learning program that integrates the development of schema or strategies to monitor progress and decipher between declarative, procedural, and metacognitive factors is the ultimate objective for long-term, systemic change and progress affecting the learner and organizational strategies (Ambrose et al., 2010). Creating lifelong learners is indicative of self-regulation, performance driven goals, and intrinsic motivation that affect the efficacy of professional learning to improve the stakeholder's knowledge, motivation, and organizational influences (Ambrose et al., 2010; Rueda, 2011).

Declarative Knowledge

Built into the DCS stakeholder KMO professional learning "intervention," the targeted learner will be varied in prior knowledge and goal orientations (Senko et al., 2011). Offering valid differentiation embedded in the prescribed KMO strategies, it is imperative to anticipate barriers of knowledge due to declarative comprehension (Rueda, 2011). As the DCS stakeholder improves within the professional learning module/s, defining declarative knowledge that is theoretical versus conceptual necessitates how the learner synthesizes new knowledge with prior experience (Ambrose et al., 2010). Specifically, the DCS as stakeholder does not typically possess the theoretical knowledge of pedagogical strategies or expertise in cognitive science to

provide conceptually relevant and impactful instructional design for the TAY learner. Building the professional learning that orientates the stakeholder with theoretical KMO strategies and research with the design of conceptual application, supports the personal adoption and buy-in of the organizational goal (i.e., CTS) while shaping the stakeholder's personal goal values. Lastly, the DCS stakeholder must be introduced and instructed to eventually integrate application of quantitative and qualitative measurements that account for motivation, content application, self-regulation skills, self-confidence, and performance and mastery orientations (Ambrose et al., 2010; Senko et al., 2011). If the professional learning framework is designed to foster the ownership and self-efficacy for lifelong, intrinsic learning, spending time to incrementally teach theory, jargon, factual, and conceptual terminology, and self-regulatory skills (Ambrose et al., 2010; Ryan & Deci, 2000) is paramount for the DCS stakeholder to successfully model behavior and proficient performance strategies with a high-rate of TAY transfer to the TAY learner.

Monitoring declarative knowledge**,** the initial design of the professional learning intervention should anticipate a deficiency in the stakeholder's ability to reference cognitive processing concerning knowledge types and theoretical instruction designed to identify and minimize cognitive barriers impacting social and academic growth (Senko et al., 2011). The stakeholder will possess a deficit of the theoretical purpose and intended measurement indicative of each knowledge category. For example, the DCS will need clarification of effective intervention strategies of higher taxonomy, ramifications of cognitive attrition and cognitive contingencies, knowledge concerning categories/classification of goal orientations related to motivation (e.g., attainment, utility, performance, and mastery), implications of the TAY graduation scoring of skill-based level descriptors (e.g., CAASP), and related measurements for grade-level skills and college-readiness (Senko et al., 2011). Lastly, the professional learning

design needs to continually clarify and reinforce the interrelationship among the intended intervention strategies, regular content, and skills to be developed and assessed formally and informally (i.e., summative and formative) (Ambrose et al., 2010).

For the DCS stakeholder, the professional learning content related to concepts and standards-based performance measurements will need to be scaffolded for various forms of annotative strategies. If the stakeholder, functioning as an exemplary educational resource and accountable motivational influence, is expected to model specific subjective and objective instructional strategies reinforcing analytical, synthetic, and evaluative applications, declarative knowledge gaps measured in standards-based high school graduation assessments will need to be reinforced for a high rate of skill transfer to the TAY learner. For example, the DCS stakeholder will most likely lack proficiency in accessing standards-based content specific to a learning domain. If the TAY learner is addressed with a variety of literary or rhetorical devices (e.g., persona, audience, action, and purpose to specific literary devices utilized to achieve author's or passage intent) that are measured in the standards-based curriculum content, implementing an instructional intervention addressing declarative knowledge deficiencies is pertinent. If the stakeholder can be taught to identify and uncover meaning and implications related to the content, reinforcing annotative strategies and teaching expository, declarative knowledge related to learning theory within the learning intervention, bridges the theoretical knowledge gap (Rueda, 2011) for eventual TAY transfer and procedural implementation.

Procedural Knowledge

As it relates to declarative knowledge gaps impacting competency, proficiency, and self-efficacy, the DCS stakeholder that is limited in content knowledge and is not skilled in objectively identifying and monitoring cognitive barriers and content performance gaps will also

be deficient in procedural knowledge (Rueda, 2011). As a consequence of declarative knowledge limitations, the DCS stakeholder struggles to identify and construct applicable meaning used to show both applied practical and conceptual understanding (Clark & Estes, 2008). Learners, whether the DCS or TAY stakeholder, often do not know how to read, annotate, synthesize, and produce an effective product based on specifically measured standards or aligned rubrics designed to be quantified for accountability. For example, a poetry genre unit requires complex analysis abilities at the highest levels of cognitive taxonomy. A DCS stakeholder with the most consistent and practical access to the TAY learner will need to strategically integrate personalized instructional and learning modeling within the professional learning design to motivate and provide direct accountability for the TAY stakeholder pursuing high school graduation and beyond. Remembering the standards-based content is designed for academic performance as well as independent college and career readiness skills, complex content (e.g., poetry, statistics, and physics) that frustrates the stakeholder at the declarative level results in cognitive attrition impacting procedural and metacognitive domains. The stakeholders may not have to be competent in the specific academic skill, but they will need to be able to identify between declarative, procedural, and metacognitive factors (Clark & Estes, 2008). Specifically, the skills involved with the analysis of "verse" related materials intentionally engage procedural understanding to uncover literary and rhetorical devices strategically incorporated to achieve the author's purpose.

As stated in declarative assumptions, DCS stakeholders do not typically have the procedural knowledge of the techniques to identify persona, audience, action, and the purpose of the content. These limitations frustrate the translation of the content, impeding synthetic and evaluative understanding for transfer to the TAY learner. Additionally, the stakeholders are not

often skilled in procedural steps necessary to uncover the author's intent and annotative strategies that are used to focus on the content semantics and syntax. The professional and personalized instructional approach will need to identify limitations to be declarative, procedural, or both to competently guide or model the objective and subjective responses (Clark & Estes, 2008) measured in prose and verse. To validate procedural knowledge gaps, the DCS stakeholder will need opportunities within the learning instruction to discover the clarification between declarative and procedural knowledge limitations and strategies to circumvent academic or motivational barriers (Rueda, 2011) of the TAY learner.

Metacognitive Knowledge

Lifelong learning proposes a continual revision of the stakeholders' learning process (Ambrose et al., 2010). A metacognitive critique that replaces the stakeholder or learner as personal facilitator is inherent with effective self-regulation. As stated in professional learning, the effectual outcome of a personalized self-efficacy is a product of refined metacognitive strategies impacting sustainable ownership, effort, responsibility, and goal orientations (Senko et al., 2011; Ryan & Deci, 2000). The DCS stakeholder reinforces the TAY learner with the specific intent of independent sustainability measured by high school graduation and college and career readiness skills. Fostering ownership, self-regulation, and resilience indicative of metacognitive facilitation (Ambrose et al. 2010), metacognitive awareness integrated into the professional and personalized learning intention reinforces deliberate strategies that strengthen declarative and procedural knowledge gaps with differentiated customization of personalized schema (Rueda, 2011) built for the DCS stakeholder and TAY learner. Considering the poetry genre example, limitations in metacognitive strategies prevent the stakeholder from discovering and reflecting on the author's meaning or objective purpose in limited response assessments. As

the stakeholder improves in identifying and building metacognitive schema, self-regulation of goals, interest, judgments, or stereotypes affecting individual declarative or procedural understanding will act as a filter, minimizing cognitive barriers (Rueda, 2011).

A professional learning design that does not prepare the stakeholders to properly self-regulate will be limited in approach and viability to the specific content for proper assessment, application, or purposeful correlation of related high school or college and career-related success. Integrating metacognitive self-regulation helps to identify tools and strategies that account for incremental growth, articulating a "proximal development" (Dunn & Lantolf, 2008, p. 1) that is realistic and attainable (Senko et al., 2011; Ryan & Deci, 2000; Rueda, 2011). Metacognitive awareness facilitates the identification of missed factual and conceptual content represented in declarative or procedural utility (Ambrose et al. 2010). Awareness of learning contexts dictates schema used to achieve objectives specific to the environment. Winne (2010) states that the implementation of self-regulated strategies is "conditional" to the context that directs and frames goal-orientation/s (p. 268). "Metacognitive processes" within the specific context adapt and redirect approaches to achieve results with greater efficacy and proficiency (Stankov & Kleitman, 2014, p. 120). Consequently, aligning the learning context to revised strategies relies on the "clarity and specificity" of the syntax framing the semantics of the learning objective/s for optimal operationalization (Dinsmore, Alexander, & Loughlin, 2008, p. 392).

Cognitive Load Theory. Itemizing cognitive processing between procedural, declarative, and metacognitive factors (Rueda, 2011) within research designs should accommodate the limitations of cognitive processing (Kirschner et al., 2006). Cognitive attrition suggests an overloading of information that requires the learner to initiate metacognitive awareness that practices self-regulatory adaptation leading to self-advocacy, personal ownership

(e.g., motivational values), and strategic metacognitive schema (Ambrose et al., 2010). Research should accommodate for Cognitive Load Theory (CLT) that requires a scaffolding of the content delivery (Kirschner et al., 2006). A strategic segmenting of content delivery into declarative or procedural elements with paced delivery aids in accommodating the cognitive limitations of the learner (Ambrose et al., 2010).

Cognitive overloading can be circumvented when aligned to specific goal orientations (Kirschner et al., 2006). Instructional designs that deal with complex content and motivational or cognitive challenges can strategically synthesize content, avoiding redundancy and predicting "split-attention" and varied learning "modalities" factors (Kirschner et al., 2006, p. 83). Beyond the instructional design, a learner that practices the metacognitive awareness for self-regulation can differentiate between levels of comprehension while self-observing cognitive health (Kirschner et al., 2006). Creating a conducive environment and scaffolded assessments will endorse the development of metacognitive skills to process the content while monitoring distractions or fatigue that impact performance and mastery attainment (Kirschner et al., 2006; Senko et. al., 2011). Pedagogical elements and research designs must be conscientious to decrease extraneous cognitive load that heavily influences the fidelity of goal orientations (Kirschner et al., 2006). Once the stakeholder takes accountability of metacognitive influences impeding cognitive processing, the learner's goal values turn toward self-efficacy, leading to intrinsic learning (Kirschner, et al., 2006). Guided CLT instruction streamlined for proficient and dynamic instruction relies on tangible, empirical competence with itemized procedures with the intent of the learner's automaticity or expertise (Clark, 2012). Feldon (2006) states that expertise is connotatively associated with the "outperform[ance] of non-experts" related to targeted objectives (p. 1); however, clarification and viability of the specific proficiency remains

subjective in application. In addition to defining expert parameters, categorical expertise can be visualized as a “continuum” of levels of proficiency regarding the relationship between expert to novice that dictate the proportion of instructional guidance (Schunn & Nelson, 2006, p. 4).

Clarity and value of the expertise are dependent on the proficiency of collaboration and the efficacy of expert direction in Cognitive Task Analysis (CTA) (Clark, Feldon, Van Merrienboer, Yates, & Early, 2008). Targeted and dialectical questioning (i.e., expert and novice) of the specific protocol help to clarify requirements, engage metacognitive schema, and counteract opaque and oversimplified procedures (Clark et al., 2008). Expertise, despite the defining subjective factors, capitalizes on a refined capability of the practitioner to automate (Clark, 2012) tasks with a proficient carelessness that translates into a germane, modeled, reproducible, and systematic CTA with minimal extraneous cognitive load.

Identifying impediments that contribute to mental attrition and cognitive overload are necessary to objectively accommodate differentiated learning factors. According to Choi, van Merrienboer, & Paas (2014), contextual physical environments dictate learning efficacy among the content relationships between the learner and task engagement, empirically influencing the extrinsic load. Optimization of the learning environment integrated with cognitive limitations (e.g., WM, LTM) is a necessary accommodation to ensure a proficient instructional design able to achieve tasks of high-complexity (Kirschner et al., 2006). Through the strategic adjustments of learning conditions and framework used to access and implement the content, variables impacting DCS stakeholder and TAY acquisition are identified and revised for utility, performance, and proficiency.

Motivation Factors

Clark and Estes (2008) state, ". . . motivation gets us going, keeps us moving, and tells us how much effort to spend" (p. 80). The professional learning design that captures the personalized and differentiated learner approach centered on high-interest and self-efficacy is the ideal, cultivated landscape to integrate varied motivational strategies for sustainable, transferable growth. Motivation is centered on the concept of movement. Attaching inherent meaning to the content or skill that the DCS stakeholder finds practical and useable is paramount for the teacher-learner's motivation and movement toward goal orientation and academic proficiency for TAY transfer. As stated in the definition of a sustainable professional learning design, choice, persistence, and mental effort represent categories or indices at the foundation of motivational barriers (Rueda, 2011).

Choice, Persistence, and Mental Effort

Diligently considering the academic, social, and emotional ramifications of unsuccessful TAY autonomy objectives (i.e., CSEC, unemployment, homelessness, emotional and psychological issues, unwanted pregnancy, etc.), motivational intent and invested goal values are shaped by the TAY learner's integration and involvement in the societal context promoted or limited by choice, persistence, and mental effort. Choice, whether volitional or subconscious, focuses on the avoidance of initiating engagement of the selected task (Rueda, 2011). Persistence is found in the etymology of standing firm with focus and intensity with forward movement. Persistent motivational problems are the subsequent actions of choice; however, the DCS stakeholder and the TAY learner will struggle to engage or create schema that fosters self-efficacy and metacognitive awareness, preventing the full completion of the task (i.e., TAY transfer) (Ambrose et al., 2010). Mental effort problems influencing motivation utilize schema

development and metacognitive awareness but often are contextually misapplied (Pajares, 2010). The misapplication often creates barriers to fully and correctly approach and achieve competency of the task (Rueda, 2011). The professional learning design not prepared to support the personalized ownership of the DCS stakeholder will result in teacher-learners deficient in self-efficacy and metacognitive strategies—experiencing frustration affecting motivation and the development of effective schema (Pajares, 2010).

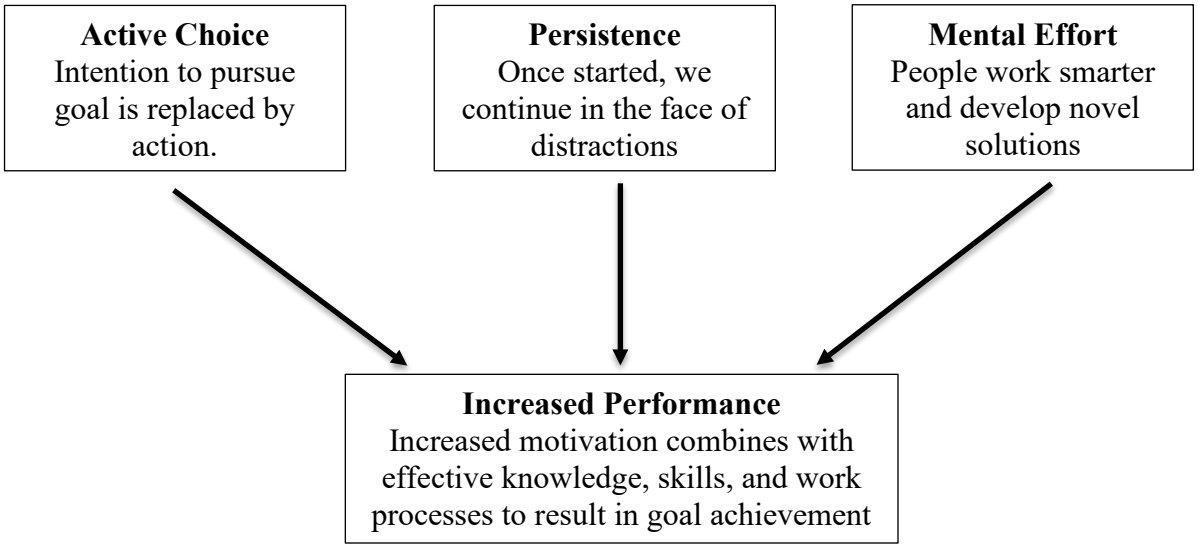
All three motivational indices are addressed and compensated for in this Gap Analysis. The professional learning design that promotes the DCS stakeholder's declarative, conceptual, and procedural knowledge related to content, cognitive theories, motivational contingencies, and pedagogical strategies supports and encourages the stakeholder's initial choice and engagement (Clark & Estes, 2008) for TAY assignment. Choice is addressed in the professional learning intervention model with continual support from organizational accountability and collaborative cohort facilitation. Persistence is addressed through the instructional design with incremental delivery of formative and summative assessments complemented with professional learning collaboration (Rueda, 2011). To regulate persistency that influences mental effort and often leads to misapplication of previous knowledge or ineffective learning strategies, integrated schema and scaffolded metacognitive strategies will be regularly practiced in the broader professional design intervention for personalized stakeholder transfer (i.e., DCS and TAY), resulting in improved self-regulation and facilitated learning (Pajares, 2010). Illustrated in Figure 3.

Value Orientations

Focusing on the value of the content (e.g., academic, cognitive, motivational, and pedagogical) will foster meaning and purpose to address motivational problems concerning choice, persistence, and mental effort (Rueda, 2011). The professional learning design will

assume all DCS stakeholders are deficient in fundamental theoretical content knowledge and lack practical understanding of the content and standards assessed for college-readiness. As a result, the instructional design will assume that stakeholders do not value or validate the content and intervention objectives. A reiterated focus of the importance of measured content integrated with the professional learning intervention will promote utility and attainment value, providing more tangible and specific solutions to be implemented (Senko et al., 2011). For example, assessing for value can be measured through the use of Likert scales ranking "importance," "value," or "interest" in application of the instructional design content. To address an attainment value, integrating a measurement that focuses on competency in the academic content or intervention objectives (e.g., English analysis; high school graduation; post-high school education) can be posed with a question about the level of importance (i.e., not at all important, very important). CTS' professional learning instructional design can be internalized in concrete terms by implementing specific schemes to increase the stakeholder's motivational values (e.g., quota, piece-rate, tournament, and flat-rate schemes) (Clark & Estes, 2008).

Figure 3. Three Facets of Motivational Performance



Source: Adapted from *Turning research into results* (Clark, R. E., & Estes, F., 2008; Charlotte, NC: Information Age).

The value gap can be integrated into the professional, personalized learning design through a formal organizational management orientation for DCS stakeholders concerning the instructional design philosophy, purpose, and importance of assimilated measurements. Laying the foundation through management orientation and rationale for the professional learning process will communicate the value of the professional learning design or "campaign" (e.g., utility, intrinsic, attainment, etc.) (Senko et al., 2011) as it relates to the practical and long-term importance of student self-regulation and self-advocacy (Pajares, 2010). A continued conversation and reinforcement of the prescribed instructional design intervention will lead to continuity and coherency of the intervention, measured objectives, and stakeholder ownership. Through the coordination and collaboration of relevant stakeholders, the rationale of the professional learning proposal will articulate the practicality of the formative and summative measurements and the application of the information used for TAY transfer. Clarified rationale will promote a discussion of the importance and utility value of the professional learning protocol and personalized learning intent (Clark & Estes, 2008). Declaration of program objectives will foster positive ownership and value from all stakeholders, reinforcing the continuity of the instructional design and integrated content (Clark & Estes, 2008).

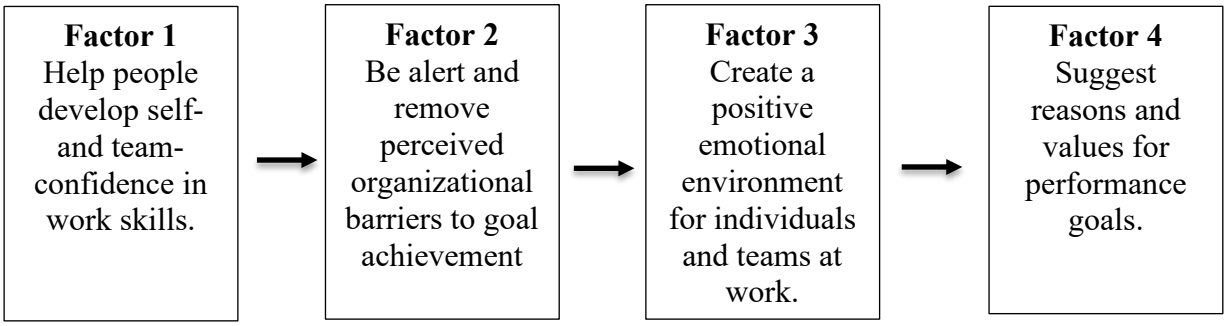
Creating a team effort with all stakeholders will increase intrinsic motivation goals (Clark & Estes, 2008; Senko et al., 2011). The professional learning design will provide cultural energy that will stimulate motivation and accountability, creating a "positive emotional environment" (i.e., factor 3) (Clark & Estes, 2008, p. 94). This team effort will naturally accommodate a climate that will provide positive, detailed, and constructive feedback—a powerful influence on the learners' "perceptions of competence" (Rueda, 2011, p. 40). Building a team culture between relevant stakeholders employs modeling and collaboration of strategically designed,

differentiated, and collaborative research-based strategies. Collective ownership enhances clarity of organizational objectives while cultivating a conducive learning and work environment affecting the culture for all constituents.

According to research, provisional "tangible incentives" (e.g., salary, recognition, gratis, and performance goals) greatly influence interest and utility value, impacting the stakeholder's intrinsic motivation (Clark & Estes, 2008 p. 96; Rueda, 2011). Conversely, when the learner achieves a utility value that is superficially applied or earned, the stakeholder assesses an attainment value of the content that is theoretical without conceptual function (Murdock & Anderman, 2006). CTS' objective for long-term application and personalized transfer for all stakeholders requires incentivization to serve the professional and personalized learning goal orientations of the learner as well as the organization.

As stated, research indicates the power of specific, relevant, concrete feedback that reinforces application, synthesis, and evaluation related to the practical value of the measured objectives (Rueda, 2011). Integrating constructive feedback that heavily influences goal value (i.e., utility, intrinsic, attainment) justifies the use of provisional tasks, materials, and activities that target DCS stakeholder knowledge-related deficiencies. Initially, identified deficiencies can be applied holistically, but will be differentiated in instruction to the relevant needs of the DCS stakeholder and, eventually, TAY learner. Homogenized strengths or weaknesses aids in the itemizing and appropriating of relevant strategies and content to specified personnel for personalized, engaged instruction (Rueda, 2011). This research design will contribute to objective, quantitative analysis meant to inspire data-driven pedagogy to facilitate the learners' metacognitive schema that influences self-relevant goal orientations related to utility, attainment, performance, and mastery (Ambrose et al., 2010; Senko et al., 2011). Illustrated in Figure 4.

Figure 4. Increasing Motivation Factors



Source: Adapted from *Turning research into results* (Clark, R. E., & Estes, F., 2008; Charlotte, NC: Information Age).

Attributions and Contingencies

Society and cultural value have an indelible conscious and subconscious influence on shaping the impressionable psyche of the individual. Bang (2014) discusses progressive research on the persistent influence culture and race have on the development of the individual and cognitive growth. The diversity of cultural influences in a modern context often compounded with national values, impacts the learner in complex ways from different perspectives (Kim & McLean, 2014). As discussed in TAY autonomy, consequential social and academic effects are directly correlated with common foster-care vulnerabilities (e.g., CSEC status). Wiggan (2007) state that cognitive development and competence is correlated with varied sociocultural factors tied to ecological components that shape micro and macro values indicated in goal orientations. CTS' DCS stakeholder trying to model, engage, and transfer content and pertinent skills to the TAY learner is fundamentally reliant on contextualizing the holistic learning landscape related to preexisting social and cultural influences. Consequently, it is imperative to account for and accommodate the inevitable impact of how an individual's society and personal culture shape adopted ideology, personal merit, and professional opportunities. Socio-cultural variables that shape academic acquisition relate to the learner and the learning context. According to Lee and Shute (2010), the specific environment governs the learner's cultural and psychological attributes

impacting the efficacy of cognitive improvement. Integrating psychological methodology to address socio-cultural variables constructing academic achievement allows for a comprehensive, holistic analysis of the context with the anticipation of varied personal and social factors shaping performance (Walton & Dweck, 2009).

For example, Yeager & Walton (2011) discuss segmented research that anticipates psychological abstractions related to the learner's perspectives (i.e., thoughts, feelings, ideas, beliefs) to activate and articulate socio-cultural nuances framing academic production. CTS' STRTP, group home residential care will manifest nuances specific to the necessity and reality of a temporary living facility with distinct ethnographic factors seminal to the development of the TAY tenants. The professional design intended to instruct the DCS stakeholder for viable TAY transfer must construct an instructional framework that assimilates cognitive variables of the learner and socio-cultural environment that comprise the whole of academic achievement—a correlated analysis of concrete and abstract influencers.

The adoption of an ecological perspective of human development facilitates the coordination of motivational domains while identifying and defining targeted cultural systems (Bronfenbrenner, 2009). Anderman & Anderman (2010) address ecological "attributions" are contextually influential to the learner's lifespan development and motivational goal orientations (p. 1). According to Brown et al. (2013), the diversity of socio-cultural attributions act as "microaggressions" to be addressed in the instructional design or the learner must navigate through formulaic metacognitive schema (p. 1). Consequentially, there exists a correlation between socio-cultural and socio-emotional factors (Gasiewski et al., 2011). As stated, the ecology of the learner shapes motivational choice, persistence, and mental effort (i.e., identity, confidence, esteem, and purpose) while impacting goal orientations related to expectancy,

attainment, utility, performance, and mastery (Eccles, 2010; Gasiewski et al., 2011; Senko et. al, 2011). The ecology of the learner either emphasizes or misdirects the socio-cultural worth of the task filtered through the learner's societal, ecological lens—affecting the learner's varied socio-emotional contingencies.

The emotional state of the learner (i.e., DCS stakeholder and TAY learner) is inherently connected to the efficacy of learning. Correlating the diversity and conduciveness of the learning environment with the learner's emotions impacts fluency, interest, motivation, and goal values, critical to acquisition and achievement (Pekrun, 2011). According to Linnenbrink-Garcia & Pekrun (2011), behavior, effort, and enjoyment from the learner are affected by the direct or group-related context of instructional delivery. Designing a differentiated curricula and instructional delivery that anticipates and accommodates the connection between the abstract learner's emotion and academic performance is pertinent to promote proficient, accessible, and equitable cognitive development (MacCann, Fogarty, Zeidner, & Roberts, 2010).

As stated in professional and personalized learning, developing and managing a learning environment that fosters engagement, high interest, and mastery attainment, addresses the holistic learner and the learning context. CTS' instructional implementation should be assembled with professional development and personalized adaptation to the complexity of TAY cultural and emotional factors. Stolle-McAllister (2011) address the value of identity and belongingness by building "social and cultural capital" within the learning context (p. 12).

CTS' unilateral mission frames the required cultural unity that capitalizes on identity through building social capital while anticipating the diversity of cultural and emotional barriers. Attributions are assumed to influence content value and importance that affect motivation. Rueda (2011) states that research and curriculum design must anticipate socio-cultural barriers that

prevent an accessible and equitable use of the content. The relevant stakeholder is often too varied and fragmented by prior-knowledge, motivational intent, and skill-based mastery. To accommodate for attributive barriers impacting motivation, producing material and research-based strategies implemented in the professional learning design will aid in systemic change in pedagogical tools, learning culture, and coordination and alignment of professional and personalized learning content and delivery. Success or failure accredited to effort is generally increasingly adaptive and leads to positive expectancies for success (Eccles, 2010; Rueda, 2011). Accurate feedback of the learner stakeholder's deficient skills or knowledge can be reinforced by the modeling of refined, personalized strategies. Imitation leads to promoting accurate, valid, and adaptive attributions (Rueda, 2011). Providing DCS modeling and feedback that stresses the process of learning and the importance of effort, strategies, and potential self-control of learning is foundational to facilitate improvement in motivation for the TAY learner (Rueda, 2011).

As discussed in the professional learning instructional design**,** self-efficacy is also an assumed attribution impacting motivation. The DCS stakeholder will be intimidated about the process, content, and ramifications of the professional learning intervention. The stakeholder's motivation (e.g., intrinsic, expectancy, utility, and attainment) is directly related to awareness of the program affecting personal confidence of mastery and application of the material (Eccles, 2010; Ryan & Deci, 2000; Senko et al., 2011). For example, self-efficacy can be quantitatively measured through Likert scales that measure the stakeholder's confidence (Rueda, 2011). These measurements can indicate how confident the stakeholder is in their ability to plan and chart personal growth with analysis of strengths and deficiencies. Identifying and accommodating for acknowledged gaps can lead to planning and revising strategies that produce a personalized change in skill-related competence and motivation.

Data-driven pedagogy is the single most impactful factor influencing cognitive achievement (McEwan & McEwan, 2003). According to Veselak (2018), further research is needed to understand the variables impacting the learner's diverse learning modalities and associated socio-cultural variables influencing performance (Ambrose et al, 2010). This research design will function as a tool to anticipate different teaching strategies that are rooted in specific cognitive learning theories with a heightened awareness of socio-cultural influences impacting TAY achievement (Ambrose et al., 2010). An accommodation and critical analysis of competing abstract contingencies (i.e., motivation goals, learning theories, and socio-cultural value) will, empirically, accommodate confounding variables to extend future pedagogical studies (Yeager, Henderson, Paunesku, Walton, D'Mello, Spitzer, & Duckworth, 2014).

Clark & Estes (2008) state, "Connections between performance goals and people's interests" are an inherent part of any impactful research design or instructional adoption (p. 95). Motivation, learning differences, and inherent value (Yeager et al., 2014) are elemental to address inevitable accountability measures while accommodating teaching strategies that are sensitive to goal orientations (Robinson Kurpius & Stafford, 2006). Achievement goals that satisfy performance measures (Senko et al., 2011) while considering a holistic perspective of the stakeholder's attributions provide the fidelity to achieve a deep, long-term, and impactful goal values (Harackiewicz, Canning, Tibbetts, Priniski, & Hyde, 2016). A research design that adjusts for motivational components impacting performance and transfer accounts for the whole learner, strengths and weaknesses. Research that fosters a conscientious recognition of confounding factors affecting learning is positioned to author an evaluative narrative that is accessible, pragmatic, and viable for performance achievement (Johansson, 2011) while building self-efficacy and autonomy (Gasiewski et al., 2011).

Organization Factors

CTS' resources and, specifically, the STRTP group homes servicing TAY females are multi-dimensional, complex systems. According to Tomlinson (2017), educational platforms are intricate systems that navigate the myriad of physical, social, psychological, and academic factors (e.g., socio-cultural, socio-emotional, and cognitive acquisition). CTS' TAY resources address all of the educational components with the addition of an at-risk learner population circumventing multiple, highly complex areas of concern convoluted with multifaceted ecological influences (Klasey & Brantley-Harris, 2020). An educational center with a heightened context and the stakeholder's precarious needs is an opportunity for an undiluted, focused concentration on organizational mission objectives (Ambrose et al., 2010).

Organizational Culture

The complexity of CTS' organizational design and varied resources relies on teacher-learner stakeholders (i.e., DCS) to engage in professional adoption and integration of scrutinized organizational mission targets. Cole (2004) states that reaching organizational objectives relies on the development of a "culture of vibrant teacher discourse . . . and a commitment from all teachers to engage in activities designed to continually improve their teaching effectiveness" (8). Clark and Estes (2008) complement this quote stating, "Organizational culture inevitably filters and affects all attempts to improve performance . . ." (p. 103). The organizational entity consequentially acts as benefactor with previously articulated rules related to employment and the beneficiary (i.e., employee). An organizational adoption of well-crafted, sincere, realistic, and contextually appropriate professional learning objectives promotes and reinforces the learning and working culture indicative of the provisional resources intrinsically aligned to moral imperatives of relevant stakeholders (Rueda, 2011).

Culture dictates the context and is integral to achieving and adopting organizational commitments (Clark & Estes, 2008). CTS' heightened awareness that professional, personalized learning for TAY transfer begins with the abstract organizational attitude manifested through concrete supervisory temperaments affecting the tangible and intangible personality traits of pertinent constituents. Leadership is inseparable from attitude, and attitude is ubiquitous and instrumental in the adoption, engagement, ownership, and accountability of shared objectives shaping morale, performance, and mastery values (Rueda, 2011; Senko et al., 2011). The organizational approach to building an intelligently defined culture necessitates the need to usurp the inanimate, utilitarian impression of the impersonal and strategically transcend the abstract entity through accessible and relatable supervisory personnel, protocol, and objectives (Rueda, 2011). As stated, an organizational cultural model (i.e., values, beliefs, and attitudes), though abstract, influences the mood, tone, or persona of the specific context (Clark & Estes, 2008). Aligning the organizational framework to the cultural tone is necessary for latitudinal ownership and vertical implementation (Rueda, 2011). Sharing a cultural campaign that measures formatively creates an accessible feeling of teamwork for all stakeholders.

Organizational Protocol

Organizational protocol is steeped in tradition and systemic bureaucracy that shapes culture, policies, and procedures (Rueda, 2011). CTS' development and implementation of a professional learning paradigm need to anticipate and evaluate the efficacy of policy and procedure related to mission goals and cultural impact. Bretzmann (2015) suggests four teacher-learner profile components be considered in personalized instruction and on-going evaluation: strengths, needs, interests, and constraints. Organizational effort that addresses differentiated needs of the learner attempts an authentic initial assessment of learner engagement while

advertising continued learner support, addressing the proficiency of targeted instruction, and endorsing a personalized culture. Administrative consideration of the omnipresent cultural influence of the organization is germane to provisional and vital educational, social, emotional, and psychological dynamics of all beneficiaries (Labone & Long, 2016; Rickabaugh, 2016).

Organizational Collaboration

Research indicates that learner performance and mastery goal orientations are directly related to the cultivation of organizational collaboration (Butler, Lauscher, Jarvis-Selinger, & Beckingham, 2004). The conventional educational term of Professional Learning Communities (PLC) is applicable in CTS' educational context. A generic term for effective, organizationally sponsored collaborative allotment addresses collegial feedback, critique of pedagogy, stakeholder integration, shared accountability (Butler et al., 2004), and performance and mastery achievement (Senko et al. 2011).

Lieberman, Campbell, & Yashkina, (2016) write, "Opportunities for teachers to lead their own learning and that of their colleagues, can benefit individual and collective professional learning . . ." (p. 7). As indicated in the definitions of professional and personalized learning, advocating a culture that practices a model of teacher as learner is principal in the PLC design, affecting declarative, procedural, metacognitive knowledge domains, addressing cognitive load concerns, and anticipating motivational variables (e.g., goal orientations, attributions, and contingencies). Dufour (2007) comments on the hypothetical impact of PLCs on culture and learning, stating that an organization's instructional design should focus on cognitive acquisition, not pedagogy. The implication is PLC energy and time should be allotted to cognitive and motivational theories of learning acquisition, affecting the achievement of all stakeholders. The semantical indication is that the instructional design should tailor the pedagogical strategies and

collaborative components with a singular mission of performance-driven results. The PLC design accommodates the teacher-learner suggestion while remaining faithful to addressing KMO factors related to extrinsic and intrinsic goal indicators (Ryan & Deci, 2000). Organizationally subsidized PLC-driven professional learning displays an adherence to the overarching goals while fostering a culture for sustainable achievement. CTS' residential group homes consist of a learner clientele (i.e., DCS and TAY) that would benefit from a culture that advocates for collective analysis, learner-driven tasks, performance and mastery application, and collaborative teams dedicated to personal and organizational aims.

Dufour (2007) highlights the encyclical refinement of data-driven instruction at the core of PLC programs. PLC's evaluative process considers the correlation between professional and personal reflections related to learner achievement and potential knowledge, motivational, and organizational influences encumbering performance (Darling-Hammond et al., 2009). Reflection of process and practice is integral to PLC implementation. Timperley and Alton-Lee (2008) discuss empirical studies suggesting that learner achievement is most effective with provisional resources within the collaborative context, not individual instructor time and supplies. Research indicates that PLC collaboration is a rich resource of shared, empirically-driven strategies with positive cultural implications (Dufour, 2007). Embedded in the PLC collaborative design and integration, KMO relevant assumptions are addressed individually and holistically.

Organizational Stakeholders

The pervasive, inferential organizational influence shaping culture, reinforcing mission goals, obliging DCS stakeholder accountability, and servicing TAY learner resources is a relational conversation between benefactor and beneficiaries. Organizational collaboration is a unified, collective experience from supervisory to learner-centered roles. Timperley and Alton-

Lee (2008) emphasize the top-down collective imperative of all stakeholders, suggesting that learner achievement (i.e., TAY independence) is a communal responsibility. The combined effort of all stakeholders, administrative to learner, is aided in each team-member's defined role (Timperley & Alton-Lee, 2008).

Administrative Stakeholder. Supervisory roles are culturally influential, dictating momentum, proficiency, and efficacy of the relevant educational paradigm; accordingly, it is important that administrative roles are dynamically assimilated into the educational structure (Timperley & Alton-Lee, 2008). The administrative stakeholder clarifies organizational direction and vision, structuring and revising policy and procedure, fostering culture of teamwork, and monitoring performance-driven goals. Administrative roles are instrumental in developing collegial and learner-safe relationships, promoting work fulfilment, and stabilizing employee attrition (Buckingham & Coffman, 1999). The value and longevity of an organizational paradigm-shift in instructional resources require perseverance, personal and professional obligation, and measurable, objective accountability. Rickabaugh (2016) states that the sustainability of organizational vitality resides in the cultural cultivation that values differentiated application, ingenuity, and assimilation. Timperley (2008) comments, "Sustained improvement depends on teachers developing professional, self-regulatory skills" (p. 24) indicative of the described personal and professional instructional design.

Organizational focus on structure and protocol is the driving force that controls the context and sustainability of administrative objectives. Addressing structure and refined protocol is not a simple, direct change-agent or catalyst for visible growth; the identification, articulation, and development of refined safeguards of present flaws are needed to complement fundamental change against an ineffective or rigid systemic framework that paralyzes efforts and "cripple[s]"

cultural adoption among stakeholders (Rickabaugh, 2016, p. 52). Lastly, organizational support for professional and personal learning deliberation and refinement is required for long-term, effective change to provide the fidelity of TAY transfer. Vetting instructional components with multi-tiered filtering for organizational change or priorities should be met with care, objectivity, and collaboration. Organizations that are not careful to define, clarify, and justify structural and procedural change can negate the consolidated efforts of the personal and professional instructional agenda.

DCS Stakeholder. The targeted DCS stakeholder is referred, conceptually, as a teacher-learner due to the anticipated knowledge, motivational, pedagogical, and organizational related deficiencies (Rueda, 2011). The targeted learners exist and perform in the framework of the pre-existing organization. Analyzing concrete cultural structures specific to the context is complemented with the cultural nuances that shape the abstract beliefs and values of the setting (Rueda, 2011). Anticipating cultural barriers, both concrete and abstract, is necessary to adjust and assimilate into the professional paradigm in relation to the achievement of the learner stakeholder and TAY student. As stated, the concrete organizational factors influencing culture will be part of the adoption and ownership of the organizational campaign. Since the stakeholder is expected to be new to KMO content knowledge and pedagogical strategies, it is pertinent to adjust to the existing organizational context (Rueda, 2011).

Accommodating the dynamics between teacher-learner and TAY student-learner related to collaboration and continual facilitation of the instructional program is important to the viability of the organizational culture affecting learner's progress—pertaining to available resources and the organizational framework. Achieving a cohesive, steady, and progressive organizational operation, as it relates to the vertical KMO correlation, learner collaboration, and

cross-disciplinary curriculum alignment, is limited by past organizational inconsistencies, changing focus, unvetted measures, and employment attrition. The nature affecting cultural restraints often results in attrition of employment (Buckingham & Coffman, 1999).

In CTS' collaborative context, in-house quasi-administrative roles and DCS stakeholder learners necessitate professional instructional support for effective content processing, skill integration, and self-regulatory accountability (Lieberman et al., 2016). Research indicates that mid-level facilitation is the pivotal instructional piece for integration and sustainable measures; however, the viability of in-house mid-level managerial personnel and direct DCS stakeholder is reliant on the fidelity of data-driven instructional practice and evaluative protocol for organizational collaboration and liability (Timperley & Parr, 2010). Vertical teaming (i.e., coach-learner to DCS-learner) is challenged with inconsistent issues of pertaining to instructional transfer and effective accountability measures, affecting mood or temperament for total buy-in of the organizational campaign. These inconsistencies add confusion to properly implement KMO strategies foundational in the intervention (Lieberman et al., 2016). Ideally, anticipating and adjusting to the structure that has led to the instability will provide unification and continuity of all stakeholders' ownership of the campaign and intervention (Darling-Hammond et al., 2009). Also, collaboration between all learner stakeholders—amount of time, infrequent professional development, and disconnected work schedules—does not allow for consistent collaboration and feedback, ultimately influencing the fluidity of the program (Lieberman et al., 2016; Spaulding & Smith, 2012). Accommodating the organizational limitations allows for a vertical delivery that manifests consistency and application for intrinsic value (Senko et al., 2011; Ryan & Deci, 2000).

Administrative appointed, mid-level and lead teacher-learner employees mirror the educational “coaches” approach. Recognizing and promoting employees based on expertise and valued longevity formulates a hierarchy for accountability and disseminated information that addresses content and objective gaps in personnel while supporting a cohesive cultural environment (Darling-Hammond et al., 2009). Aguilar (2013), commenting on the value of quasi-administrative coaching roles, states that integrated peer “coaching” provides innate opportunities to share strengths, model evaluative feedback, display moral imperatives, and exhibit self-regulatory and self-efficacy strategies. Darling-Hammond et al. (2009) write, " . . . administrators identify well-regarded veteran educators and assign them to provide ongoing guidance, advice, and mentoring” to impact the desired collaborative culture and achieve performance measures (p. 11). CTS’ appointment of veteran DCS coaches is highly effectual due to the direct access to the TAY learner. As the DCS teacher-learner evolves and refines personalized strategies for TAY transfer, appointing lead stakeholders streamlines strategies and content through exemplary co-teaching feedback and peer observations (Bowgen & Sever, 2009). Lastly, developing and integrating coach-level facilitation creates a vital link between the supervisory roles and teach-learner stakeholders. Administrative functions are designed to enforce punitive accountability for corrective policy and regulation alignment; however, coaches bridge the supervisory punitive gap that can negatively affect culture and instructional design optimization (Spaulding & Smith, 2012). Also, quasi-administrative coaching roles can often alleviate managerial responsibilities while using administrative duties as an opportunity for professional and personal growth. The presence of non-punitive, peer-equal coaching support converts organizational tasks into collective individual and professional advancement (Spaulding & Smith, 2012).

Organizational Accountability

An analytical critique of the relationships and responsibilities of represented constituents offers a coherent and cohesive evaluation of factoring variables influencing the fidelity of resources (Marzano, Waters, & McNulty, 2005). In the context of CTS' STRTP, group home educational facilities**,** the mission to cultivate transferable TAY academic and social life skills, which these services are designed to personify, are, invariably, attached to appointment and obligation between stakeholders (as cited in Dubnick, 2014). According to Conner and Rabosky (2011), educationally-focused services are taxed with the provision of the fidelity of resources impacting three specific barriers: affordability, access, and accountability. These categories create relationships and corresponding responsibilities that generate keywords that indicate the role of each member (Dubnick, 2014). A keyword like accountability is etymologically rooted in social reliance with an evaluative quality of progress or achievement (Dubnick, 2014). Beyond the denotative definition is a modern connotative application that extends into governance and politics concerning account-giving medians in socio-cultural interactions (Dubnick, 2014). Depending on the "narrative means," the context of organizational accountability can be applied to four areas of discourse: Institutionalization, Mechanization, Juridicization, and Incentivization (Dubnick, 2014, p. 13). These contexts offer a framework to parse the representing CTS roles while providing a vernacular that highlights a hierarchy of governance (i.e., public, private, and third sector) (Dubnick, 2014).

In the context of CTS' group home residences, accountability evolves from a generalized theoretical and "formalistic . . . answerability" (Romzek & Dubnick, 1987, p. 228) to a specific experimental framework of the governance of control (i.e., discourses) (Dubnick, 2014) applied to the DCS stakeholder and, eventually, TAY learner. A semantic examination of discourses of

governance (i.e., Institutionalization, Mechanization, Juridicization, and Incentivization) (Dubnick, 2014) is complemented by the specific context dictating the extent of internal and external controlling agencies influencing CTS' organizational objectives (Romzek & Dubnick, 1987). Romzek & Dubnick (1987) apply Dubnick's latter narratives of governance as an "interplay of these two dimensions" (i.e., control and degree) (p. 228). CTS is subject to these two dimensions that create definable and purposeful categories or "systems" of governance that clarify the expectations of represented constituents: Bureaucratic, Legal, Professional, and Political (Romzek & Dubnick, 1987, p. 227).

Director and Provider. Among scholars, these categorical systems overlap and often vary in terminology; however, applying the authoritative, directorial source to the receiving provisional CTS stakeholder will frame accountability (Hentschke & Wohlstetter, 2004). An analysis of Director and Provider accountability systems represented at CTS is represented from hierarchical administrative governance (Hentschke & Wohlstetter, 2004). The CTS administration can be viewed through an internal bureaucratic lens if applied beyond a conventional corporate context (Burke, 2004). Hentschke & Wohlstetter (2004) simplify the nuances of education systems regarding three dimensions: values, decision rights, and information (p. 18). Bureaucratic jurisdiction (i.e., CTS) is limited in "authority over decisions" (Hentschke & Wohlstetter, 2004, p. 19) due to pre-existing public education criteria and federal/state policies and regulations related to TAY services and resources.

Consequently, an organization is challenged to address misaligned values and limited rights for decision-making impacting performance content, often misrepresenting targeted performance or mastery orientations (Hentschke & Wohlstetter, 2004). Firestone and Shipps (2005) identify that organizational, educational leadership often lacks competence to deduce

conflicting goal values represented in each accountable system. CTS' bureaucratic leadership functions as Director to enforce regulations for the efficacy of the culture and TAY educational environment. Charged with the punitive enforcement of ineffective performance, the administration expects stability and often relies upon a system of incentivizing (Dubnick, 2014) compliance and reprimanding non-compliance (Burke, 2004). Administrators can create incentive for the learner-Provider through promotion (e.g., coaching), salary, recognition, and charting performance and mastery goal expectations (e.g., TAY graduation compliance). With unified values and viable performance information, limited decision making is compensated with cooperation between relevant stakeholders for timely reporting, disciplinary due process, personal or professional accountability, and organizational incentivization (Dubnick, 2014), enforcing regulations of the bureaucratic system (Burke, 2004).

Romzek and Dubnick (1987) apply the bureaucratic system to a managerial entity (i.e., CTS) not as interconnected and reliant on the cohesion of all stakeholders unique to the educational paradigm. CTS' bureaucratic system is limited by the legality of its jurisdiction, but it is inseparable and determined by the collaboration between administration and DCS. The educational paradigm is dictated by authority restrictions that limit the use of "influential policy levers" of direct observational evaluation (Lee, Walker & Ling Chui, 2012, p.593). Romzek and Dubnick (1987) state that the efficacy of a system relies on "an organized and legitimate relationship between a superior and a subordinate . . . [functioning within] a surrogate system of standard, . . . clearly stated rules and regulations" (p. 228). Despite limited, direct bureaucratic authority from CTS organizational personnel in an observational context, the efficacy of the learner stakeholder's performance is determined by the administration's support that complements the pedagogical efficiency and efforts for the TAY residents. To maintain shared

values and information with limited authority, the role of Director and Provider are reversed to adjust to the existing system (Hentschke & Wohlstetter, 2004). Maintaining CTS' bureaucratic "provisional" governance aids the fluency and viability of TAY resources that nurtures a ubiquitous learning culture (Hentschke & Wohlstetter, 2004, p. 19).

CTS is also subject to internal and external performance accountability (Firestone & Shipps, 2005). CTS' mission is dedicated to serving the DCS and TAY learner population often measured through evaluative, standardized assessments (Legislative Analyst's Office, 2017) and performance rankings (i.e., California's Academic Performance Index and the *U.S. News and World Report*) (Hentschke & Wohlstetter, 2004). Performance-based policy and measures (e.g., ESEA, NCLB, CAASP) create criteria that foster fidelity of the system designed to monitor performance achievement gaps (Stecher & Kirby, 2004) that dictate content and delivery for the teacher-learner and TAY student-learner. CTS' performance system is affected by a legally paralyzed bureaucratic public education system, and, therefore, manifests a disconnect that impedes a cohesive and linear continuity of curriculum and instruction for TAY transfer. Since the Director and Provider roles are bound by external limitations, DCS often adapt and modify the required resources from the bureaucratic provisional system (i.e., public education). This impotence of authoritative governance limits timely enforcement to address rules and regulations which directly impacts performance accountability (Romzek & Dubnick, 1987) for DCS stakeholder and TAY student. A causal relationship between these two systems influences the fidelity of resources that range from effective curriculum, professional development, personnel collaboration, data-driven benchmarks, and refined TAY resources (Hentschke & Wohlstetter, 2004). CTS will be challenged to nurture a culture of collaboration that influences motivational attributes and academic progress connected to performance accountability (Senge, 1990).

Performance accountability goals are measured through formative and summative performance assessments influencing the administrative Director role in campaign adoption, instruction, and implementation. Misappropriated resources or personnel selected impact the Provider's performance. To achieve the specific performance expectations, the administrative Director grants sufficient discretion to the DCS-Provider that possesses specific expertise (Hentschke & Wohlstetter, 2004). "Adverse selection" issues occur when the Director chooses incapable and unwilling Providers (Hentschke & Wohlstetter, 2004, p. 18). A limited CTS selection protocol by the administrative Director misaligns values and information that impacts the viability of the Provider. Compounding lack of expertise, information, and values, divergent goals emerge that negatively impact the bureaucratic and performance relationship (Hentschke & Wohlstetter, 2004). When the agencies of accountability are not aligned, a consequence of "information asymmetry" occurs when Director and Provider have incongruent values and information (Hentschke & Wohlstetter, 2004, p. 19). CTS will be challenged with asymmetry that misaligns information that negatively impacts performance and culture (Hentschke & Wohlstetter, 2004).

For example, if the CTS administrative Director adopted curriculum without sufficient input from the practicing Provider, this will negatively affect values, information, and performance. Director to Provider opposition influences intrinsic and extrinsic values necessary for performance and achievement. Hentschke and Wohlstetter (2004) label this as "weak incentives" that alter the accountability systems concerning value, information, and authority (p. 19). The effectiveness of incentivization is reliant on the fidelity and applicability of proposed and accessible resources (Dubnick, 2014).

An analysis of the relationship and responsibilities of bureaucratic and performance accountability systems with respect to values, authority, and information creates a framework to identify contextual Director and Provider roles within the CTS organization. Leadership influences instruction and learner performance by identifying external and internal accountabilities tied to shared values (Firestone & Shipps, 2005). A persevering bureaucratic accountability that provides the fidelity of integral resources impacting performance accountability among all stakeholders will affect the cultural and academic climate foundational for achievement (Romzek & Dubnick, 1987).

Peer-Based Benchmarking. An organization's performance is articulated through accountability (e.g., bureaucratic, professional) (Romzek & Dubnick, 1987). Comparing CTS' TAY historical graduation rates, college and career readiness data, and related program resources among comparable organizations, addresses a layer of accountability prior to the adoption and implementation of program initiatives. Accountability deficits are contextualized through organizational comparison by qualitative or quantitative measures (Bogue & Hall, 2003). Marsh (2012) states that data-driven "benchmarks" often lack effectual change without a "systematic examination [of] design, implementation, and effects" (p. 3). Consequently, it is imperative to systematically analyze organizational peer-based benchmarking while evaluating the corresponding objectives, process, criteria selection, resource allocation, and accountability for measured learning (Dowd, 2005; Marsh, 2012).

Peer-based practices are to stimulate innovation, affecting cultural attitudes and behaviors (Dowd, 2005). Peer-based benchmarking identifies knowledge, skill, and organizational process deficiencies through data-driven needs assessments (Dowd, 2005). The framework creates an encyclical refining process that is a continuous, internal benchmark with rigid criteria for

organizational procedures (Conley & Darling-Hammond, 2013). Identifying knowledge and skill gaps through peer-based comparisons, the stakeholder is targeted for expert intervention based on benchmarking data (Dowd, 2005). The organizational process adopts new procedures based on benchmarking measures. Through targeted instructional change (e.g., intervention, professional development, etc.), refined or altered instruction is supported and implemented (Conley & Darling-Hammond, 2013). As new benchmarks are tabulated, the organizational process is continually refined (Dowd, 2005). This refinement is innately repetitive and fosters a framework that is cognizant of essential modifications in process and methods to meet the needs of all learners (Black & William, 1998) while addressing achievement gap inequities related to CTS' TAY population.

Improving Accountability. Objective assessment that quantifies efficient learning is paramount for external generalizability and for identifying reliable, internal methodology. According to Carpenter (2012), testing accountability (i.e., formative and summative) reinforces cognitive acquisition for sustainable application of the content/skill. Scaffolded formative assessments capitalize on modeling and content frameworks to compare and contrast the requested skill/s to be measured on summative testing for practical use (Lipnevich, McCallen, Miles, & Smith, 2014). Strategically correlating itemized summative and formative objectives to levels of cognitive purpose (i.e., taxonomy) differentiates designed accountability measures for viable pedagogy that yields long-term, cohesive results (Anderson & Krathwohl, 2001). Consequently, equitable and sustainable learning is reliant on the accountability of data-driven teaching, vetted learning techniques, and the authentic integration of pedagogical strategies within the comprehensive instructional design.

Achievement is dependent on the efficacy of each influencing stakeholder's commitments (Dowd, 2005). Articulating the parameters of each constituent's accountability highlights the independent responsibilities and dynamic relationships impacting organizational objectives (Bogue & Hall, 2003). CTS' filters of accountability can be processed through bureaucratic and performance criteria shaped by peer-based comparisons for organizational and performance measures (Romzek & Dubnick, 1987). Bureaucratic parameters interact with DCS stakeholders and TAY learner performance to create Director and Provider roles (Bogue & Hall, 2003; Hentschke & Wohlstetter, 2004). Director and Provider tasks share an encyclical relationship dependent on the fidelity of resources to increase TAY graduation rates and college-readiness. To chart mission growth, peer-based selection (i.e., size, demographics, and socioeconomics) reveals organizational deficiencies for evaluation.

Organizational gaps will guide accountability improvement impacting identified and correlated benchmarking variables. Key factors will guide analysis and proposed action for accountability improvement: framing criteria, stakeholder profiles, benchmarking criteria, organizational barriers, and detailed accountability protocol. Improvements addressing organizational gaps will account for bureaucratic and performance accountability through peer-based measures (Hentschke & Wohlstetter, 2004). An evaluative process that highlights necessary resources (e.g., curriculum, intervention, ethical conduct) and constituency commitments (e.g., leadership, discipline, professional development) identifies causal and effectual variables to increase stakeholder performance and proficiency (Dowd, 2005).

Organizational action for improved accountability is centered on intervention strategies aligned to an adopted code of ethics (Murdock & Anderman, 2006). Improving accountability measures without stabilizing and nurturing a foundational ethical culture is consequentially

myopic and falsifies performance indicators with distorted results. An ethically driven curriculum will limit cheating and prevent invalidating performance measures. The fidelity of each stakeholder's role is rooted in the organizational culture that cultivates ethical temperance with persevering qualities among all constituents (Murdock & Anderman, 2006). Organizational accountability stipulates instructional policy and ethical code while performance accountability manifests the enforcement of the adopted code (Murdock & Anderman, 2006).

For example, The University of Southern California's (USC) one-page ethical code of conduct impacts all stakeholders, impacting school culture, efficiency, and reputation (USC Board of Trustees, 2004). USC's code states, "We nurture an environment of mutual respect and tolerance" (USC Board of Trustees, 2004, p. 1). Organizational support for adopting a one-page code of ethics for CTS would establish the necessary academic foundation with consistent reinforcement. Performance increase is directly tied to the legitimacy of the task and the framework used to measure benchmarking (Murdock & Anderman, 2006). Stakeholder "extrinsic outcomes" are correlated to ethical violations (i.e., academic cheating), and, therefore, adopting a valid organizational policy impacts culture and complements the intrinsic goals associated with dishonesty (Murdock & Anderman, 2006, p. 142). Code adoption should rely on "familial" and "fiduciary duty" necessary for provisional resources and internal and external validity (USC Board of Trustees, 2004, p. 1). A culture guided by rules and regulations benefits the entity and, therefore, its constituents. Ethics sustain the common social good, reinforcing the individual within CTS' culture while improving TAY results. The ethical code will drive performance accountability and protect benchmarking integrity, addressing organizational accountability deficiencies (Velasquez et al., 2011). Inherently foundational to the faithfulness of the instructional design, ethical checks and balances are necessary for long-term sustainability.

Actualizing an ethical code to drive data-driven instruction is a manifestation of a climate that values integrity and nurtures intrinsic motivational value (Murdock & Anderman, 2006). Knowledge and skill-related factors are limited by the adoption and adaptation of new programs dependent on the organizational process (Clark & Estes, 2008). Using data-driven instructional methods will aid in the facilitation of integral formative and summative assessments while aligning curriculum to ethical accountability (Hallak & Poisson, 2005).

For example, digitizing qualitative or quantitative measures allows for the cataloging of information to drive consistent, data-driven instruction (Hallak & Poisson, 2005). Protocol is necessary to coordinate databases, websites, and reusable digital measures for disciplinary reciprocity (Hallak & Poisson, 2005). Recycling digital platforms provides intervention uniformity while charting incremental growth and uncovering weaknesses (Hallak & Poisson, 2005).

Bureaucratic accountability addresses performance measures to support the fidelity of resources, despite Director or Provider context (Strike, Haller, & Soltis, 2005). Limiting varied digital tools to official organizational selections and, subsequently, streamlining stakeholder training creates a cohesive, proficient learning experience. Repetitive access strengthens ownership and competence by repetition of reciprocal jargon and disaggregated data for synthesis and evaluative refinement (Hallak & Poisson, 2005).

Quantifying performance measures allows for manipulation of itemized data descriptors that guide instruction and coordinates ancillary material, complementing ethical accountability and codifying results that are transferable and generalizable (Marsh, Pane, & Hamilton, 2006) to the TAY population. Digital platforms are diverse in application: alpha-numeric data, ordinal ratings, alternated tests and keys, and digital synthesis (Hallak & Poisson, 2005). Digital

platforms improve “security and transparency,” limiting variables for “fraud” (e.g., plagiarism—Turnitin.com) (Hallak & Poisson, 2005, p. 7). Digital platforms address “accountability-as-liability,” reinforcing ethics while effectually implementing objective intervention strategies (Dubnick, 2003, p. 417). Technology quantifies instruction that accommodates certificated restraints while synthesizing summative results (Marsh et al., 2006) and providing unilateral communication for organizational involvement while anticipating declarative and procedural misinterpretations (Conley & Darling-Hammond, 2013; O’Day, 2002).

Recycling digital systems supports the code of ethics while anticipating declarative, procedural, and metacognitive knowledge factors (Rueda, 2011). Organizational gaps impacting achievement must anticipate, as stated, knowledge and skill related factors; however, addressing college-readiness, the stakeholder’s motivation is indicative of lifelong learning (Rueda, 2011). Beyond metacognition, organizational accountability hinders or encourages a system of extrinsic or intrinsic motivation to complement the pre-existing framework (Rueda, 2011).

The organizational structure performs as facilitator, offering resources, and managing the cultural motivational climate (Rueda, 2011). Benchmarking measures will increase once the organizational system accounts for stable conditions and viable performance measures (Velasquez et al., 2011). The digital system is used to monitor continual motivational issues impacting performance measures. Qualitative measures account for motivation, confidence, interest, desire, and self-regulation (Ambrose, et al., 2010). Digital interviews, surveys, and quizzes will provide organizational feedback to manage the climate.

Choice, persistence, and interest impact self-efficacy, resulting in lack of personal ownership, frustration, and, ultimately, marginal performance achievement (Pajares, 2010). Using the data-driven system adopted for ethical control and pedagogical efficiency,

organizational management can account for motivational health to sustain encouragement. Surveys monitor choice or interest, persistence, mental effort, misapplied knowledge, ineffective strategies, and self-regulated suggestions (Pajares, 2010).

The digital system used to measure motivational factors will confirm theoretical terminology and procedures while addressing utility value necessary for motivational adoption (Pajares, 2010). For example, CTS' organizational accountability can be addressed through Likert scales measuring utility, intrinsic, extrinsic, or attainment value: importance, value, use, and interest (Murdock & Anderman, 2006). Organizational concern to increase self-regulation and self-advocacy will foster positive values, infuse cultural energy, and stimulate a conducive, "enjoyable . . . climate" (Clark & Estes, 2008, p. 94). As stated, "Connections between performance goals and people's interests . . . represent an opportunity to do something that interests" (Clark & Estes, 2008**,** p. 95). Specific, relevant, concrete feedback (Rueda, 2011) surveyed digitally will provide guidance for TAY graduation and college-readiness strategies.

Improvement in accountability is measured in both concrete and abstract terms, a necessary and complex analysis of quantitative and qualitative data (Marsh et al., 2006). Addressing abstract qualities that are foundational to viable accountability roles is nurtured from the commitment to a collective ethical code that is supported by external and internal systems of measurement held to rigid standards of generalizable and transferable criteria (Conley & Darling-Hammond, 2013). Using objective data to drive instructional methods is axiomatic to achieving and maintaining validity while accessing gaps in knowledge and skills—whether organizational, instructional, or learning-oriented (Dowd, 2005). A marriage of ethical accountability and data-driven protocol is manifested in accommodating motivational influences (Murdock & Anderman, 2006). Using specific motivational theories and methods to address

cognitive or socio-economic barriers is necessary to improve accountability holistically (Murdock & Anderman, 2006). Increasing motivational awareness completes the spectrum influencing accountability roles: ethical, procedural, and motivational factors among all CTS stakeholders.

Summary

The preceding review of relevant and current literature addressed personalized and professional learning instructional designs filtered and shaped through KMO considerations: cognitive science, socio-cultural and socio-emotional attributions and contingencies related to motivation (e.g., choice, persistence, and mental effort), and systemic organizational policies and procedures impacting culture, performance, efficacy, and accountability. The objective of Chapter Two is to heighten awareness and survey the landscape of literature of influential variables pertinent to CTS' STRTP, group TAY facilities attempting to improve impactful and sustainable academic, social, emotional, and financial skills leading to self-sustaining autonomy. A holistic purpose of this literature review is to link relevant theories and practices addressing concrete and abstract issues for high-performing stakeholder adoption and integration for TAY student-learner transfer. A responsible and diligent review of the learner stakeholder in varied educational contexts highlights the contrasts and comparisons contributing to the general educational environment, the specific cultural tone, and the differentiated personal and professional KMO instructional design of the whole learner (e.g., psychological barriers, cognitive attrition, and goal orientations). If the organizational accountability and refined integration of personal and professional adopted policies and procedures can successfully shape culture and reinforce DCS stakeholder integration, then improved TAY high school graduation and college and career readiness will be enhanced while cataloging the different relationships

and roles of all constituents. The DCS stakeholder personnel is the concentrated stakeholder for this research design. A summary of KMO variables is presented in Table 2. Chapter Three proposes the conceptual and methodological framework to operationalize relevant variables by quantitative and qualitative measurements. (For a list of term definitions and acronyms, see Appendix N).

Table 2. Summary of DCS Stakeholder Assumptions

DCS KMO Stakeholder Assumptions	Research Literature
Knowledge (Declarative) • Stakeholders do not have factual knowledge of cognitive science, types of knowledge, and learning barriers to proficiently intercede for TAY population • Stakeholders do not know the factual terminology of pedagogical instructional strategies, designs, and complex content (e.g., literary terms used to provide objective and subjective formative and summative intervention strategies) to proficiently promote TAY performance • Stakeholders do not have factual and conceptual knowledge and application of pedagogical or statistical research measurements (e.g., interviews, surveys, quizzes) to qualitatively measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer • Stakeholders do not know the implications of TAY high school graduation standardized test scoring (e.g., CAASP) in relationship to skill-based level descriptors and college or post-secondary skill-based skills for employment	Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Mayer, 2011; Rickabaugh, 2016; Reeves, 2010 Rueda, 2011; Ryan & Deci, 2000; Senko, Hulleman, & Harackiewicz, 2011; Temperley & Alton-Lee, 2008; Zmuda, Ullman, & Curtis, (2015)
Knowledge (Procedural) • Stakeholders do not know effective strategies to promote personalized instruction with varied, differentiated approaches to promote performance and mastery goal values • Stakeholders do not know how to read, annotate, synthesize, and produce an effective product based on specific measured standards for effective TAY modeling • Stakeholders do not possess the knowledge of the techniques or methodology to identify complex content (e.g., persona, audience, action, purpose) to translate the components for synthetic and evaluative understanding related college and career readiness standards for effective TAY modeling • Stakeholders are not familiar with data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices • Stakeholders do not know effective collaborative strategies to promote engagement and interest within the context of personal and professional learning for effective TAY modeling	Ambrose et al., 2010; Clark & Estes, 2008; Hargreaves, 2006; Kallick & Zmuda, 2017; Mayer, 2011; Rickabaugh, 2016; Rueda, 2011; Ryan & Deci, 2000; Senko et al., 2011; Timperley, 2008; Timperley & Alton-Lee, 2008; Timperley, Wilson, Barrar, & Fung, 2008
Knowledge (Metacognitive) • Stakeholders do not know how to reflect on their own discovery of new content meaning and learning strategies for effective TAY modeling • Stakeholders do not know how to evaluate their own strengths and challenges within relationship to strategizing and uncovering content and personalized schema related to all levels of cognitive taxonomy • Stakeholders are not aware of their own (goals, interest, judgments, stereotypes, etc.) in relationship to their individual learning deficiencies and strengths related to attributions and contingencies • Stakeholders do not self-regulate their incremental approach to specific content and integrated schema • Stakeholders do not have knowledge about the general strategies they use for learning—thinking and problem solving (lack of self-awareness)	Ambrose et al., 2010; Choi, van Merrienboer, & Paas (2014); Clark, 2012; Clark, Feldon, Van Merrienboer, Yates, & Early, 2008; Dinsmore, Alexander, & Loughlin, 2008; Feldon 2006; Kirschner, Kirschner, & Paas, 2006; Rueda, 2011; Ryan & Deci, 2000; Schunn & Nelson, 2006; Stankov & Kleitman, 2014; Winne, 2010

Table 2 continued. Summary of DCS Stakeholder Assumptions

DCS KMO Stakeholder Assumptions	Research Literature
Knowledge (Metacognitive) contd. • Stakeholders do not monitor progress of improvement in itemized descriptors and specific intervention strategies for effective TAY modeling • Stakeholders do not adjust strategies to accomplish the most effective access to correct information or skill-based achievement to avoid redundancy and learning attrition and mental fatigue for effective TAY modeling	
Motivation • Stakeholders are not developed in choice selection criteria to address the 'what' and 'how' of the personalized and professional learning • Stakeholders do not validate nor how to use theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values • Stakeholders are not developed in personal awareness of socio-cultural and emotional influences related to engagement and personalized schema integration: attributions and contingencies • Stakeholders are intimidated about the process of intervention content, procedures and policies related to employment and efficacy of TAY transfer • Stakeholders lack a heightened awareness of personalized schema and values • Stakeholders are not self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer • Stakeholders are not developed to identify cognitive, motivational, and pedagogical strategies for effective TAY intervention and transfer • Stakeholders are not comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance and effective modeling for TAY transfer	Anderman & Anderman, 2010; Ambrose et al., 2010; Bang 2014; Bretzmann, 2015; Bronfenbrenner, 2009; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Eccles, 2010; Harackiewicz, Canning, Tibbetts, Priniski, & Hyde, 2016; Kim & McLean, 2014; Labone & Long, 2016; Lieberman, Campbell, & Yashkina, 2016; Spaulding & Smith, 2012; Stolle-McAllister, 2011; Veselak, 2018; Yeager, Henderson, Paunesku, Walton, D'Mello, Spitzer, & Duckworth, 2014
Organizational • CTS' professional learning and instructional designs need to be supported with the fidelity of resources • CTS' policies and procedures need to be effectively communicated are accessible for integration and measured accountability • CTS' "intervention campaign" needs to be articulated for alignment with pre-existing mission goals/visions to connect an historical context • CTS needs to develop a cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment • CTS needs to promote tangible and intangible incentives for employment retention and cultural sustainment • CTS needs to address continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • CTS needs to acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction for intrinsic value of the adopted campaign	Anderson & Krathwohl, 2001; Carpenter, 2012; Clark & Estes, 2008; Conley & Darling-Hammond, 2013; Conner and Rabosky, 2011; Dubnick, 2014; Lee, Walker & Ling Chui, 2012; Lipnevich, McCallen, Miles, & Smith, 2014; Marsh, Pane, & Hamilton, 2006; Marzano, 2007; Mayer, 2011; Pajares, 2010; Romzek & Dubnick, 1987; Rueda, 2011; Ryan & Deci, 2000; Senge, 1990; Senko et al., 2011; Strike, Haller, & Soltis, 2005; Temperley & Alton-Lee, 2008

CHAPTER THREE:

METHODOLOGY

Purpose of the Study and Research Questions

The purpose of this study was to address the efficacy of CTS' female TAY high school graduation and college-readiness program for STRTP, group home residents. A Gap Analysis was used to identify knowledge, motivation, and organizational (KMO) variables crucial to TAY success (Clark & Estes, 2008) filtered through the DCS stakeholder for TAY transfer. To isolate KMO gaps and propose personalized, professional learning design solutions for TAY improvement, this analysis considered CTS' existing organizational structure, content implementation, and evaluation methodology,

Presently, the educational resources and programs for foster students, nationally and in California, report a great need to increase TAY high school graduation rates and college-readiness skills (CDE, 2020). A Gap Analysis validated KMO assumptions of CTS' STRTP, group home DCS stakeholder, having the most consistent and intimate access to the TAY learner. For example, it was assumed that CTS' DCS stakeholder lacked the requisite KMO education required to serve the targeted TAY population. Validating isolated KMO assumptions via the Gap Analysis guided subsequent solutions to help address identified gaps between CTS' actual outcomes and desired outcomes, aiding the DCS stakeholder to positively influence the TAY learner. Implementing KMO solutions through the medium of a proposed personal and professional learning framework for the selected DCS stakeholder accounted for data-driven techniques related to cognitive science, motivational factors, and organizational procedures. Lastly, to maximize the greatest TAY high school graduation rates and college and career readiness skills, the impact and vitality of CTS' organizational culture that shapes and reinforces

the learning framework, accountability measures, and stakeholder implementation, was considered in the instructional design evaluation. The following Gap Analysis listed assumed problem causes correlated with assessed or validated observations (Clark & Estes, 2008). A comprehensive Gap Analysis considered a wider range of related constituents; however, the scope and sequence of this study limited the relevant stakeholders to the DCS stakeholders with direct, daily TAY learner instruction.

The following three research questions were designed to guide and limit the focus of this Gap Analysis pertaining to KMO factors impacting DCS stakeholder instruction for TAY allocation:

The following three research questions framed this study:

- Does CTS' DCS have the knowledge to serve the needs of the TAY learner?
- Does CTS' DCS have the motivation and goal values to serve the needs of the TAY learner?
- Does CTS' organizational management support the necessary resources and services to serve the needs of the TAY learner?

Conceptual and Methodological Framework

Identification of factors impacting problem-solving was reliant on context and pre-scripted methodology. Problem-solving methodology as a scripted framework for practical use accessed content complemented by intended repetition, variation, identification, and solution for the specific objective (van Merrienboer, 2013). Dinsmore et al. (2014) visualize the "nature" of the content in a categorical matrix that clarifies attributes related to contextual "type" and "domain" of problem-solving. The Gap Analysis KMO structure provided this domain-specific matrix, forcing clarification, contrasting techniques, and comparing correlated behaviors specific

to each category. Complementary, Berg & Strough (2011) address empirical findings that identify common component adjustments or revisions affecting the efficacy of the adopted methodology. Identifying the problem-solving context shaped by strategic methodology (e.g., Gap Analysis) allowed for clarity of impeding variables with reciprocity for extended application (van Merrienboer, 2013).

Diligent research that is grounded on data-driven instructional and psychological methods will help to achieve "equitable education [and] . . . resource allocation based on context" (Duncan-Andrade, 2007, p. 3). This Gap Analysis structure relied on data-driven theories and research-based procedures intended to measure, evaluate, and disclose implementation gaps while identifying causal assumptions, recommended validations, correlated learning theories, and domain-specific KMO solutions (Clark & Estes, 2008). According to Rueda (2011), the Gap Analysis "proposes a multidimensional model . . . [with] a more comprehensive lens for considering achievement differences" (p. 13). This Gap Analysis functioned as an adaptable "consultant model" for diverse organizational structures (e.g., business and education), offering guidance in "providing assistance in solving real-world problems" (Rueda, 2011, p. 73).

The Gap Analysis process allowed for functional, compartmentalized cognitive, motivational, and organizational domains impacting objective proficiency and utility. By segmenting the relevant KMO components in accessible categories, performance-driven factors were addressed independently with the objective of identifying overlapping and correlating attributes, answering "why and what-if questions that rarely are addressed" (as cited in Clark & Estes, 2008, xi). Specific to CTS' organizational structure with TAY educational resources, Rueda's educational tailoring of the Gap Analysis was strategic in highlighting the nuances of relevant pedagogical variables evaluated in non-traditional, educationally-focused organizations

(i.e., CTS). Educational resources for TAY learners in CTS' residential care required the consideration of a holistic context to faithfully provide a viable analysis of the specific organization's efficacy. To identify, validate, propose, design, and tailor applicable research-based solutions, the Gap Analysis acted as a "highly theoretical framework" that directs results to be "implement[ed] . . . as if all that mattered was adapting to the local context" (as cited in Rueda, 2011, p. x).

CTS' identified corporate educational goals were addressed with consistent determination to contour general and less personal business goals to the intimacy of the employee-stakeholder in the context of a delicate TAY learning culture. The malleability of the Gap Analysis to "think globally, act locally," funneled KMO assumptions, validations, and solutions with unilateral application, activating all germane stakeholders required to meet and exceed organizational and individual intentions (Clark & Estes, 2008).

Causal assumptions for the present Gap Analysis formulated performance deficiencies concerning familiarity with CTS' organizational structure and corresponding literature, articulating common problematic KMO tendencies. Assessment and validation methodology were constructed based on CTS' organizational design, mission statement, and relevant reports aligned with existing literature and research studies. To capitalize and assimilate the following research design to CTS' preexisting organizational configuration, related literature, and applicable data, research methodology was guided by relevant literature documentation and relied on descriptive analysis via qualitative instrumentation: DCS stakeholder focus groups, organizational administrative interviews, and analytical critique of related documentation. Recommended solutions constructed from applicable research were analyzed, synthesized, and evaluated for appropriateness and feasibility. Subsequently, relevant measures were created and

formulated to CTS' specific organizational, educational context to objectify and provide defensible accountability to proctor the proficiency and efficacy of the endorsed KMO solutions (Rueda, 2011).

Additionally, the New World Kirkpatrick taxonomy "blueprint" was used for KMO integration and ensuing evaluative methodology (Kirkpatrick & Kirkpatrick, 2016). The New World Kirkpatrick Model (NWKM) complemented the initial four-level design with an inductive approach, articulating refined organizational objectives that clarify "leading indicators" to reinforce continuity between organizational solutions and goals (Kirkpatrick & Kirkpatrick, 2016, p. 15).

Level 1, measuring "reaction" or preference to the professional development, functioned as a stakeholder referendum that polls content "satisfaction," "relevance," and "engagement" with the encyclical design to "monitor and adjust" at each level (Kirkpatrick & Kirkpatrick, 2016, p. 21-22).

Level 2, measuring "learning" or "the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training," was used as a qualitative stakeholder self-reporting that integrated relevant knowledge and motivational factors (Kirkpatrick & Kirkpatrick, 2016, p.11).

Level 3 was designed as a measure of attainment and utility or "the degree to which participants apply what they learned during training when they are back on the job" (Kirkpatrick & Kirkpatrick, 2016, p.11). This level targeted components of incentivization (Dubnick, 2014): reinforcement, encouragement, and recognition (i.e., tangible and intangible rewards) (Kirkpatrick & Kirkpatrick, 2016).

Lastly, level 4 was reserved as a quantitative measure of "the degree to which targeted outcomes occur as a result of the training and the support and accountability package" (Kirkpatrick & Kirkpatrick, 2016, p.11). The NWKM level 4 revision employed "STRTP observations" and varied methodology designed to distinguish "critical behaviors" affecting organizational and individual goal values (Kirkpatrick & Kirkpatrick, 2016, p.11). Stated in Table 3 and Illustrated in Figure 5: NWKM.

Table 3. Kirkpatrick Four Levels of Evaluation

Level 1: Reaction	The degree to which participants find the training favorable, engaging and relevant to their jobs
Level 2: Learning	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training
Level 3: Behavior	The degree to which participants apply what they learned during training when they are back on the job
Level 4: Results	The degree to which targeted outcomes occur as a result of the training and the support and accountability package

Source: Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.

Figure 5. The New World Kirkpatrick Model

Source: Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.

Clark and Estes (2008) state, “Organizations need to be goal-driven, and currently, most performance or work goal systems are not tied to an organization’s business goals” (p. 21). This Gap Analysis model was foundationally dependent on fashioning “performance goals that support” organizational direction and vision (Clark & Estes 2008, p. 21). CTS’ generalized organizational goals required a funneling of deliberated, collaborative alignment to refined “performance goals . . . [that] measure[d] the gap[s] between current achievement and desire performance goal levels” while anticipating the “cost-benefit of closing each gap” (Clark & Estes 2008, p. 21).

This Gap Analysis design initiated an intentional and methodical configuration designed to filter, clarify, refine, and unify the reciprocity between current organizational vision, achievement, and desire-driven performance goals (Clark & Estes, 2008). Essential to the management and objective accountability of fusing broader organizational objectives with specific performance measures, a calculated, deductive restructuring of affiliated or correlated organizational and individual goals was pertinent in the “accurate analysis of the gaps between current and desired performance” (Clark & Estes, 2008, p. 22).

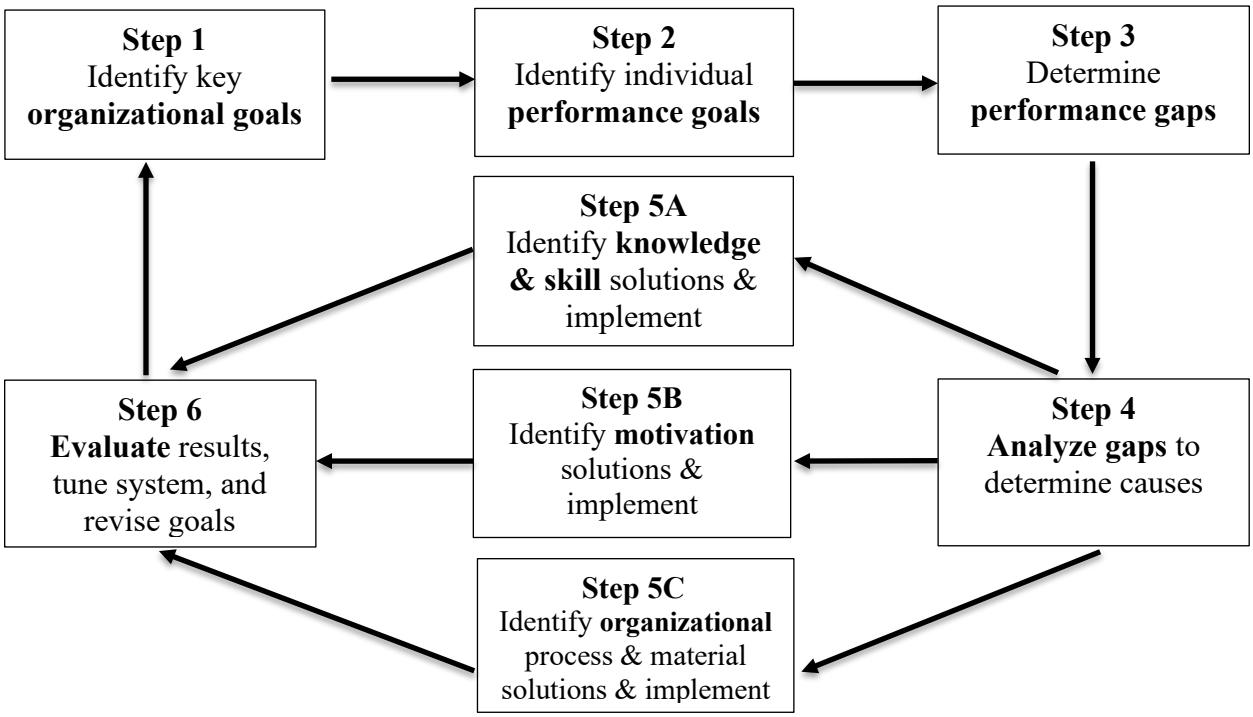
Subsequently, individual’s desire-driven goals were applied to the chosen stakeholder’s goals with linear association to the organizational target. The Gap Analysis design engaged and accommodated stakeholder accountability within the organizational context while dissecting identifiable gaps at each level of goal orientation. As stated in Chapter One: Table 1 & Figure 1.

Organizational vision that directs inclusive and singular performance indicators were measured in the Gap Analysis KMO domains (Clark & Estes, 2008; Rueda, 2011). Compartmentalizing identified performance obstructions into manageable KMO categories assisted formulaic, scientific diagnostics, identifying and clarifying autonomous and associated

Table 1. Organizational Mission, Global Goal, and Stakeholder Performance Goals

Organizational Vision
To be a community leader and exemplary model in promoting sustainable independence for TAY foster care children residing in community-based live-in facilities seeking assistance in living autonomous, productive, and prosperous lives.
Organizational Stakeholder Goal
In one year of TAY resource intervention adoption, CTS will chart, monitor, implement, facilitate, and achieve 80% high school graduation for all senior TAY residents with 60% verification of AB12 qualification and post-secondary education and/or employment goal orientations.
DCS Stakeholder Goal
In one year of the TAY resource intervention adoption, the DCS employees will have been trained, resourced, evaluated, and certified in related high school graduation supports (i.e., pedagogical, cognitive, and motivational factors) to promote and validate the organizational goal mission.
TAY Learner Stakeholder Goal
In one year of the TAY resource intervention adoption, the CTS' TAY learners will have been exposed to effective DCS KMO modeling and will display academic and social improvement impacting high school graduation qualification and college and career readiness for TAY autonomy.

Figure 1. Gap Analysis Process Model



Source: Adapted from *Turning research into results* (Clark, R. E., & Estes, F., 2008; Charlotte, NC: Information Age).

symptoms impeding organizational progress (Clark & Estes, 2008; Rueda, 2011). Intentionally segmenting and incrementally concentrating on problematic assumptions affecting the learning environment and stakeholder, KMO proficiency acted as an audited concession for categorical accounting errors in each department or domain. Recessive factors were separately identified as individual pieces of a larger organizational puzzle with forced acknowledgment or "branding" of noticeable gaps in the larger picture. KMO labeling scaffolded a tactical methodology to sequentially and hierarchically order causal KMO relationships, as stated, uncovering interrelated or isolated tendencies. Lastly, the Kirkpatrick evaluative model was designed to reinforce recurring accountability, adaptable to different contexts and compounding, covariable factors for lateral and linear functionality between organizational and individual responsibilities (Kirkpatrick & Kirkpatrick, 2016).

Categorical KMO analysis is scientific, deductive epistemology in action, dedicated to first-things. Aristotle's axiom, "If the art of shipbuilding were in the wood, we would have ships by nature," (Robinson, 2004, p. 54) hints at the intended strategy of categorical and unilateral KMO exploration. As stated by Robinson (2004), "For Aristotle, to know something is essentially to know the cause of it; that is, to have a systematic, scientific understanding of things (*episteme*) is to know the causes by which things are brought about" (p. 53). Consequently, the pursuit of axiomatic causation, restricted and applied in a rigid schematic vacuum, produces ordered and sequential relationships of ontological and teleological importance—revealing previously unacknowledged performance gaps and ill-directed or superficial solutions. Represented in the concrete and abstract elements embedded in this KMO model, "truly developed knowledge embrace[d] not only the material, efficient, and formal causes, but the 'that for the sake of which' these causes were recruited [terminus ad quem]. To understand x is to

'know what x is for'" (Robinson, 2004, p.54)—ontological and teleological argumentation: sine qua non. Acting upon robust and quantifiable assumptions was foundational to the fidelity of viable solutions and sustainable progress.

Assessment of Performance Influences

As stated, accentuating causal and correlational relationships applied unilaterally at the collective and individual level, the Gap Analysis model reinforced assessable operational targets, exposing justified performance gaps (Clark & Estes, 2008; Rueda, 2011). Assumed causes and linked problems were managed both independently and collectively with deliberate KMO compartmentalization, while segmented, KMO factors were critiqued via operationalized qualitative data-collection (i.e., focus groups, interviews, and document analysis). CTS' DCS stakeholder personalized, professional learning design accounts for the individual KMO learning factors while pursuing a holistic, organizational delineation inseparable from the learning culture, supervisory accountability, and individual performance values.

Knowledge Assessment

The cognitive science domain was guided by Chapter Two's literature analysis with defined compounding and complementary assumed knowledge factors. Declarative knowledge influences address expository, factual knowledge (Rueda, 2011) and relative learning barriers to proficiently intercede for the TAY population. Assumed stakeholders' limitations concerning denotative terminology were directed toward addressing pedagogical instructional strategies, designs, and complex, theoretical content (Ambrose et al., 2011) needed to proficiently promote TAY performance. It was assumed that stakeholders were limited in conceptual knowledge and application of pedagogical or statistical research measurements (e.g., interviews, surveys, quizzes) to qualitatively measure abstract KMO values (Ambrose et al., 2011) for TAY transfer:

content usability, interest, effective test-taking strategies, self-regulation, self-confidence. Also, stakeholders lacked awareness and experience of the ramifications or implications concerning (Ambrose et al., 2011) TAY high school graduation standardized test scoring (e.g., CAASP), skill-based level descriptors, and college or post-secondary skill-based skills for acceptance or employment. See Table 4: Declarative Knowledge.

The declarative knowledge assessment addressed instrumentation that inspected the competency of the content represented in effectual professional learning with the intent of TAY transfer: accountability of curriculum standards, content skills, and learning requirements. Chosen methodology reinforced continuity of the instructional design and content proficiency reflected in the personalized learning experience among the DCS stakeholder and TAY learner, impacting all knowledge domain applications (e.g., choice, interests, needs, and deficiencies). Also, targeted focus group questions assessed a combination of declarative and procedural terminology and strategy of the DCS stakeholders for individual and group identification of impactful approaches used in the personalized, professional instructional design. Lastly, through focus group discussions and administrative interview questions, conceptual knowledge assumptions were targeted by accounting for and reinforcing individual and organizational goal values as it applied to the DCS stakeholders and TAY performance and mastery orientations.

Procedural knowledge influences addressed the stakeholders' implementation and integration of effective strategies to promote personalized instruction with varied, differentiated approaches for performance and mastery goal values (Senko et al., 2011) for the teacher-learner and TAY learner. For example, it was assumed that the stakeholders will be limited in higher taxonomical abilities in reading, annotating, synthesizing, and producing measured standards (Ambrose et al., 2011) for effective TAY modeling. To protect the fidelity of the application and

evaluation of higher-ordered, esoteric content for college and career readiness cultivation, it was anticipated that the stakeholders required development in techniques or methodology to translate the components for effective TAY transfer. Consequently, the stakeholders needed the opportunity to increase their familiarity with data collection methodology for the analysis of performance and mastery achievement to refine and direct instructional practices for TAY assimilation. Lastly, it was assumed that stakeholders were limited in utilizing effective collaborative strategies to promote engagement and interest (Clark & Estes, 2008) within the personal and professional learning model for TAY integration. See Table 4: Procedural Knowledge.

The procedural knowledge assessment targeted the DCS stakeholders' access and integration of effective learning procedures and sequential strategies presented in the instructional design via focus group discussions and administrative interview questions. These questions were designed to articulate the dynamic, collaborative reciprocity between supervisors, quasi-administrators, DCS learners, and TAY learners. Results and findings analyzed the collective tools and strategies used and shared for performance and mastery objectives among the professional learning community and singular DCS stakeholder for TAY transfer modeling.

Metacognitive knowledge influences addressed the assumed stakeholders' inexperience of personal, heuristically driven, reflective discovery techniques concerning new content meaning and learning strategies for expert to novice transfer (Kirschner et al., 2006). The assumed stakeholders' limitation in integrating personalized evaluation of academic strengths, impeded the efficacy of applying strategic reinforcement and accessing advanced instruction necessary for establishing strong and challenging metacognitive schema (Ambrose et al., 2011). Integrating an evaluative protocol of personalized schema was designed to circumvent the

misapplication of ineffective strategies at every cognitive stage (i.e., declarative, procedural, metacognitive) (Ambrose et al., 2011). Practicing an evaluative policy, the stakeholders' assumed limitations of their own goals, interest, judgments, and stereotypes, as it pertains to learning deficiencies and strengths, fostered a heightened awareness of applicable attributions and contingencies (Ryan & Deci, 2000). Additionally, it was assumed that stakeholders did not self-regulate their incremental approach to specific content and integrated schema (Clark & Estes, 2008), often lacking the knowledge of general strategies to employ critical thinking and problem-solving techniques. For example, the stakeholders were not practiced in monitoring progress of improvement in itemized descriptors (e.g., CAASP) and specific intervention strategies for effective TAY modeling. Consequently, stakeholders did not adjust strategies to accomplish the most effective access to correct information or skill-based achievement necessary to avoid redundancy, learning attrition, and mental fatigue (Kirschner et al., 2006) for effective TAY modeling. See Table 4: Metacognitive Knowledge.

The metacognitive knowledge assessment measured the DCS stakeholders' awareness and deliberated reflection on performance improvement and strategically integrated learning schema. Metacognitive adjustments drove and reinforced goal values (e.g., attainment, utility goals, and intrinsic) while questioning and generating awareness of useful metacognitive characteristics: self-regulation, choice, persistence, and confidence. The metacognitive domain was measured through the DCS stakeholder focus groups and administrative interviews.

Motivation Assessment

Motivation indicators addressed the stakeholders' choice-selection criteria related to the "what" and "how" of personalized and professional learning (Eccles, 2010; Gasiewski et al., 2011; Senko et al., 2011). It was assumed that stakeholders did not utilize a validation model

aligned to goal values that itemize theoretical and conceptual knowledge limitations inherent within the personal and professional instructional design. Correlated to goal orientations, Stakeholders' needed increased metacognitive, personal awareness of socio-cultural and emotional influences (Bronfenbrenner, 2009) related to engagement and personalized schema integration (i.e., attributions and contingencies) (Ryan & Deci, 2000). For example, stakeholders navigating an unavoidable professional learning-curve were intimidated about the process of intervention content, procedures, and policies related to employment and efficacy of TAY transfer. Reinforcing metacognitive schema that defined and activated a heightened cognizance of personalized schema and values related to motivational factors, strengthened cognitive and self-confident endurance, impacting sustainability and promoting a high-transfer mode for TAY modeling. Coordinating KMO factors, stakeholders needed increased training to identify cognitive, motivational, and pedagogical strategies (Ambrose et al., 2011) for effective TAY intervention and transfer. Nurturing the learning culture through strategic motivational management, the stakeholders' comfortability, safety, comradery, and sense of emotional well-being directly impacted confidence, choice, effort, and persistence in the collaborative instructional context (e.g., PLC) (Ambrose et al., 2011; Rueda, 2011). See Table 4: Motivational.

The selected motivational assessments were guided from Chapter Two's literature. Framing focus group discussions and administrative interview questions around goal orientations (e.g., expectancy, attainment, utility, performance, mastery, etc.) (Senko et al., 2011) and affectual, motivational variables related to integration and improvement (e.g., self-efficacy, confidence, self-esteem, and self-regulation) (Bandura, 1986), facilitated the assessment findings to be applied to a generalized outline of choice, persistence, and mental effort (Rueda, 2011).

Consequently, the selected assessment factors reinforced the organizational and individual learning values of sustainable, transferable, and long-term practice. Achieving extrinsic and intrinsic personalized professional development goal values empowered and inspired the organizational environment while encouraging stakeholder self-improvement (i.e., self-inquiry) (Clark & Estes, 2008) for authentic TAY modeling. Assumed motivational, self-efficacy factors via focus group and interview questioning addressed qualitative indicators that defined personalized learning interactions, shaping data-driven pedagogical strategies (Clark & Estes, 2008). The verified self-confidence of the individual complemented the collaborative learning experience of the collective stakeholder.

Organization/Culture Context Assessment

Clark and Estes (2008) stated that efficacy in process and policy is foundational to addressing performance gaps, no matter the competency in "knowledge, skills, and top motivation" (p. 104). Organizational indicators were inherently pervasive and ubiquitous, representing the defined context and enforcing accountability measures (Murdock & Anderman, 2006). Specifically, CTS' professional learning and instructional design relied on the fidelity of organizational resources. For CTS' policies and procedures to be effectively communicated and accessible for integration and measured accountability, relevant and supportive ancillary supports, services, and resources were required for seamless integration within the cultural learning context (Conner and Rabosky, 2011). Integrating an organic "intervention campaign," CTS needed to reinforce administrative efforts to generate alignment with pre-existing mission goals or visions to connect to historical mission values. Organizational effort to reflect and connect past with present goals enabled valued cohesiveness of the campaign as it related to stakeholder collaboration, cross-disciplinary content alignment, and accountable TAY

performance and mastery attainment (Senko et al., 2011). Additionally, CTS needed to promote tangible and intangible incentives for employment retention and cultural sustainability. Incentivization was directly related to the promotion of motivation, confidence, self-efficacy, validating the instruction for intrinsic value of the adopted campaign (Clark & Estes, 2008; Romzek & Dubnick, 1987; Senko et al., 2011). See Table 4: Organizational.

Organizational indicators were guided by Chapter Two's literature analysis with a collective review of the organizational environment and selective capacity of impacted supervisory and managerial stakeholders (Rueda, 2011). Assessment consideration utilized historical documentation and previous research analysis, focus group discussion, and interview questions (Hentschke & Wohlstetter, 2004). Assumed relevant indicators included DCS stakeholder integration, professional learning instructional design concerns and ancillary resources, clarity and access of organizational mission directives, workday facilitated professional development resources (e.g., time segments, learning material, instructional supports, and timely feedback), and differentiated, personalized learning opportunities, integrated and incrementally delivered.

Consideration via focus group discussions and administrative interviews measured the organizational climate or culture of the group-home facilities, collectively and independently, to construct site-based indicators (Clark & Estes, 2008). Assessment measurements evaluated the present learning structures and collaborative support strategies used to foster collaborative, team-building opportunities reflective of the macro and micro-learning contexts (Butler et al., 2004; Lieberman et al., 2016). Lastly, assessment measures critiqued the efficacy and accessibility of supervisory roles, lead-teachers, and coaches related to professional learning support and integration (Conley & Darling-Hammond, 2013).

Participating Stakeholders and Sample Selection

CTS' DCS employees were the selected stakeholder population for this research design. Merriam and Tisdell (2016) state, "The investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 96). As a result, the DCS stakeholders perform various instructional and non-instructional responsibilities due to the close and consistent proximity of the TAY learner within the STRTP residential facilities. The DCS stakeholder represents a surrogate, parental role that offers a facilitated structure, guidance, motivation, and encouragement with varied instructional expertise for TAY modeling; however, direct and certified pedagogical experience is often a noncompulsory employment requirement among many of CTS' job prerequisites. To protect the validity of the sample selection, it was anticipated that random levels of KMO exposure and influence exist among the combined DCS employees stationed primarily in the TAY residential homes. Semantically, the DCS and the staff job descriptions were collectively sampled with greater focus on TAY daily access in obligatory instructional roles, reinforcing expert to novice transfer.

Sampling

The DCS stakeholder was strategically selected as a purposive sample with a convenience setting defined by criteria of primary job duties assigned to serving the TAY STRTP, group home learner. Document analysis cross-referenced with length of tenure, experience, and certification were catalogued to reference correlated criteria within the purposive sampling with random assignment for stratification capability in future research designs:

Criterion 1. Length of tenure at CTS: 1-2 years, 3-4 years, 5-10 years, 11 +

Criterion 2. Length of experience in related role: 1-2 years, 3-4 years, 5-10 years, 11 +

Criterion 3. Instructional certification or credentialing: CTS, County, State, National

Table 4. Summary of DCS Stakeholder for Validating/Assessing the Assumed Influences

DCS KMO Stakeholder Assumptions	Validation Strategies
Knowledge (Declarative) • Stakeholders do not have factual knowledge of cognitive science, types of knowledge, and learning barriers to proficiently intercede for TAY population • Stakeholders do not know the factual terminology of pedagogical instructional strategies, designs, and complex content (e.g., literary terms used to provide objective and subjective formative and summative intervention strategies) to proficiently promote TAY performance • Stakeholders do not have factual and conceptual knowledge and application of pedagogical or statistical research measurements (e.g., interviews, surveys, quizzes) to qualitatively measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer • Stakeholders do not know the implications of TAY high school graduation standardized test scoring (e.g., CAASP) in relationship to skill-based level descriptors and college or post-secondary skill-based skills for employment	Document Analysis Focus Groups Discussions Administrative Interviews
Knowledge (Procedural) • Stakeholders do not know effective strategies to promote personalized instruction with varied, differentiated approaches to promote performance and mastery goal values • Stakeholders do not know how to read, annotate, synthesize, and produce an effective product based on specific measured standards for effective TAY modeling • Stakeholders do not possess the knowledge of the techniques or methodology to identify complex content (e.g., persona, audience, action, purpose) to translate the components for synthetic and evaluative understanding related college and career readiness standards for effective TAY modeling • Stakeholders are not familiar with data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices • Stakeholders do not know effective collaborative strategies to promote engagement and interest within the context of personal and professional learning for effective TAY modeling	Document Analysis Focus Groups Discussions Administrative Interviews
Knowledge (Metacognitive) • Stakeholders do not know how to reflect on their own discovery of new content meaning and learning strategies for effective TAY modeling • Stakeholders do not know how to evaluate their own strengths and challenges within relationship to strategizing and uncovering content and personalized schema related to all levels of cognitive taxonomy • Stakeholders are not aware of their own (goals, interest, judgments, stereotypes, etc.) in relationship to their individual learning deficiencies and strengths related to attributions and contingencies • Stakeholders do not self-regulate their incremental approach to specific content and integrated schema • Stakeholders do not have knowledge about the general strategies they use for learning—thinking and problem solving (lack of self-awareness)	Document Analysis Focus Groups Discussions Administrative Interviews

Table 4 continued. Summary of DCS Stakeholder for Validating Assumed Influences

DCS KMO Stakeholder Assumptions	Validation Strategies
Knowledge (Metacognitive) contd. • Stakeholders do not monitor progress of improvement in itemized descriptors and specific intervention strategies for effective TAY modeling • Stakeholders do not adjust strategies to accomplish the most effective access to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling	
Motivation • Stakeholders are not developed in choice selection criteria to address the 'what' and 'how' of the personalized and professional learning • Stakeholders do not validate nor how to use theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values • Stakeholders are not developed in personal awareness of socio-cultural and emotional influences related to engagement and personalized schema integration: attributions and contingencies • Stakeholders are intimidated about the process of intervention content, procedures and policies related to employment and efficacy of TAY transfer • Stakeholders lack a heightened awareness of personalized schema and values • Stakeholders are not self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer • Stakeholders are not developed to identify cognitive, motivational, and pedagogical strategies for effective TAY intervention and transfer • Stakeholders are not comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance and effective modeling for TAY transfer	Focus Groups Discussions Administrative Interviews
Organizational • CTS' professional learning and instructional designs need to be supported with the fidelity of resources • CTS' policies and procedures need to be effectively communicated are accessible for integration and measured accountability • CTS' "intervention campaign" needs to be articulated for alignment with pre-existing mission goals/visions to connect an historical context • CTS needs to develop a cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment • CTS needs to promote tangible and intangible incentives for employment retention and cultural sustainment • CTS needs to address continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • CTS needs to acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction for intrinsic value of the adopted campaign	Document Analysis Focus Groups Discussions Administrative Interviews

Though the research design was structured to protect the confidentiality of the document analysis, focus groups, and interviews, a single-stage sampling model was used given that the researcher had access to the sampled stakeholder demographic details. Creswell and Creswell (2018) and Fink (2017) were the primary resources used to guide the research focus groups and interviews. Table Five represents an outline of the purposive sample, convenience setting via the randomly assigned focus group sample. For example, the following sample design was used in a qualitative, cross-sectional designed focus group discussion (Fink, 2017) measuring motivational indicators with a variety of question types. The focus group discussion development used dedicated online resources (e.g., Qualtrics) to create, capture, and analyze results. Illustrated in Table 5.

Three focus groups of 5 members (n = 15) via an online, virtual platform and interactive narrative discussion (e.g., Zoom Inc.) were used independently of residential employment, comprised of varied DCS stakeholders from four separate CTS STRTP group home facilities. Creswell and Creswell (2018) refer to the value of collaborative models for viable data collection with varied sampling interactivity for profitable, ethical, and active dialogue, creating ownership and affecting the fidelity of authorship in the research findings: Involving individuals collaboratively in the research may provide reciprocity, ... engag[ing] participants as coresearchers throughout the research process, such as the design, data collection and analysis, report writing, and dissemination of the findings (p. 94).

Efficient and engaging focus group discussions were driven by a strategically crafted and progressive agenda that applied “consistency . . . because it is in comparison and contrast that themes and patterns emerge from the data” (Krueger & Casey, 2009, p. 60). Guiding the focus group discussions, preformatted questions addressed prior professional learning experiences,

present deficiencies, organizational policies, and qualitative dialogue relevant to the fidelity of TAY resources. The diversity of DCS stakeholders' experience, quasi-administrative roles, education, dedicated responsibilities, and individual goal orientations accessed from four residences justified data triangulation to inform causes and solutions—resourced from document analysis, focus groups, and interview instruments. The advantage of data triangulation guarded against variations in the data and strengthened sampling participation, affecting the validation, value, and application of the research results (Patton, 2002).

Table 5. Purposive Focus Group Sample: Convenience Setting

Participants	Sample Statistics
DCS Population	94
Confidence Level	95%
Confidence Interval	+/– 4%
Sample Size	15

Recruitment

The purposive selection of CTS' DCS stakeholder participants were contacted through email or direct managerial invitation with approval from CTS' organizational administration and delivered personally or electronically to selected personnel. The focus group model framed and articulated the proposed commitments and general questioning related to TAY resource development. The focus group video-conferencing and the four separate selected administrative

interviews were recorded to capture comprehensive content and were disclosed in the initial invitation. All supervisory management and sample participants were informed of the research design's commitment to confidentiality of the research findings. See Appendix A, B, E, & F.

Data Collection

The following research design relied on the instrumentation of focus groups, interviews, and document analysis. Three independent research strategies sought to implement collective data triangulation, addressing instrument reliability, threats to internal validity, and external generalizability (Creswell & Creswell, 2018, p. 94; Mcleod, 2018). Seeking approval from the University of Southern California's Institutional Review Board (IRB) was a necessary and mandatory process prior to any implementation of methodology or operationalization of data.

Focus Groups

Focus Group Protocol. As stated, the DCS stakeholder was selected as a purposive sample in a convenience setting with random assignment defined by criteria of primary job duties assigned to serving the TAY STRTP, group home learner. Statistical software (e.g., SPSS) was used to generate simple random assignment for each of the three focus group designations with five members per group (Johansson, 2011; Salkind, 2016). Random assignment ensured a fair representation of varied stakeholders in each of the focus groups to protect internal validity measures and external validity application beyond this research design (Salkind, 2016) (see Appendix B & C). For the focus group discussion, the researcher preformatted a script with detailed and targeted open-ended questions to solicit discussion, response, and feedback. The researcher functioned as facilitator by communicating the focus group's purpose, addressing questions and concerns, providing context to the integral research objective and importance, and monitoring the productivity of the focus group process (see appendix D).

Data collection. Three focus groups were used with a membership of five for a total of 15 respondents (Fink, 2017). Each focus group session was allotted approximately 30-40 minutes via an online video-conferencing platform (e.g., Zoom Inc.). The researcher was responsible for directing the focus group agenda, addressing questions and concerns, communicating instructions, and managing progress and time constraints. The researcher reminded each focus group that the video-conference was to be recorded to capture responses in full context as detailed in the original invitation.

Datagain Inc. was used to transcribe each focus group content at the conclusion of each session. Each focus group video-conference (e.g., Zoom Inc.) was conducted via a computer interface, edited in Imovie software, voice content separated into a digital file (e.g., .mp3), and the separate voice file uploaded into the Datagain Inc. portal. The results were organized in a Google datasheet for participant correlation, alphabetizing, and possible binary coding for exporting into statistical software (i.e., SPSS). Once into the designated SPSS software, extraneous variables (e.g., participant identification numbers and timestamps) were removed and combined into other variables indicating SPSS value identification (Salkind, 2016).

Interviews

Interview protocol. The organizational administrative interview model was guided by Merriam and Tisdell (2016) recommendations and parameters, utilizing a variety of formal and informal techniques and components. Informal elements of the interview design were utilized for extended conversation overlapping into different KMO domains relative to the initial question/s (see Appendix E & F). For authenticity and buy-in, the interview questioning exercised open-ended questioning, allowing for application and holistic phrasing from each respondent. The researcher functioned as interviewer by communicating the interview's purpose, addressing

questions and concerns, providing context to the integral research objective and importance, and monitoring the productivity of the interview process. According to Creswell and Creswell (2018), “In qualitative interviews, the researcher conducts face-to-face interviews with participants . . .” (p. 187). With consideration to recent social restrictions, the face-to-face interviews were conducted online via video-conferencing (see Appendix G).

Data collection. The researcher designed and conducted four interviews with selected administrative respondents to capitalize on organizational perspectives related to management and accountability of TAY services and resources. The time and location were organized and conducted via online video-conferencing (e.g., Zoom, Inc). Approximately 30 minutes were allotted to conduct each interview. The respondents were reminded of the initial permission to record the content in the video-conference interview to capture and protect the fidelity of the original context. Datagain Inc. was used to transcribe each interview content at the conclusion of each session.

As stated in the interview protocol, each administrative interview (e.g., Zoom Inc.) was conducted virtually via computer interface, edited in Imovie software, voice content separated into a digital file (e.g., .mp3), and the voice file uploaded into the Datagain Inc. portal. The results were organized in a Google datasheet for participant correlation, alphabetizing, and possible binary coding for exporting into statistical software (i.e., SPSS). Using SPSS for data collection and analysis, nominal string data identified the stakeholders with a numerical code (Fink, 2017), last and first name, and residential group home. Once into the designated SPSS software, extraneous variables (e.g., participant identification numbers and timestamps) were removed or combined into other ID variables (Salkind, 2016). Capitalizing on varied DCS

partnerships, each resource was tabulated in binary form for aligning related document analysis data.

Document Analysis

CTS' prior research documentation was an essential variable in coordinating the present research design objective/s with past, organizational mission-driven efforts that serve the targeted TAY population. Attempting to justify the present, seemingly disconnected research study was authenticated by referencing national, state, and CTS specific data that helped to clarify a comprehensive historical continuum while inspiring the existing cultural ownership of the present participants and strengthening solutions through triangulated data. Online documentation, published data, and professional learning policies fortified continuity and cohesiveness from the previous content to the present research design.

Data Analysis

Varied approaches were used in the interviews, focus groups, and document data analysis. Interviews and focus groups were done via video-conferencing with the verbal content transcribed for KMO analysis. The data from the focus group content were codified into binary labels, organized, and correlated with the interview data for trend and outlier identification. Document analysis contextualized the data and validated KMO assumptions, causes, and solutions generated from the interview and focus group instrumentation (see Table 6).

Trustworthiness. Trustworthiness is at the center of any viable research. The research design framed solutions generated from the cross-sectional focus group discussions, administrative interviews, and document analysis data, providing "internally consistent" inquiries with reliability within the measure (e.g., Cronbach's alpha) (Fink, 2017). To reinforce the fidelity of the research design concerning trustworthiness, the following filters were used:

data triangulation, focus groups, and document analysis; confidentiality of focus groups and interviews; and informant feedback or "member checking" (Creswell & Creswell, 2018, p. 208).

Role of Researcher

As an independent researcher, data collection needed to be complemented by availability, professionalism, accuracy, honesty, and clarity to protect the fidelity of the stakeholder and organizational involvement. The independent researcher's responsibility to conduct the following Gap Analysis study was to protect the altruistic value of the findings to seek viable, generational solutions, guiding TAY organizational resources for TAY independence and sustainability. The researcher's simple, purposive sample affecting the cross-sectional focus groups, interviews, and document analysis with computerized random focus group assignment was complemented with the researcher's lack of professional or prior relationship to the CTS organization and DCS stakeholders, addressing "personal" bias concerns in the research design. Communicating the researcher's role as an independent, facilitating examiner validating quantitative and qualitative deficiencies in available and effective TAY resources and services, strengthened the likelihood of increased respondent involvement, research design efficacy, and reinforced trustworthiness of the researcher and confidentiality of relevant findings. Role of researcher:

- Anonymity was reassured when appropriate in the research design concerning individual, collective, and summative responses, results, and proposed solutions.
- Organizational approval was used to access CTS' Human Resource database for simple random selection, identifying appropriate members from the population used for focus groups and interview instruments.
- Orientation invite and research design emphasized that participation was strictly voluntary with the highest value placed on verifying viable TAY solutions to integrate

and refine available graduation and college and career readiness resources for eventual independence.

- Access to document analysis was used by permission of the CTS organizational leadership or publicly available studies related to TAY research.

Limitations and Delimitations

Limitations

An assumed limitation of the following research design was the proportion of available and applicable DCS stakeholder participants to pursue measuring from an acceptable sample size of 15 (Fink, 2017; Krueger & Casey, 2009). The total DCS population was estimated to be 94, recognizing the specific research design desires to focus relevant DCS with the direct and consistent access to the TAY population related to KMO solutions. Generalizability of the study took into account the sample size, location of the research design, context of STRTP, group home facilities, and transitory TAY population factors. Sample representation recognized the DCS stakeholder engages in a variety of daily services with specific job descriptions with relative contact and reinforcement to varied KMO strategies and supports. However, considering the unique TAY attributes and randomized assignment to local STRTP, group home facilities, generalized application was validated due to the common variables that define a TAY population and the DCS stakeholder placement to parallel benchmarking comparisons (Conley & Darling-Hammond, 2013). Additionally, the convenience setting with a strategic, purposive sample did not apply random sampling to provide equal and fair involvement; however, in the context of a localized CTS organization combined with the scope and sequence of the DCS stakeholder and TAY learner, the convenience was more applicable to engage all willing personnel. It is noted that stratified content was collected via instrumentation entries. The initial choice to not stratify

the sample in the research design focused intently on factors related to the implementation of the organizational professional learning content as a combined DCS stakeholder sharing a common description of consistent interaction with the female TAY learner. It is a point of recommendation to consider future research with strategic stakeholder stratification. Another limitation was that interviews not conducted in a one-on-one design were limited through an online, virtual platform "rather than the natural field setting" (Creswell & Creswell, 2018, p. 188). Also, limitations for both the focus groups and individual interviews, Creswell and Creswell (2018) indicate that interviews "provide indirect information filtered through the views of the interviewees, ... [the] researcher's presence might be bias, [and] not all people are equally articulate and perceptive" (p. 188). Lastly, the research window was designed to take less than three weeks to implement. Consequently, the Kirkpatrick Evaluation Model was utilized as a directive resource integrated within the larger KMO-centered personalized, professional learning paradigm for the CTS organization to incrementally implement guided consultation from the literature review and research findings.

Delimitations

CTS' varied resources serving diverse social contexts allowed for the delimitation of the specifically chosen STRTP, group home facilities with a targeted population sharing rigid criteria for residential qualifications. The refined context of TAY learners and applicable CTS employees restricted the scope and sequence of the research design to protect the study's objectives, defined variables, research questions (RQ's), refined assumptions, and validated solutions. Localizing the study to Los Angeles County increased benchmarking validity (Conley & Darling-Hammond, 2013) and strengthened generalizable findings to other organizational frameworks and the local TAY stakeholder. CTS' hiring process and existing partnership

paradigm reinforced the exclusive selection of participants chosen from one umbrella organization. The predefined employment process and shared cultural identity of the organizational mission and vision generated a profitable homogeneity in goal orientations among the related constituency (Senko et al., 2011). The combination of the diversity of research instrumentation and the detailed criteria of the TAY learning context advocated for the extended application of the research findings, proposed solutions, and validated procedures. (For a list of term definitions and acronyms, see Appendix N).

Table 6. Summary of DCS Assumed Causes and Validation Strategy

DCS KMO Stakeholder Assumptions	Focus Groups (FG) Document Analysis (DA) Interviews (I)
Knowledge (Declarative)	
• Stakeholders do not have factual knowledge of cognitive science, types of knowledge, and learning barriers to proficiently intercede for TAY population	FG; I
• Stakeholders do not know the factual terminology of pedagogical instructional strategies, designs, and complex content (e.g., literary terms used to provide objective and subjective formative and summative intervention strategies) to proficiently promote TAY performance	FG; DA; I
• Stakeholders do not have factual and conceptual knowledge and application of pedagogical or statistical research measurements (e.g., interviews, surveys, quizzes) to qualitatively measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer	FG; DA; I
• Stakeholders do not know the implications of TAY high school graduation standardized test scoring (e.g., CAASP) in relationship to skill-based level descriptors and college or post-secondary skill-based skills for employment	FG; I
Knowledge (Procedural)	
• Stakeholders do not know effective strategies to promote personalized instruction with varied, differentiated approaches to promote performance and mastery goal values	FG; I
• Stakeholders do not know how to read, annotate, synthesize, and produce an effective product based on specific measured standards for effective modeling	FG; I
• Stakeholders do not possess the knowledge of the techniques or methodology to identify complex content (e.g., persona, audience, action, purpose) to translate the components for synthetic and evaluative understanding related college and career readiness standards for effective TAY modeling	FG; I
• Stakeholders are not familiar with data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices	FG; DA; I
• Stakeholders do not know effective collaborative strategies to promote engagement and interest within the context of personal and professional learning for effective TAY modeling	FG; DA; I
Knowledge (Metacognitive)	
• Stakeholders do not know how to reflect on their own discovery of new content meaning and learning strategies for effective TAY modeling	FG; I
• Stakeholders do not know how to evaluate their own strengths and challenges within relationship to strategizing and uncovering content and personalized schema related to all levels of cognitive taxonomy	FG; I
• Stakeholders are not aware of their own (goals, interest, judgments, stereotypes, etc.) in relationship to their individual learning deficiencies and strengths related to attributions and contingencies	FG; I
• Stakeholders do not self-regulate their incremental approach to specific content and integrated schema	FG; I
• Stakeholders do not have knowledge about the general strategies they use for learning—thinking and problem solving (lack of self-awareness)	

Table 6 continued. Summary of Assumed Causes and Validation Strategy

DCS KMO Stakeholder Assumptions	Focus Groups (FG Document Analysis (DA) Interviews (I)
Knowledge (Metacognitive) contd.	
• Stakeholders do not monitor progress of improvement in itemized descriptors and specific intervention strategies for effective TAY modeling	FG; I
• Stakeholders do not adjust strategies to accomplish the most effective access to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling	FG; I
Motivation	
• Stakeholders are not developed in choice selection criteria to address the 'what' and 'how' of the personalized and professional learning	FG; I
• Stakeholders do not validate nor how to use theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values	FG; I
• Stakeholders are not developed in personal awareness of socio-cultural and emotional influences related to engagement and personalized schema integration: attributions and contingencies	FG; I
• Stakeholders are intimidated about the process of intervention content, procedures and policies related to employment and efficacy of TAY transfer	FG; DA; I
• Stakeholders lack a heightened awareness of personalized schema and values	FG; I
• Stakeholders are not self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer	FG; I
• Stakeholders are not developed to identify cognitive, motivational, and pedagogical strategies for effective TAY intervention and transfer	FG; I
• Stakeholders are not comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance and effective modeling for TAY transfer	FG; I
Organizational	
• CTS' professional learning and instructional designs need to be supported with the fidelity of resources	FG; DA; I
• CTS' policies and procedures need to be effectively communicated are accessible for integration and measured accountability	FG; DA; I
• CTS' "intervention campaign" needs to be articulated for alignment with pre-existing mission goals/visions to connect an historical context	FG; DA; I
• CTS needs to develop a cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment	FG; I
• CTS needs to promote tangible and intangible incentives for employment retention and cultural sustainment	FG; DA; I
• CTS needs to address continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program	FG; DA; I FG; DA; I
• CTS needs to acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction for intrinsic value of the adopted campaign	FG; DA; I

CHAPTER FOUR:

RESULTS AND FINDINGS

The purpose of this study is to analyze and evaluate knowledge, motivation, and organizational (i.e., KMO Gap Analysis) factors (e.g., educational, psychological, and social) impacting CTS' STRTP, group home female Transitional Age Youth (TAY) high school graduation rates and college and career readiness for eventual autonomy. The following research design is focused as an innovation research Gap Analysis with the intent of identifying and utilizing the necessary services, resources, and educational strategies (i.e., professional and personalized learning) offered to this specific TAY foster care youth population to achieve sustainable, long-term independence.

Identifying problems to systemic issues is a call "to find ways to heighten . . . awareness—to fill in the gaps" (Catmull & Wallace, 2014, p. 169). To problem-solve learning and/or policy integration, there is a need for clarity, a transparency of assumed organizational limitations by shortening up ineffective and idle practices. This terse revision to maximize productivity is reliant on the efforts of all stakeholders. Change is the identification of the "unseen" and understanding of its "nature" (i.e, public education) (Catmull & Wallace, 2014, p. 169). Senko et al. (2011) remind educational practitioners that the system demands concrete performance goal measuring while abstract mastery or intrinsic motivational goals are an undefined luxury. Affective pedagogical approaches exist to stabilize the "crystallized" content (i.e., rote-memory) to promote the "fluidity" of creative application (i.e., novel material) (Medina, 2014, 57), and to fill "structural holes" inherent within the preexisting system (Hargadon, 2003, p. 61).

CTS' varied resources and context-specific clientele offer diverse, independent services; however, the STRTP, group home female residences, though sponsored under the organization's broader mission objectives, are administered locally with autonomous charitable funding allocation. Consequently, residential operations and organizational personal and professional learning development are localized and customizable to each residential facility.

To reinforce a commitment to excellence and alignment to all "federal, state, and county regulations governing MediCal service delivery" (CTS, 2020), CTS' programs and employees are subject to compliance regulations. CTS is held accountable to an integrated Program Quality Improvement System with adopted compliance protocol (e.g., Title VI, HIPAA, standards of conduct, quality assurance, CQI workgroups, compliance policies and procedures, retention of records and information systems, performance plans, auditing, governmental corrective action, disciplinary procedures, non-compliance reporting, and cultural competency plans) (CTS, 2020). Additionally, CTS' accreditations and affiliations include the Council of Accreditation, California Council of Community Mental Health Agencies, California Alliance of Child and Family Service, Western Association of Schools and Colleges, American Association of Children's Residential Centers, Child Welfare League of America, and CalChamber (CTS, 2020). These policies and accreditations impact the organizational and local administrative decisions that influence the stakeholder's KMO factors and TAY learning transfer, impacting personalized and professional learning design and integration.

Operating for over 25 years, CTS' mission states that services are dedicated to practicing and integrating new strategies, new services, and maintaining its obligations to serving at-risk kids in the most specialized, integrated, social-based environments as possible. CTS (2020) is to act as an exemplary foundation that practices sustained improvement, cultivating excellence and

compliance. CTS (2020) is dedicated to their commitment to changing the lives of foster care children by providing access to exceptional resources and services. To best serve the clientele entrusted to CTS, all decision making, policies, and standards of conduct are mirrored to the responsibility of assisting CTS' DCS personnel to grow personally and professionally by nurturing a culture that is positive, supportive, and focused on continuous learning. Lastly, CTS (2020) is centered on relationships and results. An analysis to provide continuity and cohesion to the preexisting organizational structure and specific program efforts (i.e., STRTP home facilities) will reinforce CTS' mission of relational health and efficacy while achieving sustainable, efficient, and tangible KMO results for TAY independence. CTS (2020), as an organization, is a company who helps at-risk kids and families participate to be successful members of society. CTS' vision focuses on providing safe, nourishing, and healthy surroundings. CTS resources emotional and behavioral obstacles to aid in the opportunity for sustainable transition beyond foster care services. CTS is dedicated to offer tangible answers for helping foster care children to achieve academic, social, emotional, and psychological success for TAY autonomy (2020).

The complexity of achieving tangible, concrete TAY academic and social autonomy is related to the localized control of TAY residents. The DCS stakeholder's employment satisfaction, attrition, volunteering, and professional development are relevant; however, the variables impacting consistent and progressive TAY residence and academic achievement are indicative of the inconsistencies correlated with mandated reporting and CTS' residential jurisdiction. TAY learners possess the ability to "come and go" without legal oversight and impactful ramifications. Due to the limitations in local control and consistent residence of the TAY learner, the efficacy of CTS' TAY resources and services are directly linked to the aforementioned mission values concerning nurturing culture and fostering relationships.

Cicero's statement addresses the want and accessibility of educational achievement: The authority of those who want to teach is often an obstacle to those who want to learn (as stated in Uzun (2012). Focusing resource development and cultural value through the DCS stakeholder are the most stable and proficient strategies to transfer related skills to the TAY learner. It will be foundational to amplify relationships and cultural "currency," the "values and the like of society, regardless of individual predispositions" (Uzun, 2012). Academic and social progress is a collective response impacting the individual learner's KMO factors. As Uzun (2012) states, "Education is provided to classrooms rather than to individuals who not only have to breathe the same air but who are also to absorb and internalize the same things . . ." The objective should center on development of the available community of learners, no matter the job description. Impacting and inspiring individual "household" members is essential to extrinsic and intrinsic goal orientations (Senko et al., 2011) in addressing KMO gaps to achieve sustainable TAY emancipation. A collaborative, collective approach to involve all relevant stakeholders becomes a concerted ethical duty to address identified KMO barriers affecting TAY long-term autonomy.

Cultivating, monitoring, and maintaining academic and cultural fluency (e.g., personal and professional learning designs) and identifying and addressing relevant KMO gaps are, consequentially, measured by attaining independent, autonomous college and career skills and achievements beyond TAY residential care. CTS is challenged with the legal limitations and available resources for effective monitoring beyond residential foster care services (Brown & Wilderson, 2010). Cultural cultivation will be foundational for extending contact, relationships, and support beyond conventional legal boundaries. CTS, as an organization, is committed to the long-term value of the TAY learner, a necessary ethical legacy for reputable influence as an effective and exemplary model for sustainable achievement.

Chapter Four addresses present KMO components related to personal and professional learning integration and refinement. KMO gap analysis identifies related tenets using a triangulation of methodology and instrumentation of CTS' existing structures and available DCS stakeholder focus groups, administrative interviews, and relevant document analysis (Creswell & Creswell, 2018). Identification and assumed correlation and/or causation are addressed to articulate factors impacting CTS KMO factors relevant to DCS expertise to TAY novice transfer (Clark, 2012). The objective of KMO gap identification is part of continued dedication to progress and refinement of quantitative and, often, innovative solutions aiding the entire CTS learning community (e.g., differentiated instruction and data-driven personal and professional learning strategies). As stated, production of modified, tailored, and refined KMO adjustments impact learner-engagement, generalize professional learning designs, inspire and strengthen TAY resources and localized learning community (i.e., CTS DCS and TAY learners), and encourage pertinent constituents required for immediate and long-term success (e.g., local agencies, educational services, charitable foundations).

Chapter Two presents a review of the literature as a resource of past, present, and suggested studies related to personal and professional learning with targeted KMO variables. CTS' STRTP, group home TAY residential facilities are analyzed, as indicated, in Chapter Three's research parameters and methodology in light of KMO factors shaping the efficacy of the DCS stakeholder's services and modeling for TAY transfer.

Chapter Two's Literature review provides historical continuity and research direction of KMO Gap Analysis. Subsequently, KMO variables produced categorical "possible and assumed influences" with evaluated "actual or validated influences" as factors related to stakeholder performance and achievement. It is noted that the DCS stakeholder is the singular focus of this

research design with the intent to model and extend personal and professional learning strategies specific to KMO awareness as viable resources for TAY transfer. Additionally, the organizational factors from administrative perspectives are evaluated to create awareness and provide a cohesive analysis relevant to organizational influence on the selected DCS stakeholder.

As indicated in the identification and importance of the problem in Chapter One and reinforced in Chapter Two's Literature Review, California TAY high school graduation rates report a deficiency compared to non-TAY learners. Low levels of TAY graduation rates also suggest a lack of competence in college and career readiness skills necessary for sustainable independence. There is a need to address possible KMO impediments impacting TAY learners related to the present and available academic and social resources designed to create opportunity and personal value. An analysis of the personal and professional learning paradigms in place for the DCS stakeholder's services is directed to refine professional growth highlighting differentiated engagement, interest, value, and preferential choice for all applicable stakeholders (Darling-Hammond et al., 2009; Goddard et al., 2014; Howland & Wedman, 2004). Chapter Four discusses the collected data synthesized from three qualitative research instruments: DCS Focus Groups, Administrative Interviews; and Document Analysis.

The first Research Question (RQ) addresses CTS' DCS stakeholder's existing personal and professional protocol to provide the Knowledge (e.g., pedagogical strategies, cognitive science understanding, declarative, procedural, and metacognitive awareness) to serve the needs of the TAY learner. The second RQ addresses CTS' DCS stakeholder's identification and integration of variables impacting Motivation (e.g., socio-cultural and socio-emotional contingencies, attributions, and goal orientations) to serve the needs of the TAY learner. The Gap Analysis utilizes three components influencing organizational performance: Knowledge,

Motivation, and Organization. The third RQ addresses CTS' Organizational management paradigm that provides the necessary KMO resources and services affecting the DCS stakeholder's personal and performance learning impacting culture and skill transference to the TAY learner. The Gap Analysis Framework (i.e,, Clark & Estes, 2008) identifies "performance goals . . . [that] measure the gap[s] between current achievement and desire performance goal levels" while anticipating the "cost-benefit of closing each gap" (Clark & Estes 2008, p. 21).

To offer and perform solutions for identified "gaps," a strategic, integrated, and incremental evaluative protocol is used to measure efficacy and achievement while considering differentiated choices related to stakeholder performance and feedback. The TAY learner's needs focus on strategically and successfully reinforcing KMO requirements for independent sustainability initially gauged by high school graduation rate increase and college and career readiness competence.

Participants

This Gap Analysis research design triangulated qualitative data using stakeholder focus groups, administrative interviews, and document analysis. CTS' DCS employees are the selected stakeholder due to the various instructional and non-instructional responsibilities serving the TAY learner. To protect the validity of the sample selection and protect the fidelity of KMO analysis related to participation, the DCS stakeholder is strategically selected as a purposive sample with a convenience setting defined by criteria of primary job duties assigned to serving the TAY STRTP, group home learner. Document analysis is used to cross-reference tenure, experience, and certification within the purposive sampling and random assignment for stratification value:

Criterion 1. Length of tenure at CTS: 1-2 years, 3-4 years, 5-10 years, 11 +

Criterion 2. Length of experience in related role: 1-2 years, 3-4 years, 5-10 years, 11 +

Criterion 3. Instructional certification or credentialing: CTS, County, State, National

Administrative interview participation, focus group recruitment, and introductory emails outlined the research's parameters, intent, and value. The purposive selection of CTS' DCS stakeholder participants and administrative staff were contacted via email or direct managerial invitation. Invitation recruitment addressed introduction, importance, and purpose of the research design with language and clarification of the voluntary nature of both focus group and interview interaction—the qualitative, subjective nature of participant responses. Each focus group session was given a window of 30-40 minutes via an online video-conferencing platform (e.g., Zoom Inc.).

Document analysis centered on organizational procedures and requirements related to personal and professional learning obligations and development. Primary documentation was derived from CTS' refined Program Quality Improvement System. Document analysis was rooted in compliance protocol regarding county, state, and federal regulations (e.g., Title VI, HIPAA, standards of conduct, quality assurance, CQI workgroups, retention of records and information systems, performance plans, auditing, governmental corrective action, disciplinary procedures, non-compliance reporting, and cultural competency plans).

Three focus groups of five members (n = 15) via an online, virtual platform and interactive narrative discussion (e.g., Zoom Inc.) were used independently of residential employment, comprised of varied DCS stakeholders from four separate CTS STRTP group home facilities. The Principal Researcher facilitated the focus group discussion protocol to minimize confusion and provide clarity or commentary on any targeted items; however, to preserve the

fluidity and candidness of the focus group discussion, stakeholder engagement was only limited by time restrictions (i.e., 30-40 minutes). The Principal Researcher reminded the respondents of the initial permission to record the content in the video-conference focus group to capture and protect the fidelity of the original context.

Four administrative interviews were conducted to capitalize on organizational perspectives related to management and accountability of TAY services and resources. Approximately 30 minutes were allotted to conduct each interview. The time and location were organized and conducted via online video-conferencing (e.g., Zoom, Inc). As stated, the organizational administrative interview model is guided by Merriam's and Tisdell's (2016) recommendations and parameters, utilizing a variety of formal and informal techniques and components. Informal elements of the interview design utilized overlapping questions measuring different KMO domains relative to the initial question/s (see Appendix E & F). For authenticity and buy-in, the interview questioning used open-ended questioning, allowing for application and holistic phrasing from each respondent.

The researcher functioned as the interviewer by communicating the interview's purpose, addressing questions and concerns, providing context to the integral research objective and importance, and monitoring the productivity of the interview process. With consideration to recent social restrictions, the face-to-face interviews were conducted online via video-conferencing (see Appendix G). The Principal Researcher reminded the respondents of the initial permission to record the content in the video-conference interview to capture and protect the fidelity of the original context.

Summary of Data Collection is listed in Table 7, providing an itemized annotation of each focus group and administrative interview (i.e., 15 focus group & 4 interviews).

Table 7. Summary Sample Data Collection

Data Collection Mode	Role	Participants	Length
Focus Groups	DCS	FG1 (5 participants) FG2 (5 participants) FG3 (5 participants)	30-40 minutes
Interviews	Administration	A1, A2, A3, A4	30 minutes

Data Analysis

Varied approaches were used in the interviews, focus groups, and document data analysis. As stated, interviews and focus groups were initiated on a video-conference platform with the verbal content separated, transcribed, and digitized to be applied to KMO domains. The data from the focus groups and interviews were codified into binary labels, organized, and correlated with the interview data for trend and outlier identification. Zoom, Inc. video-conferencing software was used for focus group and interview recordings. As stated in the focus group and interview protocol, each focus group discussion (e.g., Zoom Inc.) was conducted virtually via computer interface, edited in Imovie software, voice content separated into a digital file (e.g., .mp3), and the voice file uploaded into the Datagain Inc. portal.

Separating the audio file from the original video-audio recording in Imovie limited researcher bias by removing any visual identifiers of the participants to increase confidentiality and instrumentation reliability (Fink, 2017). Datagain Inc. was used to transcribe each focus group and interview content at the conclusion of each session. The results were organized in a Google datasheet for participant correlation, alphabetizing, and possible binary coding for exporting into statistical software (i.e., SPSS). Using SPSS for data collection and analysis,

nominal string data were used to identify the participants with a numerical code (Fink, 2017), last and first name, and residential group home. Once into the designated SPSS software, extraneous variables (e.g., student identification numbers and timestamps) were removed or combined into other ID variables (Salkind, 2016). As stated, document analysis contextualized the findings and was used to triangulate the data to validate KMO assumptions, causes, and solutions generated from the interview and focus group instrumentation (see Table 4 & 6).

Results and Findings

The integral part of Chapter Four reports the qualitative and quantitative results and findings related to each Research Question (RQ). RQ1: Does CTS' DCS have the knowledge to serve the needs of the TAY learner? RQ2: Does CTS' DCS have the motivation and goal values to serve the needs of the TAY learner? RQ3: Does CTS' organizational management support the necessary resources and services to serve the needs of the TAY learner?

Results and findings address each KMO domain, analyze, synthesize, and evaluate key objective and subjective findings. Conclusions are correlated to Chapter Three's "Assumed Causes," applied to each KMO domain, and organized into columns of identified "Needs" and possible "Validation Strategies" including identified influencing variables (See Table 8, 9, & 10).

Chapter Four synthesizes and evaluates the study's results and findings, providing cohesion and continuity for transition into Chapter Five's holistic research summary applied to implications and ramifications of the study's results and findings. Chapter Four's results and findings are organized according to subsequent subcategories applied to the study's "Assumed and Validated Causes" discussed in Chapter Three (see Table 6). Extending Chapter Three's "Assumed and Validated Causes," in Chapter Four, each KMO domain is visualized into

separate analogous tables commenting on “Needs” and suggested “Validation Strategies” based on findings (see Table 8: Knowledge and Skills, Table 9: Motivation, & Table 10: Organizational).

Knowledge and Skills: Assumed and Validated Causes

STRTP KMO Context. To provide continuity to DCS services and resources, focus group discussions and administrative interviews contextualized CTS’ STRTP living and learning environment that affects TAY KMO resources (e.g., prescribed professional learning curricula) specific to CTS’ STRTP commitments. Visualizing DCS interaction with the TAY learner, Administrator 1 (A1) framed the KMO complexities of the TAY learner’s living and learning environment within the existing CTS paradigm serving the DCS stakeholder and TAY student:

> Our interaction with the girls, the foster girls, and you got to understand the picture that they are basically one of the highest levels of care for teenage girls, compared to the normal everyday. Not that there's anything normal and everyday about foster kids, but they're much higher level of care, because the girls that we volunteer with have experienced some very traumatic abuse, either physical and/or sexual. Many come from either broken homes, or they come from parents that have been addicted to substances. (e.g., moms that are crack addicts and have put their daughters up for sale so they can make money). Some have a mom who has a boyfriend that is allowed to sexually abuse; so many of these kids end up running away.
>
> Basically, I think it's something like within 24 or 48 hours of a child running away, they get picked up by a pimp, a “John” that immediately, you know, puts them into the service, into the life as it's called. So one of the big problems is just keeping them there and willing to fill the program. It's very hard when they've been brainwashed, where

> they've been told that they're worthless and useless and the only person that loves them is their pimp: the “John” or “Romeo,” their code that is using them. Some of these little girls literally get raped 12-14 times a night.
>
> So when they suddenly get put into foster care, yeah, that's the real hard thing to unwind as a 12 or 14 year old kid, right. We're doing our best when given these programs, but the reality is, every girl has, has suffered a very serious level of damage. Some become survivors, I think, the ones that are more successful are those that are angry and fight it, versus those that just accept that they're useless and have no purpose in life, and nobody wants them after that. (A1).

Declarative Knowledge Factors:

Declarative knowledge was anticipated and indicated through every measured focus group, administrative interview, and intervention protocol, parsing “Need” and relevant “Validated” approaches to address CTS’ DCS stakeholder personal and professional declarative knowledge solutions. Identifying deficiencies and solutions emphasize the measured efficiency and required development for reinforced TAY graduation and college and career goals (see Table 4, 6, & 8). Identified needs and proposed strategies target the encyclical, theoretical content proven to be more complex with a targeted collaboration among all applicable CTS stakeholders, providing clarity and commonality of CTS’ desire-centered mission objectives (i.e., skills and resources) for sustainable independence (e.g., Cognitive science, pedagogy, esoteric academic content, formative & summative intervention, statistical research measurements (e.g., interviews, surveys, quizzes), and TAY standardized skill-based level descriptors) (see Table 6).

Through resourcing the CTS DCS stakeholder, TAY learners will eventually demonstrate self-advocacy of their learning in individual and collaborative activities that emulate the initial modeling from the targeted stakeholders. The DCS stakeholder will model self-regulatory skills that practice self-reliance and resilience for TAY transferred ownership, impacting declarative, procedural, and metacognitive monitoring (Ambrose et al., 2010). To allow for processing time and reinforcement of advanced declarative strategies that impact procedural and metacognitive tactics, the adoption of Cognitive Load Theory (CLT) is at the center of this proposed intervention (i.e., validated approach) (Kirschner et al., 2006). CLT aims to be adaptable and interrelated with other content and disciplines affecting each domain represented in a KMO model. The strategy to "segment" and/or itemize declarative or procedural elements, discussed next, into paced and deliberated parts allows the stakeholder to access information effectively for modeling and TAY learning practice. The intervention will target specific standards that the stakeholder will practice and monitor independent progress and TAY adoption. The intervention design will incrementally work on deficiencies so the stakeholder's cognitive load can be addressed by identifying goal-oriented problems, synthesizing information to avoid redundancy, or modifying instruction to avoid "split-attention" or multiple "modalities" to streamline information (Kirschner et al., 2006).

Focus group participants collectively responded that it would be beneficial to adopt and implement personal and professional learning modules related to declarative content to apply and promote procedural and metacognitive awareness. The focus group members agreed that a prescribed "curriculum" would impact academic proficiency and personal interaction with the TAY learner. It was also noted that direct and applicable instruction would be culturally motivating, indicating a shared tangible value that complements CTS' present mission

objectives. One focus group (FG) member commented on living and learning skills reinforced through prescribed curricula with intermittent, timed windows of integration:

> With all of the activities that can be used, it's sometimes hard to coordinate or choose activities [curriculum] that can best help the students/girls. We try to choose interesting choices that the girls like, but we also know sometimes the [curriculum] choices have to be about boring educational skills/stuff needed for them beyond the homes. Having a "process" that includes us to see how they choose what they choose to help the girls academically and socially would be really helpful. Sometimes we just do it because it is there, so, we don't really think about how it got there. Keeping things simple, especially for these girls with so much going on, and, you know, "prescribed," helps everyone understand, use, and achieve the goals. (FG1).

Focus group and administrative data suggest the need for continuity and cohesion within the processes that affect DCS professional learning content, design, and integration. As the focus group member communicated, the KMO complexities of the TAY learner should not be exacerbated by incongruous educational curricula and protocol that oversimplifies the multidimensional complexity affecting the TAY learner's ecological development (Bronfenbrenner, 2009).

Declarative Content and Cognitive Science Strategies. As indicated by each focus group and addressed from an organizational perspective via administrative interviews, awareness and practical use of strategic approaches related to expository content and/or cognitive scientific understanding are, presently, not intentionally integrated into the personal and professional learning curriculum components. It was indicated that direct and intentional curriculum content and complementary scientific findings would benefit a foundational declarative understanding to

be accented by compounding and/or overlapping KMO factors. Augmenting declarative content and related research would apply to tangible personal and professional learning evidence to visibly improve the proficiency and intrinsic adoption of relevant, data-driven practices for TAY application. Revising TAY resources and services with the direct intent to amplify content and scientific understanding would be integral to encouraging cultural and professional relevancy central to CTS' mission objectives. Discussions within each focus group commented on the intimidation of complex content to be used in personal and professional learning and reinforced within mandated compliance categories; however, it was identified to be a fundamental need to provide data-driven techniques to drive direct and indirect TAY instructional opportunities. The focus groups shared a recurring conversation about declarative content integrated naturally and incrementally with stakeholder's personalized input to drive instruction and implementation with extrinsic professional development value relative to pedagogical strategies (e.g., Quota Schemes, Piece-rate Schemes, Tournament Schemes, Flat-rate schemes) (Clark & Estes 96-97).

Additionally, each administrator interview indicated a need for increased and deliberate integration of relevant content, scientific terminology, and conceptual application as applied to the personal and professional learning environment, cultural support and development, and promotion of TAY emancipatory skills and goals. A1 stated:

> I know the [DCS] staff goes through a lot of training, they're always in training. In fact, they go through so much training, I wonder when they can actually do their job. I think what they're training them to do is more the psychological aspect of it, You know, if this child behaves this way, this is how you handle it. Most of the training is preventative. The [DCS] staff deal with the problem in front of them instead of working toward long-term goals. They need training to understand what motivates the child from one point to

> the next, or from one situation to the next; And to handle any kind of disruption that might arise. There needs to be more refined training that actually train[s] the staff to train the kids to do specific things (e.g., life-skills, study-skills, etc). (A1).

New, continually improving and progressive cognitive scientific research, no matter the declarative complexity and personal intimidation, is central to using data to drive instructional practices among all constituents. For example, integrating explicit Cognitive Task Analysis (CTA) training with energy spent on the scientific research driving instructional practices (Clark et al., 2008) is directly correlated to Stakeholder and TAY transfer rate improvement. Practicing and applying CTA protocol to personal and professional learning for initial DCS stakeholder refinement will impact the individual practitioner-learner for relatable and effective TAY modeling. Focus groups and administrative interviews acknowledged that need to integrate more exciting scientific advancements that bridge the gap between abstract KMO variables with concrete, measurable correlation. An explicit attempt to arm TAY resources and services with declarative, cutting-edge cognitive research and complementary pedagogical strategies is an exciting challenge shaping personal and professional learning.

Cross-disciplinary Application. The focus groups indicated a fragmentation between the application of organizationally sponsored personal and professional learning and daily, practical integration directly and positively impacting the TAY learner. While discussing declarative knowledge tenets, focus group discussions connected content and scientifically explicit instruction as a possible unification of larger components of TAY resources and services with mandatory and reinforced compliance training and/or organizational development provided to address TAY supports (e.g., academic, socio-cultural, and socio-emotional attributions) (Rueda, 2011). The focus groups identified the need to reinforce organizational training (e.g.,

compliance-related, organizational, or site-based personal and professional learning) with individual identification, diagnosis, and application for TAY instructional needs. A1 addressed the deficiency in declarative knowledge leading to procedural knowledge with basic living skills, let alone academic content:

> The [TAY] girls don't have a clue how to cook a meal. So getting my staff to involve the kids in the cooking of the meal is quite a chore? Or, the [TAY] girls are supposed to be cleaning the [STRTP] house, and the DCS is supposed to be cleaning alongside of them and training them. Often the houses are filthy because the staff doesn't have a clue how to clean the house. So when you want to talk about training, and I know in the group homes, all the focus goes on the psychological end of it. Yeah. There's great need to connect the school skills to basic life-skills. (A1).

The focus groups and administrative interviews stated the value in creating awareness of a necessary alignment and pragmatic synthesis between theoretical, declarative training focused on the DCS stakeholder to conceptual TAY learner procedures. The focus groups saw this as primary for sustainable, impactful performance attainment for the stakeholder and TAY learner.

Focus group members commented on understanding and using the content and related pedagogical intervention as a holistic, cross-curricular or disciplinary value, reinforcing the continuity of a younger TAY learner progressing toward high school graduation. A unified-theory of intervention, as applied to the TAY learner, allows for early reinforcement and refinement of TAY resources to achieve culminating goals like graduation and college and career readiness (e.g., holistic, progressive grade-level standards, age-related cognitive awareness, and unilateral data-driven instructional strategies) (Conley & Darling-Hammond, 2013; O'Day, 2002).

Also, focus group participants stated that this "retrospective," wider-lens approach would benefit, though limited by length of residence and exposure, the older TAY learners that are closer to matriculation and inevitable emancipation beyond CTS' residential facilities. This value of a larger context of the stakeholder's personal and professional application leads to an ecological awareness of the TAY learner's full education and developmental spectrum. This more complete ecology of the learner is at the heart of the challenging socio-cultural and socio-emotional TAY barriers that affect metacognitive and motivational variables discussed in extended KMO analysis (Bronfenbrenner, 2009). For example, understanding the learning process and assumed impediments common in early lifespan development allows for the cross-disciplinary, unified understanding of the whole learner, limiting an oversimplification of the TAY student that finds placement with CTS in late adolescents or early adulthood. The focus groups articulated the value in personalizing stakeholder instruction and learning to drive TAY function and performance as a collective, comprehensive understanding of the learner's full ecological narrative (Bronfenbrenner, 2009). One FG member stated:

> There has to be very specific training programs. This is how you cook. This is how you clean a house. This is how you manage your money. This is how you write a resume. This is how you apply for a job. This is how you get up in the morning, go to work. This is how you call your boss and say, Hey, I'm sick. You know, instead of just staying in bed for three days and then when you get back to work you're fired. These kids don't even know that kind of stuff. You know, what is simple and normal and easy to us. (FG3).

Stakeholder and TAY Alignment Accountability. Evidenced-based, data-driven instructional strategies are foundational to objective academic achievement; however, allotting time for analysis, strategizing for design and implementation, checking for instrumentation

reliability, and achieving fidelity of evaluative methodology, from curriculum to practitioner, are paramount for incremental adjustments required for stakeholder and TAY performance accountability (Conner & Rabovsky, 2011). Focus groups and administrative interviews commented on the complexity to "follow-up" with initial measurements due to time constraints. Objective methodology allows for reciprocal application and differentiated instructional strategies tailored to the individual (Conley & Darling-Hammond 2013), but the pressing realities of daily instruction and non-academic factors stress the consistency for incremental and progressive instructional adjustments.

A regimented, user-friendly, and consistent evaluative protocol is essential for continued improvement that holds faithful to equitable, quantifiable, data-driven instruction (Conner & Rabovsky, 2011). Choosing the DCS as stakeholder with the intent of TAY transfer requires a constant realignment of CTS' personal and professional learning expectations for personnel to achieve TAY application and refinement. One FG member commented that the limited time to meet all the KMO needs of these TAY girls becomes a matter of simplifying what is most important:

> We do provide social and living skills in our educational programs. We do try and teach some of the things beyond school. Basically, what they're doing at this foster care home is providing a safe environment, given basic needs, and provide them with psychological help. Unfortunately, time is limited and often supports [educational needs] are put to the last. This can become a daily habit formed just to survive the day. I mean, sometimes you get so tired, maybe frustrated, to deal with all the things and knowing that we are supposed to do other stuff, more difficult stuff, well, it's overwhelming (FG2).

Focus groups and administrative interviews indicated the need for localized, consistent, and intentional curriculum alignment slots dedicated to evaluative accountability—harmonizing stakeholder learning standards with TAY functionality for independent practice. An intentional alignment between stakeholder and TAY learning expectations is, also, in harmony with CTS' dedicated mission commitments.

Comprehensively, CTS exists for the TAY "user" to rely upon for ultimate and long-term sustainability. With this regard, pledging a constant allegiance to the TAY learner's services and resources, no matter the restrictions, no matter the complexity of organizational bureaucracy (Romzek & Dubnick, 1987), no matter the ecological complexity to achieve extrinsic and intrinsic curriculum alignment is much more than a suggestion; it is, as stated, the essential, salient ethical accountability and altruistic responsibility of all constituents (Scott & Palinscar, 2006).

Procedural Knowledge Factors:

Procedural knowledge, similar to CTS' declarative knowledge assumptions, was anticipated and indicated through each focus group and intervention measurement. These assumptions are outlined in the associated tables under "Need" and relevant "Validated" approaches to address CTS' DCS stakeholder personal and professional procedural knowledge solutions (see Table 4, 6, & 8).

Evaluation and Feedback. Chapter Two's Literature Review details the constructive and far-reaching value of peer-based and/or collegial "feedback" (Clark & Estes, 2008). Applying the literature to CTS' focus group and administrative interview results and findings aligned a holistic, collaborative undertaking directly applied to subcategories indicated in Assumptions, Needs, and Validations. The following subcategories apply to procedural findings

related to collaborative feedback and networking strategies impacting all relevant stakeholders: effective strategies to promote personalized, differentiated instruction; promotion and utility of performance and mastery goal values of DCS stakeholder and TAY learner; procedural content and pedagogical intervention modeling for TAY transfer; procedural understanding of college and career readiness standards for affecting the TAY learner; explicit training and practice with quantitative and qualitative data collection methodology to refine and direct instructional stakeholder practices; and reinforced, effective collaborative, networking strategies to promote engagement and interest within the context of personal and professional learning for effective TAY modeling.

Each focus group and administrative interview identified the value in an enduring commitment to a scripted protocol related to personal and professional learning and policy integration. The results and findings articulated the procedural value of collaborative adoption and implementation of organizational agendas as a vehicle to cultivate collegiality and familial identification while accessing the collective power of networking attributes (Dyer, Gregersen, & Christensen, 2011). A procedural deficit in specific content and methodology would directly and positively impact the acumen and dexterity for proficient use and access of data-driven pedagogy and related instrumentation to improve stakeholder and TAY learner performance. Each focus group and administrative interview indicated the value of viable collaborative and networking opportunities reinforced by well-articulated and user-friendly protocol—a validated strategy with cultural and academic ramifications (Dyer et al., 2011). One FG member stated, “Even though there is a lot of common ground among the [DCS] staff, there just isn’t enough ‘quality’ time to sit down and get to know and learn from your co-workers.” (FG2). Additionally, A1 hinted that accountability issues could be improved among the CTS personnel to maximize quality

professional learning to provide collaborative opportunities and diligent feedback: I have witnessed numerous times the CTS staff not really engaged in serving the needs of the [TAY] girls—just sitting on their cell phones doing what they're doing. That's a real problem. That's a need for accountability. (A1).

Hattie (2016) correlates collaborative access on student achievement with an average 0.4 effect size (i.e., approximately five times more likely) to affect learner performance. As stated, all three focus groups and four administrative interviews discussed the desire and purpose of collaborative inquiry as a reinforced entity within personal and professional learning modules. Though focus groups varied on different levels of comfort, ideology, and personal, collaborative experiences, all participants validated the positive environmental and academic ramifications of increased, strategically designed collaborative experiences.

Declarative to Procedural Content Value. The overlapping application from declarative understanding to procedural application is germane to DCS modeling for TAY transfer. Focusing on cross-curricular content use with procedural evaluation and feedback for revision, the specific professional learning design can focus on targeted procedural objectives necessary for TAY autonomy. For example, A1 states:

> We offer educational-social skills for independence like sewing, cooking, vision boards zoom classes, nutrition. We've tried to set them up with music programs, music therapy, or therapy, things like that. For example, every month featured something that was designed to teach social and living skills. It could be a cooking class, ABCs of money, sewing where we actually got to make a pillow and taught them how to embroider and how to sew button; they don't even know how to thread a needle, or how to make a knot at the end of the thing. So just simple living skills that most kids get. (A1).

It is the simplicity of foundational skills that can focus on the innate bridge between declarative and procedural knowledge. These knowledge gaps can be a focus to improve integration during evaluative, feedback sessions among the DCS stakeholder. Providing opportunities to practice strategic modeling that independently and dependently itemize declarative and procedural values will strengthen the TAY's metacognitive schema integration.

Metacognitive Knowledge Factors:

Metacognitive knowledge solutions are needed to foster the stakeholder's self-monitoring of the learning process while developing effective schema that circumvents barriers, impeding learning that maximizes the proficiency of TAY skill transfer (Ambrose et al., 2010). Diligently repackaging declarative knowledge, sharing in the Social Cognitive Theory (SCT) (Bandura, 1986) that supports procedural application, the ultimate manifestation of lifelong learning is displayed when the DCS stakeholder (i.e., DCS) and TAY learner recognize, adjust, implement, and achieve success through metacognitive knowledge awareness. To close the metacognitive knowledge gap, stakeholder modeling would be prevalent; however, a scaffolded process would offer self-monitoring elements for stakeholder and TAY learner regarding peer feedback, reflective journaling, or revision of goal orientation values (Ambrose et al., 2010).

The findings and results of the metacognitive knowledge Assumptions, Needs, and Validated Solutions are rooted in various applications for TAY modeling: reflection on discovery of new content meaning and learning strategies; evaluation of strengths and challenges to strategize personalized schema related to cognitive taxonomy; awareness of goals, interest, judgments, stereotypes related to attributions and contingencies; self-regulation of incremental approaches to specific content and integrated schema; monitoring progress of improvement in itemized descriptors and specific intervention strategies; and adjusting strategies to accomplish

the most effective access to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling (see Table 4, 6, & 8). Related to the Social Cognitive Theory of learning (SCT) (Allal & Ducrey, 2000; Bandura, 1986), as it pertains to expert stakeholder modeling, a heavy emphasis will rely on the stakeholder becoming self-aware of strategies that work best in differing contexts to enhance TAY learner transfer: curricular content, differentiated learning, socio-cultural contingencies (Brown et al., 2013), and socio-emotional factors (Gasiewski et al., 2011).

The overlapping qualities of these theories offer the benefit of capitalizing on the strengths and adaptability of shared tenets that manifest into performance, mastery, and self-monitoring strategies—resulting in academic improvement while correlating information for effective and practical use by the stakeholder and impressionable TAY learner (Pajares, 2010; Senko et al., 2011).

Metacognitive Reflection and Goal Orientations. Defined vision with Specific, Measurable, Achievable, Relevant, and Time-bound goals dictate the possibility and relevance of personal and professional learning objectives (Doran, 1981). Clark and Estes (2008) augment the value in goal-defining collaboration that fosters varied input, encourages self-directed application, and builds a team culture with intrinsic "ownership" managed by the stakeholder's self-monitoring and self-efficacy. It is the intentional and strategic integration of specific metacognitive schema that can be accessed to design broader organizational directives and personal and site-based performance objectives to promote metacognitive analysis and bolster performance and mastery-related values (Clark & Estes, 2008). Dufour (2004) refers to a harnessing of available personnel "energy" to tap into the power of available resources and services available to shape realistic, quantifiable aims.

The administrative interviews provided the challenges and strategies for goal-directed development and application. Each interview applies to the specific administrative duties and corresponding responsibilities; however, in all four interviews, the discussion provided detailed examples of positive and negative goal-directed experiences with anecdotal reasoning for past success and failures. A1 reflected on collaborative DCS and TAY goal planning sessions to provide metacognitive modeling:

> In January, there is a collaborative activity creating vision boards [involving DCS and TAY stakeholders]. I always start with, let's go around the room. Let's talk about what your vision for your future is. It could be a short-term vision, it could be long-term vision. Of course, the first thing they'll be asked is what do you want to be when you grow up? What do you want to do when you finish school? What do you want to do? Some TAY responses I consistently hear are, “I'm going to be a worker, of course,” “I'm going to be a pole dancer,” “I'm going to work in a strip club,” or “I don't plan to live that long.” This was a little girl (name removed) who was like all of 14 years old. It’s almost laughable to answer the question about what's going to happen with their future. Most of them can't even get past today, much less their future. (A1).

Applying the vision or goal designing of the TAY modeled through learner-centered activities, the evaluative practice of metacognitive schema development is applied as a simple, yet more complicated value for DCS accountability. Two administrators provided candid feedback on the purpose, value, and extended validity of administrative oversight evaluations and reflective practices to foster schema for metacognitive goal or vision planning. Both indicated a generic organizational need for accountability, but the delivery and follow-through were often inconsistent due to time constraints and other organizational demands. Both administrators

communicated that the evaluated stakeholders displayed a disconnect for the process as promotional and developmental, more of an obligatory process. All four administrators indicated a need for time and evaluative revision to reinforce even the most mundane organizational obligations. Each administrator stated that including all stakeholders in the design and engagement of personal and professional learning and/or policy would be instrumental to maximize ownership while practicing metacognitive strategies for TAY transfer. This conversation was connected to the metacognitive practice of the DCS stakeholders' intent design to process their professional learning and to reflect, edit, and adapt effective modeling for TAY transfer.

As stated, the collective design for goal development was seen by all four administrators as a deliberate metacognitive practice applying reflection to target-related goal values indicative of the broader team and personal orientations (Senko et al., 2011). Varied administrative feedback applied different metacognitive skills reinforced through reflection, but all responses indicated that more time be dedicated to the reflective process outside of any managerial observation. It was also stated by three of the four administrators that this reflective component be tied to data-driven measurements to chart personal and professional growth relative to goal values (Senko et al., 2011).

All three focus groups provided detailed, subjective feedback applied to personal and professional experience of goal design, observational value, and reflective practices. Like the administrative responses, the DCS focus groups shared the personal significance of inclusive goal-related planning. As one focus group member pointed out, it's a simple conversation of value, accessing the most relevant TAY caretakers to shape policy that affects the TAY learner.

All focus groups indicated the value in a collective response and how positive a collaborative goal design can aid to rewrite and add value to a seemingly arbitrary process (i.e., evaluations). Lastly, the focus group members had mixed responses about the efficacy and value of a reflective process. Even though metacognitive schema is directly shaped through a deliberate, reflective component, the focus groups addressed the SMART feasibility of providing the fidelity of resources to use the reflective metacognitive process in guiding instructional practices (Doran*,*1981*).* One FG member discussed a long-term, positive outcome of metacognitive vision planning directly affecting the TAY learner:

> What's one of the beauties about a lot of staff is a lot of them came from the same kind of background. A lot of the social workers, or a lot of the young people that are staff, and they go, Oh, well, I lived that life. That's why I do what I'm doing. Many who came from the foster care system, a lot of them are or might have been in a very underprivileged kind of life or came from gangs or whatever. And then they made it out safely. And so they have a need to help other kids. But they just squeaked by the skin of their teeth. And then they went out and got an education, which is, I mean, very admirable, being that, you know, they had a really tough life. (FG2).

This social, "peer" construct through "metacognitive empathy" encourages the authenticity of the DCS' goals affecting the TAY learner's ownership. The metacognitive awareness built from social-related experiences, especially from the DCS' modeling, increases the transfer of knowledge and skills to the TAY learner. A prescribed curriculum with collaborative and evaluative components to drive instruction provides scaffolding of ancillary activities targeting declarative, procedural, and metacognitive knowledge from "peer" DCS and/or trained DCS. The SCT values in this application are relative to Vygotsky's Zone of Proximal Development (ZPD):

"The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1935, as cited in Allal & Ducrey, 2000). Knowledge gap analysis with the intent to build data-driven instruction to heighten the DCS' sociological and psychological awareness amplifies the sincerity of the social interaction pertinent amongst a TAY population. This expert to novice value to promote TAY automaticity through DCS modeling (Kirschner et al., 2006) is foundational to the process of an ecological approach to learning (Bronfrenbrenner. 2009). Motivational and Organizational factors will complement Knowledge barriers with a greater understanding of all constituents influencing the TAY learner's ZPD (Allal & Ducrey, 2000).

The metacognitive knowledge findings and results indicate a collective need to include a wider spectrum of stakeholders in goal design. A team-design strengthens personal and professional goal values while adding meaning and long-term value to organizational policies (Clark & Estes, 2008). Additionally, the results and findings provide purpose and limitations on effective metacognitive reflective processes designed to encourage personal and professional growth (Doran, 1981). Each finding is to be filtered through the metacognitive domain to shape goals, add value to policy, and encourage reflective improvement for encyclical performance. The collective KMO analysis is integral to the fragile living and learning environment of the TAY. Knowledge barriers will be not be minimized in isolation. DCS modeling for the TAY learner will also include identifying motivational and organizational contingencies shaping TAY academic, social, and psychological strength. As the research indicates, this is a collective, familial experience that is challenged by the STRTP complexities.

Motivational Factors: Assumed and Validated Causes

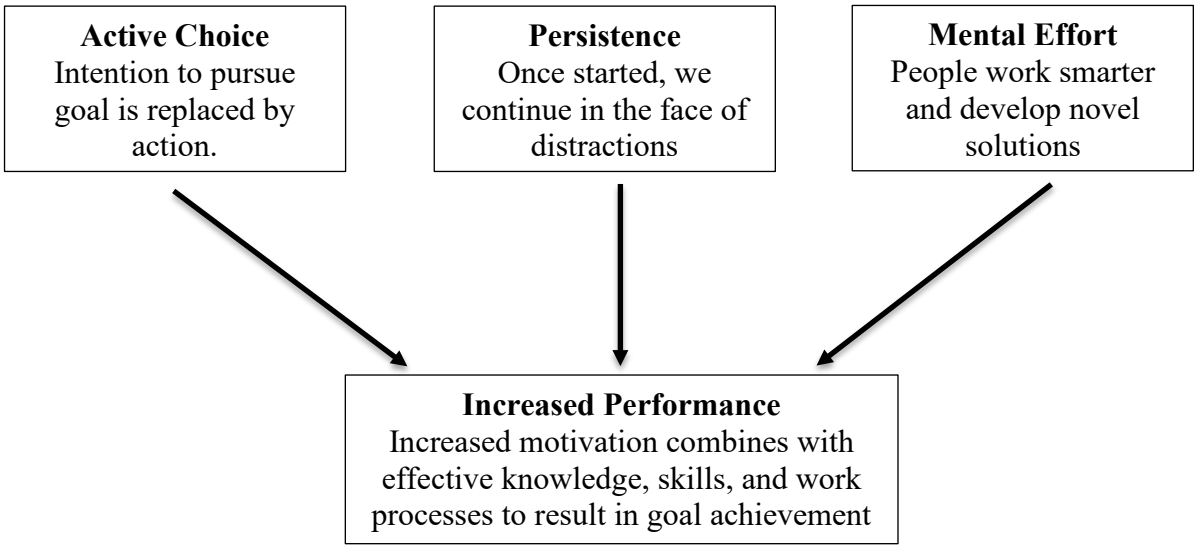
"Motivation gets us going, keeps us moving, and tells us how much effort to spend" (Clark and Estes, 2008, p. 80). Strategic application of personal and professional learning designs aid in capitalizing on high-interest content impacting self-efficacy and motivational variables for intrinsic and extrinsic adoption for sustainable, transferable growth (Senko et al., 2011). Reinforcing the inherent value of the content is paramount to teacher-learner's motivation (Rueda, 2011) for TAY application. Specifically, the correlation between the macro factors of choice, persistence, and mental effort with identified and intentionally built schema address varied micro-motivational barriers shaping value goals (Rueda, 2011) (see Table 4, 6, & 8).

A2 frames motivational issues in the STRTP context:

> It just comes down to will an awful lot. So then, if you're trying to work on the human will issue, then you look for policy levers. Like, why aren't staff required to be in the schools when kids in schools? I think there's some things really need to be relooked at. And now we're going to have to relook at those high end, foster care kids because we're going to run out of placements as well. Many places are just shutting their doors on them, "We're taking our business in a different direction." (A2).

As stated in Chapter Two's Literature Review, all three motivational indices are evaluated in this Gap Analysis. Declarative, conceptual, and procedural knowledge are synthetically tied to motivational contingencies promoting or impeding choice and engagement (Clark & Estes, 2008). Illustrated in Figure 3.

Figure 3. Three Facets of Motivational Performance



Source: Adapted from *Turning research into results* (Clark, R. E., & Estes, F., 2008; Charlotte, NC: Information Age).

Focus group and administrative qualitative feedback allowed for clarity on the level of choice in professional learning that impacts effort and persistence for long-term growth (e.g., DCS and TAY learner) (Darling-Hammond et al., 2009; Goddard et al., 2014). Activating and cultivating profitable, progress-driven orientations that accommodate the stakeholder's choice, effort, and persistence with built-in schema, anticipating influencing attributions and contingencies, offers a holistic yet subjective consideration of independent and dependent variables shaping the learner's motivation (Clark & Estes, 2008; Ryan &n Deci, 2000; Senko et al., 2011). The following motivational findings addressed choice-selection criteria (i.e., what and how), goal values, socio-cultural and emotional influences (i.e., attributions and contingencies), schema integration, intervention content (e.g., procedures and policies), TAY modeling, employment and efficacy, TAY cognitive, motivational, and pedagogical strategies, and collaborative instructional contexts (e.g., PLC) for performance and mastery value for effective TAY modeling and transfer (see Table 6). The data measured concrete values correlated with

motivational factors along with abstract variables indicative of sociological and psychological tenets. A2 is quoted:

> I've always thought about what is good teaching. Teaching is the will to teach. It's the human will to step up to the job. And what happens in systems is that you get more complacent people. So, what you end up in systems, there's people counting to retirement, it's the nature of systems that really is at work here. So that's a very hard thing to counter to be honest. Yeah. But you have to find that key. Like, I always love it, when someone will say to me, oh, the foster care system has gotten much better. How? Because we talk about it more, because there's more policies? (A2).

Data from the focus groups and administrator interviews indicate integration and continued refinement of differentiated choice within personal learning and organizationally sponsored professional learning modules (indicated in Table 8 & 9). Every focus group stated a heightened interest in being part of the design, adoption, and integration of personal and professional content. Despite all focus group showing interest and ownership of content and procedural selection of choice-driven learning modules, two focus group members voiced a hesitancy in their competence and present experience to be part of the selection process of content most effective to achieve desired results.

Two focus groups discussed the need to increase the consistency of stakeholder involvement to emphasize creative integration of all participants in learning opportunities. One focus group member indicated the job's practicality and complexity limit extended opportunity to encourage a collaborative process to measure tangible change. Findings indicate that dedicating consistent and routine collaborative, choice-driven advice from the DCS stakeholder,

interwoven within adopted learning opportunities, would positively impact the stakeholder's extrinsic and intrinsic motivational factors (Ryan & Deci, 2000). FG2 member commented:

> We [DCS staff] have so many different kinds of responsibilities that it is easy to get overwhelmed in the day-to-day job. It is easy to feel disconnected from the reason why you took the job, and providing opportunities to find your motivation again. I mean, to be reminded of your reason for working here would be really encouraging to share stories and ideas [with colleagues]. It's so super important to feel apart of a team and if we can make the girls feel like they are part, then, wow, amazing! We need the time to do this, to learn and be encouraging to each other because everything else follows from there. These kids don't have much motivation and if we are too busy then, well, who do they have. (FG2).

Additionally, all four administrator interviews indicated the positive motivational influence when the stakeholders have a say in the design and application of relevant content. Administrative perspectives differed from focus group members regarding the feasibility of collaborative, choice-driven input from the learning stakeholder relative to the cost and management of integration. There was organizational acknowledgment of the time-constraints related to involved integration from all participants; however, the administrative concerns were directed to the financial feasibility and time-constraints pertaining to policy and regulation accommodations.

The focus groups discussed varied uses and effectiveness of professional learning related to personal preference impacting choice, effort, and persistence (Rueda, 2011). From online modules, policy regulation, collaborative learning, and external professional development (e.g., seminars, professional consultants, and charitable foundation input), all focus groups indicated

the need for consistency in theme-related content focused on the revision and refinement of specific skills with recurring learning opportunities. It is worth indicating that among the varied choices of learning opportunities, all focus groups discussed the preference to receive guidance and instruction from experts outside the organization rather than organizational peer-DCS evaluators (e.g., coach, manager, etc.) (see Appendix D).

All focus groups addressed the lack of motivation when the professional learning was too broad and generic to tangibly and directly affect the TAY learner. Providing a more narrow scope and sequence with opportunity for refinement suggested an honesty of the justification for professional learning, resulting in skills that would promote the stakeholder and help the TAY learner. Selecting and facilitating professional learning choices that reflect the stakeholder's input while narrow enough to apply the selected content as a life-skill for both the DCS and TAY are at the heart of the ethically driven CTS mission objectives. FG3 member stated:

> If we are showing the girls that we are too busy with all our "stuff," then it really hurts our ability to make them feel like we care. We want to practice, if we have the time, the little things that make them know we care. (FG3).

A1 commented on addressing encouragement and motivation at a more intimate level:

> When they leave us, we really encourage them to stay in touch with us. I've given out my phone number too. I can't tell you how many. I will initially and always will take them out to lunch. Or, I'll take them grocery shopping, I'll do all these things out of my own pocket because it's just, you know, let's just be like a little mother. These kids need to be mothered, and most of them exit the foster care and they don't have a family to fall back on. Yeah, the only other people they have to fall back on is a case manager. I've heard them say, I'm sorry, I keep calling my case manager, but she doesn't answer me. I've been

> calling my social worker and she's not calling me back. I think it's not that they don't have the interest in these kids. It's just that their caseloads are huge. I guess. We need to make sure we aren't too busy to provide this encouragement, this motivation while we have them in the homes. (A1).

The administrative interviews discussed the organizational pressure to find the time and resources to address generic professional regulatory development while also displaying the cognizance of preserving learning and skill improvement centered on data-driven findings complementary to the motivational values of all learners. Focus groups and administrative interviews highlighted this balance between data-driven techniques and regulatory learning while maintaining an intrinsic ownership of the learning for authentic, encouraging TAY transfer.

The administrative interviews addressed the organizational process and decision-making related to professional learning choices. One administrator indicated the challenge to effectively communicate and consistently implement learning modules affecting site-based personnel that process mid to upper administrative decision-making protocol. As one administrator suggested, it's an oversimplification to suggest that only two levels exist between the DCS stakeholder and the organizational management. Each level has the pressure and responsibility of certain decisions due to the immediacy of job-related duties. However, no matter the different levels of organizational demands or the direct onsite DCS, the central organizational goal should always be focused on the TAY learner that CTS has been entrusted. For A2, the central organizational goal is centered on motivational development of the TAY:

> Honesty, relationships. I have [policy of] unconditional love, a loving safe haven. Reality potential, those principles don't exist in that clinical world anymore. They're just gone. You're never gonna hear the word love. It's void . . . love is central to our work. (A2).

As all four administrative interviews indicated, this challenge to make organizational decisions in the TAY learner/s best interest is a matter of constant accountability to focus on objective decision-making and collaborative involvement shaping and influencing the subjective TAY living and learning environment. Feedback from A2 and A4 emphasized the necessity to seek and employ input from all constituents impacting the TAY learner. Creating friendly and non-threatening feedback with practical questions and reflection focusing on the TAY learner helps to remind the multi-layers of decision making to redirect the effort and resources for the fidelity required for TAY sustainability (Clark & Estes, 2008).

Additionally, A3 indicated the complexity of the DCS stakeholders' onsite responsibilities that result in an immediate response to TAY services and resources rather than a long-term, deliberated incline toward self-sufficiency. A3 pointed out that local, onsite administrative' decisions live between the practical choices of daily survival and more idealistic organizational and pedagogical goals that get pushed aside in cases of emergency and/or bureaucratic oversight. A4 suggested that DCS personnel might look misdirected in motivation but often it is a case of simple, pragmatic decisions that serve the immediate needs of a complex clientele. A4 suggests that it is incredibly purposeful for onsite and offsite management to make a concerted, consistent effort to acknowledge the complexity of the job while choosing professional learning skills that promote the employee as an individual with the hope of TAY transferability. A3 indicated a need for management to have a pulse on the local practitioner's energy and effort to provide the fidelity of relevant, effective, and sustainable services and resources that lend naturally toward goal values. A1 addressed specific activities that reinforce a sense of worth that encourages the DCS and TAY learner's choice, effort, and persistence (Rueda, 2011), influencing personal and professional objectives:

These girls don't know what normal is, they have not had a childhood. We try and give them a little taste of what childhood was supposed to be like. A lot of these kids have never gotten an Easter basket. We try to encourage the [DCS] staff and girls by doing fun things. Like a fancy Thanksgiving dinner: Full linens, the big Turkey, the post spread, laying chair covers, elegant flowers on the table, etc.

We will go around the table and say what we are thankful. I remember hearing multiple times they'll say things like, well, I'm thankful I didn't commit suicide so I could be sitting here today. Or, I've never seen a beautiful table like this, except in a magazine. Or, the only Thanksgiving dinner ever got was in a styrofoam box. One of the most common questions were asked is, why do you want to spend time with us? Why us? Why would you want to give us these things?

Valentine's Day is also special. We brought in tables, China, the whole bit. We did the tear trays of teas and petit pastry and scones and everything just like a regular tea. And it was specifically designed to teach and we told them what we were doing. We're teaching you social etiquette. So when you're invited out into the public, What do I do with it? What do I do with this? I mean, I've got three spoons, what do I do with them. What to do with your napkin when you sit down, take it and put it on your lap? How to pass something at a table. Foster kids, unfortunately, are hard to teach social skills.

In the summertime, we always have a big Western Ho Down. We had props, barbecue, sack races, stick-horse rides. A photographer came out and took a million pictures of them and gave them their picture right away. As a foster kid, nobody takes a picture of you and gives you pictures. So a lot of these activities were designed for them to just be a kid. I remember comments, “Oh my god, that child has been here for months.

> I've never seen her smile and look at her laughing" Or, "Oh my God, look at it, they're actually acting like a bunch of little kids. Isn't that beautiful?" And that's who you're dealing with, kids that have never had an opportunity to be kids. (A1).

Activities like this are designed to address key motivational factors that influence the DCS and the TAY learner. They address declarative, procedural, and metacognitive skills that overlap or are interdependent on motivational factors influencing choice, effort, and persistence (Rueda, 2011) the DCS and the TAY. The findings suggest a powerful correlation between choice, effort, and persistence to address motivational tendencies that drive organizational decisions while shaping and fostering a healthy and promotable living and learning culture of the DCS stakeholder and TAY learner (Clark & Estes, 2008; Ryan &n Deci, 2000; Senko et al., 2011).

DCS Stakeholder Ownership. As indicated by the motivational findings, the DCS stakeholder, if empowered by organizational protocol, would improve motivational value and increase TAY buy-in by "…tak[ing] responsibility for identified problems with student outcomes together with the belief they have the capability to solve them" (Alton-Lee & Timperley, 2008). Administration that could foster stakeholder motivation by increasing pedagogical decision-making among onsite practitioners would increase direct agency, impacting performance and mastery value orientations (Senko et al., 2011). Creating opportunities for self-practice in efficacy and resilience would directly impact stakeholder confidence modeled for the TAY learner. One focus group member indicated the excitement and increased confidence affecting motivational factors of job satisfaction when being entrusted with managerial decisions directly impacting the stakeholder and TAY engagement. A3 also indicated the ideal model of professional learning to be one that impacts the personal learning of the employee, resulting in impactful decisions shaping the direction of the learner and the learning climate. A3 stated that

instilling confidence through relinquishing managerial control in certain instances instills tangible ownership while building leaders within the organizational structure. A3 indicated that fostering educational choice and decision selection is indicative of the same type of sustainability desired from the TAY learner. A3 stated that it's the desired outcome of all learning—an autonomous, daily application of effective and "wise" choices that promote opportunities.

The findings suggest an organization that can designate managerial decisions related to professional learning decisions will foster long-term learning with palpable ownership indicative of CTS' mission objectives. Both focus group members and administrators acknowledged the selective increase in confidence and personal ownership of the organization and TAY learner when agency was afforded to non-managerial stakeholders, making informed learning decisions and allocating resources. The data indicate the correlation between opportunities for leadership decisions and individual choice, effort, and persistence rely on the valued ownership of the stakeholder in the more extensive, holistic decision-making process (Rueda, 2011). These opportunities for selective change given to the stakeholder directly engaged with the TAY learner fosters leadership skills and increased motivational ownership while laying the foundation for a caring, engaged, and devoted learning and working climate. A2 commented on the seriousness of engaging all stakeholders at a motivational level through ownership of the program and the sincere care for the TAY learner. A1 discussed the reality of the TAY learner's need for a DCS mentorship that loves their job and sees value in the authentic, heartfelt care of the STRTP context:

> The girls, well, it's even a sadder situation, because most of them will end up pregnant. And then they'll have a baby and the baby's taken away from them. And then it puts them into a whole new cycle of hating themselves. Now, look what I've done to my child.

> There's no other way to say it, except there are a bunch of Lost Souls. They are put out in the street, and we expect them to just magically become an adult, because they're 18 years old, and we can no longer take care. (A1).

There is an earnest reality of finding impactful, truthful motivational strategies that reinforce the DCS at a personal and professional level. Impacting TAY achievement through strategies that promote DCS' motivation and ownership is inherently interwoven with the fidelity of expert to novice transfer (Allal & Ducrey, 2000). The result is sustainable, lifelong learning and skills for both the DCS stakeholder and TAY learner. The data suggest that opportunities to grow and practice leadership skills help unify the objectives applied unilaterally within CTS' organization.

DCS Stakeholder Identified Learning Modalities. All focus groups addressed preference for varied personal and professional learning modalities. This suggests a cognitive awareness in ascertaining what kind of presentation and content delivery is preferable and, subjectively, most efficient to achieve desired results. The focus group conversations, however, did delineate between their confidence of personal preference learning modalities and less confidence in what modalities would best transfer to the TAY learner. Focus group discussions did address CTS' past efforts to diversify professional learning content delivery; however, it was not discussed if organizational choices to access different learning styles were intentional or indicative of the content's platform.

Focus group respondents were varied in the learning styles they considered preferable, more engaging, and more effective for personal adoption and TAY skill transfer. As stated, focus groups commented on external programs and/or experts, internal experts (e.g., coaches, local management), internal organization professional learning, policy and professional regulatory certifications, and intrinsic personal content related to the present professional context. For

example, technology-driven professional development (e.g., distance-learning and online modules) provided asynchronous learning, allowing for personalized learning contexts and accommodating job-related schedules; however, there was indication that some of the content modules allowed for too passive engagement from the learner to indicate depth of knowledge and application.

A2 stated that abstract motivational factors affecting learning and effective integration of the professional learning curricula are rooted and cultivated from a philosophical perspective affecting choice, effort, and persistence (Rueda, 2011). It is this intangible foundation that is hard to identify and cultivate as a generic organization. A2 remarked that the organization should look to utilize and then rely on collaborative efforts with reflective evaluation to build a unified, patriotic commitment to larger goals, no matter if the individual motivation is not collective. A2 commented:

> I love world religion, so my evolution is through the spirituality [worldview]. Okay, how do those two go together, [concrete, data-driven strategies and motivational, abstract, spiritual will], which, by the way, in the foster care system is [quite complicated]. [For example, building relationships to promote motivation to promote learning]. Relationship is essential in this . . . relationship to me would be over here on the spiritual side. Whereas my, you know, my zone of proximal development, my holding people to their potential, you know, that's over here. I'm merging it and I'm saying, “Well, how can I move their zone?” How can I move them and I'm only going to be able to move them through what I'm going to call spirituality practices. What constantly is being proven is that the systems are on clinical theory. Whereas if you get down to the community assistant, they weren't even trained on that. (A2).

In summary, the focus group members and administrative interviews voiced clarity in professional learning preferences. As stated, this clarity was less confident in what preferences are objectively more effective to engage the TAY learner and reinforce TAY modeling of college and career readiness skills for the independent living objective. Additionally, motivational contingencies are an increased need to identify and promote among DCS and the TAY learner. There is suggested a baseline of inherent will that is foundational to the individual or the organizational worldview.

DCS Stakeholder Collaboration. In Chapter Two's Literature Review, collaborative opportunities offer stakeholder team-building due to the shared resources, collective mission, employment objectives, and organizational promotions (Clark & Estes, 2008). CTS' efforts to incorporate collaboration affect the residential community communicating a shared focus while encouraging self-directed learning and fostering teamwork, accessing the strengths of individual team members (Clark & Estes, 2008). Data from the administrative interviews and focus groups indicate that CTS relies heavily on teamwork relationships to achieve organizational objectives. A3 stated that collaboration, though time constraints can challenge the consistency, is necessary to access the varied TAY resources and services designated to make the greatest performance and mastery-oriented achievements. All focus groups indicated the organizational efforts to access and utilize collaborative opportunities to promote familial values within the local residences and maintain connection as a valuable member of organizational directives.

The administrative interviews and focus group dialogue highlighted the value of relying upon and placing faith in the collective team entrusted with TAY support. As one focus group member reported, there is a fear or hesitance to rely on others when there lacks the consistency for collaboration. Whether formal or informal, the TAY learner notices the genuine friendships

and collective goals of CTS' employees (e.g., DCS stakeholder). This subjectively affects the mood of the living and learning culture/climate and influences the intrinsic commitment to serve, protect, and promote the TAY learner. The focus groups and administrative interviews confirmed the need to build the fidelity of strong personal and professional relationships to demonstrate to the TAY learner the importance and strength in achieving objectives through networking. A4 stated that the TAY learner often demonstrates concerns of trust and external reliance. To have this demonstrated within CTS' employees positively affects the living and learning culture of the TAY while modeling the collective strength of teamwork, mirroring stable relationships and/or family bonds. Modeling stable, committed, diligent, long-term relationships within a personal and professional context is essential in transferring the right skills for TAY independence. A1 commented on the unique STRTP family dynamics:

> They come into the foster care system and they might have had many different schools within a year. So where are they educationally? Also, they have no sense of family, no mentors or examples to encourage them. We need to find little educational moments to teach them but also make them feel wanted, like they belong. We have made special effort to treat them to a "normal" dinner.
>
> We have the kids come in and sit down at a table like a family and feed them a meal on a plastic plate, better than the styrofoam, if nothing else, and just make it feel like they're part of a family. We need to take the time to just all sit down and play a game at a table once in a while. Or, you know, why don't we just celebrate something, somebody's birthday and make it feel like a family thing and that that doesn't happen often? I guess, it's just because the staff is overwhelmed with everything else. (A1).

Both focus groups and administrators indicated that collaboration is foundational to CTS' paradigm and inherently inseparable from the organizational objectives. A4 stated that the TAY learner is a complex student with deficiencies that are multi-layered. It is essential to not over-simplify the TAY's motivational concerns without considering a lifelong void of relational support. The data from all focus groups and administrative interviews suggest that the DCS stakeholder success of TAY transference is fundamentally reliant on the opportunity to practice and build a "cultural currency" through meaningful and innate collaborative opportunities (Uzun, 2012). The complex motivational factors impacting the TAY learner, from choice, schema development, attribution and contingency navigation, and collective accountability, are complex and deep-rooted in psychological impediments. These deficiencies are best served in demonstrating healthy, productive, and consistent collaborative relationships (i.e., personal and professional) that generate and foster lifelong resources and services for the TAY learner. A2 discussed bridging the professional learning gap to address motivational factors to generate the "cultural currency (Uzun, 2012) to achieve performance and mastery value (Senko et al., 2011).

> So the question is, how do we train front level workers in theory and practice. And if we don't address that, then what happens is the management of the system doesn't know how to solve the problem when the kid goes cuckoo, because the employee couldn't handle it. And when the employee can't handle it, because they're not trained, well? And then even if they were trained, they wouldn't be trained in my weird spiritual thing. So if we don't get the frontline trained, then what happens? You have very unhappy employees. And then the management, the supervisors are tired of dealing with it. And then they say, well, we just can't handle this kind of kid. (A2).

Organizational Factors: Assumed and Validated Causes

Document Analysis: Personal and Professional Learning. CTS' historical efforts to disseminate and train relevant stakeholders concerning TAY resources and services were analyzed in varied document analysis sources (e.g., online documentation, published data, professional learning policies (external and internal), professional learning curricula, meeting agendas, and personal and professional feedback responses) (see Table 4, 6, & 8). The different resources indicate a concerted effort to instill and practice a consistent and progressive system of professional learning while fulfilling regulatory policies (e.g., federal, state, and county regulations: MediCal, compliance, Program Quality Improvement, Title VI, HIPAA, standards of conduct, quality assurance, CQI workgroups, retention of records, performance plans, governmental corrective action, disciplinary procedures, non-compliance reporting, and cultural competency plans) (CTS, 2020). As stated, CTS' accountability toward equitable and data-driven professional learning instruction correlates with external accreditations and affiliations (e.g., the Council of Accreditation, California Council of Community Mental Health Agencies, California Alliance of Child and Family Service, Western Association of Schools and Colleges, American Association of Children's Residential Centers, Child Welfare League of America, and CalChamber) (CTS, 2020).

Organizational domains were measured pertaining to the fidelity of resources and services applied to personal and professional learning and instructional design resources: effective internal and external communication of pre-existing organizational mission goals/visions, continuity and cohesiveness of professional learning objectives to promote stakeholder collaboration, unification of professional learning designs for cross-disciplinary content alignment, promotion of TAY performance and mastery attainment values, creation of

tangible and intangible incentives for employment retention (e.g., cultural and climate), promotion of related professional development, accommodation of the stakeholder's schedules/resources for consistent collaboration, integration of effective, timely feedback affecting the fluidity of the program, and routine integration of strategies that promote motivation, confidence, self-efficacy to validate the instruction design (see table 6).

Outside accountability measures the shape and direct organizational learning practice and policy that impact the DCS stakeholder and TAY learner. Document analysis indicates compliance with, as stated, external obligations while aligning the selected professional learning curricula to foster corroboration among constituents while encouraging learner-centered (i.e., DCS and TAY) choice and differentiated instruction (i.e., DCS and TAY). Additionally, previous professional learning modules had built-in components of reflection and feedback pertaining to quality and application of content and instructional delivery for improvement and revision. The administrative feedback also referred to intentionally integrated questionnaires to solicit the participants' responses regarding purpose, value, preference, and improvement. A3 stated that these opportunities for feedback were intended to act as references to critique and revise future instructional designs chosen at the organizational level and local-site administration. Opportunity to offer feedback for value and improvement presents an informal vulnerability for non-decision stakeholders to drive instructional practices; however, A2 stated that there is an inherent subjectivity to participant feedback. The subjective nature of feedback, with misdirected or misapplied data, is challenged with internal reliability threats or concerns impacting generalizable application and viable revision for future professional learning (e.g., bias, dissent bias, neutral responses, and social desirability/conformity) (Fink, 2017; Mcleod, 2018).

Document analysis and administrative interviews indicated a complementary alignment between CTS' external accountability measures (e.g., Accreditation, Health Agencies, Child and Family Service, Children's Residential Centers, Child Welfare, and CalChamber) with internal accountability programs (e.g., Program Quality Improvement, standards of conduct, quality assurance, performance plans, governmental corrective action, non-compliance reporting, and cultural competency plans). A2 stated that this alignment between external and internal accountability measures was more accidental than an intentional organizational choice. Many of the domains measured in professional learning feedback were redundant with different responses and, therefore, overlapping in application and evaluation. A1 stated that it would be helpful if domain-specific questions could be structured and formulated to measure KMO categorical analysis. Thinking categorically, though often consequently overlapping, would be purposeful to evaluate revision according to learning domains and the targeted stakeholders most affected.

Focus group dialogue matched document analysis and administrator interviews, indicating that varied opportunities for personnel feedback were offered to improve professional learning. All three focus groups indicated feeling valued when solicited for feedback for improvement; however, two focus groups discussed a hesitancy to be too critical in response. Lastly, all focus groups talked about a slight skepticism of how impactful their feedback is taken into account to guide future professional learning. For example, an FG1 member stated:

> We understand the need for feedback, I assume to help make things better, but it seems like nothing really ever changes. Maybe it gets lost in all the other stuff we are supposed to learn and get better at, but I would like to see changes made and when they do, then talk to us about what and why. If we could give honest feedback and actually see that we've been heard, that would be really encouraging. (FG1).

The data suggest that CTS offers a consistent internal and external coordination of developmental feedback; however, more transparency and consistent organizational integration of identified personnel responses are to be highlighted for personnel or stakeholder confidence in corrective feedback measures.

Organizational Motivation Measures. Internal document analysis (e.g., onsite meeting agendas, professional learning agendas, organization memos, and administrative evaluations) indicates that CTS provides consistent and diverse access to personal and professional learning modules. Despite the regularity and attempt to differentiate instructional content delivery, both focus groups and administrative dialogue suggest a need for continued, targeted effort to reinforce and refine professional learning to engage the stakeholder with deliberate choice or preference in chosen content.

The dialogue within each focus group points to an acknowledgment of differentiated instruction; however, there is a need for organizational communication to articulate the justification of professional learning content and delivery. One focus group member stated that the choices can seem diverse but disconnected from the actual content and purpose. Simplifying choice with clear communication of the validity of that choice indicates greater importance than fragmented modules and varied delivery that impedes continuity. Uniformity and cohesion, despite the limitation of the diversity of professional learning modalities, would reinforce a rhythm that would limit cognitive attrition due to the re-orientation of new structural content (Vogel-Walcutt et al., 2011). Choosing and designing professional learning opportunities with intentional hierarchy, a deliberation of differentiated choices, would help minimize cognitive overload (Vogel-Walcutt et al., 2011) and reinforce professional and mastery level goal

orientations (Senko et al., 2011). The administrative interviews reinforced this need to find a pragmatic balance of choice and efficacy. The need to prioritize learning that is cohesive, continuous, and rhythmical should not be set aside for the diversity of personal preference encouraged through differentiated instruction. A marriage between choice and efficacy addresses inherent KMO concerns often overlooked (Clark & Estes, 2008).

Lastly, focus group two's dialogue indicated a need to avoid repetitive training content that does not specify progression toward a terminal goal. One focus group two member stated that it would be helpful if the organizational-driven instructional design could clarify with greater frequency the intent and long-term value of the professional learning opportunity. Without a constant push to move toward an end-goal, the learning can feel stagnant without clear direction toward a tangible, concrete skill that encourages or motivates the stakeholder and positively impacts the TAY learner.

Organizational Climate and Culture. Discussed in Chapter Two's Literature Review, organizational protocol (e.g., organizational instructional design, professional resources and services, and mission objectives) shape the culture and climate affecting relevant constituents (Ambrose et al., 2010; Clark & Estes, 2008; Mcleod, 2018; Rueda, 2011; Stolle-McAllister, 2011; Tomlinson, 2017). CTS' STRTP group home TAY residential facilities are vividly affected by factors impacting the learning and living climate and culture in a context with shared and cooperative resources. CTS' organizational decisions are to be highly aware of the sensitive nature of the TAY's context. Intending to measure KMO variables to address and modify for stakeholder accommodation and TAY transfer is an outcome of the core, collective cultural experience that fosters or impedes a safe, nurturing, and caring environment (Stolle-McAllister,

2011). An FG2 member shared a personal value that has affected how she aids and provides for the TAY learner:

> You know, I think, I think you'll find a lot of personal, I don't want to say satisfaction, because it's not satisfaction. But when you tell me, how does it make you feel? It resonates more with me, because I'm an immigrant myself. So and I came here when I was very young. And my parents were left behind. Yeah, it must make you feel good. It's like, you know, giving back in a real serious way that this child really related to even if you even if you didn't have that experience. (FG2).

FG3 member discussed addressing specific physical needs of the TAY learner prior to academic expectations:

> I have to share an example with a kid I've been working with in a different program. He's in high school, he's newly enrolled at [name removed]. His name is [name removed]. Last year, he blew his hand off with a firework by accident. And so he's also involved in gang activity. And so he's dealing with a lot of social anxiety with a gang paranoia, because he's trying to turn his life around. We found, I found a hand for him, a prosthetic hand. We found a doctor that is willing to go prepare a basic hand for him [pro bono]. (FG3).

This DCS example shows the extremity of possible physical needs that are often surmountable for the TAY learner. The girls in CTS' STRTP homes often have great physical needs complicated by the sociological and psychological factors impacting their living and learning circumstances.

Document analysis data indicate CTS' consistent effort to promote a "familial" learning and living culture that fosters "social and cultural capital" (Stolle-McAllister, 2011, p. 12). The varied factors that arise and impact the health and effectiveness of a conducive experience are

heightened with the TAY learner's socio-emotional and cultural contingencies. A2 commented on motivational perspective anticipating learner-specific attributions (Senko et al., 2011):

> There's [a perspective in education] just what intelligence you're born with and then there's motivation. We see this in the literature, how environment, how parenting, how intrinsic [value] affects motivation. If you attach onto one teacher, you're going to be more motivated. Like, you just see them and you want to rise to the challenge for a different person, environmental relationship. And so motivation increases? Well, if you're average, and you have high motivation, you can climb. If you're low, and you have no motivation, and there's no one affecting this, then you can't climb. Motivation is a key factor in this and it's so individualized for each person. I keep coming back to my spirituality issue. I don't think it's just a head thing. It's somewhere in the soul. It's the whole person. I spent my whole life studying education. I mean, that's what I really am a researcher. I could vomit when I read education topics now. It's like, Oh, my God, we were on this 25 years ago. And the real problem once again, is the people in the system that don't have the will to change the system. (A2).

As stated, at the organizational level, CTS is aware and is persistent in providing resilient resources and services required of a communal living arrangement with heightened safety and KMO concerns. All focus groups indicated the fragility of the TAY living and learning experience among adolescents from different backgrounds and complex learning and motivational attributes sharing common resources with a transitory placement (Senko et al., 2011). Evolving and progressing as a collective environment with hyperbolic, sensitive factors is CTS' challenge to monitor, reinforce, strategize, motivate, and promote a collective culture and familial environment through the fidelity of resources and services, starting with the DCS

stakeholders with daily, personal TAY interaction. One focus group member articulated a consensus view of the organizational attempt to protect and promote daily and nightly life at the TAY residences. An FG3 member discussed another DCS experience that was offering specific strategies to meet the sociological and psychological needs of the TAY learner:

> These girls come in with all their earthly belongings in a black plastic garbage bag. So, one of the things they had they had gotten donations for was luggage . . . we'll give them suitcases on wheels or duffel bags with the wheels. They tried to make them feel like kids almost as if it wasn't childlike. They're actually doing YouTube videos for the girls to actually, you know, to instruct the girls and how to do the activities. I mean even they're showing me in their bathrooms and they've got a big bathroom and they wanted to put a tub in there because they said how soothing it is for girls to take a bath. You know, versus just being in the shower, which is very institutional. We put rope hooks up on the wall, but we made sure they didn't have a stub just in case they wanted to try and hang themselves or something. I mean, this is one of the routes we have to be careful with, you know, suicides common with some of these kids. (FG3).

It is a shared understanding that building a sustainable, productive, safe, and efficient experience is an ephemeral effort that requires a collective commitment at every level of service and support. Administrative interviews data suggest a heightened awareness of the STRTP, group home services and resources required to provide continual access, maintenance, and differentiation. A4 stated that the complexity of the KMO factors in play for the TAY learner constantly require adaptation and assimilation for the TAY learner as well as the DCS stakeholders modeling. CTS' document analysis, focus group, and administration show diligence and concern to maintain and provide sustainable resources to promote the cultural foundation

that dictates the adaptable and often inconsistent living and learning climate, providing and teaching social and cultural values (Stolle-McAllister, 2011). Additionally, the data from the document analysis, focus groups, and administrative interviews indicate not only an awareness or understanding but also a commitment for enduring, patient, and strategic growth. Culture and climate factors are shaped by all constituents, and it is this dedication and strategic commitment that requires constant analysis, adaption, and improvement, communicating the altruistic endeavors of CTS' mission. A FG2 member shared a few examples that DCS have addressed the learner's needs to encourage college and career readiness skills aligned to CTS's commitments:

> We've had one girl wants to do hair, she wants to become a cosmetologist. So we bought a mannequin for her to do the hair with. We've had our girl wanting to take gymnastics, which is all you know, therapy for these kids. We provided a mat and some other equipment. They don't have money for those things. STRTP homes have money for providing basic needs, providing housing beds, whatever, but they don't have monies for those things. We have requests for hair products for the African American girls. I said I don't know where to get but if we can get somebody to recommend something, we'll pay for it. (FG2).

Both focus groups and administrative interviews discussed the necessity of safety for not only the learning and living factors of the TAY but the working and managing variables of relevant stakeholders, specifically the DCS. Part of the constant modification and intentional circumstantial acquiescence to appease TAY concerns to maintain cultural peace and safety, there is a risk of fragmenting a cohesive traction toward concrete goals. Document analysis indicated that feedback is offered to strategize the constant monitoring of the living and learning

pulse dictating the climate (Mcleod, 2018). The communal resources and services of the TAY group homes require efforts to accommodate confrontation concerns to maintain the safety required of progress. Focus group members stated that safety is foundational despite the risk of derailing progress toward an organizational, stakeholder, or TAY learner objective. One focus group member admitted the hesitancy in how to effectively navigate temperamental and unforeseen circumstances to stabilize the safety of the immediate without losing the integrity of the vision or goal. Also, A2 discussed the varied bureaucratic responsibilities and philosophies at work at the organizational level affecting knowledge and motivational factors:

> There's a lot of training out there right now. So when you look at, let's just look at the substance abuse world. So when you look at where we've come from, no tolerance to harm reduction. Right? They don't talk. The belief system in no tolerance versus harm reduction is that, you know, it's giving up your power to God. There's a feeling that you can't keep using harm reduction. Let's go with kids, we know they're smoking pot, we're going to talk about it, we're going to figure out the risks, we're going to reduce the risks, we're going to have conversations about, maybe you're doing it too much while you're doing it in the middle of the day. So harm reduction and substance abuse are already at sort of, you know, where are we going with this. And they both work, and they both work for different people. They're just approaches. And we can't come up with what's right. But they are at odds.
>
> So we're not even at that level of conversation at a foster care situation. Right, so I go back to my clinical and spiritual lens. Because harm, like harm reduction in approach, you could say, is spiritual, but it's a whole different way of looking at it. But if you look at foster care, a lot of the trainings that we're doing, again, are clinical in nature, because

> there are major rules about how they communicate with people, with youth. Who's going to be there? What's it look like? What's it? What am I telling them all liabilities in the checkmarks? All of that, right? So if you really look at it as a system, we've gone so far with clinical liability, that this spiritual aspect doesn't exist.
>
> So if, and again, I go with just relationship, we believe in relationship. and honesty. Well, they can't ask the kids to be honest. Because then there's consequences and there's consequences with liability and all that. I can't work with a high-risk kid, if they're not being honest with me. Sure. If they need to tell me I'm smoking crack, and I need to deal with it, you know, and work with them. (A2).

Focus group members also addressed that organizational agendas, though unintentional, often break the continuity of residential efforts by introducing changes or, even, support services that require temporary readjustment. The volatility of the TAY residential life requires as much consistency and unified effort to maintain momentum toward living and learning goals. One focus group member indicated that the organization often tries to help too much, complicating an already complex situation. Focus group members reinforced the need for, once again, a collective experience that shapes the culture from top down (Mcleod, 2018). The network needed for safety and progress is too impressionable and sensitive, being influenced by all relevant members (Mcleod, 2018). To visualize the socio-cultural and emotional contingencies affecting KMO barriers, a FG1 member narrated the sociological and psychological stress when some of the TAY learners are court ordered for parental visitation:

> The majority of our parents came from families that cannot pass criminal background checks. Therefore, we often have social workers working seven days a week to complete their normal workloads and provide visitation to parents on weekends or after hours.

There are also some families that are just not visiting at all, which means a kid has no visible family support or care. They are normally monitored in neutral public settings such as local park, or even a restaurant.

And so when a parent goes to visit a kid, some of these parents don't get to visit the kids, unless there's somebody they accompany them, because the kids are taken away from them for a reason. So you just basically just sit there, and it makes sure that the child stays safe, you have to show up there and just kind of be near to make sure that you know, cuz like court orders that somebody has to be there when the mother visits with the child. It's specific, it's a specific to the judge's orders.

So if the judge says grandma can be the monitor or the supervisor, then grandma can bring the kids to the visit, and supervise that if she's been authorized by the judge or Family Court. If there is no one neutral like that, that the judge feels comfortable with Mom, let's just say it's a parent, two parents, mother, father, Mom will show up with the child and dad will come for the visit. But then we would act as the supervisor during, there might be a restraining order.

So she walked so far, and then you guide the child the rest of the way to dad, and then you just kind of hang back, like maybe six feet, just give him a little bit of personal space. Sometimes there's even more specific instructions, like don't leave the kids personal space, like sit down, sit there with them. And sometimes it's he can be six feet away, or 20 feet away as you could visibly see them.

It kind of depends. But that's the gist of it is you're just really just sitting there making sure nothing goes sideways. And if it does you get on the phone with the authorities. A lot of supervision visits happen in public places, because they can feel sort

> of in a dangerous position themselves and are helpless if the dad, I'm just using dad and I'm just using these examples. It could be the mom with the problem, but they can feel intimidated if dad grabs the child and runs. You know, you feel pretty helpless. (FG1).

The complexity of the TAY learner's STRTP living and learning environment must be a collective effort by pertinent stakeholders and a holistic instructional design that accommodates the deep, complex ecology of the child. A collective effort and collective pedagogy is required to address the whole learner and whole KMO proposition/s.

Organizational Collaboration. "In the long history of humankind (and animal kind, too), those who learned to collaborate and improvise most effectively have prevailed" **(**Darwin Center for Biogeology, 2021). CTS' document analysis reported on organizationally driven collaborative opportunities as a directive embedded in external and internal professional learning modules. As stated, dedicating time to reinforce a consistent and progressive collaborative model, outside what typically occurs from the occasional and formal professional learning collaboration, is a challenge to isolate the time with strategic focus on learning from the collaborative process. One focus group member indicated that there is an organizational intent to capitalize on the collaborative process, but outside the infrequent and artificial versions practiced in formal settings, the process breaks down when faced with addressing the realities of daily TAY expectations and necessary resources and services.

The administrative interviews articulated this same time-deficient challenge regarding the practical and effective practice of collaboration beyond the formal context. A2 stated that there is constant debriefing at the residential and organizational level, but this time is a regrouping with a STRTP directive rather than the fostering of relationships and building motivation and confidence concerning day-to-day activities and requirements. Both focus groups and

administrators discussed the need to forcibly commit to an isolated, protected time to capture and cultivate the cultural and collective value of the collaborative process. CTS' outspoken and consistent commitment to dedicated collaborative activities will generate faith in the mission, build authentic relationships that impact culture and climate, and model networking and relationship skills integral for TAY autonomy. A2 discusses a success story that is faithful to the CTS mission, a manifestation of TAY autonomy that benefitted from witnessing and mimicking healthy, trusting relationships among the DCS:

> I just like, human stories. I guess that's how I got to where I am now. It's motivating to me to hear people's stories that can be pain or joy. And then it's motivating for me to see them transform. That's probably the best but my lenses have changed.
>
> So there was a kid that lived with me for Oh, my gosh, I think he lived with me for a year and a half, Mom abandoned him. So this kid taught me more than anybody else. But, but the reality is, when I look back after now doing this for a long time, I think, what do you what do you do here? This kid is 10 years out now. Fast forward, six children with one [partner], lovely. This is someone who actually should be in prison for life.
>
> I learned a lot about unconditional love, through that story and about the empty hole inside of someone that doesn't have parents and doesn't have an attachment, like the one parent kids are different than the two parents. And really, really learned that if I was going to do this work, it's there's no way to replace that hole. There's no way to give it so much that the hole is gone. So I still believe that kid transformed me, maybe more than I did the other way. (A2).

CTS' diverse services and resources were shared with focus groups and administrative interviews as a necessary extension and amplification of the STRTP group home facilities. A2 stated that there needs to be more time to access, share, and learn from the different CTS departments. One focus group member stated that it is encouraging, on an emotional level, to know that their efforts are part of a larger effort impacting many people in real need for the present and future—a generational influence. Both focus groups and administrative dialogue reinforced the power to allow for collaborative opportunities that celebrate different CTS machinery and capitalize on the many talented and dedicated personnel working at other CTS facilities. A3 stated that there are so many untapped resources within just the personnel. Fostering collegiality with lateral collaboration would be impactful to unify and solidify organizational and residential responsibilities.

Organizational Engagement. As stated, choice is connected to effort and persistence. Strategic design to corral stakeholder engagement is foundational to buy-in and objective attainment and utility value (Tomlinson, 2017). However, the design and instructional strategies are to be vetted by data and in alignment with adopted organizational values (Yough & Anderman, 2010). The collaborative advantage is tied with stakeholder engagement but relative to the utility value of the instructional strategies. An organizational effort to include the practitioner in professional learning development addresses engagement of choice with the fidelity of research-based approaches (Tomlinson, 2017).

Document analysis, focus group, and administrative interview data indicate an intentional integration of choice-driven instructional practices to include input and feedback from participants. This suggests a consistent attainment and utility value related to organizational goal orientation (Yough & Anderman, 2010). One focus group member stated that professional

learning opportunities seem to be aware of the power of choice for engagement purposes for the possibility of long-term effort and persistence. Additionally, the focus groups discussed that effective engagement ideas and strategies should be the product of collaborative brainstorming between all levels of participants, from designer to practitioner (i.e., administration, management, lead-faculty, DCS, and TAY learner).

The quantitative power of technology in professional learning design was seen as a necessary backbone to drive engagement practices. Document analysis, focus groups, and administrative data indicate that building and designing professional learning should be funneled through digital reporting for initial engagement and post-analysis. An attempt to quantify even qualitative feedback in professional design is an inevitability of the modern, data-driven age, and a familiar medium for participant interaction. CTS' document analysis matches focus group and administrative statements about the intentional integration of technology to act as the primary vehicle for engagement, data collection, synthetic analysis, and evaluation of findings. One focus group member commented that technology is a given and preferable. In fact, if the professional learning does not attempt to catalog the data and use the proficiency of a medium that has become familiar and engaging, then the integrity of instrumentation seems archaic and unprepared.

Focus groups and administrative interview dialogue indicate a shared, collaborative responsibility in the willingness and desire to improve professional learning opportunities with participant engagement as a necessity for ownership and strength of application. Though imperfect relative to organizational and residential requirements, data suggest a fidelity of funding and intentional organizational commitment to include and engage stakeholder involvement. All focus groups acknowledged CTS' attempt to include and engage participants,

especially centered around accountability findings and TAY learner attainment and utility value (Yough & Anderman, 2010). Lastly, focus group members collectively agreed that organizational funding efforts suggest a priority to use creative approaches to provide engaging, progressive, and practical professional development. A3 stated that the attention and awareness are there to provide valued, pragmatic, entertaining modules; however, the balance between utility and engagement can be a complicated balance. A3 addressed the practicality between achieving both utility and attainment while fostering intrinsic mastery (Senko et al., 2011).

CTS' data indicate a strategic attempt and heightened awareness of the need for differentiated instruction developed from a collaborative model. Both focus groups and administrators discussed the balance between accommodating the preferences of all and the discretion of utilitarian strategies that entice, promote ownership, and produce real, impactful results for TAY development. The elusive resource of time which exacerbates the inefficiency of available resources are the greatest challenges to provide effective collaborative time when devoting or allocating resources for professional support. A2 discussed the inefficiency of resources that lead to limited timeslots for professional learning:

> I think these systems are way over funded. I think education is way over funded. The kind of waste I see in these systems is crazy. For example, I will call for an aid or an assistant or something. There's a funded person that is associated with these kids in ratios. Right? Well, so why don't they follow the kids to school, they're getting paid? Yeah. Why would they not be in the classroom helping? That's a total waste of resources. Instead of like in special ed, in concept, where they get a one on one aid and the person is there to help the teacher and they're there to help all with the conflict resolution. You got a whole staff on staff during school day. (A2).

Time constraints, wasted resources, as stated, exist in the practical availability of daily residential life, the coordination of relevant team members, and organizational sponsorship. Accountability is a powerful and ethical resource that adds more relevance to the need for objective instructional designs that audit professional learning for continued revision, achievement, and application for the DCS stakeholder and future TAY autonomous citizen. Table 10 provides a summary of assumed organizational influences.

Summary of KMO Gaps

Knowledge and Skills

Data analysis, focus group dialogue, and administrative interviews address application, analysis, synthesis, and evaluation critique related to declarative, procedural, and metacognitive factors influencing professional learning design and integration. Triangulation of data of organizational professional learning documentation (i.e., external and internal) and DCS stakeholder deployment, feedback, and progressive integration for TAY assimilation uncovers and highlights differing generalizations for refinement while applying specific and objective value related to the professional learning objectives and organizational mission commitments. Varying objective data-driven professional learning results with review and critique from applicable stakeholder participants allows for the filtering of effective differentiated, choice-driven instructional input to guide CTS' organizational integration of research-driven learning resources and services. The data suggest that intentional, strategic points of instructional input from varied levels of relevant stakeholders impact a holistic cultural, climate-sensitive ownership with choice-driven modules. The organizational effort to improve and validate professional learning adoption and refinement is a collective experience that balances the subjective, qualitative input from the participants with objective, concrete organizational determination. It is

the balancing of abstract stakeholder factors with data-driven, scientific methodology that guides the professional learning design and development, rooted in research and accountable to organizational regulations, policies, and mission values.

Declarative knowledge is focused on refinement of "Need" and relevant "Validated" approaches for stakeholder and TAY ownership (see Table 4, 6, & 8). CTS' desire-centered professional learning objectives that nurture self-advocacy and regulation among pertinent stakeholders are focused and, ultimately, valued in a tangible measurement of self-reliance and resilience for TAY learning (Ambrose et al., 2010). Anticipating cognitive biases and attrition (e.g., Cognitive Load Theory) reframes the instructional context to accommodate influencing factors (e.g., "split-attention" or multiple "modalities") (Kirschner et al., 2006).

Declarative content and cognitive science strategies address organizational responsibilities to provide effective professional learning indicated in the focus group and administrative data. The data suggest an intentional curriculum teaching cognitive science would be impactful for fostering ownership and addressing correlative KMO variables while rooting design in data-driven techniques and relative pedagogical strategies (e.g., Quota Schemes, Piece-rate Schemes, Tournament Schemes, Flat-rate schemes) (Clark & Estes 96-97).

As stated, incorporating cutting-edge cognitive research and complementary pedagogy can powerfully influence personal and professional learning. **Cross-disciplinary application** is the intentional unification of content to address declarative access and application, not only in deliberate, cross-disciplined correlation but in articulating organizational accountability regarding compliance and regulatory responsibilities. The data indicate a reinforcement of pedagogical strategies with a holistic, cross-curricular consideration to reinforce content

cohesion for stakeholder competence impacting the TAY learner (Conley & Darling-Hammond, 2013; O'Day, 2002) while accommodating ecological KMO factors (Bronfenbrenner, 2009).

Declarative DCS and TAY alignment accountability are concerned with the promotion of designs that vet instrumentation and methodology to refine and improve stakeholder resources (Conner & Rabovsky, 2011). The data suggest that objective methodology promotes reciprocity and differentiated instruction tailored to the individual (Conley & Darling-Hammond 2013). Consistency in an evaluative protocol for familiar, intentionally chosen content and delivery promotes clarity, reduces cognitive attrition, and increases application for stakeholder ownership (Romzek & Dubnick, 1987). Declarative knowledge concerns center around the reasons impeding quick, automatic identification for procedural and metacognitive value for all constituents (Scott & Palinscar, 2006).

Procedural knowledge assumptions are outlined in the associated tables under "Need" and relevant "Validated" approaches (see Table 4, 6, & 8). **Evaluation and Feedback** data are rooted in constructive, collegial "feedback" (Clark & Estes, 2008). Collaborative opportunities address subcategories components in Assumptions, Needs, and Validations. Data suggest that collaboration is an integral component to increase differentiated instruction, improve goal orientations, bridge declarative and procedural gaps, and incorporate deliberated quantitative and qualitative instructional techniques (Dyer et al., 2011). The data suggest that networking strategies will promote engagement and interest with long-term value. As stated, the results indicate that collaborative feedback is a vehicle to cultivate collegiality and familial identification while accessing the collective power of networking attributes—a validated strategy with cultural and academic ramifications (Dyer et al., 2011).

The data concerning **metacognitive knowledge** address strategic self-monitoring schema to maximize learning proficiency (Ambrose et al., 2010). The findings suggest the intentional integration of strategies that promote individual self-regulation—recognizing, adjusting, and implementing awareness of knowledge factors (Ambrose et al., 2010). Metacognitive knowledge assumptions, needs, and validated solutions are concerned with reflection, self-regulation, identification of socio-cultural and emotional impediments related to cognitive taxonomy, and self-imposed self-regulation skills that capitalize on differentiated learning opportunities while intentionally minimizing distractions that frustrate learning efficacy—avoiding redundancy, identification of cognitive attrition, and reducing mental fatigue (see Table 4, 6, & 8). The data suggest a defined integration of metacognitive schema development to place and hold the individual learner's cognitive health and proficiency initiated and maintained by the learner. Developing a differentiated protocol of self-aware and self-regulated strategies will address taxonomical content while designing the learning module/s with identified socio-cultural contingencies (Brown et al., 2013) and socio-emotional factors (Gasiewski et al., 2011). A reconciliation of the learner's place, competence, energy, and cognitive health, related to the overlapping qualities impacting KMO performance, capitalizes on learning values, self-monitoring strategies, content adoption, and TAY modeling (Pajares, 2010; Senko et al., 2011).

Metacognitive reflection and goal orientations drive the learner's metacognitive schema with self-imposed boundaries dictated by context: specific, measurable, achievable, relevant, and time-bound (Doran, 1981). Additionally, beyond the individual goal-defining, the data suggest the value of goal-collaboration to reinforce personal integration as a necessary ingredient of building team culture. This broader, collaborative outcome initiated by individual metacognition affects the larger, generic organizational objectives (Clark & Estes, 2008).

Tapping the individual stakeholder's "energy" to power a broader context complements a collaborative theme indicated in all KMO domains (Dufour, 2004). Providing candid feedback shapes organizational learning justification with differentiated input and collaborative representation (Clark & Estes, 2008). It is a value of encouraging and practicing deductive and inductive accountability—funneling from both ends with relevant data and collective participation—maximizing individual and organizational goals through reflection, editing, and adaptation for effective TAY transfer.

Motivation

The data concerning **motivation** provide quantitative measurements to abstract variables (Clark and Estes, 2008, p. 80). As indicated in metacognitive strategies, motivational tendencies represent tangible manifestations the learner attempts to identify and anticipate cognitive adjustments (Senko et al., 2011). The data indicate strategies that coordinate macro abstractions with subtle motivational variables affecting achievement (Rueda, 2011) (see Table 4, 6, & 8). The data yielded clarity on how professional learning is impacted due to unidentified yet present learning impediments (Clark & Estes, 2008; Darling-Hammond et al., 2009; Goddard et al., 2014; Senko et al., 2011). The data suggest that choice, effort, and persistence are obstructed by the stakeholder learner's competing attributions and contingencies (Clark & Estes, 2008; Ryan &n Deci, 2000; Senko et al., 2011). As stated, motivational findings and reinforced efforts to employ anticipated concerns were guided by varied factors: choice selection, goal values, socio-cultural and emotional influences, schema integration, cognitive attrition, data-driven pedagogy, and collaboration (see Table 6, 8 & 9). Findings promote the consistency of collaborative opportunities, differentiated advice, cross-curricular application, and reinforcement of identified metacognitive goals that affect motivation (Ryan & Deci, 2000). Data suggest the commitment

of organizational resources to support culturally impactful learning with shared practices and collective accountability. Consistency in learning content will aid in motivational choice, effort, and persistence (Clark & Estes, 2008; Ryan &n Deci, 2000; Senko et al., 2011).

DCS stakeholder ownership reiterates the collaborative value of shared experiences and borrowed schema development that impact motivational factors**.** As discussed in organizational gaps, the administration is the key resource to dedicate the fidelity of services to drive long-term professional learning decisions. The data indicate that CTS would benefit from activating onsite practitioners as local experts that aid in the design and implementation of professional learning, increasing direct agency (Senko et al., 2011). The data suggest that building leaders within the organizational paradigm through professional learning feedback, collaboration, and delivery modes affect ownership, address differentiated perspectives, and articulate a collective agency to meet organizational commitments (see **DCS Stakeholder Identified Learning Modalities; DCS Stakeholder Collaboration**).

Organization

Organizational Document Analysis audits CTS' historical considerations to address accountability regulations and policies in varied contexts (see Table 4, 6, & 8). The data testify to the organizational efforts to address a consistent and progressive professional learning protocol as to meet and exceed federal, state, and county regulations (e.g., MediCal, compliance, Program Quality Improvement, Title VI, HIPAA, standards of conduct, quality assurance, CQI workgroups, retention of records, performance plans, governmental corrective action, disciplinary procedures, non-compliance reporting, and cultural competency plans) (CTS, 2020). CTS' documented efforts indicate a concern to address issues of equity and data-driven pedagogy. Findings suggest that CTS' internal and external professional learning considerations

align and provide a historical continuity that encourage collaboration, unified disciplines, cross-disciplinary content and skill utility, promotable goal values, incentivization, and cultural and climate efforts to build "community" (see table 6) (Dubnick, 2014, p. 13).

Organizational motivation measures are analyzed via internal document analysis (e.g., onsite meeting agendas, professional learning agendas, organization memos, and administrative evaluations). The data indicate continued effort to target cooperative ownership and effort to access stakeholder's choice in professional learning designs. The data suggest that organizational measures should continue to communicate the justification of content and delivery. Professional learning can be too diverse and feel fragmented from larger or initial goals.

The data suggest a simplification of choice protocol aided by a limitation of available strategies and targeted modalities. Findings indicate a need to provide uniformity and cohesion yet with a differentiated learning experience that is not overwhelming with diversity (Vogel-Walcutt et al., 2011). As stated, vetting learning opportunities would help to stratify objectives while counteracting cognitive overload (Vogel-Walcutt et al., 2011).

Organizational climate and culture data reinforce the research that culture and climate are foundational to the efficacy of instructional designs (Ambrose et al., 2010; Clark & Estes, 2008; Mcleod, 2018; Rueda, 2011; Stolle-McAllister, 2011; Tomlinson, 2017). The complexity of the TAY learner makes it a heightened issue to foster collective commitments, impacting the learning and living of cooperative resources. KMO variables of the TAY learner require a collective cultural experience to ensure safety, sincerity, and authenticity—an intentional effort to build and model "social and cultural capital" (Stolle-McAllister, 2011, p. 12).

Organizational Collaboration data report a past and present effort to deliberately use feedback from relevant stakeholders that provide the architecture of professional learning. An organizational effort to allocate resources of time for collaborative inquiry is a pragmatic problem of daily accommodation. The collective agency of organizational input to guide the direction of professional learning suggests allotment of extensive resources that ensure the uncompromising commitment to access the power of the collaborative "groupthink" (Mcleod, 2018).

Consequentially, dedication to the collaborative process accesses factors of **organizational engagement.** The correlation between the connected effort and persistence with stakeholder choice address long-term engagement manifested in every KMO domain. As stated, it is foundational to buy-in and objective attainment and utility value (Tomlinson, 2017). The data indicate that organizational support is paramount to act as an unwavering sponsor to the collective experience. Organizational involvement with provisional resources provide the license to access differentiated input from available constituents, helping to minimize KMO barriers prevalent in professional learning (Tomlinson, 2017). Through organizational commitment to the collective experience, accountability concerns are addressed progressively with non-punitive consequences, communicating an organizational belief in the power and ethics demanded of an objective instructional paradigm with long-lasting, equitable results (see Table 10).

Summary

Document analysis, focus group dialogue, and administrative interview data triangulate KMO assumed influences that consider assumptions, causes, and validations affecting personalized professional learning (see Table 8, 9, & 10). A summary table that synthesizes that data regarding assumed, validated, and non-validated needs addresses KMO factors from a

stakeholder and organizational accountability (see Table 11). In both the finding's narratives and categorical tables, assumed needs data highlight stakeholder and organizational proficiencies and deficiencies across KMO domains (see Table 8, 9, & 10). Additionally, the findings report levels of validated and non-validated variables influencing professional learning design and implementation (see Table 8, 9, & 10). Chapter Five reports on Chapter Four's findings relative to proposed solutions, implementations, and evaluations. (For a list of term definitions and acronyms, see Appendix N).

*Table 8. Summary of DCS Stakeholder Findings & Results for Validating Assumed Influences – **Knowledge***

Assumed KMO Needs: Stakeholder	*Validation Strategies*
Knowledge (Declarative) • Stakeholders do not have factual knowledge of cognitive science, types of knowledge, and learning barriers for TAY learner • Stakeholders do not know the factual terminology of pedagogical instructional strategies, designs, and complex content (e.g., literary terms used to provide objective and subjective formative and summative intervention strategies) for TAY learner • Stakeholders do not have factual and conceptual knowledge and application of pedagogical or statistical research measurements (e.g., interviews, surveys, quizzes) to qualitatively measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer • Stakeholders do not know the implications of TAY high school graduation standardized test scoring (e.g., CAASP) in relationship to skill-based level descriptors and college or post-secondary skill-based skills for employment ***Knowledge (Procedural)*** • Stakeholders do not know effective strategies to promote personalized instruction with varied, differentiated approaches to promote performance and mastery goal values • Stakeholders do not know how to read, annotate, synthesize, and produce an effective product based on specific measured standards for effective modeling • Stakeholders do not possess the knowledge of the techniques or methodology to identify complex content (e.g., persona, audience, action, purpose) to translate the components for synthetic and evaluative understanding related college and career readiness standards for effective TAY modeling • Stakeholders are not familiar with data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices • Stakeholders do not know effective collaborative strategies to promote engagement and interest within the context of personal and professional learning for effective TAY modeling ***Knowledge (Metacognitive)*** • Stakeholders do not know how to reflect on their own discovery of new content meaning and learning strategies for TAY learner Stakeholders do not know how to evaluate their own strengths and challenges within relationship to strategizing and uncovering content and personalized schema related to all levels of cognitive taxonomy • Stakeholders are not aware of their own (goals, interest, judgments, stereotypes, etc.) in relationship to their individual learning deficiencies and strengths related to attributions and contingencies • Stakeholders do not self-regulate their incremental approach to specific content and integrated schema • Stakeholders do not have knowledge about the general strategies they use for learning— (lack of performance self-awareness) • Stakeholders do not monitor progress of improvement in itemized descriptors and specific intervention strategies for TAY learner Stakeholders do not adjust strategies to accomplish the most effective access to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling	
(K: DPM) Question 1: What experience or training do you have related to how a learner learns? (i.e., cognitive science, types of knowledge, and learning barriers).	• *Document Analysis & Focus Groups: All four focus group dialogue shared a wide variety of pre-existing training prior to employment. Additionally, the consensus in a focus group members stated that there are formal and informal professional learning opportunities; however, the content rarely analyzes and incorporates cognitive science development with related research-driven pedagogical strategies.* • *Validated as a barrier - Yes*
(K: DPM) Question 2: As practitioners, what experience or training have you received in practicing and using teaching strategies? (i.e., pedagogical instructional strategies, designs, and formative/summative assessments).	• *Document Analysis & Focus Groups: All four focus groups discussed that most professional learning addresses TAY regulations regarding specific services and resources. There is increasing professional learning that does attempt to engage and measure TAY achievement. All focus group members articulated a variety of explicit pedagogical experiences. All focus groups discussed the need to increase and provide more consistent professional learning in formal and informal contexts of TAY transfer.* • *Validated as a barrier – Partially*
(K:DPM) Question 3: How often are you challenged with educational content that might limit your ability to help guide and instruct the learner?	• *Focus Groups: Related to question 2, all four focus groups acknowledged access to educational pedagogy for TAY transfer, but stakeholder confidence/competence was varied, requiring continued differentiated efforts to provide instructional resources and services. Also, as indicated in question 2, more instruction and integration of objective measurements is beneficial for TAY performance.* • *Validated as a barrier – Partially*

Table 8 continued. Summary of Stakeholder Findings & Results for Validating Assumed Influences – ***Knowledge***

Assumed KMO Needs: Stakeholder	*Validation Strategies*
(K:DPM) Question 4: What strategies or tools do you use to help monitor and keep the learner accountable and encouraged for educational growth? (i.e., quantitative and qualitatively measurements: data collection methodology).	• *Focus Groups: CTS does provide accountability measures related to regulation and policy requirements concerning varied TAY resources and services. All focus groups discussed the continued need to provide instruction and integration strategies to quantify the efficacy of TAY resources and services. Two focus groups discussed stakeholder/personnel input in methodology and arrowing the choices with a focus on longevity to support cohesion and continuity.* • *Validated as a barrier – Partially*
(K:DPM) Question 5: What strategies do you use to adjust your personalized instruction or involvement with different types of personalities, learning styles, and/or educational goals? (i.e., differentiated approaches to promote performance and mastery goal values).	• *Focus Groups: Focus group dialogue indicates access to training to address socio-emotional and cultural attributions related to personality management, conflict resolution, goal-planning, and differentiated learning and living modalities. All focus groups identified the needed support to address more pedagogical instruction that impacts the TAY learner beyond the academic context.* • *Validated as a barrier – Partially*
(K:DPM) Question 6: How often do you have the time and the ability to collaborate with other colleagues concerning effective strategies to help the learner? (i.e., effective TAY modeling).	• *Document Analysis & Focus Groups: All four focus groups discussed the present and continued integration of collaborative opportunities to evaluate and refine TAY living and learning services and resources. All focus groups addressed the challenge with integrating a consistent and determined collaborative regime that focuses on Questions 1-5 integration of professional learning. There is an identified request to support the collaborative process from the organizational perspective regarding objective protocol and funding to develop performance-specific collaboration, emphasizing culture and climate development.* • *Validated as a barrier – Yes*
(K:DPM) Question 7: What personal and professional strategies are used to identify and reflect on what learning strategies work or do not work for the learner? (i.e., effective TAY modeling, evaluation of strengths and challenges).	• *Document Analysis & Focus Groups: All focus group members discussed the need to provide informal reflection to provide valued and structured feedback for collaborative and instructional design and implementation. Personal and collective feedback was discussed as inherently related to the fidelity of objective and diverse feedback.* • *Validated as a barrier – Yes*
(K:DPM) Question 8: What strategies are used to define and help encourage personal and professional goals, interests, and motivations in your work environment affecting the learner? (i.e., metacognitive schema for attributions and contingencies).	• *Document Analysis & Focus Groups: All focus groups indicated that stakeholder value orientations for TAY transfer and personal/professional development are assumed to be integrated part of the broader professional learning choices. Focus group dialogue discussed a more localized focus related to the stakeholder's learning to intrinsically affect motivational factors for TAY transfer.* • *Validated as a barrier – Yes*
(K:DPM) Question 9: What strategies do you use for self-regulation to accomplish your diverse job requirements? (i.e., self-regulation, schema-development for TAY transfer).	• *Focus Groups: Related to question 8 and metacognitive schema, a targeted focus on self-regulation impacting utility and attainment factors was discussed by all focus groups. This categorical response related to self-regulation schema was considered to be an innate response to individual's proficiency and efficacy; however, it was discussed among all four focus groups as a valued target for metacognitive schema.* • *Validated as a barrier – Partially*
(K:DPM) Question 10: What training and strategies do you use to avoid frustration and encourage the learner? (i.e., redundancy, learning attrition, and mental fatigue for effective TAY modeling).	• *Document Analysis & Focus Groups: Related to question 1 and 2 concerning cognitive science, all focus groups discussed training access that deals with the TAY learner's living and learning demeanor. All focus group dialogue addressed the need to label and provide further professional learning support that shows the relationship between holistic management of the TAY learner with research-driven cognitive science.* • *Validated as a barrier – Yes*

*Table 9. Summary of DCS Stakeholder Findings & Results for Validating Assumed Influences – **Motivation***

Assumed KMO Needs: Stakeholder	*Validation Strategies*
Motivation • Stakeholders are not developed in choice selection criteria to address the 'what' and 'how' of the personal/professional learning • Stakeholders do not validate nor how to use theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values • Stakeholders are not developed in personal awareness of socio-cultural and emotional influences related to engagement and personalized schema integration: attributions and contingencies • Stakeholders are intimidated about the process of intervention content, procedures and policies related to employment and efficacy of TAY transfer • Stakeholders lack a heightened awareness of personalized schema and values • Stakeholders are not self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer • Stakeholders are not developed to identify cognitive, motivational, and pedagogical strategies for effective TAY intervention • Stakeholders are not comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance and effective modeling for TAY transfer	
(M) Question 11: How much input or choice do you have in selecting the 'what' and 'how' of how best to serve the educational needs of the learner?	• *Document Analysis & Focus Groups: Focus group dialogue matches past CTS efforts to engage a holistic organizational input to drive instruction; however, validity of choice based on evidence and objective strategies that affect TAY learning is limited by time restrictions and professional learning frequency. Continued efforts to design and implement instructional design from stakeholder input are desirable for TAY performance and cultural/climate promotion.* • *Validated as a barrier – Yes*
(M) Question 12: What is the single most important factor that motivates you to perform your job responsibilities?	• *Focus Groups: Focus group discussions were varied but consistently addressed an inherent, intrinsic value personalized to the stakeholder—driven by worldview. There is a foundational altruistic value that is to be promoted and resourced to maintain momentum and encouragement of initial motivation.* • *Validated as a barrier – Partially*
(M) Question 13: What are the major social, cultural, and/or emotional barriers impacting the learner (i.e., socio-cultural and emotional attributions and contingencies).	• *Document Analysis & Focus Groups: Documentation and focus group dialogue discussed past efforts and the increasing professional learning direction accommodating the social and cultural wellbeing of the TAY learner and the DCS stakeholder affecting learning and culture/climate factors. Focus group discussions provided subjective areas of concern but voiced the value in continued efforts to quantify professional learning strategies through data-driven instrumentation and methodology.* • *Validated as a barrier – Partially*
(M) Question 14: What is the single most important factor that frustrates you or impedes you to perform your job responsibilities?	• *Focus Groups: Question 14 had varied responses, but all four focus groups discussed balancing, due to time constraints, the complex and diverse job responsibilities associated with the TAY learner's resources and services. This is addressed in organizational resources to provide deliberated time for collaboration, choice-driven instructional design, and promotion of culture/climate factors.* • *Validated as a barrier – Yes*
(M) Question 15: How do you remain confident that your strategies are truly helping the learner? (i.e., self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer).	• *Document Analysis and Focus Groups: Discussion provided a hybrid of subjective, professional analysis with the acknowledgment of past and continued objective measurements to meet regulatory standards and policies and rectify data with TAY performance and mastery goal values.* • *Validated as a barrier – Partially*

Table 10. Summary of DCS Stakeholder Findings & Results for Validating Assumed Influences – ***Organizational***

Focus Groups

Assumed KMO Needs: Stakeholder	*Validation Strategies*
Organization • CTS' professional learning and instructional designs need to be supported with the fidelity of resources • CTS' policies and procedures need to be effectively communicated are accessible for integration and measured accountability • CTS' "intervention campaign" needs to be articulated for alignment with pre-existing mission goals/visions to connect an historical context • CTS needs to develop a cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment • CTS needs to promote tangible and intangible incentives for employment retention and cultural sustainment • CTS needs to address continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • CTS needs to acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction for intrinsic value of the adopted campaign	
(O) Question 16: Are you given a clear educational goal and do you feel the necessary resources are available? (i.e., CTS' professional learning and instructional approach and fidelity of resources).	• *Document Analysis and Focus Groups: Discussion addressed goal focus, resources for goals, and the fidelity and efficacy of resources meeting TAY learner's needs and stakeholder performance requirements. All focus groups addressed past and present efforts concerning organizational and sire-based objectives; however, consistency and continuity need to counteract time-constraints and employee attrition to maintain momentum and progressive performance goals.* • *Validated as a barrier – Partially*
(O) Question 17: Are your policies and procedures clear and relevant to the learner?	• *Document Analysis and Focus Groups: Historical efforts suggest clear and consistent policy and regulatory compliance. However, the relevance affecting stakeholder integration and TAY learner transfer was a concentrated part among all focus groups. An organizational effort to clarify and bridge theoretical gaps between compliance and pedagogical efficacy was identified as an organizational focus but complex in the application and long-term proficiency.* • *Validated as a barrier – Partially*
(O) Question 18: If applicable, has previous in-service training or professional development been supportive of pre-existing mission goals/visions?	• *Document Analysis & Focus Groups: Related to question 16 and 17, focus group dialogue commented on historical professional learning efforts and past, present, and future organizational trajectory related to the organization's mission and commitments. Variables affecting continuity, consistency, and cohesion were discussed pertaining to regulatory practices and pragmatic efforts necessary for TAY sustainability.* • *Validated as a barrier – Partially*
(O) Question 19: Do you feel that your local goals are in alignment with the CTS' larger objectives? (i.e., cohesiveness in collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment).	• *Focus Groups: Applying question 18 to an individual stakeholder response related to local-site and personal goal value. Focus groups varied in personal and site-based responses related to larger or broader organizational efforts. Focus groups 1 and 3 discussed a stronger and clearer communication affecting local-site practice and organizational direction while all focus group individual responses were directed first to the local-site objectives and then organizational ownership. Extending question 13, focus group individual goal values centered around altruistic efforts that require encouragement, accountability, and collaborative goal values among site-based focus and organizational directions.* • *Validated as a barrier – Partially*
(O) Question 20: Are there personal and professional incentives offered by CTS? (i.e. tangible and intangible incentivization for employment retention and cultural sustainment).	• *Document Analysis & Focus Groups: Incentivization was verified but varied in the value and efficacy affecting performance and mastery goal orientations. All focus groups verified past efforts with the validation of value but continued increasing quality and consistency in incentive-based motivational efforts.* • *Validated as a barrier – Partially*

*Table 10 c*ontinued. *Summary of Stakeholder Findings & Results for Validating Assumed Influences –* ***Organizational***

Assumed KMO Needs: Stakeholder	*Validation Strategies*
(O) Question 21: How do you receive feedback from CTS related to job responsibilities and is it effective to help the learner? (i.e., collaboration and effective, timely feedback affecting the fluidity of the program).	• *Document Analysis & Focus Groups: Organizational efforts validate present focus group discussion that evaluative and collegial feedback is integrated with the intended instructional design. The value affecting change or promoting ownership was varied in focus group responses. All focus groups indicated the value and continued practice of formal and informal mediums of accountability. The varied responses discussed evaluative feedback and the obstacles related to critique and improvement affecting positive and accepting change for stakeholder performance and TAY transfer. Focus Group dialogue suggests a complexity with time-constraints, culture/climate promotion, and inherent subjective critique simplifying a complex and multi-tiered job description for TAY ownership. Fostering an accepting, promotable, benign feedback platform with formal and informal contexts is relative to administrative oversight and the individual stakeholder/s.* • *Validated as a barrier – Partially*
(O) Question 22: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS (i.e., validate the instruction for intrinsic value of the adopted campaign).	• *Document Analysis & Focus Groups: Focus group dialogue validates past organizational efforts to address stakeholder motivation affecting choice, effort, and persistence. Focus groups commented on promotable efforts of involvement in instructional design ownership, collaborative efforts, incentive measures, performance standards, and intrinsic promotion for professional progress (e.g., leadership development) and personalized goal orientations.* • *Validated as a barrier – Partially*

Table 11. Summary of DCS Stakeholder Findings & Results for Validating Assumed Influences – ***Organizational***

Administrative Interviews

Assumed KMO Needs: Stakeholder	*Validation Strategies*
Organization • CTS' professional learning and instructional designs need to be supported with the fidelity of resources • CTS' policies and procedures need to be effectively communicated are accessible for integration and measured accountability • CTS' "intervention campaign" needs to be articulated for alignment with pre-existing historical mission goals/visions • CTS needs to develop a cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment • CTS needs to promote tangible and intangible incentives for employment retention and cultural sustainment • CTS needs to address continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • CTS needs to acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction for intrinsic value of the adopted campaign	
(O) Question 1: With the DCS under your supervision, how and how often do you give performance feedback? What methodology and evidence are used to provide effective and productive critique?	• *Document Analysis & Administrative Interviews: Administrative evaluations are an integrated filter for regulatory and organizational accountability. All four administrators discussed varied roles dictated by perspectives, ranging from external evaluative processes, organizational oversight, and onsite performance measures. There is in place methodology and instrumentation for feedback-driven evaluative revision; however, time-constraints, consistent and progressive improvement plans, and the inherent value impacting culture/climate variables affecting performance and mastery goals.* • *Validated as a barrier – Partially*
(O) Question 2: What tools or strategies do you use to provide clarity and promote value of CTS' organizational goals? Is there a direct correlation between clarity of goals and impact on work culture or climate?	• *Document Analysis & Administrative Interviews: Related to administrative question 1, correlation between organizational goals shaped by evaluative processes and the personal and professional learning impact was directly and tangibly noticed by all four administrators. This is seen as an elusive task paramount to the fidelity of the TAY living and learning environment and the pervasive impact of TAY resources and services. It was noted that the impact and efficacy of concrete organizational strategies were dictated by abstract leadership approaches that are difficult to transfer from one context to the other. Finding tools and strategies that articulate the qualitative clarity and promotable value between one experience requires a quantitative measurement of collaborative organizational refinement.* • *Validated as a barrier – Partially*
(O) Question 3: Does the DCS have any choice or input on instructional decisions impacting the learner?	• *Document Analysis & Administrative Interviews: As validated by the focus groups, the organizational intent identifies the value and need to involve as many relevant stakeholders as pertinent to the living and learning environment. As stated, organizational focus and determination (e.g., time and consistency) are required to justify a license for onsite collaborative processes that impact personal and professional learning modules.* • *Validated as a barrier – Partially*
(O) Question 4: What incentives does CTS offer to promote learning and positively impact the work environment?	• *Document Analysis & Administrative Interviews: Incentivization is dictated by the level and particular integration of management oversight. Contextually driven, CTS' promotion is tied to leadership opportunities and fulfillment of external and internal policy and regulatory requirements.* • *Validated as a barrier – Partially*
(O) Question 5: Does the DCS employee have opportunities to clarify and reflect on job performance related to CTS' organizational objectives?	• *Document Analysis & Administrative Interviews: The collaborative process related to personalized feedback is a necessary and acknowledged extension of stakeholder opinion and instructional design input. Administrative dialogue indicated the limitation by job description but reinforced the necessary resources to receive feedback and reflection from the DCS stakeholder* • *Validated as a barrier – Partially*

Table 11 continued. Summary of Stakeholder Findings & Results for Validating Assumed Influences – ***Organizational***

Assumed KMO Needs: Stakeholder	*Validation Strategies*
(O) Question 6: How do you help the DCS maintain motivation and promote learning related to the learner?	• *Administrative Interviews: Motivational focus was tied to internal and external incentivization by meeting regulatory and policy demands and acknowledged organizational objectives. Dialogue addressed both performance-driven goal values to promote intrinsic value of the DCS stakeholder. The administrative dialogue stated the dynamics of direct/ indirect motivational techniques that promote tangible outcomes with the organizational intent affecting TAY.* • *Validated as a barrier – Partially*
(O) Question 7: If applicable, how often and when was the last time a formal professional development was offered for the DCS employee?	• *Document Analysis & Administrative Interviews: Responses delineated between meeting external regulations and compliance policies and internal organizationally-driven professional learning. Time and progressive refinement were considered a continual challenge to provide intrinsically rich instructional content while meeting regulatory demands beyond the daily and direct TAY services and resources.* • *Validated as a barrier – Partially*
(O) Question 8: What is the most motivating or exciting component of your job description?	• *Administrative Interviews: All four administrative responses provided a reflective progression and constant maintenance of the inherent, intrinsic value in shaping and delivering the necessary resources and services impacting the TAY learner. All four interviews discussed a need for a deliberate maintenance to nurture and sustain the initial personal ownership rooted in personal, altruistic ethics in serving the TAY clientele. All four indicated the necessity for personal reflection and organizational inspiration to value the required commitment and devotion necessary for TAY promotion.* • *Validated as a barrier – Partially*
(O) Question 9: What is the greatest barrier impacting the DCS's ability to serve the needs of the learner?	• *Administrative Interviews: All four administrators discussed time-constraints and personnel attrition due to the stakeholder's personal demands. Momentum with unity and cohesion is offset by organizational and onsite fluidity and longevity. The organizational counteraction is to maintain the safety, happiness, and promotable goal values that impact the general culture and the personal stakeholder—CTS opportunity and fidelity of resources.* • *Validated as a barrier – Yes*
(O) Question 10: How do you clarify a clear educational goal and do you feel the necessary resources are available to the DCS to service the learner? (i.e., CTS' professional learning and instructional approach and fidelity of resources).	• *Administrative Interviews: As discussed in question 9, organizational goals impacted by stakeholder cohesion, consistency, and stability impede organizational objectives regarding clarity, authenticity, and objectivity. All four administrators indicated the challenge to counteract and anticipate knowledge and motivational barriers as well as unexpected personnel management issues that impede progress and unity. Using internal and external professional learning opportunities to account for the organizational and onsite KMO health is a collective and comprehensive stakeholder experience and dedication.* • *Validated as a barrier – Partially*
(O) Question 11: Are your policies and procedures clear and relevant for the DCS employee and relevant to the learner?	• *Administrative Interviews: Dialogue separated performance-driven obligations as clear but often pedantic and obligatory from the mastery-orientated values shaped by choice, effort, and persistence with culture/climate and personalized ownership purpose.* • *Validated as a barrier – Partially*
(O) Question 12: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS employee? (i.e., validate the instruction for intrinsic value of the adopted campaign).	• *Document Analysis & Administrative Interviews: An organizational focus of focus group question 22, all administrators acknowledged the power and influence of organizational transparency, authenticity, and clarity of general objectives shaping protocol and policy while affecting environment factors, performance, and mastery values prevalent in the DCS stakeholder's KMO factors impacting TAY transfer.* • *Validated as a barrier – Partially*

CHAPTER FIVE:

SOLUTIONS, IMPLEMENTATIONS, AND EVALUATIONS

KMO Solutions Overview

KMO improvements are addressed through initial pedagogical theory for the DCS stakeholder and applied to CTS' organizational goals and TAY practice. The stakeholder functioning as modeling facilitator will benefit from collaboration to strategize and disseminate content for the TAY student, targeting specific standards-based skills. The stakeholder will acquire "how-to" knowledge and skills and the need to practice corrective feedback to help achieve specific work goals in relation to practicing KMO strategies and TAY comprehension and performance (Rueda, 2011). Addressing TAY KMO transfer, the following findings propose validated strategies indicating the DCS stakeholder are to be introduced, taught, modeled, reinforced, and measured incrementally for "guided practice" and "guided feedback" from peer and/or collegial evaluations. For example, teacher-modeling that guides instruction and lays the foundation for TAY learning strategies will eventually facilitate instruction as the TAY students, individually or in peer groups, practice self-efficacy skills reinforced through the metacognitive domain (Pajares, 2010). The KMO domains are complemented by Cognitive Load Theory (CLT) (Kirschner, et al., 2010) that elongates the process to reduce information and redundancy; however, the modeling is centered on the concepts of Social Cognitive Theory (SCT) (Allal & Ducrey, 2000) that emphasize improved learning "of joint activities [which] internalize[s] the effects of working together" (e.g., Sociocultural Theory) (Scott & Palincsar, 2006, p.1).

Evaluation and Feedback. Collaboration is crucial to sustainable and efficacious achievement (Scott & Palincsar, 2006). "What a person does on his own, without being stimulated by the thoughts and experiences of others, is even in the best of cases rather paltry and

monotonous" (Albert Einstein, as cited in Dyer et al., 2011 p. 113). Personal and professional learning chosen without objective evaluation or from a subjective selection process is absent of collegial collaboration and data-driven integration (Scott & Palincsar, 2006). Disenfranchising integral personnel with the most relative experience results in low-interest content, affecting the stakeholder's cognitive and motivational contingencies for TAY transfer (Brown et al., 2013). Consequently, adoption of a haphazard or trendy curriculum process limits differentiated, TAY learner-centered instruction, impacting choice, persistence, and mental effort (Pajares, 2010).

Collegial observation and constructive feedback access the power of varied lenses to consider collaborative perspectives. Dyer et al. (2011) state, "As you observe, . . . actively engage more than one sense . . ." (p. 110). CTS' collaborative feedback should be complemented by deliberated, empirical observational techniques recorded for evaluation and refinement. Instructing, practicing, and reinforcing empirical strategies increase the efficacy of the collaborative experience (Alkin & Vo, 2017; Scott & Palincsar, 2006). Collaboration aids in capturing full observational contexts, cataloging qualitative analysis, interpreting findings framed by worldview, and posing relevant questions (e.g., implications, analogous application).

Applying patience, diligence, and data-driven techniques increases stakeholder adoption and implementation (Scott & Palincsar, 2006). If the process is placed without the fidelity of resources, then CTS' personal and professional learning strategies are prone to an adverse effect: increasing disparity between site-based teaching modules and incongruity of organizational objectives and stakeholder integration for TAY utility. If adoption and integration of content or protocol (i.e., feedback collaboration) are interpreted as haphazard or a randomization of selected policies, then the lack of trust will impact integration and negatively affect stakeholder and TAY learner performance and intrinsic application (Alkin & Vo, 2017; Ryan & Deci, 2000).

Defining Goals and Fidelity of Resources. Catmull and Wallace (2014) state, "There is nothing quite like ignorance combined with a driving need to succeed to force rapid learning" (p. 45). It is not atypical for organizational accountability to rush a natural integration of effective strategies. Consequently, the urgency devalues the process by committing to business policies not directly rooted in and by the design of the adopted protocol. To protect from unvetted instructional techniques, the organization requires tactics that anticipate the need to deploy strategic countermeasures to protect external validity and instrument reliability (McEwan & McEwan, 2003). The lack of "a defining goal" compounded with a hasty timeline and lack of accessible ancillary resources is detrimental to the viability of a professional learning design (Catmull & Wallace, 2014, p. 45).

However, it is axiomatic, from an organizational accountability lens, that understanding the context of the "job" with the objective of performance is foundational to observing those "hire[d] . . . . to do the job as effectively, conveniently, and inexpensively as possible" (Dyer et al., 2011, 92). To rush the authenticity of an exercise (i.e., observational feedback) due to a myriad of organizational factors is to undermine or sabotage the essence of the strategy's purpose and importance. As stated by Robinson (2004), "To know something is essentially to know the cause of it . . ." (p. 53). CTS' observational protocol will only be "validated" if the "cause" remains essential to the existence of the collaborative process and its "effectual" outcomes. This is the value of an "anthropological investigation" that forces the observer into an immersive, first-person descriptive narrative, interacting with the intimacy of the context (Dyer et al., 2011) and acting as a witness to observable human attributions (Anderman & Anderman, 2010).

Assumptions and validating strategies anticipate the lack of fluidity, despondency, and inherent frustration of professional training—especially the vulnerable context of observation and/or evaluation. Essentially, it comes down to time or, rather, the lack of time. The "system" (e.g., policies, legislation, residential management, pedagogical restraints, stakeholder contingencies, and TAY attrition) rushes curriculum adoption, followed by ineffective training, and culminating with inevitable disappointment convoluted by inconsistent self-regulation and misaligned resilience—challenging the stakeholder's professional integrity. Without the patient, intelligent design and deployment of observational critique, there will be an inevitable void accessing the personal, emotional, and intellectual integration of observation necessary to "fuel inspiration . . . [and] keeps us creating rather than copying" (Catmull & Wallace, 2014, p. 198). The immeasurable concern is the personal toll it takes on overall job satisfaction.

Anthropological Investigations and Microaggressions. Anderman & Anderman (2010) highlight the importance of understanding unique anthropological "attributions" (p. 1). The anthropological consideration, suggested in Dyer et al. (2011), reinforces that observational integrity requires consideration of socio-cultural "microaggressions" (Brown et al., 2013, p. 1) and socio-emotional variables (Gasiewski et al., 2011) impacting learner and learning context. This is the personal toll impacted by these microaggressions that demoralize a once dedicated, exuberant STRTP stakeholder committed to shaping the malleable TAY learner. For example, Kirschner et al. (2006) discuss how cognitive processing can be affected by hard to observe external and internal frustrations. Observational techniques stress an outward response of cognitive attrition, an overloading of information that results in frustration by the learner while dictating the learning climate. CTS' collaborative integration should anticipate the need to cognitively readjust, metacognitively counteract, and motivationally recommit energy for all

involved stakeholders (Scott & Palincsar, 2006). Consequently, realignment affects the proficiency of expert-to-novice transfer of the training design, impeding automaticity (Kirschner et al., 2006).

Differentiated Choice, Persistence, and Effort. If the holistic anthropological approach (Dyer et al. 2011) results in the observation of academic, social, and emotional factors that lead to frustration and disillusionment of the collaborative design, the observer should consider choice, persistence, and mental effort solutions (Rueda, 2011). All stakeholders are susceptible to professional distortions and fighting a pedagogical entropy, eroding value and purpose (Kirschner et al., 2006). Choice, persistence, and mental effort are part of the anthropological observation and should be integral to CTS' instructional design and training. A professional learning design not prepared to support the stakeholder's personalized ownership will result in physical, emotional, intellectual, and spiritual discouragement (Pajares, 2010). When the observational assessment is authentic, catered to the anthropological research, ". . . our preconceived notions . . . keep cliches at bay . . . . [and] what would be lost on the audience [or learner]. . . . just feels right" (Catmull & Wallace, 2014, p. 198). It is the "microdetail" in the delivery that accommodates the varied learning factors and aids in personalizing the professional training to be sustainable, efficient, and inspirational (Catmull & Wallace, 2014, p. 198).

Professional Networking. Effective and strategically fortified collaborative feedback directly impacts culture and increases performance and mastery goal orientations (Senko et al., 2011). From a catalyst to evaluate and integrate affective KMO policies to define a consensus protocol promoting performance and mastery (i.e., intrinsic) goal values (Senko et al., 2011), professional "networking" accesses the power of collaborative relationships and promotes a conducive learning environment (Brown et al., 2013). Ibarra (2015) states that networking is a

"channel" or medium for uncovering deficiencies and recruiting the most effective colleagues to provide solutions (p. 71). CTS' current personal and professional learning selection processes require greater networking opportunities because the absence of collegial collaboration and data-driven integration results in chosen content with low-interest. An ill-advised, intrinsically impoverished instructional design affects the DCS and TAY learner's cognitive energy and motivation (Brown et al., 2013). As stated, consequently, a less than robust policy or curriculum process, lacking collaborative uniformity, limits differentiated, stakeholder-centered instruction, impacting choice, persistence, and mental effort (Pajares, 2010).

"A hallmark of a healthy, creative culture is that its people feel free to share ideas, opinions, and criticisms" (Catmull & Wallace, 2014, p. 86). Cultivating a work culture that values candor and is vulnerable to the clarity inherent within forthright critique, no matter how painful, is committed to viable solutions. If personnel are not a deterrent to the objective, then a networking approach, even as a small unit, is an effective platform to utilize the power of candid, constructive criticism (Catmull & Wallace, 2014). A networking selection strategy is to capitalize on related personnel with different philosophical lenses and organizational accountability to capture novel and productive solutions pertinent to the identified problem (Catmull & Wallace, 2014).

Networking Selection Attributes. Lastly, Ibarra (2015) warns to avoid network selections based on "narcissistic" similarity to tap unbiased opinions for novel application (73). CTS' policy and collaborative networking strategies propose factors related to the "operational, personal, and strategic network" criteria, "purpose," "location/time frame," and "key relationships" (Ibarra, 2015, p. 85). Choosing network members intelligently is like "building a bridge into a different area of knowledge" by understanding the nuances that affect larger

objectives (Dyer et al., 2011, p. 116). A strategic networking selection with infrequent pedagogical access to the researcher is a parallel approach to curriculum adoption and integration (Dyer et al., 2011). A parallel design utilizes a similar professional field without previous access and utility. The CTS DCS stakeholder was chosen with a parallel networking value related to job description and TAY learner access. Despite selecting network candidacy sharing a similar profession, a parallel approach can still be justified as an "external expert" selection (Dyer et al., 2011, p. 120).

Willingness and competence are prerequisites to improved performance. Processing collegial differences concerning worldviews, schema, goal orientations, and moralistic perspectives that affect pedagogy is a lesson in humility and patience. Catmull and Wallace (2014) state, "There is a visceral reaction to failure: it hurts . . . . [but] when approached properly, [failure] can be an opportunity for growth" (p. 108). Anticipating an innate avoidance of failure, CTS' stakeholders need to prioritize the job description with personal integrity, vulnerability, and courage. The foundational insight to the networking strategy is to recognize, deliberate, respect, and dialectically strategize to capture and articulate real solutions (Catmull & Wallace, 2014). Working with colleagues that bring a decent dose of humility and courage to the table must be rooted in properly aligned priorities that place the learner-stakeholder (i.e., TAY learner) at the heart of the matter (Catmull & Wallace, 2014).

As stated, defining goals that are collaboratively built and protected is essential to remain focused on the accountable task (Catmull & Wallace, 2014). Hargadon (2003) comments that we share "strong ties" (p. 59) that impact the direction and value of networking goals. The result is personal and professional proficiency, candidness, and productivity. Dyer et al. (2011) comment that the formation of "personal networking groups" of "go-to folks" is effective in

testing solutions, promoting intradepartmental creativity among "confidants" (p. 125). Catmull and Wallace (2014) note, "As more people are added to any group, there is an inexorable drift toward inflexibility" (p. 191). Within these "small worlds," a fragment [of] the larger networked landscape (Hargadon, 2003, p. 58), it is feasible to install a policy via voluntary networking with encyclical refinement, designating use to narrow distractions and laying a collegial, collaborative structure.

An integrated networking of shared-learner strategies will be innately deductive due to the refinement via practice and the "discovery" of stakeholder gaps (Haragadon, 2003, p. 65). "Bridging small worlds" (Hargadon, 2003, p. 65), if built and maintained with fidelity, will impact the learner stakeholder's intrinsic adoption of chosen professional learning modules (Ryan & Deci, 2000). Additionally, networking reinforces continuity and cohesion of pacing calendars and shared teaching strategies while modeling a culture of adaptability and professional value, impacting relevant stakeholders and the broader organizational framework. Complementary, an important, effectual outcome of strategic, collaborative networking is the positive impact on work culture or climate, fostering encouragement, enjoyment, and long-term job satisfaction (Ryan & Deci, 2000).

Proposed Solutions

Chapter Five synthesizes and evaluates assumed "Needs" reported in Chapter Four's findings relative to proposed solutions, implementations, and integrations of CTS' DCS stakeholder KMO "gaps." Chapter Five addresses "Assumptions" validated, partially validated, or not validated of KMO domains reported from Chapter Four's triangulated document analysis, focus group, and administrative data. Additionally, "Recommendations" are proposed to highlight revealed KMO gaps to improve CTS' current personal and professional learning

designs, creating awareness of correlative research generalized in local application and peer benchmarking (Dowd, 2005; Marsh, 2012). Lastly, "Evaluations" are framed from Chapter Four's results and findings applied to the Kirkpatrick and Kirkpatrick (2016) taxonomy "blueprint" applied to KMO integration. As stated, The New World Kirkpatrick Model (NWKM) clarifies "leading indicators," extending continuity between applicable stakeholder and organizational solutions and goals (Kirkpatrick & Kirkpatrick, 2016, p. 15).

The Gap Analysis framework (i.e., Clark & Estes, 2008) was used to critique "performance goals . . . [that] measure the gap[s] between current achievement and desire performance goal levels" while anticipating the "cost-benefit of closing each gap" (Clark & Estes 2008, p. 21). Document analysis, focus groups, and administrative data were used to measure KMO factors pertaining to each Research Question (RQ). Chapter Four reports on Knowledge factors framed by the RQ1 on CTS DCS stakeholder's existing personal and professional protocol (e.g., pedagogical strategies, cognitive science understanding, declarative, procedural, and metacognitive awareness) to serve the needs of the TAY learner. RQ2 analyzed CTS DCS stakeholder's identification and integration of Motivational factors (e.g., socio-cultural and socio-emotional contingencies, attributions, and goal orientations) affecting the needs of the TAY learner. Lastly, RQ3's findings were narrowed to review and evaluate CTS' Organizational personal and professional KMO resources and services affecting the DCS stakeholder, impacting culture and skill transference to the TAY learner. See Appendix A-G.

After the CTS Gap Analysis findings are identified, analyzed, and proposed, an integrated timeline of adoption and implementation will outline a multi-step, incremental protocol. For example, CTS will need a program orientation that clarifies research purpose, findings, and implications. The orientation is designed as a preface to articulate CTS' objectives

to increase high school graduation rates generated from the research findings. During this phase, CTS could begin to collect data on the localized CTS group home graduation rates from previous years to guide resource and educational services for TAY presently living in CTS' STRTP homes. Creating a scripted protocol to monitor, correlate, and facilitate communication strategies to translate high school graduation progress and deficiencies will aid in targeting CTS achievement goals. Also, the CTS participating student stakeholder could be introduced to the high school graduation mission and relevant requirements, standardized scoring, TAY and non-foster graduation rates, post-secondary opportunities, TAY dropout factors (e.g., CSEC), and post-graduate opportunities.

Accountability training on graduation rate monitoring will be important for the CTS DCS stakeholder to correlate individual group home data with applicable CTS facilities and pertinent professionals. A CTS graduation rate target should be crafted to clarify growth and reinforce mission objectives (i.e., SMART).

In conjunction with the graduation-rate goal, a TAY graduation mission statement should articulate grade-level standard proficiency and high school credit criteria required for matriculation. In one year of resource intervention adoption, CTS should identify a holistic percentage of confirmed post-secondary education or employment plans with comprehension and validation of AB12 qualifications of all TAY seniors living at CTS' STRTP residences (e.g., 80% graduation rate and 60% post-secondary commitment).

Validated Influences

Chapter Four data reported on the study's validated, partially validated, and/or not validated KMO variables impeding CTS' KMO barriers affecting the DCS stakeholder's personalized professional learning. Validated and partially validated barriers identified as KMO

influences are tabulated in Tables 12 and 13. KMO data was combined from document analysis, focus groups, and administrative interviews with organizational questions designated between focus group and administrative personnel.

Table 12. Summary of Influences Validated as Barriers

KMO Influences: Stakeholder	*Validated as Barrier*
Knowledge (Declarative) • Factual knowledge of cognitive science, types of knowledge, and learning barriers for TAY learner • Factual terminology of pedagogical instructional strategies, designs, and complex content • Factual and conceptual knowledge and application of pedagogical or statistical research measurements to measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer • Implications of TAY high school graduation standardized test scoring ***Knowledge (Procedural)*** • Personalized instruction with varied, differentiated approaches to promote performance and mastery goal values • Read, annotate, synthesize, and produce an effective product based on specific measured standards for effective modeling • Knowledge of the techniques or methodology to identify complex content • Data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices • Collaborative strategies to promote engagement and interest within the context of personal and professional learning ***Knowledge (Metacognitive)*** • Reflect on own discovery of new content meaning and learning strategies for TAY learner Stakeholders to evaluate strengths and challenges within relationship for personalized schema related to all levels of cognitive taxonomy • Awareness of goals, interest, judgments, stereotypes, etc. in relationship to individual learning deficiencies and strengths • Self-regulate incremental approach to specific content and integrated schema • Knowledge about the general strategies they use for learning— (lack of performance self-awareness) • Monitor progress of improvement in itemized descriptors and specific intervention strategies to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling ***Motivation*** • Choice selection criteria to address the 'what' and 'how' of the personal/professional learning • Theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values • Socio-cultural and emotional influences related to engagement and personalized schema integration • Intervention content, procedures and policies related to employment and efficacy of TAY transfer • Personalized schema and values • Self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer • Identify cognitive, motivational, and pedagogical strategies for effective TAY intervention • Comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance ***Organization*** • Instructional designs need to be supported with the fidelity of resources • Policies and procedures need to be effectively communicated are accessible for integration and measured accountability • Professional learning alignment with pre-existing historical mission goals/visions • Cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountability • Tangible and intangible incentives for employment retention and cultural sustainment • Continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • Acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction	
(K: DPM) Question 1: What experience or training do you have related to how a learner learns? (i.e., cognitive science, types of knowledge, and learning barriers).	• *Validated as a barrier – Yes*
(K:DPM) Question 6: How often do you have the time and the ability to collaborate with other colleagues concerning effective strategies to help the learner? (i.e., effective TAY modeling).	• *Validated as a barrier – Yes*
(K:DPM) Question 7: What personal and professional strategies are used to identify and reflect on what learning strategies work or do not work for the learner? (i.e., effective TAY modeling, evaluation of strengths and challenges).	• *Validated as a barrier – Yes*
(K:DPM) Question 8: What strategies are used to define and help encourage personal and professional goals, interests, and motivations in your work environment affecting the learner? (i.e., metacognitive schema for attributions and contingencies).	• *Validated as a barrier – Yes*
(K:DPM) Question 10: What training and strategies do you use to avoid frustration and encourage the learner? (i.e., redundancy, learning attrition, and mental fatigue for effective TAY modeling).	• *Validated as a barrier – Yes*
(M) Question 11: How much input or choice do you have in selecting the 'what' and 'how' of how best to serve the educational needs of the learner?	• *Validated as a barrier – Yes*
(M) Question 14: What is the single most important factor that frustrates you or impedes you to perform your job responsibilities?	• *Validated as a barrier – Yes*
(O) Admin Question 9: What is the greatest barrier impacting the DCS's ability to serve the needs of the learner?	• *Validated as a barrier – Yes*

Table 13. Summary of Influences Validated as Barriers in Part

KMO Influences: Stakeholder	*Validated as Barrier*
Knowledge (Declarative) • Factual knowledge of cognitive science, types of knowledge, and learning barriers for TAY learner • Factual terminology of pedagogical instructional strategies, designs, and complex content • Factual and conceptual knowledge and application of pedagogical or statistical research measurements to measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer • Implications of TAY high school graduation standardized test scoring ***Knowledge (Procedural)*** • Personalized instruction with varied, differentiated approaches to promote performance and mastery goal values • Read, annotate, synthesize, and produce an effective product based on specific measured standards for effective modeling • Knowledge of the techniques or methodology to identify complex content • Data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices • Collaborative strategies to promote engagement and interest within the context of personal and professional learning ***Knowledge (Metacognitive)*** • Reflect on own discovery of new content meaning and learning strategies for TAY learner Stakeholders to evaluate strengths and challenges within relationship for personalized schema related to all levels of cognitive taxonomy • Awareness of goals, interest, judgments, stereotypes, etc. in relationship to individual learning deficiencies and strengths • Self-regulate incremental approach to specific content and integrated schema • Knowledge about the general strategies they use for learning— (lack of performance self-awareness) • Monitor progress of improvement in itemized descriptors and specific intervention strategies to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling ***Motivation*** • Choice selection criteria to address the 'what' and 'how' of the personal/professional learning • Theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values • Socio-cultural and emotional influences related to engagement and personalized schema integration • Intervention content, procedures and policies related to employment and efficacy of TAY transfer • Personalized schema and values • Self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer • Identify cognitive, motivational, and pedagogical strategies for effective TAY intervention • Comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance ***Organization*** • Instructional designs need to be supported with the fidelity of resources • Policies and procedures need to be effectively communicated are accessible for integration and measured accountability • Professional learning alignment with pre-existing historical mission goals/visions • Cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountability • Tangible and intangible incentives for employment retention and cultural sustainment • Continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • Acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction	
(K: DPM) Question 2: As practitioners, what experience or training have you received in practicing and using teaching strategies? (i.e., pedagogical instructional strategies, designs, and formative/summative assessments).	• *Validated as a barrier – Partially*
(K:DPM) Question 3: How often are you challenged with educational content that might limit your ability to help guide and instruct the learner?	• *Validated as a barrier – Partially*
(K:DPM) Question 4: What strategies or tools do you use to help monitor and keep the learner accountable and encouraged for educational growth? (i.e., quantitative and qualitatively measurements: data collection methodology).	• *Validated as a barrier – Partially*
(K:DPM) Question 5: What strategies do you use to adjust your personalized instruction or involvement with different types of personalities, learning styles, and/or educational goals? (i.e., differentiated approaches to promote performance and mastery goal values).	• *Validated as a barrier – Partially*
(K:DPM) Question 9: What strategies do you use for self-regulation to accomplish your diverse job requirements? (i.e., self-regulation, schema-development for TAY transfer).	• *Validated as a barrier – Partially*
(M) Question 12: What is the single most important factor that motivates you to perform your job responsibilities?	• *Validated as a barrier – Partially*
(M) Question 13: What are the major social, cultural, and/or emotional barriers impacting the learner (i.e., socio-cultural and emotional attributions and contingencies).	• *Validated as a barrier – Partially*
(M) Question 15: How do you remain confident that your strategies are truly helping the learner? (i.e., self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer).	• *Validated as a barrier – Partially*
(O) Question 16: Are you given a clear educational goal and do you feel the necessary resources are available? (i.e., CTS' professional learning and instructional approach and fidelity of resources).	• *Validated as a barrier – Partially*

Table 13 continued. Summary of Influences Validated as Barriers in Part

KMO Influences: Stakeholder	*Validated as Barrier*
(O) Question 17: Are your policies and procedures clear and relevant to the learner?	• *Validated as a barrier – Partially*
(O) Question 18: If applicable, has previous in-service training or professional development been supportive of pre-existing mission goals/visions?	• *Validated as a barrier – Partially*
(O) Question 19: Do you feel that your local goals are in alignment with the CTS' larger objectives? (i.e., cohesiveness in collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment).	• *Validated as a barrier – Partially*
(O) Question 20: Are there personal and professional incentives offered by CTS? (i.e. tangible and intangible incentivization for employment retention and cultural sustainment).	• *Validated as a barrier – Partially*
(O) Question 21: How do you receive feedback from CTS related to job responsibilities and is it effective to help the learner? (i.e., collaboration and effective, timely feedback affecting the fluidity of the program).	• *Validated as a barrier – Partially*
(O) Question 22: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS (i.e., validate the instruction for intrinsic value of the adopted campaign).	• *Validated as a barrier – Partially*
(O) Admin Question 1: With the DCS under your supervision, how and how often do you give performance feedback? What methodology and evidence are used to provide effective and productive critique?	• *Validated as a barrier – Partially*
(O) Admin Question 2: What tools or strategies do you use to provide clarity and promote value of CTS' organizational goals? Is there a direct correlation between clarity of goals and impact on work culture or climate?	• *Validated as a barrier – Partially*
(O) Admin Question 3: Does the DCS have any choice or input on instructional decisions impacting the learner?	• *Validated as a barrier – Partially*
(O) Admin Question 4: What incentives does CTS offer to promote learning and positively impact the work environment?	• *Validated as a barrier – Partially*
(O) Admin Question 5: Does the DCS employee have opportunities to clarify and reflect on job performance related to CTS' organizational objectives?	• *Validated as a barrier – Partially*
(O) Admin Question 6: How do you help the DCS maintain motivation and promote learning related to the learner?	• *Validated as a barrier – Partially*
(O) Admin Question 7: If applicable, how often and when was the last time a formal professional development was offered for the DCS employee?	• *Validated as a barrier – Partially*
(O) Admin Question 8: What is the most motivating or exciting component of your job description?	• *Validated as a barrier – Partially*
(O)Admin Question 10: How do you clarify a clear educational goal and do you feel the necessary resources are available to the DCS to service the learner? (i.e., CTS' professional learning and instructional approach and fidelity of resources).	• *Validated as a barrier – Partially*
(O) Admin Question 11: Are your policies and procedures clear and relevant for the DCS employee and relevant to the learner?	• *Validated as a barrier – Partially*
(O) Admin Question 12: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS employee? (i.e., validate the instruction for intrinsic value of the adopted campaign).	• *Validated as a barrier – Partially*

Organizational KMO Solutions

Implemented solutions will provide an adaptable framework to address motivational concerns. For example, "high self-efficacy and competence beliefs" will be increased through initial communication reinforcing the importance of the organizational mission directives to the DCS stakeholder's TAY services and resources (e.g., high school graduation rates and college and career readiness skills) (Clark & Estes, 2008). Self-efficacy concerns will be mitigated through strategic summative and formative methodology to promote stakeholder goal values to chart the personal performance and mastery achievements for the stakeholder and the TAY

learner—defining areas of strengths and weaknesses (Clark & Estes, 2008). Organizational promoted feedback will increase self-efficacy due to the clarity of directives and standards modeled while positively influencing the DCS stakeholder's and TAY learner's self-efficacy within the professional learning/intervention process (Clark & Estes, 2008). Stakeholder modeling will increase the TAY learner's self-efficacy by providing specific examples of exemplary and, often, non-exemplary strategies (Clark & Estes, 2008). Building a team climate will create confidence through team-building and collaborative strategies (Clark & Estes, 2008). Anticipating the under and over-confidence of the DCS stakeholder and the TAY learner will be counteracted by providing differentiated opportunities that extend learning within the range of proximal growth (Dunn & Lantolf, 2008; Clark & Estes, 2008).

Proposed solutions will accommodate revision and differentiated instruction of the professional learning opportunity. Specifically, providing surveys and incremental checks concerning confidence of items or standards will reiterate organizational mission objectives aligned to applicable TAY learner standards (Clark & Estes, 2008). Providing interaction with colleagues/peers allows for shared communication of the value and intent of measured content (Scott & Palincsar, 2006). Collegial/peer collaboration aids in identifying measured skills concerning the DCS stakeholder's and TAY learner's identified and validated KMO variables (Clark & Estes, 2008). CTS sponsored, collaborative team-building provides for community and self-directed learning through conversation and exemplary products, a result of creating a team culture with a shared campaign (Clark & Estes, 2008). Creating individual goals and providing a system to allow the DCS stakeholder and TAY student to take "ownership" will encourage self-monitoring and self-efficacy. Providing specific schema via annotation or study skills will promote metacognitive analysis to be refined and modeled by the DCS stakeholder for transfer.

Creating an organizational and local-site validation system will verbalize quality work and facilitate growth while focusing on corrective feedback, placing emphasis on the strategy versus the individual (Clark & Estes, 2008). Building a tangible system that can track past successes of the TAY learner with present learning will produce visible progress and heighten awareness of the collaborative team-effort (Clark & Estes, 2008). Connecting standards and strategies to outside scenarios that utilize these skills in seemingly unrelated applications will validate the content (Clark & Estes, 2008). Targeting under-confidence and providing "supportive coaching" that includes organizational and stakeholder collaboration reinforce mental effort built on appropriate schema (Clark & Estes, 2008). Breaking the content into "smaller chunks" to initiate learning or reassessment will aid in application and help to reduce cognitive overload (Clark & Estes, 2008). Lastly, over-confidence is "the most under-recognized" variable influencing motivational factors (Clark & Estes, 2008). The DCS stakeholder and TAY learner need to be guided in schema of metacognitive checks and assessments directed on the strategy and not the learner's mistakes (Clark & Estes, 2008) (see Table 14).

Organizational Setting

Validation of the organizational setting can be measured conducting interviews with relevant stakeholders pertinent to the professional learning design. Likert scale items can be used in initial orientation and on-going professional learning implementation. Training and surveys measuring the culture of the organization and local site personnel will provide full integration of the diverse personnel and learner population impacting culture/climate issues. Observations shared between vertical teaming (e.g., leadership and instructional designers) and peer group collaboration (e.g., onsite personnel, direct-duty, and TAY specific job

responsibilities) allow for DCS stakeholder facilitation, observing progress and implementing refinement. A result of collaborative assignments provides for the facilitation of constructive feedback and appropriate adjustments. Lastly, by creating an intervention within organizationally-driven cultural boundaries, integrated surveys can function as formative quarterly assessments to analyze the health, growth, and differentiated needs of relevant stakeholders.

Related to the inconsistencies and limitations within the organizational framework, integration increases all stakeholders' personal involvement, avoiding vague organizational goals prone to change (Clark & Estes, 2008). Providing an organizational professional learning "campaign" will increase motivation to reduce constant competition and encourage shared teamwork reducing relegating critique (e.g., negative, critical, biased, and/or prejudicial feedback) (Clark & Estes, 2008), allowing for a collective effort and/or team-confidence. Stakeholder facilitation will provide feedback and modeling that will articulate the professional learning design's purpose and standards-based activities (e.g., SCT) (Allal & Ducrey, 2000).

Goal-orientation Theory (Yough & Anderman, 2010) offers the collaborative effort to adopt and reinforce CTS' organizational objectives, influencing motivation. Specific organizational goal referencing can create a narrowed scope and sequence that counteracts the DCS stakeholder's and TAY learner's cognitive demands (e.g., CLT) (Kirschner et al., 2010). Additionally, Self-efficacy Theory fosters personal management for the DCS stakeholder and the TAY learner, promoting personal growth and intrinsic value of the instructional content (Pajares, 2010). Organizational culture is directly influenced by the leadership (e.g., local site and corporate) that implements professional learning mandates, impacting the educational framework practiced in the home facilities. Bridging the gap between pedagogy and business-oriented tasks,

CTS administrators could encourage, support, and design professional learning/development opportunities that lead to a solid, cohesive, progressive, and sustainable instructional design. Administration can designate and fund the resources for local site stakeholders to participate in collegial observations to provide cohesive collaboration of organizational and individual objectives.

The cultural model can be measured through Likert-scale items that indicate the DCS stakeholder's and TAY learner's orientation and involvement. These measures can be used as professional-development opportunities to judge the efficacy of the professional learning design to identify areas of weakness. Providing this feedback can lead to incremental growth or adjustments. Observations can lead to collaboration that will streamline instruction and influence of TAY services and resources that impact stakeholder teamwork and modeling. Also, organizationally promoted and sponsored external professional development training/s can lead to clarity and corroboration among all stakeholders at different STRTP facilities and CTS management levels.

Solutions can focus on "curriculum coherence" to provide clarity influencing motivation from all stakeholders (Rueda, 2011). This can be associated with Goal-orientation Theory that can align organizational objectives and professional learning programs for continuity (Yough & Anderman, 2010). Organizational cultural barriers can be mitigated, reducing pessimistic feedback that influences the intended DCS stakeholder and TAY population. Reducing negative elements will allow focus on the development of self-efficacy, an end-goal of the intervention campaign (i.e., TAY sustainability) (Pajares, 2010). Laying the communicative foundation of CTS' objectives will permit measurements that identify attributions affecting the diversity of the DCS stakeholder and TAY learner population as cultural influencers.

Curriculum coherence will be a revisited focus with administrative support through professional development (i.e., STRTP and observational collaboration). Vetting aligned curriculum content and activities to broader organizational objectives will be reinforced in the vertical teaming among DCS members that influence the professional learning program and overall efficacy (Rueda, 2011). A heightened awareness of the social nature of learning can address the cultural barriers and academic differentiation cited as attributions and influencing self-efficacy and motivation (Rueda, 2011). Lastly, adjusting and revising organizational structures tailored to specific professional learning goals through vertical team matrix facilitation and observational opportunities between CTS personnel will positively influence the cultural tone while accommodating overall organizational structure and processes (see Table 14).

Stratifying validated and partially validated barriers associated with questions measuring exclusive and overlapping KMO domains correlates relevant stakeholder goals (i.e., Table 1) with proposed solutions shaped by the research design's RQ's: Does CTS' DCS have the knowledge to serve the needs of the TAY learner? Does CTS' DCS have the motivation and goal values to serve the needs of the TAY learner? Does CTS' organizational management support the necessary resources and services to serve the needs of the TAY learner? (see Table 14). Table 14 itemizes KMO factors that guided document analysis, focus groups, and administrative interviews with validated questions, addressing each data component with proposed solutions. Additionally, a brief, categorical narrative articulates prescribed KMO solutions.

Collaborative Solutions

Organizationally sponsored collaboration licenses the validity of a professional "groupthink" with the indication of available and consistent resources (Mcleod, 2018). Building a professional learning design and implementation with collaboration as a pillar for synthetic

stakeholder input guards against "cognitive illusions" or biases (Gimbel, 2016, 2:10). Complementary to fostering the differentiated buy-in of the influencing stakeholder to affect choice, effort, and persistence (Clark & Estes, 2008), CTS would benefit from utilizing in-house personnel and external consultants to improve culture/climate concerns while guarding against cognitive biases and social conformity influences (e.g., hyperbolic discounting, irrational escalation, halo effect, positive outcome bias, overconfidence effect, Dunning-Kruger effect, confirmation bias) (Gimbel, 2016).

Table 1. Organizational Mission, Global Goal, and Stakeholder Performance Goals

Organizational Vision
To be a community leader and exemplary model in promoting sustainable independence for TAY foster care children residing in community-based live-in facilities seeking assistance in living autonomous, productive, and prosperous lives.
Organizational Stakeholder Goal
In one year of TAY resource intervention adoption, CTS will chart, monitor, implement, facilitate, and achieve 80% high school graduation for all senior TAY residents with 60% verification of AB12 qualification and post-secondary education and/or employment goal orientations.
DCS Stakeholder Goal
In one year of the TAY resource intervention adoption, the DCS employees will have been trained, resourced, evaluated, and certified in related high school graduation supports (i.e., pedagogical, cognitive, and motivational factors) to promote and validate the organizational goal mission.
TAY Learner Stakeholder Goal
In one year of the TAY resource intervention adoption, the CTS' TAY learners will have been exposed to effective DCS KMO modeling and will display academic and social improvement impacting high school graduation qualification and college and career readiness for TAY autonomy.

Collaboration is fundamental to organizational paradigms that rely on stakeholder ownership and data-driven instructional designs (Bowgen & Sever, 2009; Burbank & Kauchak, 2003; Butler et al., 2004). Accessing CTS' varied personnel at all levels with organizational support is paramount to addressing TAY skill-transfer that anticipates the complex variables that

impede performance and mastery values (Senko et al., 2011). CTS' instructional design and integration should be held accountable to objective methodology and instrumentation (Gimbel, 2016). Involving varied perspectives and expertise saves organizational policies and regulations to acquiesce to "intellectual gymnastics" or "confirmation bias"—a "backfill justification" to save adopted protocol from "falsification" (Gimbel, 2016, 13:32-14:15).

As stated, research indicates that learner performance and mastery goal orientations are directly related to the cultivation of organizational collaboration (Butler et al., 2004). Anecdotally, the Professional Learning Community (PLC) is applicable in CTS' educational context. CTS' sponsorship of collaborative time and resource allotment addresses collegial feedback, critique of pedagogy, stakeholder integration, shared accountability (Butler et al., 2004), performance and mastery achievement (Senko et al. 2011), and applied formal and informal logic protocol against cognitive bias (Gimbel, 2016). Chapter Two quotes Lieberman et al. (2016), "Opportunities for teachers to lead their own learning and that of their colleagues, can benefit individual and collective professional learning . . ." (p. 7). CTS has the benefit of available and partially untapped personnel resources to drive professional and personalized learning design that effectually addresses validated and partially validated KMO variables. CTS' collective personnel approach allows for lateral movement and unilateral application, remaining faithful to CTS mission goals and addressing KMO factors related to extrinsic and intrinsic goal indicators (Ryan & Deci, 2000). An organizationally subsidized, collective stakeholder agency adheres to broader corporate commitments impacting the living and learning culture/climate. As stated, CTS' STRTP homes consist of a learner clientele (i.e., DCS and TAY) that would benefit from a culture that advocates for collective analysis, learner-driven tasks, performance and mastery application, and collaborative teams dedicated to personal and organizational aims.

CTS integration of personal and professional reflection practices is integral to the collaborative process (Clark & Estes, 2008). Research indicates that organizational focus on deliberated and timely collaborative integration is more impactful to objective performance and mastery values than isolated learning, misapplying provisional resources (Timperley & Alton-Lee, 2008). CTS will benefit from the perspectives and expertise of the rich, internal resources (e.g., personnel) to empirically inspire, promote, and design professional learning strategies with positive cultural implications (Dufour, 2007), addressing relevant KMO factors for TAY transfer.

Assessment Tools. Collaborative opportunities require objective filtering to ensure the integrity and accountability of CTS' dedicated professional learning, collective resources. For example, as cited in Killion & Harrison (2017), a self-assessment tool by Clifton, Bryan, and Harrison (2017) illustrates a scripted protocol to adapt professional learning designs aligned to organizational mission objectives and targeted learning strategies. Using data-driven filters that insulate and/or separate organizational mission goals from obligatory regulations and policies disconnected from long-term professional learning outcomes encourages instructional protocol to be centered on the targeted stakeholder (i.e., CTS DCS stakeholder) with determined value impacting and achieving a hierarchy of results (e.g., organizational goals, personalized values, and TAY learner transfer). CTS' intent to audit viable instructional design and integration focused on committed goals requires objective accountability to choose thoughtful and careful critique of instructional strategies evaluating identified KMO factors (see Figure 6).

Table 14. Proposed Solutions for Validated Barriers and Partly Validated Barriers

Validated & Partially Validated KMO Barriers	*Proposed Solutions*
Knowledge (Declarative) • Factual knowledge of cognitive science, types of knowledge, and learning barriers for TAY learner • Factual terminology of pedagogical instructional strategies, designs, and complex content • Factual and conceptual knowledge and application of pedagogical or statistical research measurements to measure abstract values of motivation, content usability, interest, effective test taking strategies, self-regulation, self-confidence for TAY transfer • Implications of TAY high school graduation standardized test scoring ***Knowledge (Procedural)*** • Personalized instruction with varied, differentiated approaches to promote performance and mastery goal values • Read, annotate, synthesize, and produce an effective product based on specific measured standards for effective modeling • Knowledge of the techniques or methodology to identify complex content • Data collection methodology for analysis of performance and mastery achievement to refine and direct instructional practices • Collaborative strategies to promote engagement and interest within the context of personal and professional learning ***Knowledge (Metacognitive)*** • Reflect on own discovery of new content meaning and learning strategies for TAY learner Stakeholders to evaluate strengths and challenges within relationship for personalized schema related to all levels of cognitive taxonomy • Awareness of goals, interest, judgments, stereotypes, etc. in relationship to individual learning deficiencies and strengths • Self-regulate incremental approach to specific content and integrated schema • Knowledge about the general strategies they use for learning— (lack of performance self-awareness) • Monitor progress of improvement in itemized descriptors and specific intervention strategies to correct information or skill-based achievement to avoid redundancy, learning attrition, and mental fatigue for effective TAY modeling ***Motivation*** • Choice selection criteria to address the 'what' and 'how' of the personal/professional learning • Theoretical/conceptual knowledge introduced in the personal and professional instructional design: goal values • Socio-cultural and emotional influences related to engagement and personalized schema integration • Intervention content, procedures and policies related to employment and efficacy of TAY transfer • Personalized schema and values • Self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer • Identify cognitive, motivational, and pedagogical strategies for effective TAY intervention • Comfortable or confident in collaborative instructional contexts (e.g., PLC) for effective personalized performance ***Organization*** • Instructional designs need to be supported with the fidelity of resources • Policies and procedures need to be effectively communicated are accessible for integration and measured accountability • Professional learning alignment with pre-existing historical mission goals/visions • Cohesiveness of the campaign as it relates to stakeholder collaboration, cross-disciplinary content alignment, and accountability • Tangible and intangible incentives for employment retention and cultural sustainment • Continuity related to professional development and the disconnected stakeholder schedules/resources for consistent collaboration and effective, timely feedback affecting the fluidity of the program • Acknowledge and routinely integrate strategies that promote motivation, confidence, self-efficacy to validate the instruction	
(K: DPM) Question 1: What experience or training do you have related to how a learner learns? (i.e., cognitive science, types of knowledge, and learning barriers). *Validated as a barrier - Yes*	• *Proposed Solution: Incorporate internal and external data-driven research strategies focusing on psychology, sociology, and educational cognition.*
(K: DPM) Question 2: As practitioners, what experience or training have you received in practicing and using teaching strategies? (i.e., pedagogical instructional strategies, designs, and formative/summative assessments). *Validated as a barrier – Partially*	• *Proposed Solution: Incorporate internal and external data-driven pedagogical strategies extending and applying question 1 parameters.*
(K:DPM) Question 3: How often are you challenged with educational content that might limit your ability to help guide and instruct the learner? *Validated as a barrier – Partially*	• *Proposed Solution: Personal and professional learning content needs to be aligned to state-wide accountability measures with stakeholder intent.*
(K:DPM) Question 4: What strategies or tools do you use to help monitor and keep the learner accountable and encouraged for educational growth? (i.e., quantitative and qualitatively measurements: data collection methodology). *Validated as a barrier – Partially*	• *Proposed Solution: Instructional design requires practice with varied measurement tools with correlation to performance, mastery, attainment, and utility values.*
(K:DPM) Question 5: What strategies do you use to adjust your personalized instruction or involvement with different types of personalities, learning styles, and/or educational goals? (i.e., differentiated approaches to promote performance and mastery goal values). *Validated as a barrier – Partially*	• *Proposed Solution: Professional learning should model and explicitly teach differentiated approaches that utilize question 1 and 2 tenets applied to all applicable KMO domains.*
(K:DPM) Question 6: How often do you have the time and the ability to collaborate with other colleagues concerning effective strategies to help the learner? (i.e., effective TAY modeling). *Validated as a barrier - Yes*	• *Proposed Solution: Organizational collaborative support and resources should be intentionally integrated into the professional learning with consistency and continuity with defined goals.*

Table 14 continued. Proposed Solutions for Validated Barriers and Partly Validated Barriers

Validated & Partially Validated KMO Barriers	*Proposed Solutions*
(K:DPM) Question 7: What personal and professional strategies are used to identify and reflect on what learning strategies work or do not work for the learner? (i.e., effective TAY modeling, evaluation of strengths and challenges). *Validated as a barrier - Yes*	• *Proposed Solution: Professional learning designs explicitly include personal and collaborative reflection in formal and informal development.*
(K:DPM) Question 8: What strategies are used to define and help encourage personal and professional goals, interests, and motivations in your work environment affecting the learner? (i.e., metacognitive schema for attributions and contingencies). *Validated as a barrier - Yes*	• *Proposed Solution: Knowledge domain is to be addressed under metacognitive schema to support motivational variables and explicit cognitive science measures.*
(K:DPM) Question 9: What strategies do you use for self-regulation to accomplish your diverse job requirements? (i.e., self-regulation, schema-development for TAY transfer). *Validated as a barrier – Partially*	• *Proposed Solution: Like question 8, Knowledge domain is to be addressed under metacognitive schema to self-regulatory skills affecting learning.*
(K:DPM) Question 10: What training and strategies do you use to avoid frustration and encourage the learner? (i.e., redundancy, learning attrition, and mental fatigue for effective TAY modeling). Validated *as a barrier - Yes*	• *Proposed Solution: Knowledge domain addressed through training and practice of cognitive load theory and motivational contingencies affecting learning.*
(M) Question 11: How much input or choice do you have in selecting the 'what' and 'how' of how best to serve the educational needs of the learner? *Validated as a barrier - Yes*	• *Proposed Solution: Instructional design requires more lateral collaboration among varied stakeholder responsibilities to promote ownership, differentiated choice, and culture/climate factors.*
(M) Question 12: What is the single most important factor that motivates you to perform your job responsibilities? *Validated as a barrier – Partially*	• *Proposed Solution: Collaborative strategies to promote shared value and obstacles affecting the stakeholder's job efficacy.*
(M) Question 13: What are the major social, cultural, and/or emotional barriers impacting the learner (i.e., socio-cultural and emotional attributions and contingencies). *Validated as a barrier – Partially*	• *Proposed Solution: Explicit training needed to identify, support, and promote abstract variables related to question 1 and 2 affecting learning.*
(M) Question 14: What is the single most important factor that frustrates you or impedes you to perform your job responsibilities? *Validated as a barrier - Yes*	• *Proposed Solution: Like question 13, explicit training needed to identify, support, and promote abstract variables related to question 1 and 2 affecting learning through collaborative input.*
(M) Question 15: How do you remain confident that your strategies are truly helping the learner? (i.e., self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer). *Validated as a barrier – Partially*	• *Proposed Solution: Related to question 2 and 4, methodology and instrumentation is to be practiced and routinely used to objectively measure performance and mastery goal orientations.*
(O) Question 16: Are you given a clear educational goal and do you feel the necessary resources are available? (i.e., CTS' professional learning and instructional approach and fidelity of resources). *Validated as a barrier – Partially*	• *Proposed Solution: Organizational communication related to mission and professional learning objectives are to be resourced and clarified to promote holistic ownership.*
(O) Question 17: Are your policies and procedures clear and relevant to the learner? *Validated as a barrier – Partially*	• *Proposed Solution: Applied to collaborative and organizational professional learning objectives, recurring and explicit justification is to be applied to the TAY learner.*
(O) Question 18: If applicable, has previous in-service training or professional development been supportive of pre-existing mission goals/visions? *Validated as a barrier – Partially*	• *Proposed Solution: Related to question 17, accountability and clear alignment of past, present, and future professional learning is continually readjusted to promote TAY promotion.*
(O) Question 19: Do you feel that your local goals are in alignment with the CTS' larger objectives? (i.e., cohesiveness in collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment). *Validated as a barrier – Partially*	• *Proposed Solution: Unilateral support and involvement in instructional design is required to shape and align stakeholder values with organizational objectives.*
(O) Question 20: Are there personal and professional incentives offered by CTS? (i.e. tangible and intangible incentivization for employment retention and cultural sustainment). *Validated as a barrier – Partially*	• *Proposed Solution: CTS should continue to account for credible and pragmatic incentivization that promotes performance and mastery values.*
(O) Question 21: How do you receive feedback from CTS related to job responsibilities and is it effective to help the learner? (i.e., collaboration and effective, timely feedback affecting the fluidity of the program). *Validated as a barrier – Partially*	• *Proposed Solution: CTS should provide relevant and viable feedback instrumentation that counteracts internal reliability threats and is aligned to support organizational and personal stakeholder values.*
(O) Question 22: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS (i.e., validate the instruction for intrinsic value of the adopted campaign). *Validated as a barrier – Partially*	• *Proposed Solution: Explicit KMO training related to metacognitive schema and motivational variable accommodation should address self-efficacy, resilience, and self-regulatory TAY skills.*

Table 14 continued. Proposed Solutions for Validated Barriers and Partly Validated Barriers

Validated & Partially Validated KMO Barriers	*Proposed Solutions*
(O) Admin Question 1: With the DCS under your supervision, how and how often do you give performance feedback? What methodology and evidence are used to provide effective and productive critique? *Validated as a barrier – Partially*	• *Proposed Solution: Organizationally sponsored and frequent professional learning feedback opportunities are needed to promote culture/climate factors and personalized values.*
(O) Admin Question 2: What tools or strategies do you use to provide clarity and promote value of CTS' organizational goals? Is there a direct correlation between clarity of goals and impact on work culture or climate? *Validated as a barrier – Partially*	• *Proposed Solution: Organizational support is required to research and teach distinct tools and pedagogical strategies that are clearly aligned to CTS' organizational commitments and vision/s.*
(O) Admin Question 3: Does the DCS have any choice or input on instructional decisions impacting the learner? *Validated as a barrier – Partially*	• *Proposed Solution: Collaborative instructional design is to be used to address differentiated instruction, culture/climate value, and unilateral ownership.*
(O) Admin Question 4: What incentives does CTS offer to promote learning and positively impact the work environment? *Validated as a barrier – Partially*	• *Proposed Solution: CTS incentivization should be vetted and integrated into professional learning and responsibilities to promote performance and mastery goal values.*
(O) Admin Question 5: Does the DCS employee have opportunities to clarify and reflect on job performance related to CTS' organizational objectives? *Validated as a barrier – Partially*	• *Proposed Solution: CTS is to use dedicated formal and informal feedback and reflective practices that reinforce organizational demands and values.*
(O) Admin Question 6: How do you help the DCS maintain motivation and promote learning related to the learner? *Validated as a barrier – Partially*	• *Proposed Solution: CTS provides performance and mastery goal motivational techniques to communicate organizational objectives and promote stakeholder ownership.*
(O) Admin Question 7: If applicable, how often and when was the last time a formal professional development was offered for the DCS employee? *Validated as a barrier – Partially*	• *Proposed Solution: CTS is to deliberate the value and the frequency of professional learning opportunities.*
(O) Admin Question 8: What is the most motivating or exciting component of your job description? *Validated as a barrier – Partially*	• *Proposed Solution: CTS leadership opportunities should be afforded to inter-organizational personnel. CTS management will afford personal and professional access to relative job responsibilities to communicate personal and professional motivation value.*
(O) Admin Question 9: What is the greatest barrier impacting the DCS's ability to serve the needs of the learner? *Validated as a barrier - Yes*	• *Proposed Solution: CTS accountability should audit past, present, and future barriers impacting the culture/climate, stakeholder ownership, and TAY learner transfer.*
(O)Admin Question 10: How do you clarify a clear educational goal and do you feel the necessary resources are available to the DCS to service the learner? (i.e., CTS' professional learning and instructional approach and fidelity of resources). *Validated as a barrier – Partially*	• *Proposed Solution: CTS' objectives should articulate clear and separate educational goals that in harmony with the broader, non-educational objectives. CTS is needed to resource the fidelity of required resources.*
(O) Admin Question 11: Are your policies and procedures clear and relevant for the DCS employee and relevant to the learner? *Validated as a barrier – Partially*	• *Proposed Solution: Regulatory and obligatory organizational demands should be aligned in communication and practice to professional learning objectives and TAY-specific learning.*
(O) Admin Question 12: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS employee? (i.e., validate the instruction for intrinsic value of the adopted campaign). *Validated as a barrier – Partially*	• *Proposed Solution: CTS directives are required to promote personal and professional learning and accountability measures to promote stakeholder metacognitive and motivational factors (e.g., self-efficacy, confidence, self-regulation, and goal orientations.*

Collective, goal-driven identification and articulation of KMO barriers are paramount to a collaborative process designed for collective expertise shaped by organizational accountability and empirical evidence (Clark & Estes, 2008). Clifton et al. (2017) offer a stratified goal design that solicits personalized learning values with the intent for collective application. For example,

Clifton et al., (2017) use a categorical numbering system (i.e., 1-low to 6-high) to build upon individual to collaborative goals (i.e., foundation, application, and accomplished). One of many assessment tools, Clifton et al., (2017) audit individual member's goals, quantify and qualify each response, and collaboratively work toward a corroborative goal design that practices differentiated strategies while incorporating measures against internal reliability threats. The adoption of a self-assessment tool with collaborative end-goals promotes continuity and cohesion to objectives that require analysis, evaluation, and adjustment toward a collective goal shaped and practiced by relevant stakeholders toward a categorical "accomplished" (Killion & Harrison, 2017).

As stated, collaborative tools are varied in design and approach, protecting the validity and reliability of the instructional design (Marsh et al., 2006). CTS' mission objectives and regulatory and policy demands require data-driven methodology and instrumentation to be rectified with the qualitative elements of the instructional design. The following are examples of varied assessments to promote data-driven, collaborative instructional design decision (see Appendix E: Inquiry Circle; Data Analysis protocol; Considering Evidence protocol; A Change in Practice protocol; ATLAS Looking at Data protocol, and What? So what? Now what).

CTS' commitment to data-driven instructional designs should invest in the use of collaborative input that integrates differentiated learning modalities and goal orientations (Senko et al., 2011), identifying, targeting, and measuring academic and social-skill achievements. An organizational performance goal accountability will require user-friendly protocols with integrated methodology and instrumentation to chart stakeholder and TAY learner growth, quantifying performance values while affecting mastery orientations (Senko et al., 2011).

Figure 6. Self-assessment for Stakeholder Collaboration

Focus/Goal Agreed-upon direction, working toward specific outcomes for students and adults.	**Foundation** Group understands that the purpose of the teacher team is to improve student achievement; however, they may or may not have identified a specific focus or goal.		**Application** Group has established a clear focus and goal, which is relevant to all members and has potential for improving student achievement. The goal is continuously tested and revised based on impact on the teacher team members' students and changes in instruction.		**Accomplished** Group's focus and goal drive activities that take place at the teacher team meetings, as well as activities in the team members' classrooms and across the school. Using common assessment criteria, the focus is aligned to the data, and the goal aims at improving student achievement in the focus area. There is evidence of improvement in student learning and quality of instruction.	
	1	2	3	4	5	6

Criteria						
Collaboration Working together to develop a shared understanding.	**Foundation** Group engages in random exchange of ideas related to instructional materials, research-based literature, teaching strategies, and methods of assessment. Some concerns about students are shared. Members do not yet take personal responsibility for the work and do not hold one another accountable for follow-through.		**Application** Group engages in the exchange of ideas, instructional materials, evidence-based literature, teaching strategies, and methods of assessment directly related to the established focus and goal. The group begins to examine curriculum. Some problem-solving on how to address the student needs in members' classrooms is attempted. Some members take personal responsibility for the work but members are not yet willing to hold one another accountable for following through on commitments.		**Accomplished** Based on research, group collaborates on curriculum, instruction, and common assessment directly related to the established focus and goal. They co-create lesson plans, material, etc. Ongoing problem-solving on how to address student needs beyond individual classrooms is evident. Members take personal responsibility for the work and members hold one another accountable for following through on commitments.	
	1	2	3	4	5	6

Depth of discourse Deep conversation about student work that focuses on success for each student.	**Foundation** Conversation is superficial with team members going through the motions. Members do not encourage one another to do much error analysis about student performance. There is no student work brought to meetings or examined.		**Application** Conversation in the group vacillates between relatively superficial conversations and deeper conversations. Student work is brought to the table sometimes and feedback is given. Sometimes teacher actions are modified based on feedback.		**Accomplished** Digging into issues is the norm for the work of the group. Members hold one another accountable for a high standard of thoughtfulness. Student and teacher work are often examined and honest feedback is given. Work is modified based on feedback and results of modifications are shared with the group.	
	1	2	3	4	5	6

Deprivatization of practice Sharing successes and struggles of one's own professional practice.	**Foundation** Group members engage in limited conversations about their own teaching practices. Some student work is shared. Visitations to peers' classrooms seldom happen.		**Application** Some group members share what they are doing in the classroom and seek feedback from colleagues. Tools, such as protocols, are used to examine student work. Critical feedback is minimal. Members get into peers' classrooms once or twice a year.		**Accomplished** Group members examine student work, teacher practice, and classroom data with appropriate tools, including protocols, common assessment criteria, and data analysis instruments. Modeling, lesson study, and peer observations are evident. Teachers get into peers' classrooms on a regular basis. Evidence exists that critical feedback is used to improve teacher practice.	
	1	2	3	4	5	6

Source: Self-assessment tool developed by Clifton, Bryan, and Harrison (2017).

Organizational auditing of learner growth and achievement is foundational to differentiated instruction designed to measure tangible growth while modifying content for "zones of proximal development" (Dunn & Lantolf, 2008, p. 1). Instrumentation and methodology built to adapt and provide visual growth while offering varied modal delivery and data-driven adjustments (e.g., cognitive attrition and proximal development) objectify learning while visualizing the learner's performance and mastery values (Dunn & Lantolf, 2008; Kirschner et al., 2006). The organizational protocol should adopt accessible data reporting available to local administration and relevant stakeholder. Progress reports should be consistent and regular with extensive benchmark assessments, formative and summative, to meet academic standards while serving organizational and professional learning objectives (Clark & Estes, 2008).

Database feedback capitalizes on the efficiency and objectivity of computation and serves accountability factors while shaping professional learning through data-driven results (Mayer & Alexander,2017). Creating and maintaining learner profiles is essential for addressing present performance factors with long-term measurement quantified through statistical reporting, shaping probability and inferential findings relative to the organization and the individual stakeholder (McEwan & McEwan, 2003). "Crystalizing" learning through data-driven findings that guide and inform differentiated needs while directing organizational objectives with essential data is necessary for stakeholder ownership and the fidelity of learning transfer (Medina, 2014).

Targeting performance growth through learner profiles is connected to intrinsic values indicative of organizational incentivization (Dubnick, 2014). For example, personalizing learning growth with proximal adjustments (Dunn & Lantolf, 2008) communicates taxonomical growth that creates an encyclical, evaluative system designed for collaborative decision-making with

self-directed, tangible learning markers (e.g., standards charting, lexile placement, digital badges, certification/credentialing, etc.). Incentivization that rewards the learner with standards-based achievements supports targeting performance, attainment, and utility factors while impacting intrinsic ownership.

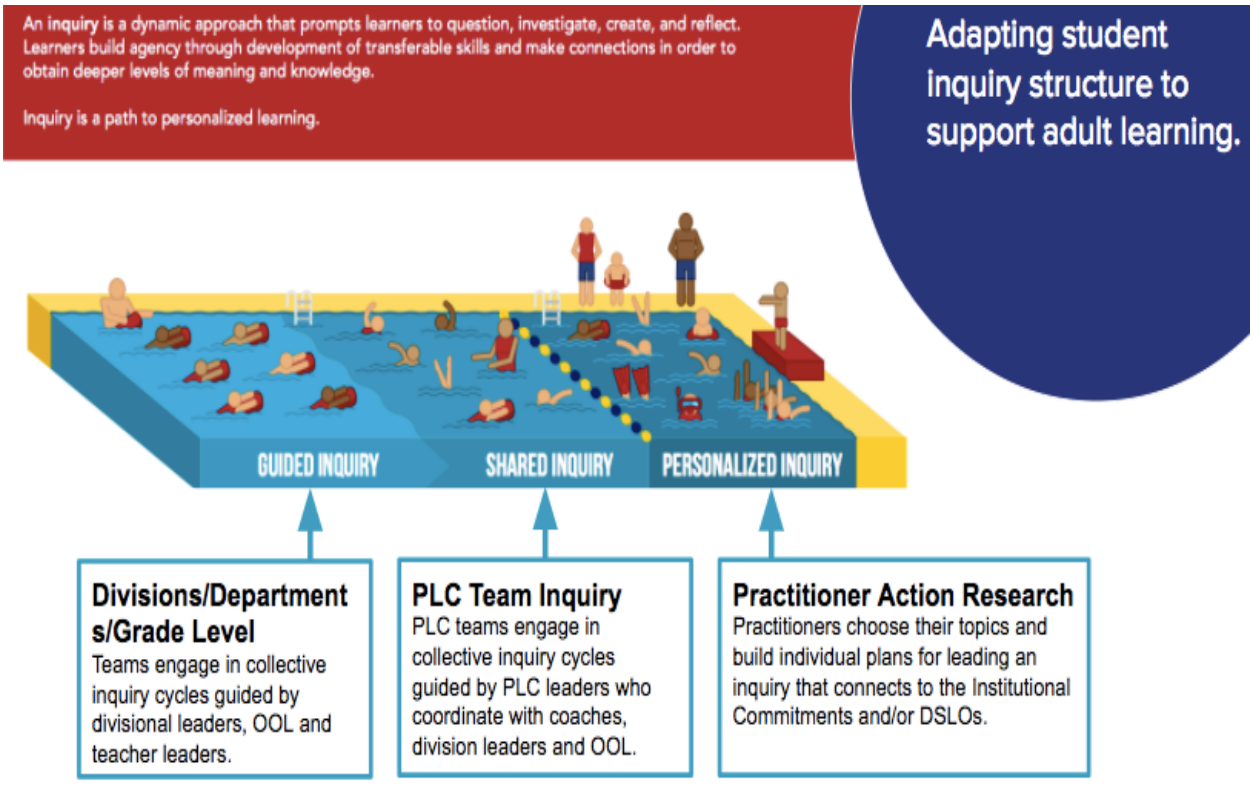
Feedback and Reflection. As stated, feedback opportunity is foundational to unilateral application and collaborative involvement (Rueda, 2011). Evaluative organizational instrumentation and methodology will shape instructional design and impact culture/climate ownership (Clark & Estes, 2008). CTS' adoption of a collaborative feedback protocol strengthens progressive and differentiated professional learning opportunities, an accountability of data-driven instructional strategies based on KMO barriers (Clark & Estes, 2008). Holistic, organizational feedback anticipates psychological variables and sociological facts (Gimbel, 2016), voicing a collective "echo chamber" (Chkhartishvili & Kozitsin, 2018, p. 1) rooted in organizational ideology while objectively accommodating the learner's differentiated needs. As stated, comprehensive, collective feedback to guide CTS' professional learning protocol must anticipate data-driven analysis of the covariables affecting varied learning modalities: psychological and sociological influences, organizational commitments and convictions, culture/climate ownership, and varied stakeholder perspectives and expertise (Chkhartishvili & Kozitsin, 2018; Clark & Estes, 2008; Gimbel, 2016, Senko et al., 2011).

As stated, goal-design requires scope and sequence clarity and practical application of end-objectives (Rickabaugh, 2016). "Organizations need to be goal-driven, and currently, most performance or work goal systems are not tied to an organization's business goals" (Clark & Estes, 2008, p. 21). Aligning organizational goals with stakeholder's personal and professional learning responsibilities requires administrative awareness of the theoretical and conceptual

objectives attainable to achieve and/or support a utilitarian, organizational direction and vision (Clark & Estes 2008, p. 21). As stated, CTS' generalized organizational goals require a funneling of deliberated, collaborative alignment of refined "performance goals . . . [that] measure the gap[s] between current achievement and desire performance goal levels," anticipating the "cost-benefit of closing each gap" (Clark & Estes 2008, p. 21).

Organizational goal adoption should consider self-assessing tools that individualize goal values with the intent of a collective application to target performance and mastery-related achievement. Targeting personal and professional goals with relevant and incremental measurement is required to promote unity and continuity through formative and routine summative benchmarks (Rueda, 2011) (see Figure 4).

Figure 7. Collective Personal and Professional Goal Identification



Source: *IASEA Student Inquiry Toolkit (2017) Actual URL protected for anonymity*

Quasi-administrative Leadership. "Modeling willingness to be a risk-taker reinforces that all professionals engage in continuous learning to refine and expand their practice" (Killion & Harrison, 2017, p. 54). CTS' personnel offer an accessible and underdeveloped resource to utilize collaborative strengths while building leadership within the pre-existing organizational framework. As stated, this promotable incentivization affects the personal stakeholder while promoting unilateral and holistic corroborative efforts (Dubnick, 2014). The attainability and utility of developing and promoting onsite leadership are directly applicable for the TAY learner to identify promotable attainment through performance and mastery achievement (Senko et al., 2011).

Shaping instruction through personnel promotions and/or leadership development practices co-teaching modeling at the core level. Quasi-administrative opportunities allow the DCS stakeholder to receive immediate practice and feedback while the TAY learner engages in the collective process (Bowgen & Sever, 2009). Quasi-administrative "coaching" is foundational to personal and professional instructional designs that rely on a collaborative approach to shape organizational protocol (Bowgen & Sever, 2009). Collegial instruction, if developed with understanding and competence, impacts the collective working and learning environment, a reciprocal symbiotic benefactor to beneficiary relationship (Killion & Harrison, 2017). As stated, "What a person does on his own, without being stimulated by the thoughts and experiences of others, is even in the best of cases rather paltry and monotonous" (Albert Einstein, as cited in Dyer et al., 2011 p. 113).

Simplifying a hierarchy of organizational objectives, CTS' should prioritize and determinedly adhere to TAY the transfer rates of living and learning skills, improving high school graduation and college and career readiness. The TAY learner that can emulate the

personal and professional interaction of onsite personnel practices CTS' culminating goal/s solely measured by TAY achievement (e.g., graduation rates). In the context of comprehensive education, Killion and Harrison (2017) state, "Schools and school systems improve when coaches share leadership within the school, focus professional learning on the school's goals, and increase collaboration among teachers" (p. 13). It is the intrinsic incline toward collective inquiry that reinforces stakeholder ownership. An organizational system that relies upon the encyclical feedback at all collaborative levels and varied lenses accesses the strength of quasi-administrative evaluation shaped from the DCS' and TAY learner's instructional worldview.

Self-directed, intrinsically refined, metacognitively applied learning is a natural by-product of the single-learner when the goal of the "collective whole" transcends the fragmented efforts of the individual (Scott & Palinscar, 2010). CTS' consideration to intelligently and authentically interweave a mentality of the whole through intermediary, collegial co-instruction, will affect organizational and differentiated stakeholder integration: personalizing professional learning for staff, promoting self-directed professional learning, creating a learning-centred professional dialogue, and building capacity for leadership" (Creasy & Paterson, 2005, p. 20). As stated, strategic, frequent, and measured quasi-administrative opportunities require defined parameters with a long-term vision: smart, precise decisions about the function and roles of coaches early in the design process and then revisiting those decisions continuously throughout implementation (Killion & Harrison, 2017, p. 22). Quasi-administrative roles can be diverse in application; however, it is pertinent to draw clear individual responsibilities with integration into the larger construct. This can be done through clear titles, job descriptions, prerequisite credentials, organizational regulations, standards-based outcomes, and culminating goal values with interconnectivity to personal and professional responsibilities.

Additionally, leadership roles can be a promotable commodity shared, rotated, and improved upon as the team members learn from the strengths and weaknesses gleaned from collaborative interaction and collegial feedback (Bowgen & Sever, 2009). CTS, offering a myriad of organizational ambitions and opportunities, can capitalize on the richness of the different arms of business to strengthen lateral understanding of broader organizational incentives (Hentschke & Wohlstetter, 2004), enriching the integrity of STRTP instructional learning and living resources. For example, CTS' services and resources are varied and require deployment and integration efficiency for optimal utility. Quasi-administrative opportunities can rotate short-term duties relative to the specific resource to be used or professional learning content requiring instruction and delivery (Bowgen & Sever, 2009). An organizational delegation of responsibilities can be assigned to existing non-administrative personnel to lead smaller managerial duties. This will foster a collaborative culture with job-related empathy, impacting the cultural network while promoting leadership and professional learning objectives. Shared interest and accountability can be measured in data-driven strategies that improve adopted instrumentation, integrated methodology, and pertinent research findings.

Roles related to targeted TAY resources and services specific to larger organizational objectives can use existing non-administrative personnel to "practice" integration and management on a localized level. Also, the research indicates a DCS stakeholder deficiency in practicing or being afforded opportunities to measure TAY achievement through data-driven methodology and instrumentation. Quasi-administrative roles can be designated to research present instructional practices specific to the micro-expertise or "micro-credentials" (e.g., data-expert) to inform personal and professional instructional practices (Ifenthaler, Bellin-Mularski, & Dana-Kristin, 2016, 1).

Micro-expertise and Micro-credentialing. Micro-credentialing allows for the stratification of stakeholder responsibilities related to KMO tenets of focus. Isolating identified subcategories within larger KMO factors enables the organization to itemize "micro-credentials" that lead to the support and achievement of larger KMO categorical issues (Ifenthaler et al., 2016). Micro-credentialing functions as a liaison between learning and teaching requirements addressed in compartmentalized instructional activities while reinforcing individual competencies building toward a collective objective. Additionally, allowing for micro-expert development within a limited scope, the learner can act as teacher-agent to bring the newly targeted micro-competence to the shared, collaborative experience (Ifenthaler et al., 2016). CTS can consider developing a reward system with "badges" (e.g., digital certification) that supplement the participants' accomplishments in learning portfolios or digital résumés (Ifenthaler et al., 2016). CTS can develop clearly defined roles with micro and macro-objectives and design an efficient collaborative rotation of available micro-credentials to share the content and teacher/learner responsibilities. Micro-credential performance is data-driven in content and delivery with targeted achievement and recognition value (e.g., extrinsic and intrinsic).

Apart from itemizing stackable (Ifenthaler et al., 2016) competencies collected for larger goal orientations (Senko et al., 2011), the user is offered input into the selected micro-credential to promote heuristic, discovery-based learning (Alferi et al., 2011). CTS' integration of smaller learning modules for collaborative integration allows for differentiated instruction, targeted deficiencies, promotable recognition, and data-driven practicum applied to stratified requirements (Ifenthaler et al., 2016).

The incentivization of micro-credentialing installs a performance-based mechanism that concretely acknowledges the user's achievements while reinforcing intrinsic motivation factors measure in KMO domains (Dubnick, 2014). CTS' integration of smaller collaborative activities will require pragmatic, objective, and authentic processes that promote the learning environment without minimizing the TAY services and resources it is designed to strengthen.

Itemizing expertise with personalized ownership from designated roles will provide intrinsic purpose with extrinsic, lateral use affecting relevant stakeholders (Senko et al., 2011). Cultivating a culture that routinely practices and shares in the responsibilities and celebrations of data-driven achievements nurtures a learning culture that models efficiency, collaboration, and promotion to be passed on to the TAY learner. CTS can target areas of organizational focus and assign quasi-administrative personnel to itemized micro-expertise to earn micro-credentials (Ifenthaler et al., 2016) (e.g., pedagogical experts, instructional design specialists, socio-cultural facilitators, and TAY resource managers).

The TAY learner will be the beneficiary of the cultural exchange and networking power among the very caretakers committed to TAY safety and promotion. Facilitating an authentic infrastructure of unilateral mentors assigned and challenged by "micro-credentialing" purpose (Ifenthaler et al., 2016), the TAY living and learning culture will be prepared to nurture and promote an educational environment. Often, for the TAY learner, this collegial interaction and shared interchange of expertise and display of personal and professional respect proctor as the only surrogate example of promotable and sustainable life skills within a familial context. Creating a learning environment with micro-credentialed experts relative to job descriptions acts as localized mentors with laser-focused applications—supporting ownership, promoting leadership, and fostering lifelong learning (Ifenthaler et al., 2016). Generating a culture of

collegial reciprocity and admiration is paramount to achieve "belongingness" (Stolle-McAllister, 2011), addressing overlapping KMO factors related to choice, effort, and persistence (Rueda, 2011). As stated, Stolle-McAllister (2011) comments, the value of identity and belongingness resides in the building of "social and cultural capital" within the learning context (p. 12). CTS' unilateral mission frames the required cultural unity that capitalizes on identity through building social capital while anticipating the diversity of cultural and emotional barriers.

Implementation Solutions

Foundationally, identifying organizational resources and a cultural framework dictate KMO variables related to this Gap analysis. Classifying and circumventing organizational limitations and possible barriers affect DCS and TAY involvement. This is elemental if the CTS administration, quasi-administration, and DCS stakeholders represent the modeling and extended management of the professional learning integration for TAY transfer. Anticipating and accommodating organizational variables influence the motivation, value, and self-efficacy of the relative learner. Motivation variables are subsequent to organizational barriers because access to the content and academic progress must accommodate for personal attributions affecting the individual learner's intrinsic and extrinsic elements (Senko et al., 2011). Anticipating motivational aspects will heighten self-efficacy, constructive schema, and self-advocacy of the curriculum content.

The integration of CTS' proposed personal and professional learning solutions considers the psychological and sociological variables (Gimbel, 2016) that complicate the quantification of education addressed in KMO domains. CTS' focus and accountability should be rooted in data-driven, objective research that does not acquiesce to trendy or haphazard adoption, no matter the jurisdiction or regulatory obligations (Pajares, 2010). Specifically, the advent of technology has

transformed learning environments, substituting veritable instruction with oversimplified, nearsighted pedagogical objectives driven by varied electronic media. For example, Clark et al. (2010) warn that empirical evidence of heuristic learning too reliant on unvetted media for instruction confuses the new landscape of dynamic engagement over credible cognitive and motivational development. Philip & Garcia (2013) highlight the irreplaceable value of the static art and science of academic and moral instruction as a pertinent, integral complement to the overly optimistic dynamic educational panacea of technology. The ubiquity of technology and diverse instructional media requires "consistency of quality" influenced by data-driven instructional designs present in "vital" and relevant conventional learning paradigms (Mares & Pan 2013, p. 1). CTS' instruction and impactful learning will rely on conventional relationships, psychological accommodations, and the fidelity of instructional designs and expertise, ensuring against a superfluous substitute of media and technology designed for content delivery.

The pervasiveness of technology in educational instruction generates a pertinence of correlated research objectively critiquing the efficacy of cognitive development through game-based learning. Abdul Jabbar & Felicia (2015) state that game-based learning does suggest empirical engagement and related skill/s for the learner; however, viable comparisons of research designs and transferability of contextual content for extended application remain inconclusive. To design a framework that guides game-based learning research and complements instructional design in diverse educational contexts, specific objectives (i.e., pillars) are to be measured within prescribed scientific methodology for internal reliability and purposeful external validity (Hirsh-Pasek, Zosh, Golinkoff, Gray, Robb, & Kaufman, 2015). Sana, Weston, & Cepeda (2013) report that learners interfacing with computer laptops during the instructional design quantitatively score lower than peers not multitasking between direct and technological instruction. Technology

for cognitive development, no matter the platform (e.g., apps, games, websites), is an inevitable complement to instructional design; nevertheless, further research is required to efficiently capitalize on the power of digital computation and engagement for cognitive development (Hirsch et al., 2015). CTS will need assessment tools to incrementally measure participant and organizational goal values to bridge the gap between objective and subjective direct and technological professional learning strategies.

Organizational Integrated Resources. Organizationally, data-driven knowledge should dictate how CTS' personnel are integrated into collaborative and leadership-developing opportunities. Micro-credentialing through localized expert to novice transfer and expert to peer constructive feedback requires detailed job descriptions with defined goals and progressive plans for professional integration (Ifenthaler et al., 2016; Schunn & Nelson, 2006). An essential part of the integration and deployment of micro-credentialing opportunities will require recording, evaluating, and accounting for leadership practice and, if applicable, directly measuring TAY learner performance. As Furrer and Skinner (2003) state, the fidelity of resources and plan of implementation are diminished without initial, proactive engagement that is ". . . goal-oriented, flexible, constructive, persistent, and focused . . . with the social interactions and physical environments" (p. 149) related to behavioral and affective domains (Rueda, 2011). Killion (2009) emphasizes defined description and goals specific to an educational context stating, "If any provider of the coaching program—the school, district or the coach—is unclear about the intended results of coaching, then coaches will struggle to keep a laser-like focus on doing what matters" (p.22). If the deployment of collaborative opportunities or micro-expertise development is organizationally installed, it is pertinent to create extra facilitation to communicate the arrangement and consequential value of the design development. Organizational professional

learning design requires quantifying a plan for integration among the percentage of available stakeholders, job-related limitations, complexity of the micro-credential requirements, and stratagem to cycle through varied collaborative and leadership assignments.

Expert to Novice Ratio. Either collaborative or micro-expert opportunities should consider smaller units of practice to protect the fidelity of a personalized learning experience while minimizing KMO learning factors (Killion & Harrison, 2017). Cognitive attrition affecting expert to novice transfer is applicable to the number of learners engaged in content or skill transfer (Schunn & Nelson, 2006). As stated, clarity and value of the expertise are dependent on the proficiency of collaboration and the efficacy of expert direction in Cognitive Task Analysis (CTA) (Clark et al., 2008). Reducing the active stakeholders, expert and novice, and minimizing affecting KMO variables, automaticity of the practicing skill is enhanced while promoting measurable performance and mastery aims (Clark, 2012; Senko et al., 2011).

Collaborative Coaching. CTS' targeting of micro-credentialed experts with small-group, teacher-learner ratios will employ "pod" learning modules with designed rotation for application and evaluative improvement. For example, Sweeney (2011) states, "By focusing coaching on specific goals for student learning, rather than on changing or fixing teachers, a coach can navigate directly towards a measurable impact and increase student achievement." (p. 23). Learning pods will streamline the targeted learning-badge (Ifenthaler et al., 2016) while fostering collegiality with minimized cognitive load requirements (e.g., CLT; CTA) (Schunn & Nelson, 2006). Targeting pragmatic teaching duties for the micro-credentialed expert creates a lightweight structure for quick dissemination of content, pragmatic job-utility, and strategic integration (Killion & Harrison, 2017). Cycling and exchanging teacher and learner responsibilities with limited scope and sequence of targeted performance will help to itemize

micro-credential expertise with opportunity for frequent practice and refinement (Killion & Harrison, 2017). CTS can itemize varied levels of collaborative roles and/or distinct job descriptions with clear titles, job boundaries, and summative measurements. For example, Killion and Harrison (2017) discuss a three-tiered, unilateral collaboration with encyclical responsibilities: Facilitators that oversee the integration and promote learner-centered practice and engagement; Members that represent the targeted learning audience with learner-centered responsibilities to participate in the facilitator's instructional design; and Expert members that represent the micro-credentialed preparation required to disseminate information, design practice, and install and activate integral performance measurements reinforced by the facilitator and practiced by the members. To reduce reliability threats, all roles should practice consistent and routine instrumentation and methodology applied to varied collaborative or quasi-administrative teacher-learner roles. The end result will lend to a promotable and intrinsic culture of learning for TAY modeling and transfer.

CTS' collaborative and/or micro-expert opportunities will require clear, relevant, and data-driven rubrics that promote learning through cognitive load reduction, sequential and interconnected standards, and tangible, concrete measurements with promotable applications (Sweeney, 2011). Instrumentation and methodology should not be a deterrent in streamlining collaborative or micro-expert teaching. Measurements and integration protocol will require frequent practice and extended application to KMO domains designed to be measured for growth and progress. CTS' accepted rubrics and accountability measures should align to clear goals (e.g., organizational and content-related) to encourage interest and value while reducing frustration and confusion. As stated, the lack of "a defining goal" reinforced with a hasty timeline and lack of accessible ancillary resources can hinder proficient learning. As stated,

Catmull and Wallace (2014) comment, “There is nothing quite like ignorance combined with a driving need to succeed to force rapid learning” (p. 45). Additionally, Robinson (2004) states a teleological argument to define reason and long-term value of the specific effort: To know something is essentially to know the cause of it . . . (p. 53). It will be paramount to protect the integrity of goal-defining objectives that align to mission directives while promoting the personnel resources that represent active engagement with the targeted TAY learner. CTS’ collaborative and micro-expert engagement is quintessential to “anthropological investigation” that temporarily trades the teacher and learner roles (Dyer et al., 2011); however, learning protocol, measurements, and defined end-goals are necessary to heighten awareness of KMO factors occurring in real-time within the activity (Catmull & Wallace, 2014).

Micro-credential Integration. CTS’ existing professional learning framework should specify targeted stakeholder expectations and chart performances with tangible “badges” (Deklotz, 2016). CTS should consider maximizing access and delivery of micro-credentialing modules to maximize choice, effort, and persistence (Rueda, 2011). The intent of segmented competencies is to minimize cognitive load and maximize the CTA transfer for automaticity and/or competence (Kirschner et al., 2006; Schunn & Nelson, 2006). CTS’ implementation will require a minimal, terse protocol that is reinforced by actively participating in the micro-credentialing process. CTS would benefit from a professional learning design that uses leadership-building opportunities for peer-related feedback, providing a platform to communicate value and proficiency from each micro-credential session (Deklotz, 2016). Lastly, CTS should practice consistent and specific micro-credential data analysis and evaluation. Accountability and transparency are integral to the authenticity of the micro-credentialing process (Deklotz, 2016). To achieve maximum performance and mastery goal objectives

applicable to KMO assumptions, CTS' preparation to streamline the efficiency and maximize the utility of micro-credentialing will be fundamental (Senko et al., 2011) (e.g., critical needs assessments, competency measurements, assessment methodology, resource inventory, and collaborative stratagem) (see Appendix K).

Collegiality. CTS' STRTP facilities rely on the inherent relationships existing with varied partnerships affecting the efficacy of TAY services and resources (e.g., guild funding, pedagogical expertise, onsite caretakers, and varied levels of STRTP administration). Authentically building relationships with the fidelity of resources is paramount to collaborative or co-teaching assignments (Uzun, 2012). CTS functions as a microcosm practicing an agreed-upon social contract. One member's actions affect the efficacy of the larger whole. Whether it be defined partnerships (e.g., guild funding, pedagogical expertise, onsite caretakers, and varied levels of STRTP administration), external consultation, or internal personnel that reinforce or substitute as DCS stakeholder, the synergetic reliance on the nuances of job description must be decompartmentalized in practice for holistic utility and evaluation (Clark & Estes, 2008).

Onsite caretakers require relief and support at every level of stakeholder facilitation. For example, daily CTS personnel are reinforced by the energy and expertise of external coaches (e.g., guild members) that target specific life-skills (e.g., sewing, cooking, washing clothes, etiquette lessons, art and music instruction) that function as mastery goal activities modeling sociological and psychological KMO engagement.

TAY services and resources require CTS to arrange and utilize the diversity of available assets, emphasizing cohesion and continuity of TAY targeted objectives. Learning is interconnected to personalized instruction that relies on the activation of a collective constituency impacting progress of the individual and community (Dyer et al., 2011). CTS'

STRTP is a complex community that requires diligent and sincere effort from every team-stakeholder required to nurture a fabricated home valuing promotable social and academic TAY achievement.

Collaborative Contracts. CTS should act as the catalyst and resource provider that dictates the teaching and learning landscape with defined, intermittent end-goals. CTS ought to create a protocol that qualifies roles, teaching objectives, learning benchmarks, and contractual language related to each assignment. CTS can define clear job descriptions that promote reciprocity of each role affecting the proficiency of the activity (i.e., collaborative, leadership building, and micro-credentialing). Organizational protocol clarification addresses varied delivery and access factors of pertinent TAY services and resources: teaching resources and delivery, learning schema, prioritization of learning objectives, and role-reversal transition protocol. CTS should clarify available resources and strategic use of related services, implementation strategies, instrumentation for teaching and learning measurements, and guidance for analysis of data-driven methodology.

CTS' effort to refine and streamline instructional protocol reinforces the clarity of expectations, protecting instrument reliability and strengthening stakeholder confidence in the organizational paradigm (McEwan & McEwan, 2003). Delineating between role-specific expectations validates the process and promotes performance and mastery level objectives (Senko et al., 2011). CTS should address process and protocol that reduces confusion and promotes unity in select activities.

Also, CTS should be consistent in measuring objectives with application and evaluation. This includes the practice of user-friendly and appropriate data collection instrumentation and methodology that is encyclical and utilized among a variety of participant activities. Lastly, CTS

should be transparent with organizational end-objectives, pacing calendars related to achievement, and instructional design adaptation as to guide collaborative feedback yielded from leadership-promoting occasions.

CTS should also reinforce the targeted stakeholder directly engaged at the level most visible and impactful for TAY modeling. CTS' partnerships activate varied DCS stakeholders with direct access to the TAY learner. CTS should make a concerted effort to define learning outcomes and pedagogical expectations among this teacher-stakeholder role. CTS can provide a demarcation of job-related duties with anticipatory sets that visualize the teaching and learning context prior to the installation of the collaborative or micro-expertise activity. CTS can rely on reinforcing activities through facilitator supports that adjust to factors presented in content delivery and activity measurements. CTS can emphasize end-goal measurements, collaborative expectations, role-specific prerequisites, and stakeholder job descriptions.

Instrumentation and Methodology. CTS' professional learning paradigm hinges on accountability measures to design living and learning instruction from data-driven strategies. In a collaborative or micro-credentialing process, each stakeholder (e.g., coaching and learning roles) will benefit from individual reflective practices that can be funneled into the larger professional design to drive instruction (Killion & Harrision, 2017). As stated, CTS' organizational accountability can be addressed through Likert scales measuring utility, intrinsic, extrinsic, or attainment goals: importance, value, use, and interest (Murdock & Anderman, 2006). Individual reflection allows for the personal articulation of differentiated learning needs from the actual learner's past and present instructional experience. To improve the broader scope of organizational professional learning, the individual will benefit from opportunities to consider learning in a retrospective mirror, providing differentiated analysis that serves the

learner and the learning paradigm. As stated, "Connections between performance goals and people's interests . . . represent an opportunity to do something that interests" (Clark & Estes, 2008**,** p. 95).

Providing built-in opportunities for relevant, concrete feedback (Rueda, 2011) will guide CTS' professional learning design to objectively address KMO factors influencing TAY graduation and college-readiness. CTS' integration should use varied data measurements, defined individual and organizational objectives with targeted measurement points (e.g., quarterly), collective organizational indicators for performance markers, collaborative action plans that align to pacing calendars with clear formative and summative data points, peer benchmark indicators for objective correlation, and data collection instrumentation and methodology resourced and practiced by CTS' joint partnerships (e.g., guild funding, pedagogical expertise, onsite caretakers, and varied levels of STRTP administration).

Data-driven Pedagogy. McEwan & McEwan (2003) emphasize that data-driven pedagogy is foundational to identify, evaluate, and address KMO related factors: Research is the most powerful instrument to improve student achievement—if only we would try it in a serious and sustained manner" (p. 1). CTS' commitment to objective professional learning that earnestly assimilates KMO factors into a collective, differentiated design requires consistency and access of sustainable and proficient methodology. CTS' accountability to drive instructional protocol requires concrete analysis of data results and findings to ensure the fidelity of change and progress with whole-group (i.e., relevant constituents) consultation and interaction. To achieve TAY performance and mastery goals, CTS will need to make data as the neutral justification to make informed decisions with delineation between concrete and abstract KMO variables affecting the learning framework.

Goal Targeting. As stated, the lack of "a defining goal" reinforced with a hasty timeline and lack of accessible ancillary resources can hinder proficient learning (Catmull & Wallace, 2014, p. 45). CTS' accountability should consider performance and mastery-based goals applicable to the length or time needed to attain and integrate short and/or long-term objectives pertinent to stakeholder groups (e.g., DCS learner or TAY learner). CTS' organizational commitments should drive the progress and alignment of short-term pedagogical goals toward prioritized targets (i.e., TAY graduation rates; college and career readiness). A conscious effort to build personal and professional learning that supports and leads to long-term aims will require planning that reinforces continuity and harmonic cohesiveness toward traditional and progressive organizational aspirations. Creating frequent data-driven benchmarks, formative and summative, with evaluative methodology to drive instruction, CTS can identify, reuse, and revise tangible learning strategies for palpable stakeholder achievements. CTS objectives, short or long-term, should serve as opportunity to regroup, reflect, and adapt to data indicators. As stated, this allows for individual and collective self-regulation for assessment, application, and purposeful correlation, integrating metacognitive self-regulation to identify tools and strategies that account for incremental, "proximal development" (Dunn & Lantolf, 2008, p. 1). CTS' approach to learning markers should be rooted in a collaborative evaluation that tests realistic, attainable, and utilitarian practices (Senko et al., 2011; Ryan & Deci, 2000; Rueda, 2011) (see Appendix J: Standards for Professional Learning).

CTS will use these practices to adjust organizational training or engagement to tailor specific action plans with targeted strategies. Vetted, data-driven approaches are essential to justify an instructional design reliant on measured results and findings. Varied strategies can be used to target data points with focused application (e.g., quota, piece-rate, tournament, and flat-

rate schemes) (Clark & Estes, 2008). CTS' protocol should address KMO domain factors through feedback-related strategies. Attainment and utility value data can serve to instruct professional learning strategies based on probability and inference, sequential actions, proficiency of content delivery, targeted goal determiners, instructional protocol changes, and evaluative performance and mastery growth.

Culture/Climate Efficacy. Findings suggest CTS should highlight positive cultural uniformity through collaborative practices necessitated by the KMO demands of the STRTP context. All collaborative CTS stakeholders (e.g., guild funding, pedagogical expertise, onsite caretakers, and varied levels of STRTP administration) modeling TAY living and learning instruction shape the educational culture that is proportionately affected by the safety and authenticity of the STRTP. CTS must be highly cognizant to advertise and promote goal-driven uniformity among relevant personnel, communicating the legitimacy of and commitments to STRTP resources and services. This shared collegiality rooted in ethical concern is impactful to building a supportive, friendly, and conducive STRTP residency where relationships and personal value translate to the impressionable TAY learner (Ambrose et al., 2010).

Reciprocal recognition, support, and respect between CTS' collective representation of stakeholder and TAY learner influence (e.g., guild funding, pedagogical expertise, onsite caretakers, and varied levels of STRTP administration) foster a professional working environment that spends the required dedicated energy and resources on the refinement of practices from varied job description perspectives. CTS' effort to collect, chart, and improve professional learning impacting the TAY learner necessitates a whole team commitment with intrinsic ownership and collaborative aid, targeting short and long-term goals (Ambrose et al., 2010). CTS' determination to foster personal and professional relationships—complemented

with the resources to create reciprocal exchange between varied job-related duties (Clark & Estes, 2008)—maintains the core value of the intimacy indicative of the STRTP living and learning experience. Catering and resourcing the health and honesty of the STRTP "homelife," CTS can hope to distribute differentiated requests and expertise among all "family" members. Creating friendly dialogue, collegial dialectics, relational guidance, and learner-centered metacognitive schema, CTS will target concrete and abstract KMO components exposed by investigative critique and collaborative interactions (Ambrose et al., 2010).

Reciprocal Collaboration. CTS' collaborative and/or micro-credentialing stratagem will require clear and separate job-performance obligations to maximize the transition between teacher and learner (Ifenthaler et al., 2016). CTS' support will include role-playing to achieve maximum value from the collaborative activity. Ifenthaler et al. (2016) address that use of a collaborative process hoping to gain valued results relies on the efficacy of the design and clarity of the role-playing duties from each participant. CTS should consider reinforcing the interdependent relationships inherent within the design to achieve learner and organizational expectations. As stated, CTS should consider intermittent practice with professional assessment tools that target, define, and project stakeholder performance within personal or organizational professional learning strategies (see Appendix J: Standards for Professional Learning).

Evaluation Plan

As stated, utilizing The Kirkpatrick Evaluative Model, a four-level or tiered approach for evaluating the efficacy of KMO domains in this Gap Analysis, itemizes and prioritizes placement of responses and actions from all stakeholders (Clark & Estes, 2008). Level 1 measures the stakeholders' reactions to the context. This labels the specific measurements of what is to be learned and the proficiency of the content. It is formative feedback that aligns with

metacognitive practices influencing ownership and value-oriented variables. This level practices self-regulatory skills that manifest into individualized schema. Level 1's measurements of "reaction" or preference to the professional development function as a stakeholder referendum that polls content "satisfaction," "relevance," and "engagement" with the encyclical design to "monitor and adjust" at each level (Kirkpatrick & Kirkpatrick, 2016, p. 21-22).

Level 2 addresses measurements of learning and performance. Level 2 is qualitative and quantitative data used to identify influencing variables while encouraging the learner's confidence and motivation. Level 2's measurements of "learning" or "the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training," is a qualitative stakeholder self-reporting that integrates relevant knowledge and motivational factors (Kirkpatrick & Kirkpatrick, 2016, p.11).

Level 3 itemizes the transfer of behavior. The practice of self-efficacy with personally derived motivation and continual metacognitive evaluation is the centered-goal of facilitated learning. Level 3 can be measured through formative and summative assessments; however, Level 3 deals primarily with the learner stakeholder taking personal ownership and managing self-learning. Level 3 is designed as a measure of attainment and utility or "the degree to which participants apply what they learned during training when they are back on the job" (Kirkpatrick & Kirkpatrick, 2016, p.11). This level targets components of incentivization (Dubnick, 2014): reinforcement, encouragement, and recognition (i.e., tangible and intangible rewards) (Kirkpatrick & Kirkpatrick, 2016).

Level 4 overlaps the transferability to proven summative achievement of the content applied to the intervention goal and personal goal-orientation. Level 4 measures the practicality and effectiveness of the measured skills in differing contexts. This can be measured in retrospect

to overall improvement and motivational change through refined meta-cognitive strategies that lead to lifelong learning. Level 4 is reserved as a quantitative measure of "the degree to which targeted outcomes occur as a result of the training and the support and accountability package" (Kirkpatrick & Kirkpatrick, 2016, p.11).

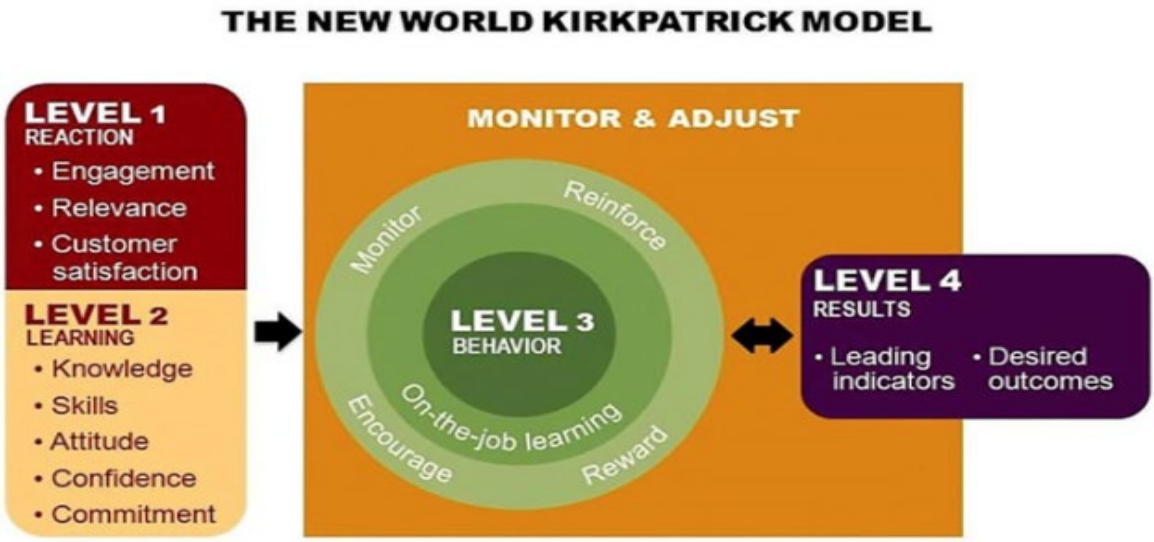
As indicated in Chapter Three's methodology, the New World Kirkpatrick Model (NWKM) complements the initial four-level design with an inductive approach, articulating refined organizational objectives that clarify "leading indicators" that reinforce continuity between organizational solutions and goals (Kirkpatrick & Kirkpatrick, 2016, p. 15). The NWKM level 4 revision employs "STRTP observations" and varied methodology designed to distinguish "critical behaviors" affecting organizational and individual goal values (Kirkpatrick & Kirkpatrick, 2016, p.11) (see Table 3 and Figure 5: NWKM).

Table 3. Kirkpatrick Four Levels of Evaluation

Level 1: Reaction	The degree to which participants find the training favorable, engaging and relevant to their jobs
Level 2: Learning	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training
Level 3: Behavior	The degree to which participants apply what they learned during training when they are back on the job
Level 4: Results	The degree to which targeted outcomes occur as a result of the training and the support and accountability package

Source: Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.

Figure 5. The New World Kirkpatrick Model



Source: Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.

Level 4: Results, Leading Indicators, and Desired Outcomes. Level 4 indicators share a reciprocal relationship with Level 3 monitoring and evaluations. To measure professional learning efficiency and achievement, Level 4 and Level 3 observations and findings correlate in an encyclical, collaborative paradigm that filters KMO factors between non-organizational findings through a managerial lens, driving instruction, policy, and regulation (Kirkpatrick & Kirkpatrick, 2016). The reciprocal evaluative correlation between Level 3 and 4 promote professional learning modules that address differentiated techniques, proximal development, socio-cultural and emotional attributions, and data-driven goal-values (Kirkpatrick & Kirkpatrick, 2016). Evaluative results, indicators, and outcomes are categorically structured by outcome, metrics, and method/s to chart target present and anticipated indicators (see Table 15).

Level 3: Behaviors (e.g., on-the-job learning: encourage, reward, monitor, and reinforce). The successful implementation and integration of CTS' collaborative modules and/or micro-expert leadership activities will require refined and definitive rubrics, protocol, and

objectives. Level 3 is used to monitor, reinforce, reward, and encourage stakeholders to achieve temporal goals with long-term value (Kirkpatrick & Kirkpatrick, 2016). CTS should consider micro-prototypes to refine and protect the fidelity of the professional learning investments specific to the above collaborative efforts. CTS should also consider benchmark evaluations that audit alignment of micro-objectives with larger organizational commitments. Level 3 also targets integral instrumentation for data-driven instructional practices based on findings and results (Kirkpatrick & Kirkpatrick, 2016). It is an aspect of accountability to STRTP regulations and policies that dictate the validity of CTS' licensing requirements (CDSS: STRTP, 2020). Level 3's data integrates KMO factors impacting intrinsic values with positive reinforcement through performance-driven recognition (i.e., Rewards and Encouragement) (Kirkpatrick & Kirkpatrick, 2016). Level 3 and 4 outcomes, metrics, methods, and timings are disaggregated in Table 16.

Required Drivers. The New World Kirkpatrick model integrates what is defined as "Required Drivers" that reinforce, monitor, encourage, and reward progress, completion, competence, and achievement specific to identified "critical behaviors" (Kirkpatrick & Kirkpatrick, 2016). Required Drivers act as markers that target initial execution and benchmark analysis deployed at varied times relative to modular training (Kirkpatrick & Kirkpatrick, 2016). Sequence and protocol are built into the matrix to adjust for attainment and utility factors marked by Required Driver checkpoints, auditing critical behaviors affecting validated KMO barriers

KMO factors pertaining to "reinforcing, "encouraging," and "rewarding" categories progressively monitor for performance and mastery goal orientations (Kirkpatrick & Kirkpatrick, 2016). KMO domains are addressed in the micro-credentialing and various collaborative processes that reinforce personal and professional instruction with built-in evaluative markers and action-plan timelines (Kirkpatrick & Kirkpatrick, 2016) (see Table 17).

Table 15. Expected Outcomes, Metrics and Methods

Outcome	Metric(s)	Method(s)
● CTS data indication related to stakeholder's choice, persistence, and effort to professional learning design.	● Nominal ratings for instructional clarity and value. ● Ordinal ratings for ranking and prioritization. ● DCS turnover statistics.	● Likert Scales or targeted survey items relative to professional content and delivery. ● Personnel satisfaction and retention from organizational data resources (e.g., Human Resources).
● Micro-credentialing markers and recognition system deployed at different organizational levels with employee portfolio development with badge achievements.	● Integrated matrix of possible micro-credentialing with system to track and reward personnel integration and competence. ● Personnel collaborative data and reflective/feedback auditing.	● Individual and collective feedback indicators for cooperative and differentiated instructional design modifications. ● Portfolio development. ● Reflection/feedback auditing: individual and collective. ● Micro-credentialing competence. ● Micro-badges tabulated.
● CTS individual and collective feedback to drive instructional design with targeted KMO assumed influences.	● Qualitative cataloging of personal and collective input. ● Correlation to data-driven instructional strategies. ● Planned integration and auditing of differentiated suggestions collected in binary tabulations via categorical KMO influences.	● Qualitative and quantitative instrumentation derived from nominal data ● Qualitative and quantitative instrumentation derived from ordinal data. ● Matrix visualization organizing individual or collective feedback
● CTS resourcing to target, integrate, showcase, and evaluate personnel and collective indicators via the instructional data's findings and results.	● Collective accounting of personnel progress and promotable categories related to singular and collective objectives. ● Assessment measures that align personnel choice to KMO instructional options. ● Matrix to pace personnel competencies and chart progress related to micro or macro targets.	● Assessment tools to organize and facilitate collaborative or individual feedback. ● Matrix to organize and categorize input from data instrumentation: surveys, focus groups, micro-credentialing.
● Ongoing organizational protocol for incremental and integrated instructional strategies targeting differentiated choice, subjective quality and value, and implementation proficiency.	● Qualitative measurements of value and satisfaction of targeted content or module delivery. ● Qualitative and quantitative data of practical content and promotable, rewards-based system. ● Qualitative and quantitative data targeting Level 3 KMO encouragement domain via incentivization.	● Assessment tools related to measuring quality, efficiency, and value affecting KMO incentivization. ● Assessment tools related to measuring quality, efficiency, and value affecting KMO motivation and Level 3 encouragement. ● Self-regulatory feedback with personal critique applied to collaborative data. ● Stakeholder academic and professional profiles targeting Level 3 rewards and encouragement to Level desired outcomes.

Table 16. Outcome, Metric(s), Method(s), and Timing: Assessing—Critical Behaviors

	Outcome	Metric(s)	Method(s)	Timing
	Critical Behaviors			
1	● CTS protocol and resources that provide user-friendly navigation to access, progress, and complete selected micro-credentialing modules.	● CTS personnel processes for engagement and credentialing agreements for ethical and collaborative use of the micro-credentialing modules. ● Stakeholder feedback assessment tools for module improvement/s.	● CTS structured management and collaborative responsibility among quasi-administrative roles to protect the efficiency and fidelity of the modular curriculum/s. ● Qualitative and quantitative assessment tools to guide stakeholder opinions.	● Incremental benchmarks with quarterly summative assessments for data analysis. ● Pacing calendars directed to specific TAY servicing roles based on availability and learner progress. ● Annual reporting to tabulate formative and summative measurements to guide growth and integration principles.
2	● CTS processes in place to align modular training and credentialing directed to specific TAY standard KMO identified factors. ● CTS emphasis on self-directed instruction with post-collaborative input to guide instructional design/s.	● CTS alignment to coordinate modular objectives to organizational mission statement/s applied to the TAY learner.	● Assessment tools and accountability issues addressed in available document analysis. ● Delineation between stakeholder, organizational, and TAY goal values.	● Routine formative assessments integrated in module content. ● Quarterly summative benchmarks. ● Semester and end-year cumulative markers for data and portfolio presentation.
3	● Attainment and utility measurements impacting stakeholder and TAY populations.	● Data-driven performance and mastery attainment in targeted and/or deficient areas identified from qualitative and quantitative assessment tools.	● CTS integration of data point measurements associated with specific directives and targeted goals identified in disaggregated data analysis.	● Routine formative assessments integrated in module content. ● Quarterly summative benchmarks. ● Semester and end-year cumulative markers for data and portfolio presentation.

Table 17. Methods, Timing, and Critical Behaviors: Required Drivers—Desired Outcomes

Method(s)	Timing	Critical Behaviors Supported
Reinforcing		
CTS collaborative systems integrating all relevant stakeholders: focus on direct-care personnel.	• Initial • Module-driven • Quarterly • Semesterly • Annually	1, 2, 3
CTS Portfolio integration to chart and measure performance and mastery credentialing.	• Initial • Module-driven • Quarterly • Semesterly • Annually	1, 2, 3
CTS development with partnerships with TAY specific end-goals targeting high school graduation rates and college and career readiness.	• Quarterly • Semesterly • Annually.	1, 2, 3
CTS appointed quasi-administrative opportunities to practice micro-credentialing standards related to organizational duties.	• Module-driven • Semesterly • Annually	1, 2, 3
Encouraging		
CTS portfolio accounting for micro-expertise badges.	• Module-driven • Quarterly • Semesterly • Annually	2, 3
CTS database charting growth and rewarding excellence with intrinsic focus.	• Module-driven • Quarterly • Semesterly • Annually	2, 3
Rewarding		
CTS processes tracking progress and completion of micro-expertise associated with organizational performance goals and individual mastery objectives.	• Module-driven • Quarterly • Semesterly • Annually	2, 3
CTS acknowledgement of portfolio accolades and achievement of targeted goals.	• Module-driven • Quarterly • Semesterly • Annually	1, 2, 3

Organizational Proctoring. CTS' protocol will integrate administrative or quasi-administrative leadership opportunities to practice accountability measures related to identified modular pacing timelines. Organizational proctoring will reinforce system accountability, provide oversight in leadership opportunities, introduce and reinforce qualitative and quantitative instrumentation and methodology relevant to stakeholder progress and achievement, and develop practical and identified adaptation to micro-credentialing and collaborative resources. Required Drivers will act as markers to identify pacing, progress, completion, and feedback through qualitative and quantitative data points measured in metrics and temporal indicators (Kirkpatrick & Kirkpatrick, 2016). Required Drivers are then correlated with "critical behaviors" to guide instructional design and refinement while protecting the fidelity of the instrumentation and maintaining stakeholder engagement (Kirkpatrick & Kirkpatrick, 2016).

Level 2: Learning goals. The NWKM's evaluative process is inductively reciprocal between Level 3 and 4 with refined application to Level 2's learning goals—working backward to filter and refine objectives rooted in post-application (Kirkpatrick & Kirkpatrick, 2016). Level 2 will introduce refined clarity to selective and procedural processes for collaborative and/or micro-credentialing modules. Level 2 identifies module choice, utility, and attainment factors to address cognitive load, increase ownership, and facilitate performance and mastery goal values applied to validated KMO barriers (Kirkpatrick & Kirkpatrick, 2016). Declarative, procedural, and metacognitive knowledge factors are addressed and assessed according to skills, attitude, confidence, and commitment with time-constraint assumptions (see Table 18).

Level 1: Reaction. As stated, a professional learning approach that engages the audience (i.e., DCS stakeholder) for personal and professional transference (i.e., TAY learner) addresses the KMO question of "why" before establishing and relying on the 'what' (Tomlinson, 2017).

"Teacher learning ought not to be bound and delivered but rather activated" (Wilson & Berne,1999, p. 194). Level 1 of the NWKM functions as the foundational component of professional learning by addressing a filtered "post-reaction" applied to "engagement," "relevance," and "customer satisfaction" as understood through validated KMO barriers (Kirkpatrick & Kirkpatrick, 2016). Level 1 reinforces a filtered and audited post-evaluation of stakeholder subjective responses that affect choice, persistence, and effort (Rueda, 2011). Level 1 allows for accountability through motivational gaps in a KMO critique. Feedback is used to drive instructional changes based on data-driven indicators (see Table 19).

Evaluation Assessments. "Engaged scholarship" is validated via empirical data to install accountability measures, drive instruction, and endorse policy (Newman, 2010). CTS' utility of premeditated evaluative assessment tools allows for data-driven modifications to shape professional learning and instructional practices for stakeholder and TAY attainment (Guskey & Sparks, 2004; Kirkpatrick & Kirkpatrick, 2016). CTS' professional learning development and deployment will benefit from evaluation assessment models (e.g., NWKM) that provide lateral integration of organizational commitments and/or philosophical convictions (Newman, 2010). NWKM evaluation methodology can be complemented by relative applications with nuanced differences. Guskey's Professional Development Evaluation Model (GPDEM) adaptation of the Kirkpatrick (1996) model targets five initial filters to guide evaluative assessment selections: participant's reaction; participant's learning; organizational support and change; participant's use of new knowledge and change; student learning. Guskey's model allows for categorical analysis of questions addressed, information collected, instrumentation used, and information synthesized (2002). The interrelated categories extend future research to empirically validate CTS' professional learning justifications (see Table 20; Figure 8; Appendix L).

Table 18. Components of Learning for the Program.

Method(s) or Activity(ies)	Timing
Knowledge Barriers	
CTS support in professional learning design with clear and simplified processes that account for declarative, procedural, and metacognitive domain factors.	• Orientation • Module-driven • Quarterly • Semesterly • Annually
Skills	
CTS protocol allows for choice-driven module selection correlated to diagnostic of goal values. Module development is meant to be reciprocal.	• Orientation • Module-driven • Semesterly • Annually
Attitude	
Choice, effort, and persistence indicators solicited individually and collectively with collaborative, summative feedback and trend and median data indicators.	• Module-driven • Quarterly • Semesterly • Annually
Confidence	
CTS measurement of ability referencing cognitive biases that affect data: Dunning-Kruger Effect; over-confidence bias; confirmation bias. CTS indicators should itemize sub-skills represented in module requirements.	• Module-driven • Quarterly • Semesterly • Annually
Commitment	
Self-regulatory, self-efficacy, and resilience measurements to target and articulate relative goal orientations highlighted in varied module content.	• Quarterly • Semesterly • Annually

Table 19. Components to Measure Reactions to the Program

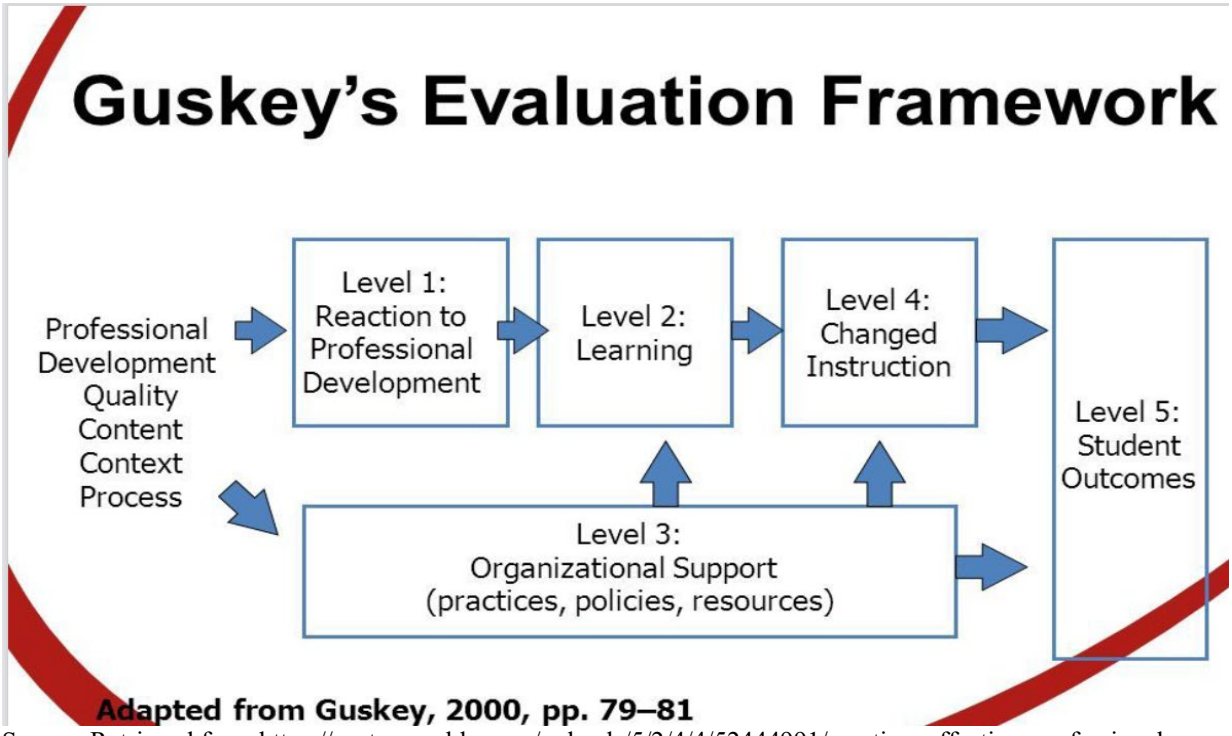
Method(s) or Tool(s)	Timing
Engagement	
Individual measurement Quasi-administrative observations	• Module-driven • Quarterly • Semesterly • Annually
Relevance	
Individual Reflection/s	• Module-driven • Semesterly
Collaborative Feedback	• Semesterly • Annually
Customer Satisfaction	
Collaborative Feedback	• Module-driven • Quarterly • Semesterly • Annually
Module/micro-credential Evaluation	• Module-driven • Quarterly • Semesterly

Table 20. Guskey's Five Critical Levels for Evaluating Professional Development

Guskey's Five Critical Levels for Evaluating Professional Development	
Level	**Implication**
Level 1: Participants' Reaction	• Helps improve the design and delivery of programs.
Level 2: Participants' Learning	• Validates the relationship between what was intended and what was achieved.
Level 3: Organizational Support and Change	• Some of the best and most promising improvement strategies have been seriously stifled or halted completely because of seemingly immutable factors in the organization's culture (Fullan, 1993).
Level 4: Participants' Use of New Knowledge and Skills	• Are participants using the new knowledge and skills to implement the practice as it was intended to be implemented?
Level 5: Student Learning Outcomes	• Changes in teacher practices are sustained only when professional development and implementation is combined with evidence of improved student learning (Guskey, 1982, 1984).

Source: Guskey, T. R. (2002). Does It make a difference? Evaluating professional development. *Redesigning Professional Development 50*(6), 45-51.

Figure 8: Guskey's Evaluation Framework

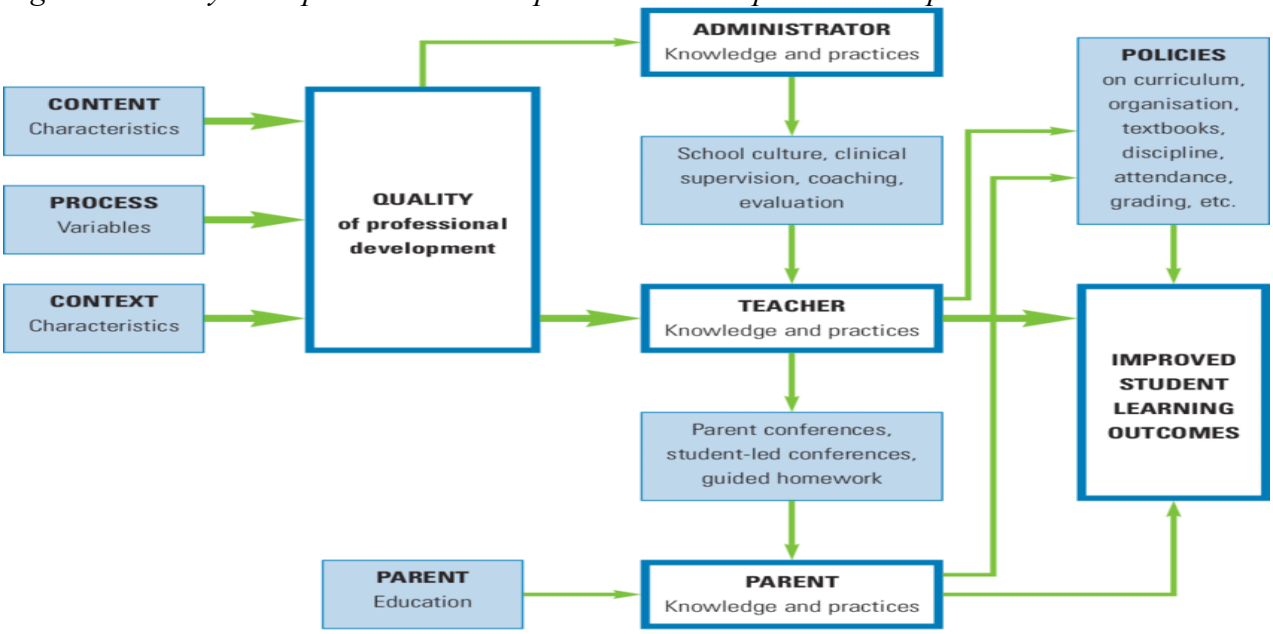


Source: Retrieved from https://ncstar.weebly.com/uploads/5/2/4/4/52444991/creating_effective_professional_development_as_a_ part_of_ the_sip.pdf.

As stated, “engaged scholarship” (Newman, 2010) is paramount to attainment, utility, performance, and mastery values (Senko et al., 2011) untapped with passive participant interaction. CTS’ identified KMO barriers require protocol that activates the learner’s goal orientations to supplement a passive "sit and get” experience from the obligatory professional development artificially measured in “happiness scales” (Sparks, 2004, p. 247).

Instrument Reliability. CTS will need processes that protect the authenticity and verity of chosen instrumentation to protect from internal threats (McEwan & McEwan, 2003). Allowing for quantitative and qualitative measurements (e.g., surveys, focus groups, reflection/feedback strategies) will reinforce participant’s commitments to the training while guiding necessary professional learning modifications. CTS’ focus to solicit critique from pertinent stakeholders through varied measurement tools will allow for triangulation of data to increase instrumentation viability (Fink, 2017; Kirkpatrick & Kirkpatrick, 2016). Complementary measurement designs to NWKM and GPDEM already discussed can target and accommodate varied contextual applications (Illustrated in Figure 9). Additionally, targeted module distinctions can be formulated into prescribed interrogative feedback, soliciting KMO factors specific to the module (e.g., *Micro-Credential Orientation Evaluation Instrument* (see Table 21). CTS’ action plan and pacing calendar should integrate complementary quantitative nominal and/or ordinal survey benchmarks for assurance reliability and stakeholder satisfaction—driving active modifications correlated with qualitative feedback data (see Table 21 & 22).

Figure 9. Guskey and Sparks' Relationship Model: d-evelopment and improvements



Source: Guskey and Sparks' 1996 model of the relationship between professional development and improvements in student learning.

Table 21. Micro-Credential Orientation Evaluation Instrument.

Survey items	**Scale** **Strongly Disagree. Disagree, Agree Strongly, Agree**
I found the learner platform easy to use.	
I found the icons useful visual representations.	
I was able to select micro-credentials easily.	
I would prefer to experience this orientation training face-to-face.	
I preferred to experience this training virtually.	
I was able to confidently select a MC that I felt will meet my needs.	
Please provide your suggestions for how this orientation might be improved.	

Table 22. Micro-Credential Interrogative Evaluation Instrument

Qualitative Interrogative Feedback
Participation and Selection:
Who is choosing what micro-credential?
How did the designers arrive at the set of micro-credentials? Did they conduct a needs analysis?
Did the participant self-select into the program? If not, how was the participant connected to a specific micro-credential?
Participant Reactions:
Did the participant find the professional learning useful, informative, and engaging?
Participant Knowledge:
What did the participant hope to learn?
What did the participant learn?
What is the connection between what the participant hoped to learn, the learning objectives of the micro-credential, what the participant actually learned, and what the participant applies on the job?
Participant Actions:
How does the micro-credential affect practice?
How does the participant intend to use what they learn in the micro-credential?
Student Success:
Before taking the Micro-Credential: What affect will the micro-credential have on students? That is, how will students be different as a result of this micro-credential?
During the Micro-Credential: How has the teacher changed his/her perspective of the effect of the micro-credential on students? That is, now that the teacher is taking the micro-credential, how has his/her thinking changed to the effect it will have on students?
After the Micro-Credential: What effect has the micro-credential actually had on students? Can we draw theoretical and ultimately causal connections between the micro-credential and student success?
Organizational Support and Change:
What effect has the professional learning had on the school environment?
What barriers prevent participants from using what they have learned?
What affordances of the environment promote use?

Source: Adapted from Evaluating Micro-Credentialing. Guskey's (2000) variant of the Kirkpatrick (1996) model. Retrieved from https://thefindingsgroup.org/2017/05/02/evaluating-micro-credentialing/

NWKM Application. This research design focuses on CTS' adoption of The New World Kirkpatrick Model for evaluative purposes, strengthening the professional learning framework from both deductive and inductive collaborative feedback. Identification of key roles, indicators, and the facilitation of required drivers, high-interest, choice-driven, promotable, differentiated strategies will function as pillars within the instructional design. CTS will be accountable for the fidelity of data measurements to drive objective performance and mastery end-goals. Data should be used to align organizational goals with professional learning objectives affecting the participating stakeholder/s (Kirkpatrick & Kirkpatrick, 2016). Lastly, all directives should be consistently vetted to be in alignment with improving quality and equitable access of targeted TAY resources and services required to improve high school graduation rates and college and career readiness skills.

Stakeholder Goals. As stated in Chapter One, proposed organizational, DCS stakeholder, and TAY goals will generate benchmarks for integration. For example, repeating the organizational goal that affects access to TAY resources and services affecting the DCS stakeholder and TAY learner, CTS, after one year of improved and suggested resource intervention strategies designed for the DCS professional stakeholders, the organizational structure and implementation of programs and services will be practiced in all TAY group homes and communicated in all applicable mission statements. The desired organizational goal is to claim visible reciprocity between all TAY facilities with a diligent system to monitor and track graduation rates and post-secondary involvement. Among the TAY female group home population, CTS will seek to achieve an 80% high school graduation rate to close the 29% achievement gap disparity between foster care TAY and non-foster care learners reported on the 2020 CDE accountability report. See Table 1.

Table 1. Organizational Mission, Global Goal, and Stakeholder Performance Goals

Organizational Vision
To be a community leader and exemplary model in promoting sustainable independence for TAY foster care children residing in community-based live-in facilities seeking assistance in living autonomous, productive, and prosperous lives.
Organizational Stakeholder Goal
In one year of TAY resource intervention adoption, CTS will chart, monitor, implement, facilitate, and achieve 80% high school graduation for all senior TAY residents with 60% verification of AB12 qualification and post-secondary education and/or employment goal orientations.
DCS Stakeholder Goal
In one year of the TAY resource intervention adoption, the DCS employees will have been trained, resourced, evaluated, and certified in related high school graduation supports (i.e., pedagogical, cognitive, and motivational factors) to promote and validate the organizational goal mission.
TAY Learner Stakeholder Goal
In one year of the TAY resource intervention adoption, the CTS' TAY learners will have been exposed to effective DCS KMO modeling and will display academic and social improvement impacting high school graduation qualification and college and career readiness for TAY autonomy.

Recommendations for Further Study

Building a bridge between the tangible and intangible components of KMO "gaps" is a quest for improved and progressive instrumentation and methodology. Specifically, cognitive science accounts for concrete and abstract factors in learning acquisition research; however, quantifying brain activity and growth through the lens of neuropsychology increases an objective validity of qualitative methodology. Beyond the scope and sequence of this research design, CTS can look forward to the increasing quantification of learning pertaining to metacognitive and motivational decision-making. For example, the prospect of neuroscience allows for the mapping and visible tracing of cognitive activity of assumed factors shaping the evolutionary trajectory of the learner's development and, consequently, redirecting educational worldviews and pedagogical instruction (Immordino-Yang, 2011).

According to Chiao, Cheon, Pornpattananangkul, & Blizinsky (2013), the advent of scientific, cultural, and biological research anticipate genetic and social variables that shape learner's perspectives and account for measurable brain development. CTS' future instructional designs will be greatly amplified when addressing multi-layered TAY socio-cultural and emotional contingencies impacting content acquisition of KMO demands. The ability to tangibly chart engagement and interest affecting effort and persistence is a dynamic advancement to concretely measure and improve TAY learning and living KMO goal values.

The possibility of a tangible validation of theorized genetics influencing cognitive, social, and behavioral outcomes faithfully addresses differentiated and equitable concerns (Roepstorff, 2013). Neuropsychology's viable identification of physical and psychological factors shaping maturation and cognition is a transformational complement to educational theory and scientific learning research. CTS' TAY learner should be considered as a vital candidate for neuropsychological integration to guide instructional strategies.

Conclusion

CTS' STRTP living accommodations serve a specific TAY female clientele that has exhausted long-term foster care opportunities. CTS' STRTP TAY residential services for females between the ages of 13-19 rely on the efficacy of services designed to promote sustainable skills for lifelong stability, self-sufficiency, and contentment. This Gap Analysis identified, evaluated, and proposed solutions to KMO factors impacting educational, psychological, and social autonomy impeding TAY high school graduation rates and college and career readiness. An outcome of this study is a tangible, scripted protocol of required resources to promote high school graduation rates and support services for viable independence beyond STRTP residency. Findings and solutions addressed validated, partially validated, or not

validated KMO domains for integration, refinement, and developmental resources. Knowledge Declarative data analyzed cognitive science, pedagogy, instrumentation, self-regulation, and self-confidence. Knowledge Procedural data measured differentiation, goal values, methodology, data collection, and collaborative strategies. Knowledge Metacognitive data reported cognitive taxonomy, attributions and contingencies, schema, and cognitive attrition. Motivational data measured choice selection, instructional design, goal values, socio-cultural and emotional influences, schema integration, and cognitive barriers. Lastly, Organizational data quantified CTS' professional learning and instructional design, fidelity of TAY resources, accountability protocol, cross-disciplinary alignment, incentivization, collaboration, and culture/climate factors.

Identified KMO barriers are addressed with itemized solutions impacting each constituent member related to interaction with the TAY learner. Results and findings drove data-driven solutions for professional learning integration filtered through Gap Analysis instrumentation (Clark & Estes, 2008; Rueda, 2011). This Gap Analysis validated barriers, proposed data-driven solutions to address KMO gaps, and provided qualitative and quantitative assessment tools to improve differentiated instruction, promoting the individual learner and organizational commitments.

This Gap Analysis examined and evaluated systemic organizational factors that affect the proficiency, relevancy, utility, and attainment of integral TAY resources and services impacting high school graduation rates and college and career readiness competencies. KMO domain analysis targeted categorical factors influencing the DCS stakeholder, TAY learner, professional learning protocol, administrative personnel, and organizational obligations. The objective and subjective critique of practicing instrumentation and methodology supports data-driven results and findings reliant on the validity and reliability of organizational processes.

Objective data collection is the foundation of KMO identification, validation, and solution-based indicators triangulated via document analysis, DCS focus groups, and administrative interviews. Data-driven, proximal development, high-interest, and performance-based professional learning is this study's proposition to increase differentiated, collaborative, viable solutions addressing KMO barriers aiding the TAY learner's autonomy—high school promotion and college and career readiness emancipatory life-skills. This research design analyses, synthesizes, and evaluates learner-based inquiry, cognitive barriers, data-driven pedagogy, and investigative, scientific protocol to improve CTS' dedication to serve the TAY learner residing in STRTP homes.

An overall improvement of the identified KMO factors in this Gap Analysis is a catalyst to address systemic organizational variables that dictate the DCS stakeholder's KMO strengths and weaknesses for TAY modeling and transfer (Clark & Estes, 2008). Implementation of this framework will create a viable intervention that accommodates concrete and abstract variables unique to the DCS stakeholder in the context of STRTP education. This framework, if implemented with steadfastness, hopes to improve CTS' STRTP resources and services with special emphasis on educational practices that honor CTS' mission statement. The external generalizability of this Gap Analysis can be extended to diverse contexts with varied application, identifying KMO gaps beyond the STRTP context. As stated, the intent of this research is to improve the necessary TAY resources and services to honor our salient ethical accountability and altruistic responsibility (Scott & Palinscar, 2006): the dignity, the moral right of man to life, its development and cultivation, as well as the values of justice, responsibility, tolerance, and obligation" (Gluchman, 2017, p. 1). (For a list of term definitions and acronyms, see Appendix N).

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Appendix A: Recruitment Letter—Focus Group Protocol

August 26, 2020:

Focus Group Recruitment for the Knowledge, Motivation, Organization Element of the Study: Request to participate in Doctoral Study Educational Resources Learning Focus Group

Subject: *Gap Analysis: Transition Age Youth (TAY) Educational Resources for High School Graduation and College and Career Readiness*

Dear CTS DCS member,

For the University of Southern California (USC) Doctorate of Education (EdD) program, I am conducting research as part of my dissertation study. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies needed to serve the female foster-care learner residing at CTS' STRTP, group home facilities. I am writing to request your participation in a Focus Group meeting to provide input from your personal and professional expertise and perspectives to provide evidence for my study. If you volunteer, due to present social restrictions, the Focus Groups will be done via video-conferencing with a time commitment of 30-40 minutes. Please know that your participation and input will be protected through confidentiality of content and anonymous reporting. The session will be recorded in order to be transcribed at a later date.

If you would like to participate, please download and read the attached Information Sheet. If you have any questions about the study, please contact the principal investigator, Kenneth M. Hill, at hillkm@usc.edu or 310-628-7211. You may also contact me at lpicus@rossier.usc.edu. Thank you for your time and consideration.

Sincerely,

Lawrence O. Picus, PhD
Professor of Education Finance and Policy
Associate Dean for Research and Faculty Affairs
USC Rossier School of Education

Appendix B: Focus Group Recruitment

University of Southern California
Rossier School of Education
3470 Trousdale Parkway, Los Angeles, CA 99089

INFORMATION SHEET FOR EXEMPT RESEARCH

STUDY TITLE: Gap Analysis: Transition Age Youth Educational Resources for High School Graduation and College and Career Readiness

PRINCIPAL INVESTIGATOR: Kenneth M. Hill, MEd

FACULTY ADVISOR: Lawrence Picus, PhD

For the University of Southern California (USC) Doctorate of Education (EdD) program, I am conducting research as part of my dissertation study. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies needed to serve the female foster-care learner residing at California Transitional Services' (CTS) STRTP, group home facilities. You are invited to participate in a research study. Your participation is voluntary. This document explains information about this study. Please feel free to ask any questions.

PURPOSE

The purpose of this study is to analyze and evaluate knowledge, motivation, and organizational (i.e., KMO) factors impacting educational, psychological, and social autonomy impeding Transitional Age Youth (TAY) high school graduation rates and college and career readiness. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies for this specific foster care youth population to achieve sustainable, long-term independence.

An outcome of this study is a tangible, scripted protocol of required resources to promote high school graduation rates and support services for viable independence beyond STRTP residency. You are invited as a possible participant because of your employment status and job responsibilities serving the female foster care learners residing at CTS' STRTP, group home facilities.

PARTICIPANT INVOLVEMENT

I am writing to request your participation in a Focus Group meeting to provide input from your personal and professional expertise and perspectives to provide evidence for my study. Due to present social restrictions, the Focus Groups will be done via video-conferencing with a time commitment of 30-40 minutes. Your expertise, personal, and professional perspective will provide valuable input to better serve the specific female foster-care learner at CTS' residential STRTP, group homes facilities.

I have prepared pre-formatted questions to maximize our time and achieve the most profitable input. I will read each question and, after there has been enough conversation, will move to the next question. We will not exceed the allotted time limit of 40 minutes. The session is recorded so that it can be transcribed later for research purposes. Additionally, the video-conferencing recording will only be used for this research. Lastly, responding to any question is entirely optional.

Please know that your participation and input will be protected through confidentiality of content and anonymous reporting. The session will be recorded in order to be transcribed at a later date. Your participation in the Focus Group is completely voluntary and information collected is solely for the dissertation process.

Appendix B (contd):

University of Southern California
Rossier School of Education
3470 Trousdale Parkway, Los Angeles, CA 99089

Video-audio recording will be utilized during the Focus Group portion to accurately and comprehensively capture context and content. You may choose to decline recording at any point during the Focus Group meeting and you may stop your Focus Group participation at any time.

PAYMENT/COMPENSATION FOR PARTICIPATION

You will not be compensated for your participation.

CONFIDENTIALITY

The members of the research team, and the University of Southern California Institutional Review Board (IRB) may access the data. The IRB reviews and monitors research studies to protect the rights and welfare of research subjects.

When the results of the research are published or discussed in conferences, no identifiable information will be used.

Various provisions will be implemented in order to keep information confidential. Research procedures of survey and interview participation will be conducted in a private setting. The data will be captured and reviewed by the principal investigator in a private setting. The collection of participant information will be limited to the amount necessary to meet the objectives of the research. Participations will also not be approached in a setting that may result in a breach of privacy. Data and participants will be classified and organized by code or pseudonym. When data analysis has been completed, the recording of the interview will be erased or deleted.

Only audio recording of the interviews will take place. Participants may review the audio recording and associated transcripts upon request. Only the principal investigator and faculty advisor will have access to the recordings. Once audio recordings are fully transcribed and analyzed, they will be destroyed.

At the conclusion of the study, written research data will be retained for study record keeping purposes per institutional policy.

INVESTIGATOR CONTACT INFORMATION

If you have any questions about this study, please contact Kenneth M. Hill at hillkm@usc.edu and/or 310-628-7211.

IRB CONTACT INFORMATION

If you have any questions about your rights as a research participant, please contact the University of Southern California Institutional Review Board at (323) 442-0114 or email irb@usc.edu.

Sincerely,

Kenneth M. Hill

Kenneth M. Hill

Appendix C:

Facilitator Focus Group Protocol

Thank you for agreeing to participate in this Focus Group discussion. Your expertise, personal, and professional perspective will provide valuable input to better serve the specific female foster-care learner at CTS' residential STRTP, group homes facilities. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies for this specific foster care youth population to achieve sustainable, long-term independence.

I have prepared pre-formatted questions to maximize our time and achieve the most profitable input. I will read each question and, after there has been enough conversation, will move to the next question. We will not exceed the allotted time limit of 40 minutes. The session is recorded so that it can be transcribed later for research purposes. Please know that your valuable input and perspectives will be kept confidential and reported anonymously. Additionally, the video-conferencing recording will only be used for this research. Lastly, responding to any question is entirely optional. If you have any questions about the study, please contact the me, the principal investigator, at hillkm@usc.edu or 310-628-7211. You may also contact my Dissertation Chair, Lawrence O. Picus, PhD at lpicus@rossier.usc.edu.

Thank you for your time and consideration.

Sincerely,

Kenneth M. Hill

Kenneth M. Hill

Appendix D:

Facilitator Focus Group Protocol Guide

Focus Group Script:

(K: DPM) Question 1: What experience or training do you have related to how a learner learns? (i.e., cognitive science, types of knowledge, and learning barriers).

(K: DPM) Question 2: As practitioners, what experience or training have you received in practicing and using teaching strategies? (i.e., pedagogical instructional strategies, designs, and formative/summative assessments).

(K:DPM) Question 3: How often are you challenged with educational content (e.g., literary terms, CAASP requirements, cognitive taxonomy, persona, and synthetic analysis) that might limit your ability to help guide and instruct the learner?

(K:DPM) Question 4: What strategies or tools do you use to help monitor and keep the learner accountable and encouraged for educational growth? (i.e., quantitative and qualitatively measurements: data collection methodology).

(K:DPM) Question 5: What strategies do you use to adjust your personalized instruction or involvement with different types of personalities, learning styles, and/or educational goals? (i.e., differentiated approaches to promote performance and mastery goal values).

(K:DPM) Question 6: How often do you have the time and the ability to collaborate with other colleagues concerning effective strategies to help the learner? (i.e., effective TAY modeling).

(K:DPM) Question 7: What personal and professional strategies are used to identify and reflect on what learning strategies work or do not work for the learner? (i.e., effective TAY modeling, evaluation of strengths and challenges).

Appendix D (contd.):

(K:DPM) Question 8: What strategies are used to define and help encourage personal and professional goals, interests, and motivations in your work environment affecting the learner? (i.e., metacognitive schema for attributions and contingencies).

(K:DPM) Question 9: What strategies do you use for self-regulation to accomplish your diverse job requirements? (i.e., self-regulation, schema-development for TAY transfer).

(K:DPM) Question 10: What training and strategies do you use to avoid frustration and encourage the learner? (i.e., redundancy, learning attrition, and mental fatigue for effective TAY modeling).

(M) Question 11: How much input or choice do you have in selecting the 'what' and 'how' of how best to serve the educational needs of the learner?

(M) Question 12: What is the single most important factor that motivates you to perform your job responsibilities?

(M) Question 13: What are the major social, cultural, and/or emotional barriers impacting the learner (i.e., socio-cultural and emotional attributions and contingencies).

(M) Question 14: What is the single most important factor that frustrates you or impedes you to perform your job responsibilities?

(M) Question 15: How do you remain confident that your strategies are truly helping the learner? (i.e., self-confident to strategically integrate personalized schema for achievement and TAY modeling transfer).

(O) Question 16: Are you given a clear educational goal and do you feel the necessary resources are available? (i.e., CTS' professional learning and instructional approach and fidelity of resources).

Appendix D (contd):

(O) Question 17: Are your policies and procedures clear and relevant to the learner?

(O) Question 18: If applicable, has previous in-service training or professional development been supportive of pre-existing mission goals/visions?

(O) Question 19: Do you feel that your local goals are in alignment with the CTS' larger objectives? (i.e., cohesiveness in collaboration, cross-disciplinary content alignment, and accountable TAY performance and mastery attainment).

(O) Question 20: Are there personal and professional incentives offered by CTS? (i.e. tangible and intangible incentivization for employment retention and cultural sustainment).

(O) Question 21: How do you receive feedback from CTS related to job responsibilities and is it effective to help the learner? (i.e., collaboration and effective, timely feedback affecting the fluidity of the program).

(O) Question 22: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS? (i.e., validate the instruction for intrinsic value of the adopted campaign).

Time Remaining: Is there anything else you would like to share relevant to your job description influencing the needs and resources of the learner?

Appendix E: Administrative Protocol

Interview Letter

Request to participate in Doctoral Study Educational Resources Administrative Interview

Dear ___ (administrator)

As part of my doctoral dissertation work at the University of Southern California (USC), I am conducting research as part of my dissertation study. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies needed to serve the female foster-care learner residing at CTS' STRTP, group home facilities. I am writing to request your participation in an Administrative Interview to provide input from your personal and professional expertise and perspective to provide evidence for my study. Due to present social restrictions, the interview will be done via video-conferencing with a time commitment of 30 minutes. Please know that your participation and input will be protected through confidentiality of content and anonymous reporting. The session will be recorded and transcribed at a later date.

If you would like to participate, please download and read the attached Information Sheet. I greatly appreciate your professional time and consideration. I would like to set up a time to have a conversation with you to learn from your expertise and to gain your perspective.

If you have any questions about the study, please contact the me, the principal investigator, at hillkm@usc.edu or 310-628-7211. You may also contact my Dissertation Chair, Lawrence O. Picus, PhD at lpicus@rossier.usc.edu.

Thank you for your time and consideration.

Sincerely,

Kenneth M. Hill

Kenneth M. Hill

Appendix F: Interview Recruitment

University of Southern California
Rossier School of Education
3470 Trousdale Parkway, Los Angeles, CA 99089

INFORMATION SHEET FOR EXEMPT RESEARCH

STUDY TITLE: Gap Analysis: Transition Age Youth Educational Resources for High School Graduation and College and Career Readiness

PRINCIPAL INVESTIGATOR: Kenneth M. Hill, MEd

FACULTY ADVISOR: Lawrence Picus, PhD

For the University of Southern California (USC) Doctorate of Education (EdD) program, I am conducting research as part of my dissertation study. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies needed to serve the female foster-care learner residing at California Transitional Services' (CTS) STRTP, group home facilities. You are invited to participate in a research study. Your participation is voluntary. This document explains information about this study. Please feel free to ask any questions.

PURPOSE

The purpose of this study is to analyze and evaluate knowledge, motivation, and organizational (i.e., KMO) factors impacting educational, psychological, and social autonomy impeding Transitional Age Youth (TAY) high school graduation rates and college and career readiness. My research focuses on identifying and utilizing the necessary services, resources, and educational strategies for this specific foster care youth population to achieve sustainable, long-term independence.

An outcome of this study is a tangible, scripted protocol of required resources to promote high school graduation rates and support services for viable independence beyond STRTP residency. You are invited as a possible participant because of your employment status and job responsibilities serving the female foster care learners residing at CTS' STRTP, group home facilities.

PARTICIPANT INVOLVEMENT

I am writing to request your participation in an Administrative Interview to provide input from your personal and professional expertise and perspectives to provide evidence for my study. Due to present social restrictions, the Administrative Interview will be done via video-conferencing with a time commitment of 30 minutes. Your expertise, personal, and professional perspective will provide valuable input to better serve the specific female foster-care learner at CTS' residential STRTP, group homes facilities.

I have prepared pre-formatted questions to maximize our time and achieve the most profitable input. I will read each question and, after there has been enough conversation, will move to the next question. We will not exceed the allotted time limit of 30 minutes. The session is recorded so that it can be transcribed later for research purposes. Additionally, the video-conferencing recording will only be used for this research. Lastly, responding to any question is entirely optional.

Please know that your participation and input will be protected through confidentiality of content and anonymous reporting. The session will be recorded in order to be transcribed at a later date. Your participation in the Administrative Interview is completely voluntary and information collected is solely for the dissertation process.

Appendix F (contd):

University of Southern California
Rossier School of Education
3470 Trousdale Parkway, Los Angeles, CA 99089

Video-audio recording will be utilized during the Administrative Interview portion to accurately and comprehensively capture context and content. You may choose to decline recording at any point during the Administrative Interview and you may stop your Administrative Interview participation at any time.

PAYMENT/COMPENSATION FOR PARTICIPATION

You will not be compensated for your participation.

CONFIDENTIALITY

The members of the research team, and the University of Southern California Institutional Review Board (IRB) may access the data. The IRB reviews and monitors research studies to protect the rights and welfare of research subjects.

When the results of the research are published or discussed in conferences, no identifiable information will be used.

Various provisions will be implemented in order to keep information confidential. Research procedures of survey and interview participation will be conducted in a private setting. The data will be captured and reviewed by the principal investigator in a private setting. The collection of participant information will be limited to the amount necessary to meet the objectives of the research. Participations will also not be approached in a setting that may result in a breach of privacy. Data and participants will be classified and organized by code or pseudonym. When data analysis has been completed, the recording of the interview will be erased or deleted.

Only audio recording of the interviews will take place. Participants may review the audio recording and associated transcripts upon request. Only the principal investigator and faculty advisor will have access to the recordings. Once audio recordings are fully transcribed and analyzed, they will be destroyed.

At the conclusion of the study, written research data will be retained for study record keeping purposes per institutional policy.

INVESTIGATOR CONTACT INFORMATION

If you have any questions about this study, please contact Kenneth M. Hill at hillkm@usc.edu and/or 310-628-7211.

IRB CONTACT INFORMATION

If you have any questions about your rights as a research participant, please contact the University of Southern California Institutional Review Board at (323) 442-0114 or email irb@usc.edu.

Sincerely,
Kenneth M. Hill
Kenneth M. Hill

Appendix G:

Facilitator Interview Protocol Guide

Interview Script:

(O) Question 1: With the DCS under your supervision, how and how often do you give performance feedback? What methodology and evidence are used to provide effective and productive critique?

(O) Question 2: What tools or strategies do you use to provide clarity and promote value of CTS' organizational goals? Is there a direct correlation between clarity of goals and impact on work culture or climate?

(O) Question 3: Does the DCS have any choice or input on instructional decisions impacting the learner?

(O) Question 4: What incentives does CTS offer to promote learning and positively impact the work environment?

(O) Question 5: Does the DCS employee have opportunities to clarify and reflect on job performance related to CTS' organizational objectives?

(O) Question 6: How do you help the DCS maintain motivation and promote learning related to the learner?

(O) Question 7: If applicable, how often and when was the last time a formal professional development was offered for the DCS employee?

(O) Question 8: What is the most motivating or exciting component of your job description?

(O) Question 9: What is the greatest barrier impacting the DCS's ability to serve the needs of the learner?

Appendix G (contd):

(O) Question 10: How do you clarify a clear educational goal and do you feel the necessary resources are available to the DCS to service the learner? (i.e., CTS' professional learning and instructional approach and fidelity of resources).

(O) Question 11: Are your policies and procedures clear and relevant for the DCS employee and relevant to the learner?

(O) Question 12: Are there strategies CTS uses to promote motivation, confidence, and self-efficacy among the DCS employee? (i.e., validate the instruction for intrinsic value of the adopted campaign).

Time Remaining: Is there anything else you would like to share relevant to your job description influencing the needs and resources of the DCS employee servicing the learner?

Appendix H:

NSRF Protocols

Appendix E-1. NSRF Inquiry Circles Protocol

National School Reform Faculty

Harmony Education Center

www.nsrfharmony.org

hinking:

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Bisplinghof, B. (n.d.). Inquiry Circles: A Protocol for Professional Inquiry. Retrieved April 28, 2018, from https://www.nsrfharmony.org/wp-content/uploads/2017/10/inquiry_circles.pdf

H-2: NSRF Data Analysis Protocol

NSRF
National School Reform Faculty
Harmony Education Center

Data Analysis Protocol

NSRF,® Spring 2015

Facilitation Difficulty: 50 min. Up to 15 Preconference in advance

Purpose — Discussions around data can make people feel "on the spot" or exposed, either for themselves, their students, or their profession. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus. This protocol allows participants to look at data with new eyes, and ends with possible implications, next steps, and strategies.

Selecting data to share — Choose data sets or artifacts that do not lead to a single, "obvious" conclusion, to encourage the most productive conversations. The data you choose should have enough information present so that people have some context, but not so much information that individuals will feel overloaded or that assumptions and judgments will be triggered. People can comfortably look at a page or two of data. If you need to review more data, schedule multiple, separate sessions with significant breaks to avoid "data fatigue."

Group size — Up to 15

Preparation — Preconference with the presenters to review the data sample to ensure that it is appropriate (see above). At meeting time, coach brings a timer, presenter brings sufficient copies of the data for all participants, and all participants bring writing materials.

Possible pitfalls — Steps 4-6 should be conducted in rounds. In round 4, remind participants to literally share only what they see, without judgments or speculations.

Prerequisites — Giving and Receiving Feedback

Steps:

1. **Setup** — (5 min.) Explain that the purpose of the protocol is to look at a particular set of data with new eyes. Participants will be given only limited information about the data, intentionally, to avoid influencing the interpretation of the data. The participants are instructed to act as "data detectives" searching for any relevant clues as to what the data represents, what they might mean, and what implications might arise for the individuals or groups being reviewed. The group's job is to collaboratively construct meaning around the data as they go through the steps. If participants want more context, assure them that they will be able to add value even without more context since the point is to learn specifically from the data at hand.

   Lastly, participants are told that as they examine the data, they should keep in mind that they will be asked to share in three rounds:

   - *What you actually see*
   - *What you think the data sample means. Participants are asked to think broadly and creatively. Assume that the data set, no matter how confusing, makes sense to people.*
   - *What you believe the implications of that data set are (suggestions & next steps).*

2. **Present** — (2 min.) The presenter gives a very brief statement (one sentence) defining the data, taking care to avoid revealing any conclusions already drawn. They then distribute copies of the data.

Data Analysis. (n.d.). Retrieved April 28, 2018, from https://www.nsrfharmony.org/wp-content/uploads/2017/10/DataAnalysis.pdf

H-3: NSRF Considering Evidence Protocol

ersation about next steps.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Project Zero. (n.d.). Considering Evidence. Retrieved April 28, 2018, from https://www.nsrfharmony.org/wp-content/uploads/2017/10/considering_evidence_0.pdf

H-4: NSRF Change in Practice Protocol

National School Reform Faculty
Harmony Education Center
www.nsrfharmony.org

A Change in Practice

dering about?

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Thompson-Grove, G. (n.d.). A Change In Practice. Retrieved April 28, 2018, from https://www.nsrfharmony.org/wp-content/uploads/2017/10/change_practice_0.pdf

H-5: NSRF ATLAS Looking at Data

National School Reform Faculty
Harmony Education Center
www.nsrfharmony.org

can be

listed in another column for later discussion during Step 3.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Leahy, D. (n.d.). ATLAS Looking at Data. Retrieved April 28, 2018, from https://www.nsrfharmony.org/wp-content/uploads/2017/10/atlas_looking_data_0.pdf

H-6: NSRF Connect to Work and Share Feedback Protocol

n-Grove, National School Reform Faculty, 2004

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

Thompson-Grove, G. (n.d.). What? Now what? So what? Retrieved April 28, 2018, from https://www.nsrfharmony.org/wp-content/uploads/2017/10/what_so_what_0.pdf

Appendix I:

Standards for Professional Learning

Standards for Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement. We assist classroom, school, and system leaders in solving their toughest problems of practice. Learning Forward members experience practical learning opportunities, receive timely publications, and connect to like-minded educators from around the world. Join us today!

Learning Communities
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Source: Learning Forward. Retrieved from https://learningforward.org/standards/

Appendix J:

MCESA Inquiry-Based Teaching Strategies

MCESA
Maricopa County Education Service Agency

Inquiry-Based Teaching Strategies

The instructor uses inquiry-based teaching strategies effectively to facilitate learning

Key Method

The instructor uses inquiry-based teaching strategies to facilitate participant learning. This includes asking questions that elicit prior knowledge and move thinking forward, and facilitating discourse that allows participants to learn through discussion.

Method Components

The intention of this competency is to examine ways in which the instructor uses inquiry-based teaching strategies such as questioning and discourse to move learning forward. Although some direct instruction may be present during the session, this competency focuses specifically on moments when inquiry is solicited.

Components for Demonstrating Inquiry-Based Teaching Strategies

A. Designs questions to guide participant inquiry
- Identifies points in the instructional sequence where inquiry is appropriate
- Composes questions to guide inquiry
- Anticipates the learning trajectory for each key idea and plans questions to help move participants forward in uncovering these

B. Implements the inquiry process
- Launches learning sequence in a way that leads to inquiry strategies
- Asks questions to guide discovery of key ideas
- Observes participants and uses questions to move their thinking forward toward understanding key ideas

C. Ensures learning goals are met
- Compares planned questions with asked questions
- Adjusts interactions to ensure learning takes place
- Articulates evidence of participant learning

Supporting Research

- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. Educational Researcher, 33(8), 3–15.)
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. Dallas, TX: National Staff Development Council. http://learningforward.org/docs/pdf/nsdcstudy2009.pdf
- Loucks-Horsley, S., Stiles, K. C., Mundry, S., Love, N., & Hewson, P. W. (2010). Designing Professional Development for Teachers of Science and Mathematics (3rd ed.). Thousand Oaks, CA: Corwin.

1

MCESA. (n.d.). Inquiry Based Teaching Strategies. Retrieved April 28, 2018, from https://bloomboard.com/microcredential/view/028e5080-f84b-47ad-9ade-d955dbddb7a3

Appendix K:

Guskey's Five Levels and Categorical Questions

Five Levels of Professional Development Evaluation

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	▪ Was the facilitator knowledgeable and helpful? ▪ Did you have the opportunity during the session to effectively practice or apply the concepts provided? ▪ Did the session activities facilitate the sharing of work experiences among participants? ▪ Did the session materials contribute to your learning during the session? ▪ Were the facilities and equipment conducive to learning? ▪ Were the stated session objectives met? ▪ In terms of preparing you to do your job better, how would you rate the overall quality of the session?	▪ Questionnaires administered at end of a session ▪ Focus groups ▪ Interviews ▪ Personal learning logs	▪ Initial satisfaction with the experience	▪ To improve program design and delivery
2. Participants' learning	▪ Did the participants acquire the intended knowledge & skills? ▪ Did participants' attitudes, beliefs or dispositions change?	▪ Paper-and-pencil instruments, including self assessments and tests ▪ Simulations & demonstrations ▪ Participant reflections ▪ Participant portfolios ▪ Case study analyses	▪ New knowledge and skills of participants	▪ To improve program content, format and organization
3. Organization support & change	▪ Was implementation advocated, facilitated, and supported? ▪ Was the support public and overt? ▪ Were problems addressed quickly & efficiently? ▪ Were sufficient resources allocated? ▪ Were successes recognized and shared? ▪ What was the impact on the organization? ▪ Did it affect the organization's climate and procedures?	▪ District and school records ▪ Minutes from follow-up meetings ▪ Questionnaires ▪ Structured interviews with participants and district/ school administrators ▪ Participant portfolios	▪ The organization's advocacy, support, accommodation, facilitation, and recognition	▪ To document and improve organizational support ▪ To inform future change efforts
4. Participants' use of new knowledge & skills	▪ Did participants effectively apply the new knowledge and skills? ▪ Did teachers' instructional practice change? ▪ Are the teachers consistently applying the knowledge & skills?	▪ Questionnaires ▪ Structured interviews with participants and their supervisors ▪ Participant portfolios ▪ Participant reflections ▪ Direct observations ▪ Video or audio tapes	▪ Degree and quality of implementation	▪ To document & improve the implementation of program content
5. Student learning outcomes	▪ What was the impact on students? ▪ Did it affect student performance or achievement? ▪ Did it influence students' physical or emotional well-being? ▪ Are students more confident as learners? ▪ Is student attendance improving? ▪ Are dropouts decreasing?	▪ Student records ▪ School records ▪ Questionnaires ▪ Structured interviews with students, parents, teachers, and/or administrators ▪ Participant portfolios	▪ Student learning: o Cognitive (performance & achievement) o Affective (attitudes & dispositions) o Psychomotor (skills & behaviors) ▪ Student participation & attendance	▪ To focus & improve all aspects of program design, implementation, and follow-up ▪ To demonstrate the overall impact of professional development

Adapted from a handout by Thomas R. Guskey shared at NCREL's Annual Meeting, 2002

Porter Center @ NCREL with ASCD

Appendix L:

Micro-Credential Orientation Evaluation Instrument.

Guskey's (2000) variant of the Kirkpatrick (1996) model: Here's what it might look like:

1. Participation and selection: Who is choosing what micro-credential?
    - How did the designers arrive at the set of micro-credentials? Did they conduct a needs analysis?
    - Did the participant self-select into the program? If not, how was the participant connected to a specific micro-credential?
2. Participant Reactions: Did the participant find the professional learning useful, informative, and engaging?
3. Participant Knowledge: What did the participant hope to learn?
    - What did the participant learn?
    - What is the connection between what the participant hoped to learn, the learning objectives of the micro-credential, what the participant actually learned, and what the participant applies on the job?
4. Organizational Support and Change
    - What effect has the professional learning had on the school environment?
    - What barriers prevent participants from using what they have learned?
    - What affordances of the environment promote use?
5. Participant Actions: How does the micro-credential affect practice?
    - How does the participant intend to use what they learn in the micro-credential?
    - What action does the participant actually take as a result of the micro-credential?
6. Student Success:
    - Before taking the Micro-Credential: What affect will the micro-credential have on students? That is, how will students be different as a result of this micro-credential?
    - During the Micro-Credential: How has the teacher changed his/her perspective of the effect of the micro-credential on students? That is, now that the teacher is taking the micro-credential, how has his/her thinking changed in regards to the effect it will have on students?
    - After the Micro-Credential: What effect has the micro-credential actually had on students? Can we draw theoretical and ultimately causal connections between the micro-credential and student success?
    - https://thefindingsgroup.org/2017/05/02/evaluating-micro-credentialing/

https://www.researchgate.net/figure/Guskey-and-Sparks-1996-model-of-the-relationship-between-professional-development-and_fig1_229439461

Appendix M:

IRB and Dissertation Presentation

SLIDE 1

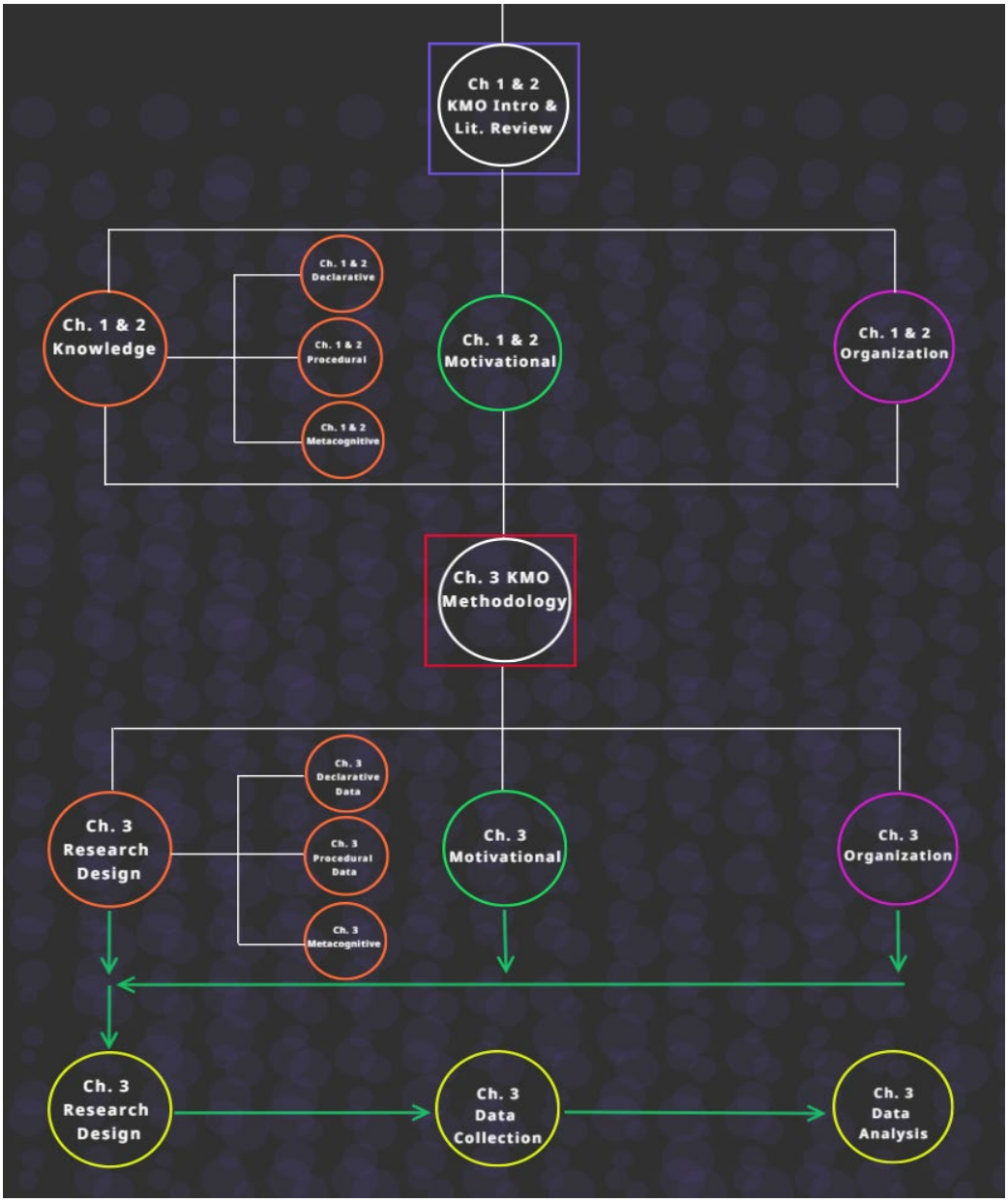
Good afternoon, esteemed colleagues. Thank you for your willingness to be on my dissertation proposal committee. My name is Kenneth Hill, and I will be presenting my dissertation entitled "GAP ANALYSIS: TRANSITION AGE YOUTH EDUCATIONAL RESOURCES FOR HIGH SCHOOL GRADUATION AND COLLEGE AND CAREER READINESS."

Education is inseparable from the inherent directive of leading to and protection of truth. It is imperative to protect and celebrate "the dignity, the moral right of man to life, its development and cultivation."

The following presentation will address the salient ethical responsibility in maximizing Transitional Age Youth or TAY resources to improve high school graduation rates and college and career readiness for profitable independence for females living in short-term, group home facilities.

Appendix M-2:

IRB and Dissertation Presentation



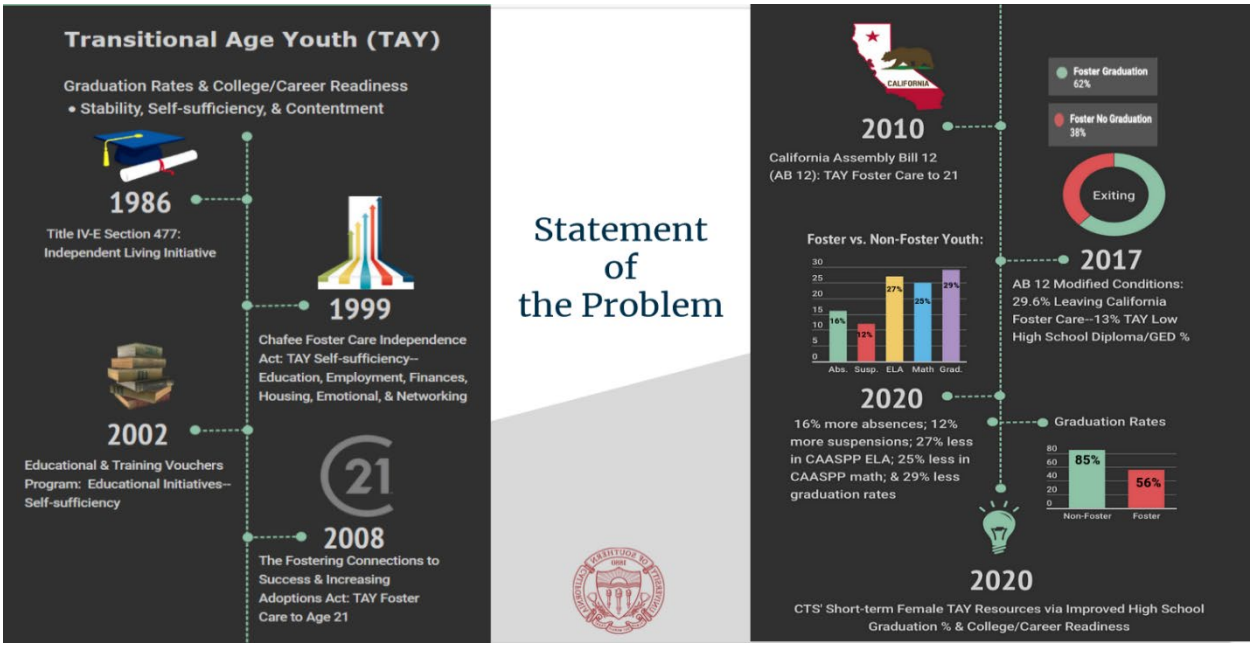
SLIDE 2

Chapters 1 thru 3 Outline

Here is a visual look at chapters 1-3 to navigate the following Transitional Age Youth (TAY) knowledge, motivation, and organizational (KMO) Findings and Solutions concerning resources and services influencing TAY graduation rates and college readiness.

Appendix M-3:

IRB and Dissertation Presentation



SLIDE 3

Statement of the Problem highlights the developmental Timeline impacting Foster Care TAY resources

In **1986**, federal child welfare programs of the Social Security Act added section 477, an Independent Living Initiative, aiding the adjustment from foster care to independence for TAY between the ages 13-19.

In **1999**, federal assistance was offered to develop specific TAY opportunities in "education, employment, financial management, housing, emotional support, and assured connections."

In **2002**, the Educational and Training Vouchers Program for TAY drew more participants as beneficiaries of federal aid sponsoring educational initiatives.

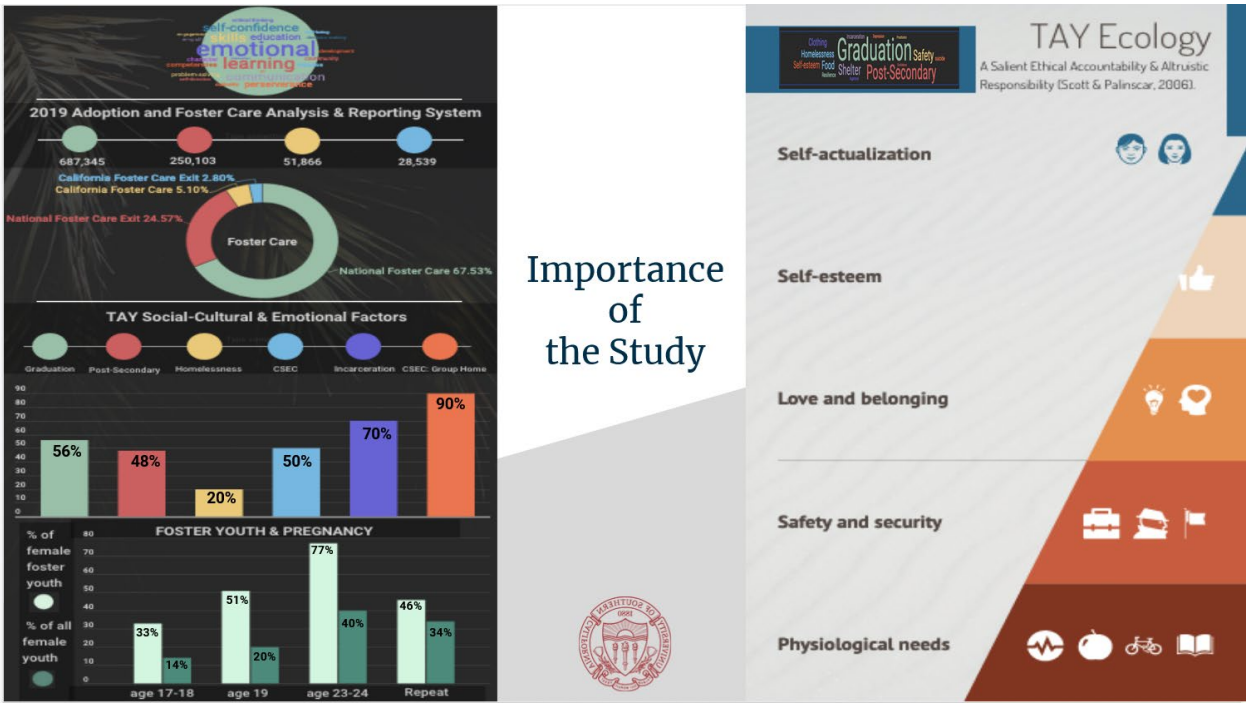
In **2008** the Fostering Connections to Success and Increasing Adoptions Act was passed extending TAY foster care services to age 21.

In **2010**, California adopted Assembly Bill 12, extending TAY foster care to 21 while contingent on specific criteria.

In **2017**, TAY represented 29.6% of all children leaving California's Foster Care system. From this number, 13% TAY reported low-rates of high school or GED completion. In fact, the California Department of Education reported deficiencies in every category compared to non-foster youth: For example, 16% more absences; 12% more suspensions; and **29% less in graduation rates**. Consequently, TAY are transitioning into emancipated life without sustainable academic and social skills, educational qualifications, and communal resources for sustainable autonomy.

Appendix M-4:

IRB and Dissertation Presentation



SLIDE 4

The Importance of the Study synthesizes relevant data impacting the TAY population

The First Graph provides a holistic Foster Care Perspective: In **2019**, of the 688,00 children receiving social services nationwide, 250,000 exited the US foster care system. California's 52,00 is the largest in the US with 29,000 children withdrawing from the system due to reconciliation, adoption, guardianships, or emancipation.

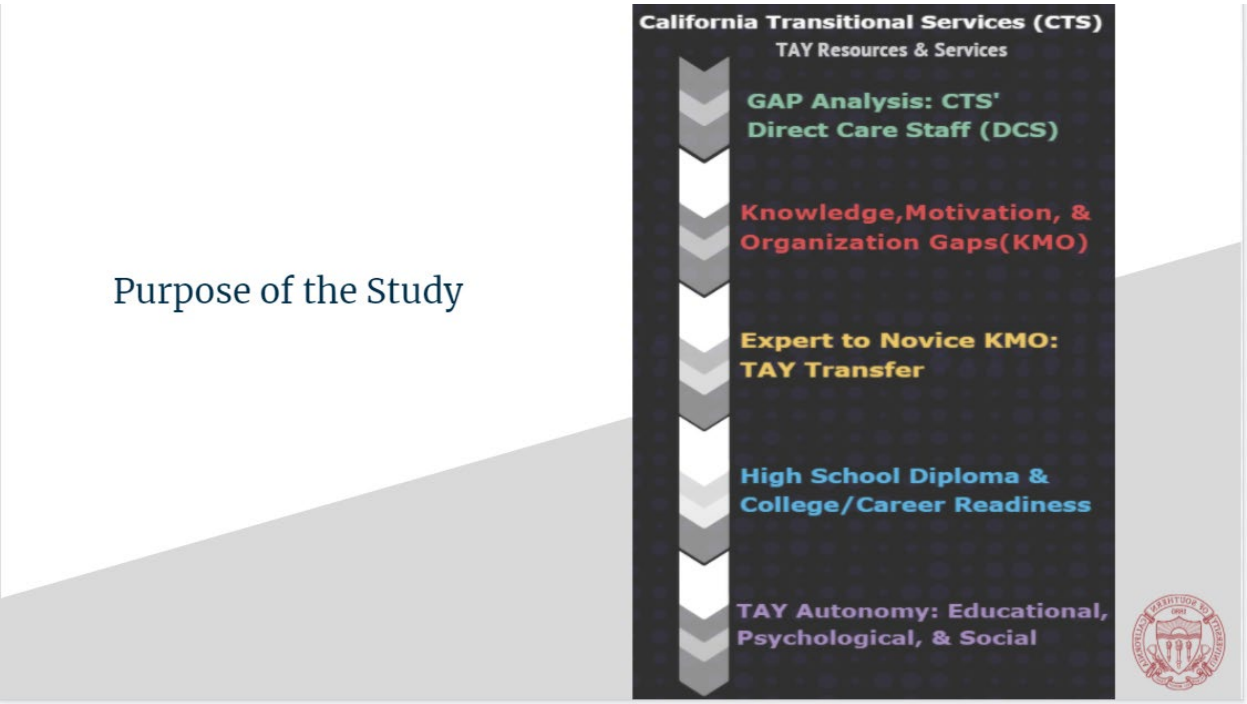
The Second Graph reports relevant TAY Social Cultural and Emotional: Ramifications: According to research, Independent TAY are statistically more likely to experience unemployment, poverty, criminal activity, and depression. Specifically, Foster Care youth data report a 56% graduation rate, 48% Post-Secondary Education, 20% homelessness, 70% criminal activity, and 50% identified as Commercial Sex Exploitation of Children or abbreviated as CSEC with 90% coming from short-term, group home facilities: this study's targeted population. Consequently, TAY are vulnerable to criminal activity to gain stability and consistency regarding food, shelter, clothing, family, safety, acceptance, and approval.

The Third Graph compares Youth pregnancy of foster youth to non-foster peers: According to research **between the ages of 17-18,** Foster youth are 19% more likely to get pregnant than non-foster youth, at **age 19,** 31%, **ages 23-24,** 37%, and **repeat** pregnancies, 12 %.

As the data indicate, it is a moral imperative to address viable and accessible TAY resources to promote a continuum of physiological needs, safety and security, love and belongingness, self-esteem, and self-actualization.

Appendix M-5:

IRB and Dissertation Presentation



SLIDE 5

Purpose of the Study, Illustrates a cohesive and progressive vision to address deficiencies impacting graduation rates and college and career skills among female TAY living in short-term, group home facilities operated by the alias California Transitional Services or abbreviated CTS located in Southern California.

Step 1, CTS' Direct Care Staff (DCS) stakeholder was selected with daily and consistent access to the TAY learner for Instructional modeling and support.

Step 2, Methodology, is centered on an analysis of assumed Knowledge, Motivation, and Organization or KMO "gaps."

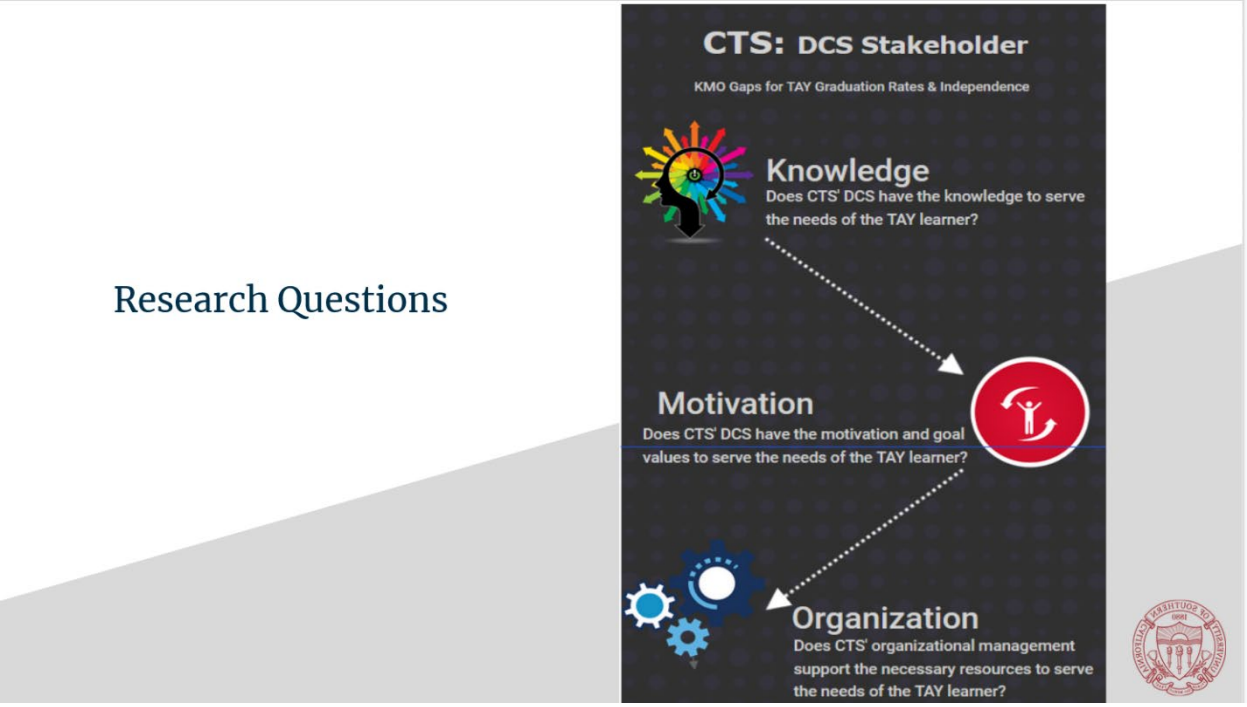
Step 3 targets Expert to Novice KMO transfer from the DCS Stakeholder to the TAY learner, improving High School Graduation Rates for College and Career Readiness.

Step 4 focuses on TAY graduation and post-secondary plans progressing toward self-sufficiency.

And Step 5 is centered on tangible realization of TAY viable educational, psychological, and social autonomy.

Appendix M-6:

IRB and Dissertation Presentation



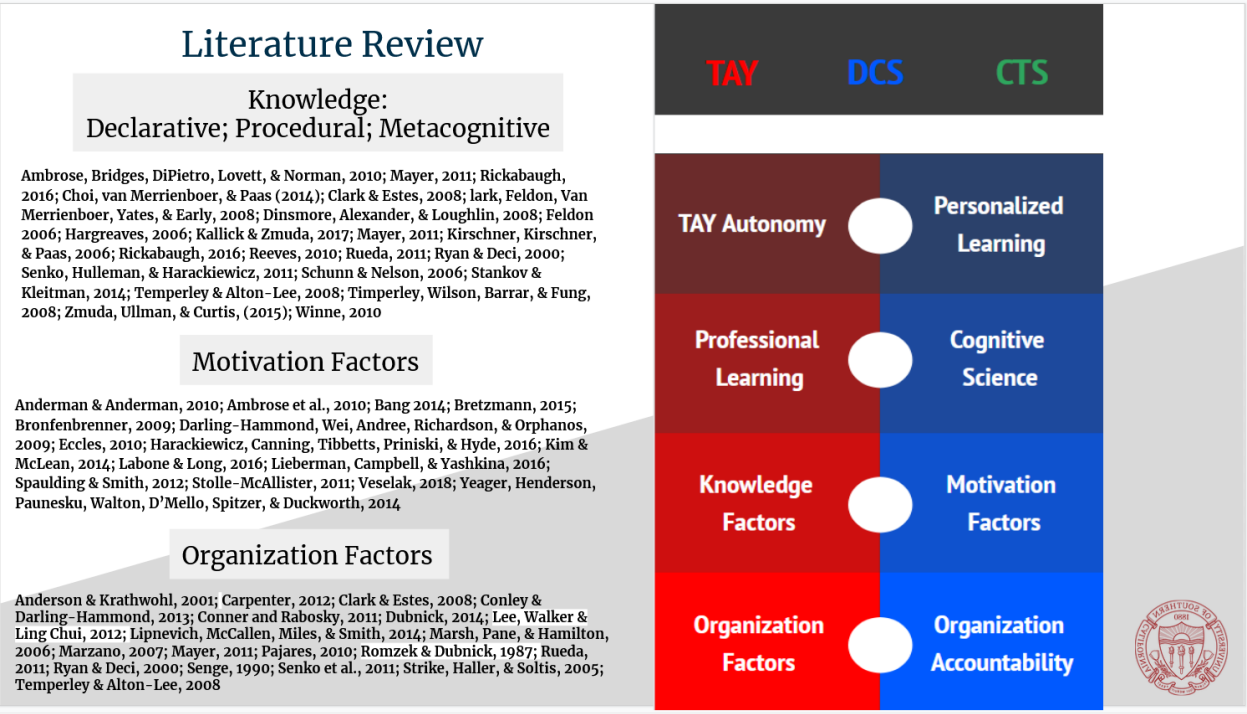
SLIDE 6

Three interdependent research questions framed the scope and sequence of this study relevant to KMO assumptions

Does CTS' DCS have the knowledge, motivation & organizational goal values to serve and resource the needs of the TAY learner?

Appendix M-7:

IRB and Dissertation Presentation



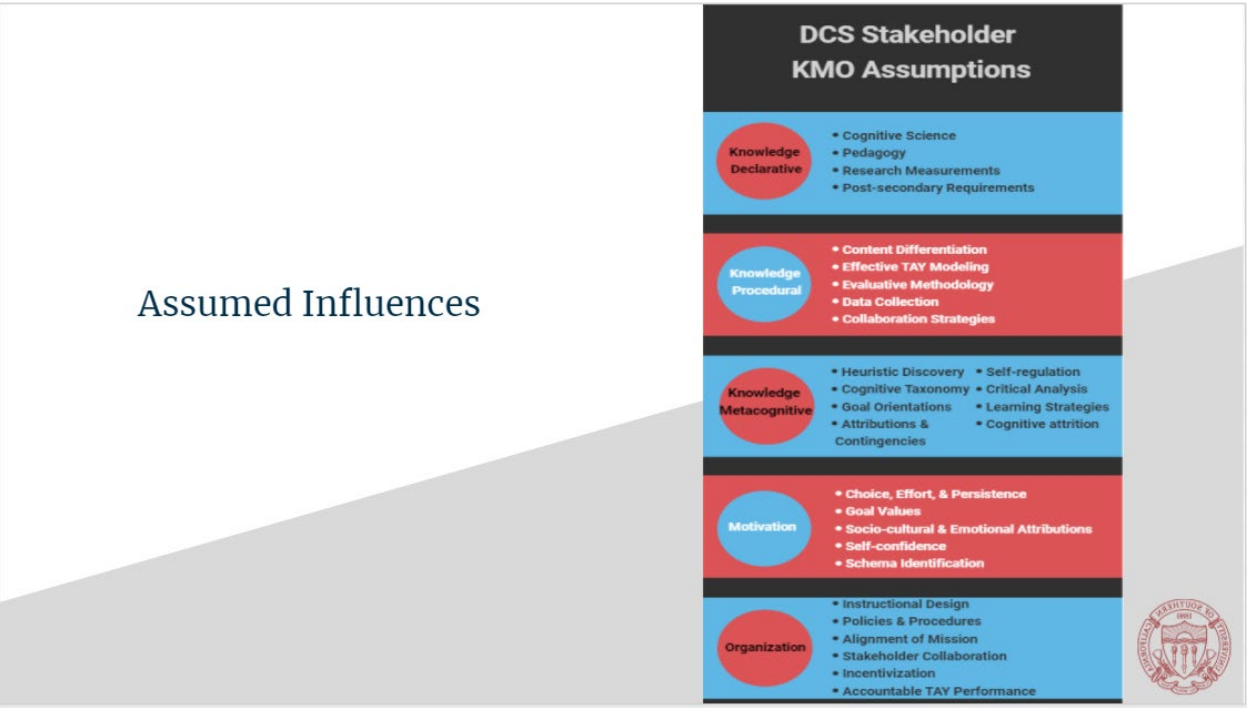
SLIDE 7

Literature Review is a categorical matrix of related KMO Research. Some of the larger categories include

1. TAY Autonomy
2. Personalized and Professional learning Instructional Design
3. Declarative, Procedural, and Metacognitive Knowledge Factors
4. Motivation and Organization Factors

Appendix M-8:

IRB and Dissertation Presentation



SLIDE 8

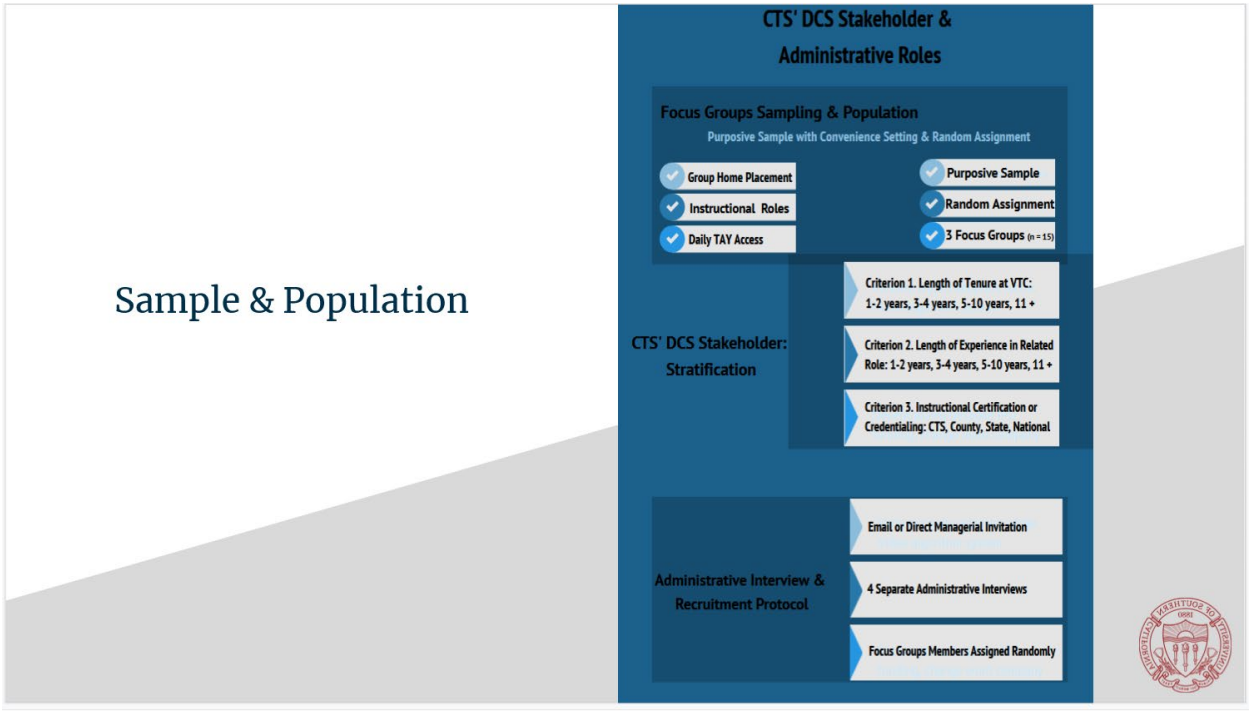
Assumed Influences are directed and designed from the Literature Review findings

The following examples are an abbreviated list:

Declarative Knowledge Assumptions include: • Cognitive Science • Pedagogy • Curriculum Content	**Procedural Knowledge Assumptions:** • Content Differentiation • Effective TAY Modeling • Evaluative Methodology
Metacognitive Knowledge Assumptions: • Cognitive Taxonomy • Self-regulation • Schema Identification	**Motivational Assumptions:** • Choice, Effort, & Persistence • Socio-cultural Attributions • Self-confidence • Goal Orientations
And Organizational Assumptions: • Instructional Design • Stakeholder Collaboration • Evaluation Accountability	

Appendix M-9:

IRB and Dissertation Presentation



SLIDE 9

Sample Population identifies CTS' DCS as the selected stakeholder due to the close and consistent proximity to the TAY learner.

The DCS stakeholder is strategically selected as a purposive sample with random Focus Group assignment in a convenience setting defined by three criteria:

- tenure; experience; certification

Regarding Recruitment

The purposive selection of CTS' DCS stakeholder will be contacted through email or direct managerial invitation.

Appendix M-10:

IRB and Dissertation Presentation

SLIDE 10

Data Collection will utilize 3 Focus Groups of 5 members; 4 administrative Interviews; and varied document analysis resources.

The focus group and interviews will be delivered via video-conferencing and will be recorded to capture content and context. Approximately 40 minutes will be allotted to conduct each Focus Group and 30 minutes for each administrative interview.

For the Focus Group Protocol, the stakeholder is selected as a purposive sample in a convenience setting with random assignment.

For the Interview protocol, 4 administrators will be selected for the interview that will exercise open-ended questioning.

Document Analysis will utilize artifacts, public and personal records.

Appendix M-11:

IRB and Dissertation Presentation

SLIDE 11

The proposed Timeline for Dissertation Completion is as follows

IRB Approval by September 2020; Data Collection in November 2020; Data Collection completed by February 2021; transcription of data and analysis of findings in March 2021; Complete, tabulate, and present results, findings, and solutions * Defend Dissertation in April 2021.

Appendix M-12:

IRB and Dissertation Presentation

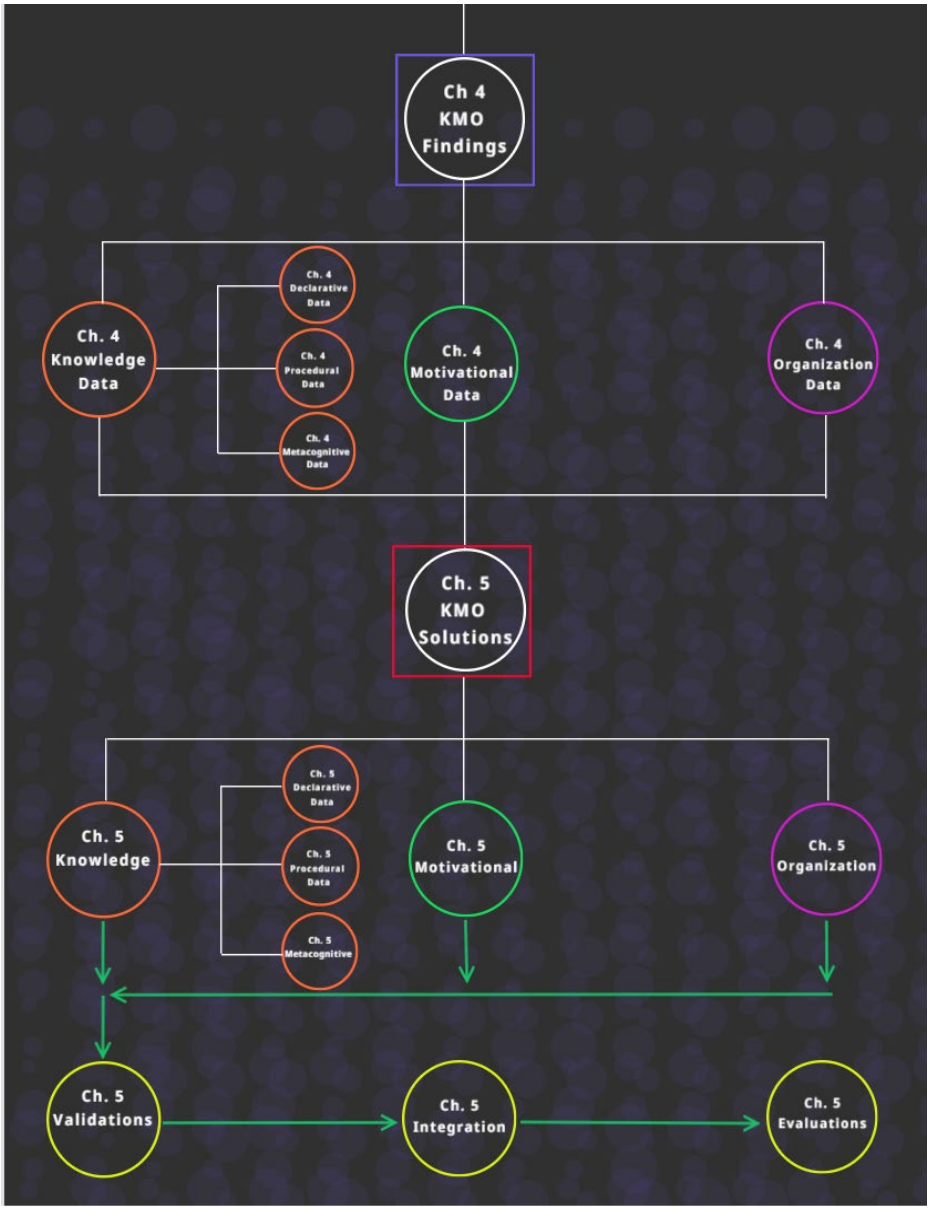
SLIDE 12

Good morning! Thank you for your willingness to be on my dissertation defense committee. My name is Kenneth Hill, and I will be defending my dissertation entitled "GAP ANALYSIS: TRANSITION AGE YOUTH or TAY EDUCATIONAL RESOURCES FOR HIGH SCHOOL GRADUATION AND COLLEGE AND CAREER READINESS."

The following presentation will address TAY resources and services to improve high school graduation rates and college and career readiness for females living in short-term, residential therapeutic group homes known as STRTP's.

Appendix M-13:

IRB and Dissertation Presentation



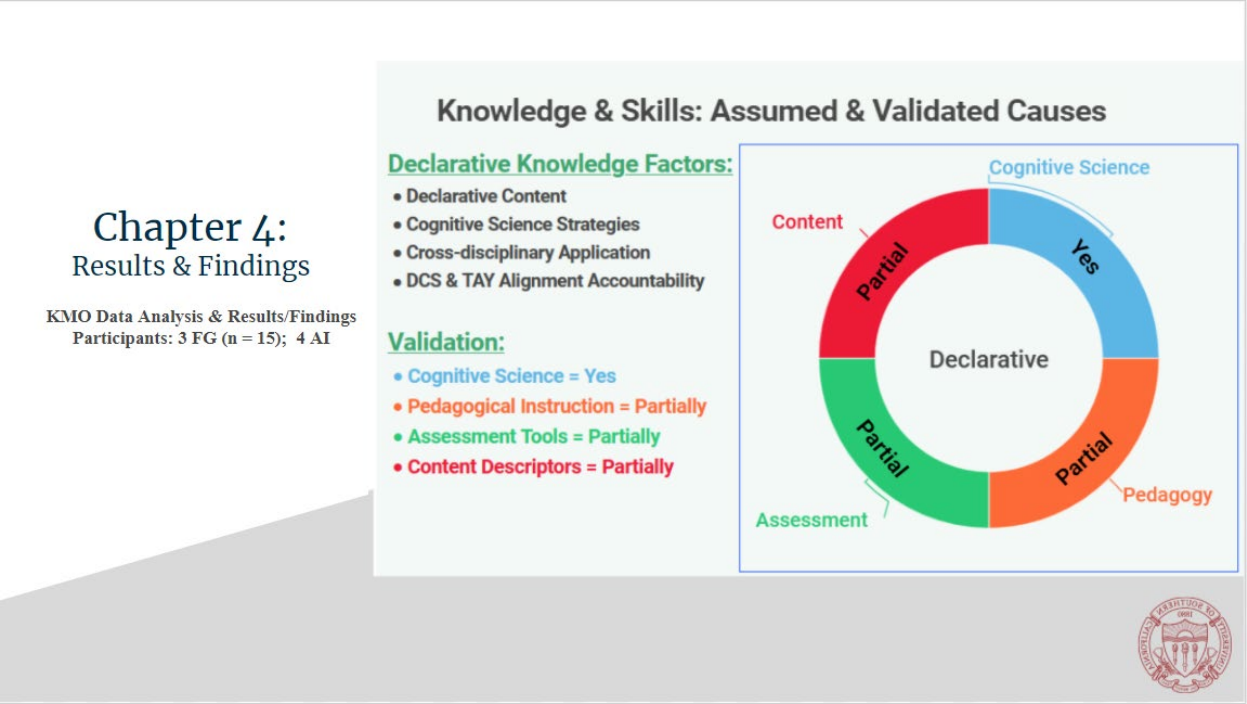
SLIDE 13

Chapters 4 and 5 Outline

Here is a visual look at chapters 4 and 5 to navigate the following TAY knowledge, motivation, and organizational or KMO Findings and Solutions.

Appendix M-14:

IRB and Dissertation Presentation



SLIDE 14

Chapter 4 analyzes KMO Knowledge data investigating Declarative, Procedural, and Metacognitive assumptions and validated causes.

Declarative Knowledge data were identified measuring

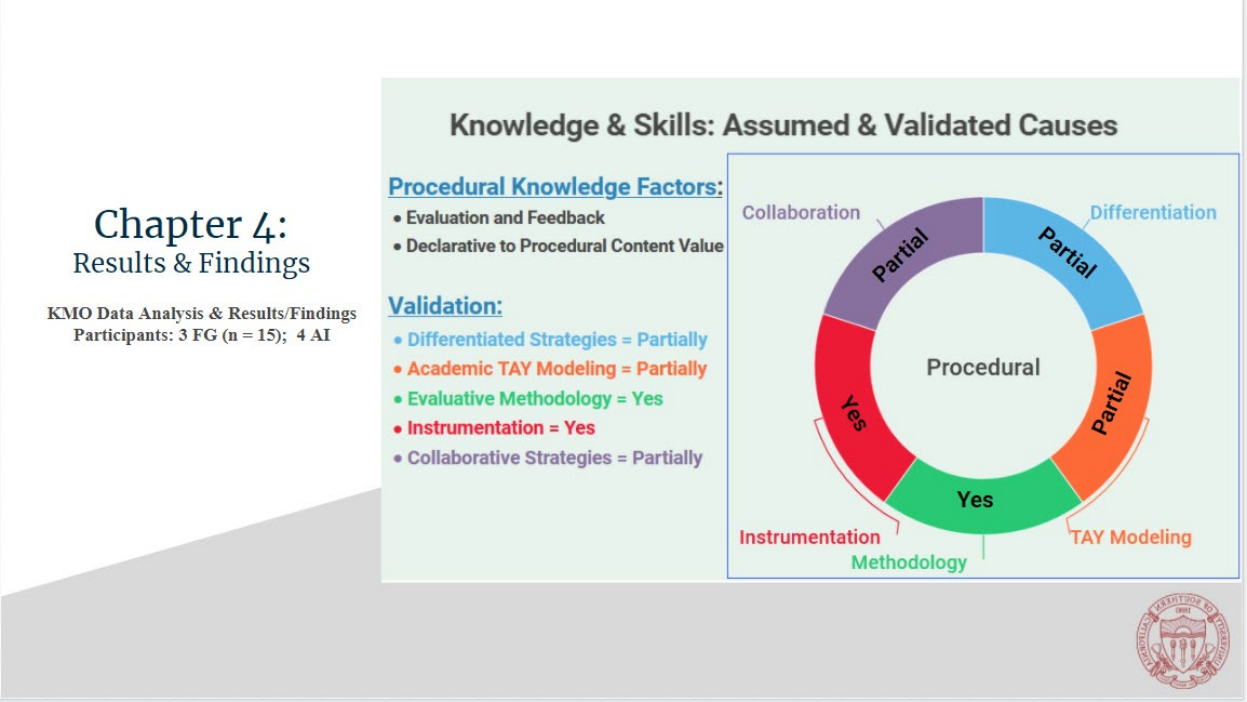
- Declarative Content
- Cognitive Science
- Cross-disciplinary Applications and
- Direct Care Staff or DCS & TAY Alignment Accountability

Declarative Knowledge Validations were determined to be Not Validated as No, Validated as Yes, or a combination labeled as Partially. The following areas were identified as follows:

- Cognitive Science = Yes. This subcategory addressed the relative importance of California Transitional Services or CTS to integrate cognitive scientific content and declarative knowledge strategies.
- Pedagogical Instruction = Partially. This subcategory reinforced CTS' commitment to integrate, practice, and refine data-driven teaching and learning strategies for DCS modeling and TAY transfer.
- Assessment Tools = Partially. This subcategory identified CTS' present accountability assessments with continued DCS integration.
- Content Descriptors = Partially. This subcategory delineated from specific cognitive and pedagogical theory and declarative semantics impacting methodology.

Appendix M-15:

IRB and Dissertation Presentation



SLIDE 15

Procedural Knowledge data were identified measuring

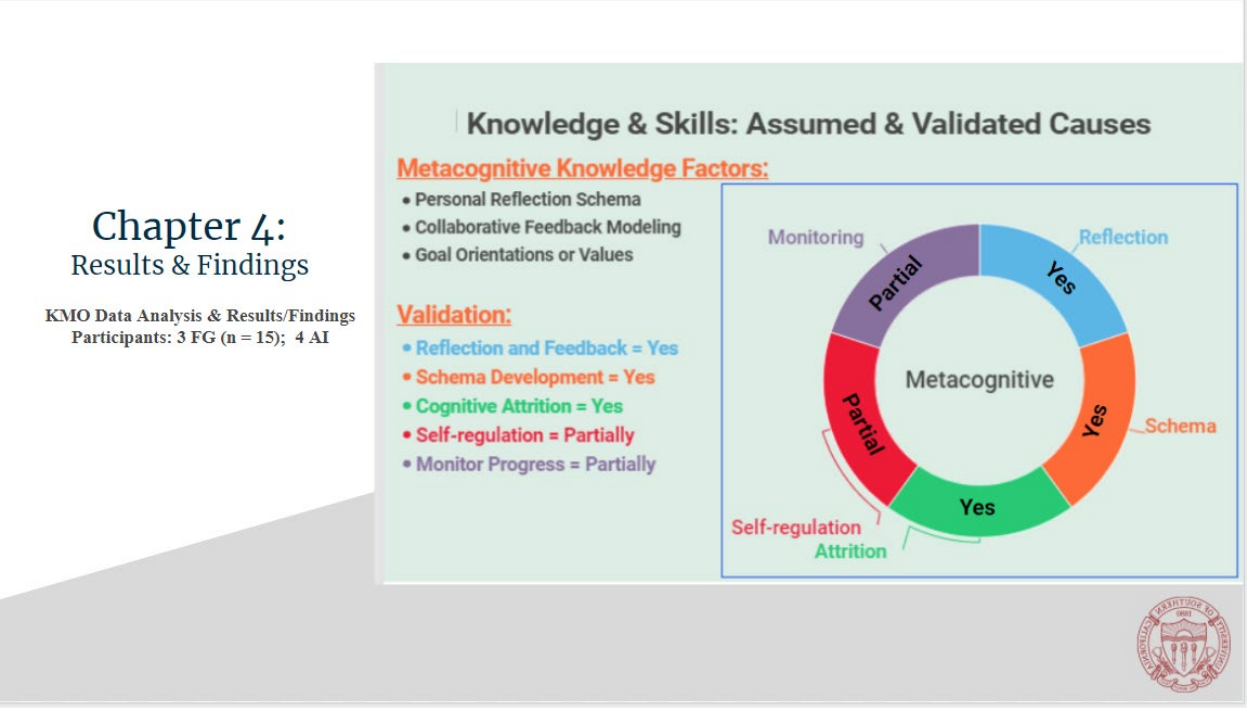
- Evaluation, Feedback and
- Content Value

These categories were combined into subcategories to report Procedural Validations with a No, Yes, or Partially.

- Differentiated Strategies = Partially. Findings addressed CTS' need to provide differentiated, choice-driven instructional strategies.
- Academic TAY Modeling = Partially. This subcategory focused on CTS' increased modeling efforts to support DCS' influence affecting TAY ownership.
- Evaluative Methodology = Yes. CTS data indicate a need for continuity and cohesion for adopted evaluative tools.
- Instrumentation = Yes. This subcategory emphasized CTS's need to consistently adopt and support internal reliability threats.
- Collaborative Strategies = Partially. Findings indicated a need for increased CTS collaborative efforts.

Appendix M-16:

IRB and Dissertation Presentation



SLIDE 16

Metacognitive Knowledge data were identified measuring

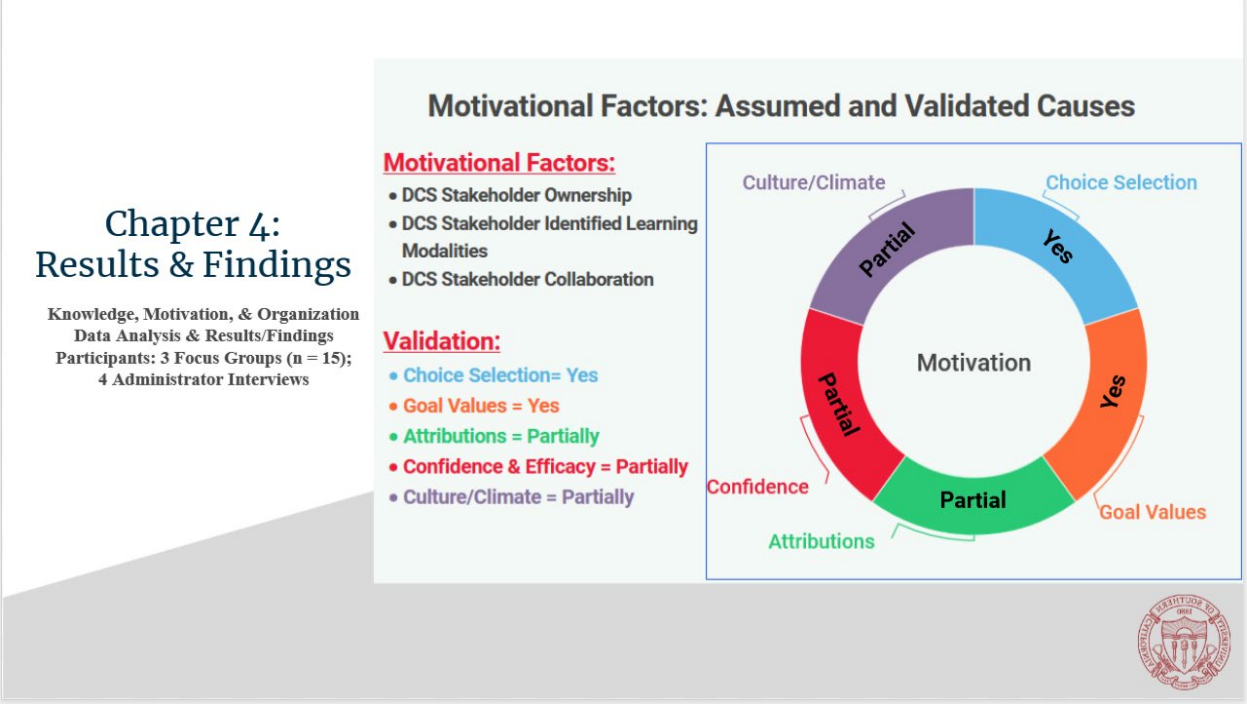
- Personal Reflection Schema
- Collaborative Feedback Modeling and
- Goal Orientations Development

The following Metcognitive Knowledge Validation subcategories are identified as No, Yes, or Partially.

- Reflection and Feedback = Yes. Data suggested increased personal reflection practice for collaborative evaluation in a consistent, regulatory manner with integrated opportunity to revise and affect practice.
- Schema Development = Yes. DCS responsibilities did not indicate isolated time to develop personalized schema to address metacognitive barriers.
- Cognitive Attrition = Yes. As stated, cognitive restructuring for attainability and utility is an identified CTS need related to cognitive load factors.
- Self-regulation = Partially. Data indicate a continued accountability to develop explicit metacognitive schema.
- Progress Monitoring = Partially. CTS' individual and organizational measures require greater consistency, cohesion, and alignment to identified objectives.

Appendix M-17:

IRB and Dissertation Presentation



SLIDE 17

Chapter 4, Motivational Factors were independently assumed and validated with application to knowledge variables and organizational responsibilities.

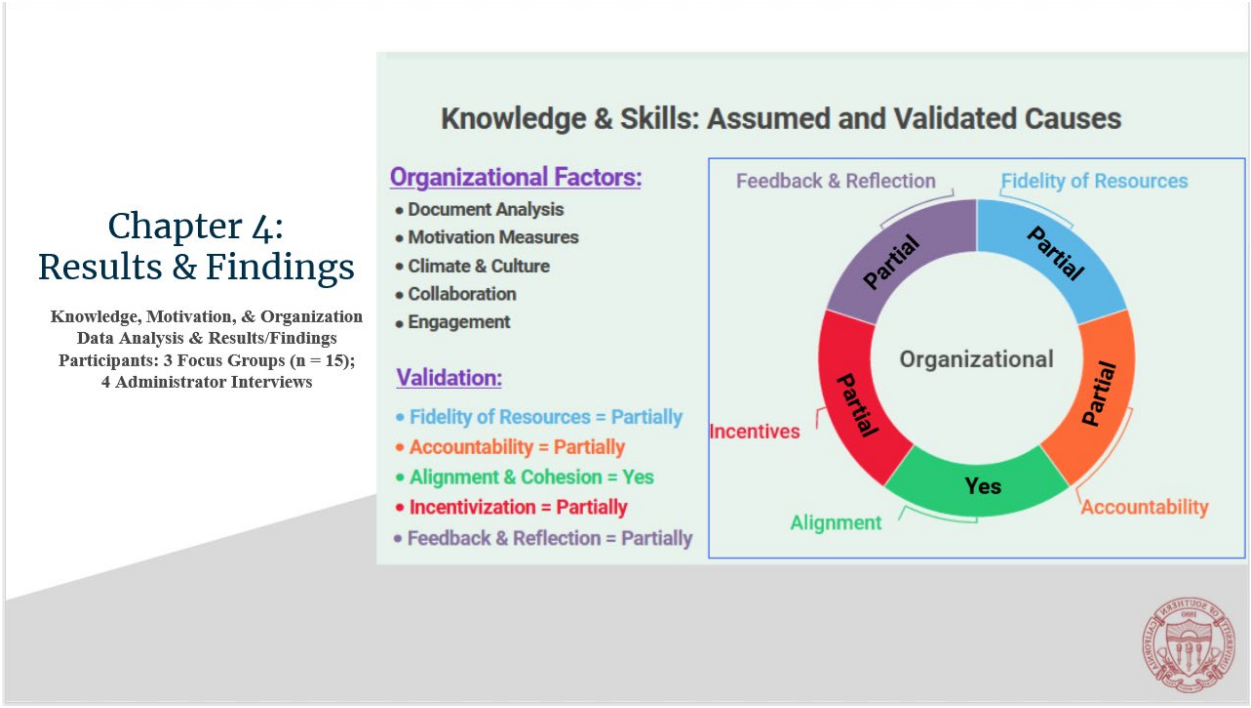
Motivational data were identified measuring

- DCS Stakeholder Ownership
- Identified Learning Modalities and
- Collaborative Practices

The following Motivational Validation subcategories are identified as No, Yes, or Partially.

- Choice Selection = Yes. Findings indicated a need to promote stakeholder input to drive content and delivery.
- Goal Values = Yes. CTS reported a need to cultivate stakeholder orientations that impact TAY modeling and transfer.
- Attributions = Partially. Findings suggest a need for a more extensive effort to integrate awareness of socio-cultural and emotional factors central to the STRTP context.
- Confidence & Efficacy = Partially. Integration and alignment of instructional strategies grounded in Social Cognitive practices will complement the existing CTS instrumentation.
- Culture and Climate = Partially. The STRTP facilities rely on cultivating and maintaining a collectivity of responsibility and achievement manifested in the living and learning environment.

Appendix M-18:
IRB and Dissertation Presentation



SLIDE 18

Ending Chapter 4, Organizational Factors were independently assumed and validated with application to knowledge and motivational variables.

Organizational data were identified measuring

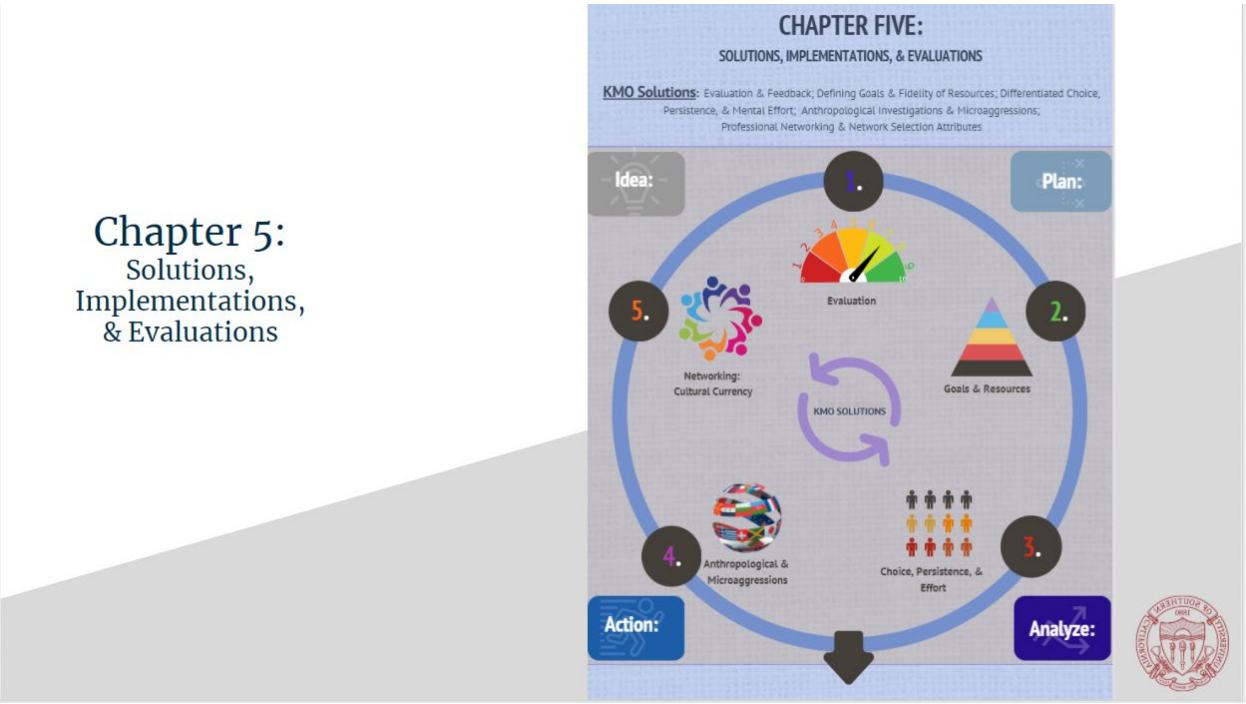
- Document Analysis
- Motivational Measures
- Climate & Culture
- Collaboration and
- Engagement

The following Organizational Validation subcategories are identified as No, Yes, or Partially.

- Fidelity of Resources = Partially. Data indicated a need for transparency and accessibility of organizationally sponsored resources. Findings suggested that stakeholders were disconnected from the adoption and integration process.
- Accountability = Partially. Data indicated a need for a unilateral accountability that focuses on achieving related mission objectives with less emphasis on punitive measures.
- Alignment & Cohesion = Yes. Stakeholders indicated a disconnect between micro and macro objectives from organizational authorship.
- Incentivization = Partially. The data indicated an increased use of incentivization that encompasses varied goal orientations.
- Feedback & Reflection = Partially. CTS data indicate a need to improve the frequency and long-term use of feedback and reflection strategies. This subcategory delineated between individual and collaborative evaluation processes.

Appendix M-19:

IRB and Dissertation Presentation



SLIDE 19

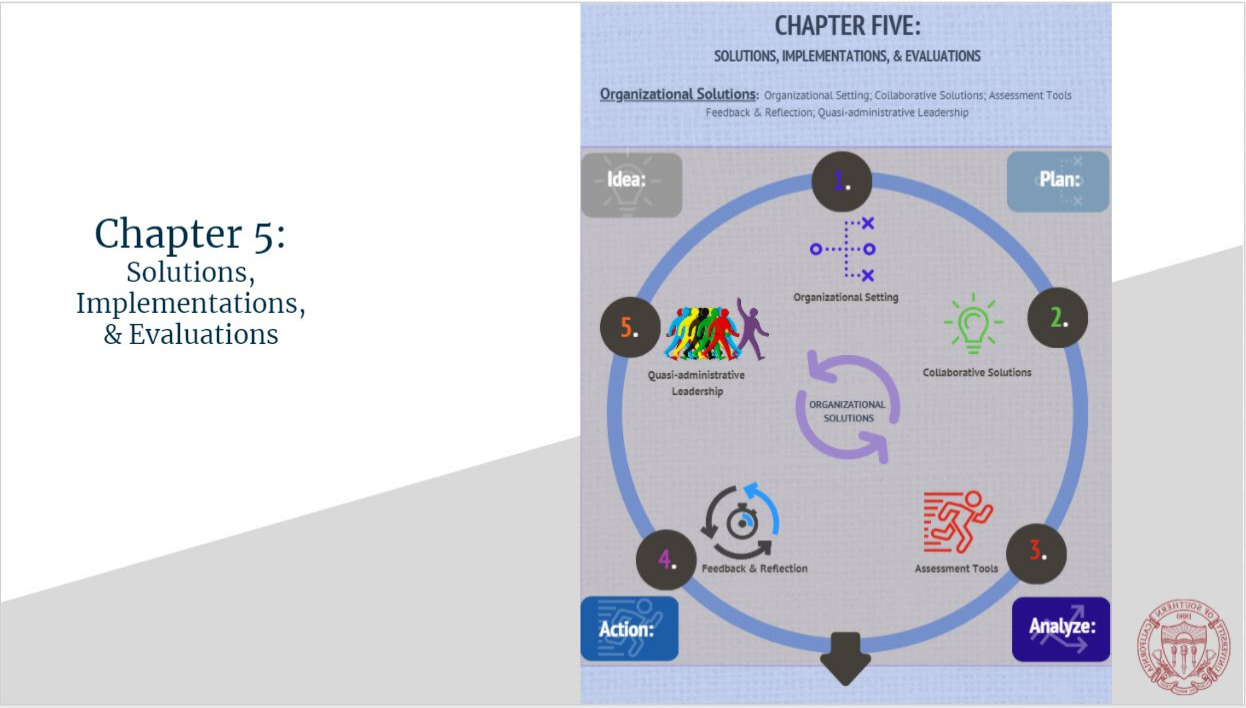
Chapter 5, addresses KMO Solutions, Organizational Solutions, Implementation Strategies, and Evaluation Plans based on Chapter Four's data.

KMO Solutions focused on addressing deficiencies directly related to KMO validations. The data guided solutions regarding the following categories:

- Evaluation & Feedback aid in capturing full observational contexts, cataloging qualitative analysis, interpreting findings framed by worldview, and posing relevant questions.
- Defining Goals & Fidelity of Resources: CTS' vision requires clarity and viable support. The lack of "a defining goal" compounded with a hasty timeline and inaccessible ancillary resources are detrimental to the viability of a professional learning design.
- Anthropological Investigations & Microaggressions reinforce CTS' observational integrity with consideration of socio-cultural and emotional variables impacting the living and learning context.
- Differentiated Choice, Persistence, & Mental Effort: are part of the anthropological observation and integral to CTS' instructional design and training, accommodating varied learning factors and personalizing professional training to be sustainable, efficient, and inspirational.
- Professional Networking & Network Selection Attributes: Networking is a "channel" for uncovering deficiencies and recruiting the most effective colleagues to provide solutions. CTS' current personal and professional learning selection processes require greater networking opportunities to access collegial collaboration and data-driven integration results in chosen content with high-interest.

Appendix M-20:

IRB and Dissertation Presentation



SLIDE 20

Organizational Solutions data guided accommodations of the following categories:

- Organizational Setting: CTS administrators could integrate professional learning opportunities that lead to a sustainable instructional design. Organizational cultural barriers can be mitigated, reducing pessimistic feedback.
- Collaborative Solutions: CTS would benefit from utilizing in-house personnel and external consultants to improve culture or climate concerns while guarding against cognitive biases and social conformity influences.
- Assessment Tools: Collaborative opportunities require objective filtering to ensure the integrity and accountability of CTS' dedicated professional learning.
- Feedback & Reflection: CTS' adoption of a collaborative feedback protocol strengthens progressive and differentiated learning opportunities, an accountability of data-driven instructional strategies based on KMO barriers.
- Quasi-administrative Leadership: CTS' personnel offer an underdeveloped resource to utilize collaborative strengths while building leadership within the pre-existing organizational framework.

Appendix M-21:

IRB and Dissertation Presentation

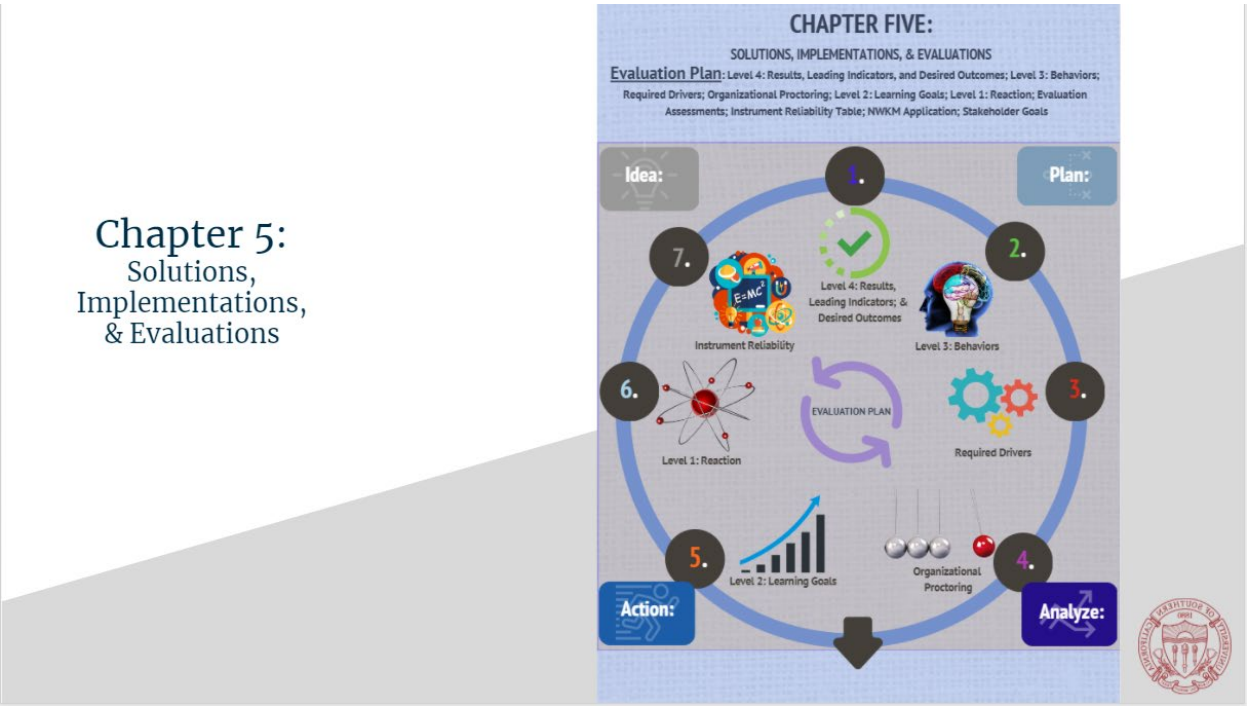
SLIDE 21

Implementation Strategies focused on integration and monitoring methodology:

- Organizational Integrated Resources: The fidelity of resources should dictate how CTS' personnel are incorporated into collaborative and leadership opportunities. If the deployment of opportunities is organizationally installed, it is pertinent to create extra facilitation to communicate arrangement and value.
- Expert to Novice Ratio: Cognitive attrition affecting expert to novice transfer is applicable to the number of learners engaged in content or skill transfer.
- Collaborative Coaching; Collegiality; Collaborative Contracts: CTS' targeting of micro-credentialed experts with small-group, teacher-learner ratios will employ "pod" learning modules with designed rotation for application and evaluative improvement. Authentically building relationships with the fidelity of resources is paramount to collaborative or co-teaching assignments.
- Micro-credential Integration: CTS should consider maximizing access and delivery of micro-credentialing modules for choice, effort, and persistence value. The intent of segmented competencies is to minimize cognitive load and maximize the CTA transfer for automaticity.
- Instrumentation and Methodology: Accountability measures guide living and learning instruction from data-driven strategies. In a collaborative, each stakeholder will benefit from individual reflective practices that can be funneled into the larger professional design.
- Goal Targeting: CTS' accountability should consider performance and mastery goals applicable to the length or time needed to attain objectives pertinent to stakeholder groups.
- Culture/Climate Efficacy: CTS must be highly cognizant to promote goal-driven uniformity among relevant personnel, communicating the legitimacy of and commitments to STRTP resources and services.

Appendix M-22:

IRB and Dissertation Presentation



SLIDE 22

Lastly, Evaluative Plans were filtered through the use of the New World Kirkpatrick Model or NWKM for Evaluation:

Level 4 ~ Results, Leading Indicators, and Desired Outcomes: Level 4 observations and findings correlate in an encyclical paradigm that filters KMO factors of non-organizational findings via a managerial lens.

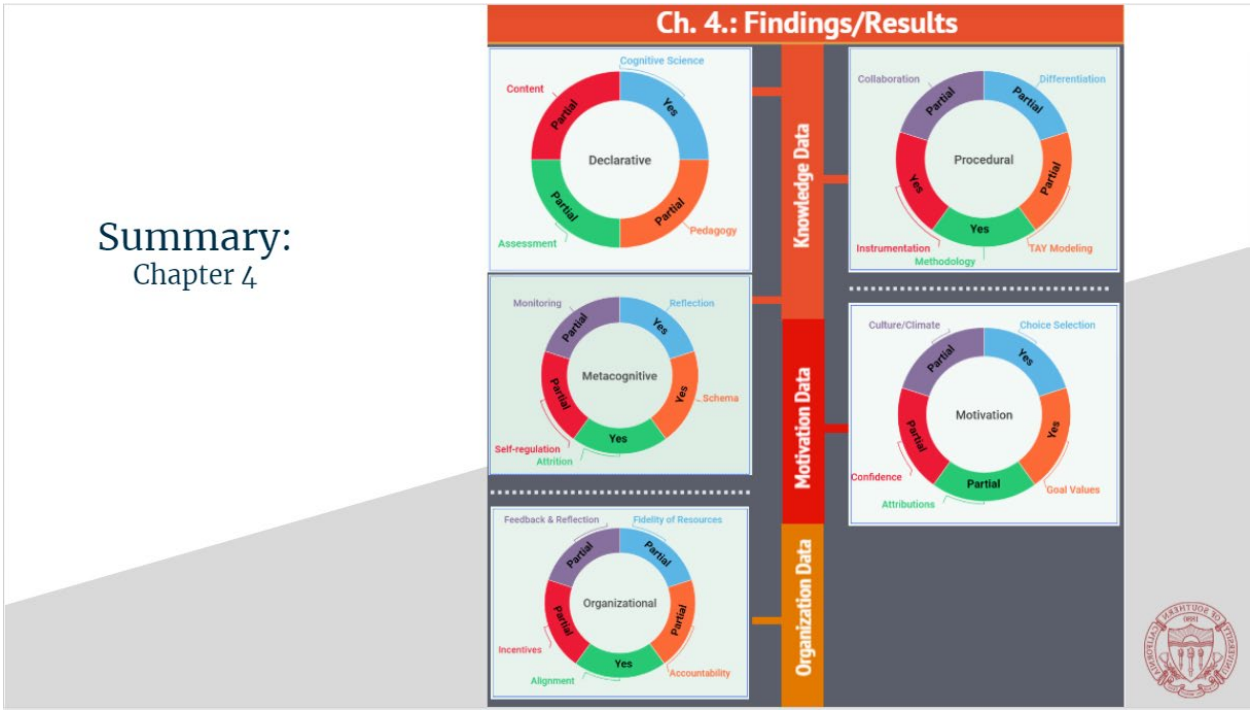
Level 3 ~ Behaviors: Level 3 is used to monitor, reinforce, reward, and encourage stakeholders to achieve temporal goals with long-term value. Level 3 and 4 outcomes, metrics, methods, and timings are disaggregated in Table 16 & 17.

Level 2 ~ Learning Goals: Level 2 will introduce refined clarity to selective and procedural processes for collaborative and micro-credentialing modules.

Finally, Level 1~ Reaction: Level 1 of the NWKM functions as the foundational component of professional learning by addressing a filtered "post-reaction" applied to "engagement," "relevance," and "customer satisfaction" as understood through validated KMO barriers indicated in Table 21 & 22.

Appendix M-23:

IRB and Dissertation Presentation

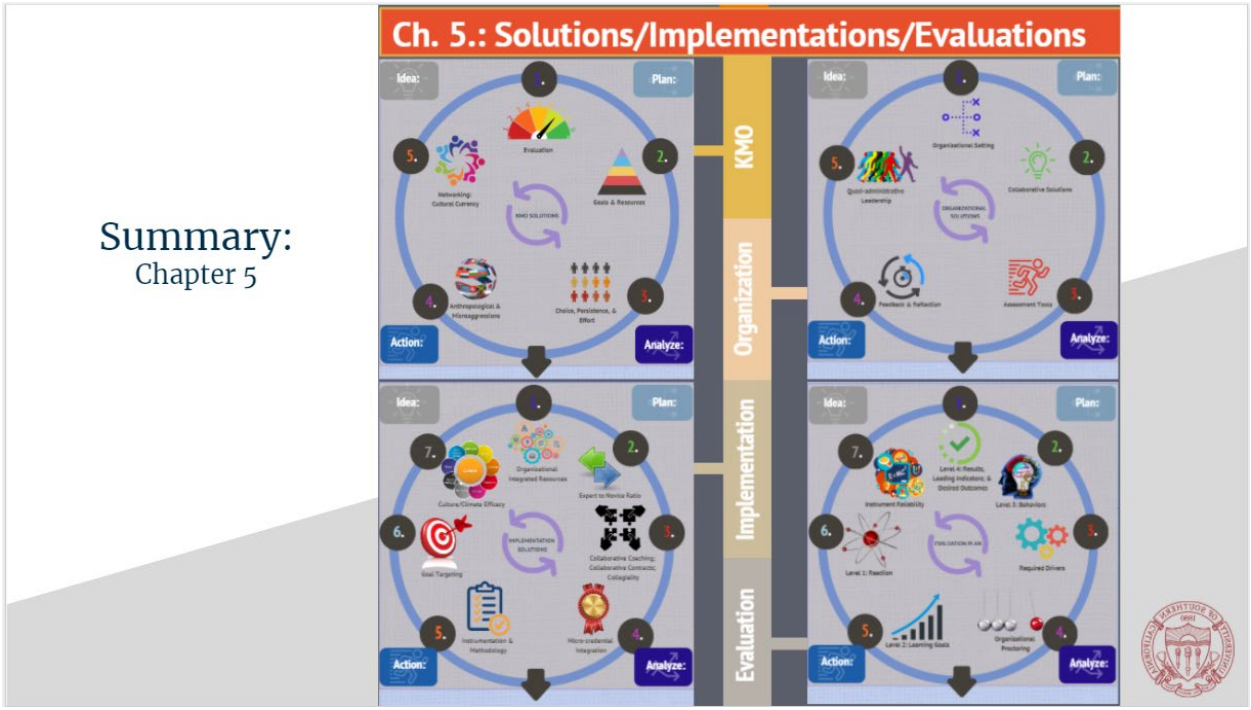


SLIDE 23

Slide 23 and 24 provide a visual summary of Chapter 4's Findings and Results and Chapter 5's Solutions, Implementations, and Evaluations.

Appendix M-24:

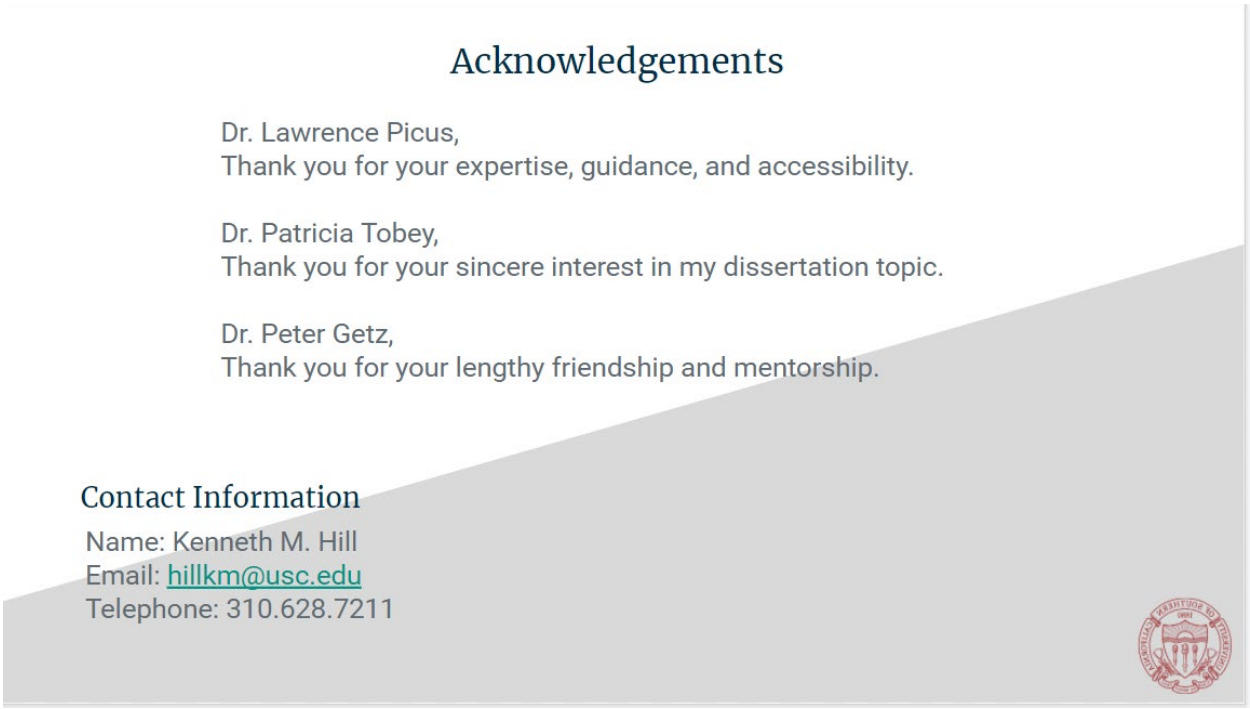
IRB and Dissertation Presentation



SLIDE 24

Appendix M-25:

IRB and Dissertation Presentation



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Once again, thank you for your personal and professional commitments to serve on my dissertation committee.

Appendix N:

Definition of Terms

Administrative Interview (AI) (A1-4): Abbreviations used for Administrative participants in Chapters 3-5.

Adoption and Foster Care Analysis and Reporting System (AFCARS): Collects case-level information from state and tribal title IV-E agencies on all children in foster care and those who have been adopted with title IV-E agency involvement (AFCARS, 2019).

Aid to Families with Dependent Children (AFDC): Federal assistance program in effect from 1935 to 1997 created by the Social Security Act and administered by the United States Department of Health and Human Services that provided financial assistance to children whose families had low or no income (U.S. Department of Health & Human Services, 2020).

Assembly Bill 12 (AB 12): In 2010, California adopted P.L. 110-351 extending TAY foster care to 21 while contingent on specific criteria qualifications: pursuit of a high school or general education diploma (GED); half-time enrollment in college or vocational education; 80 hours per month of paid employment; employment programs; or verified medical classification (California Department of Social Services, 2020).

California Assessment of Student Performance and Progress (CAASPP): The Standardized Testing and Reporting Program measures performance of students undergoing primary and secondary education in California. It was replaced in late 2013-early 2014 with the California Assessment of Student Performance and Progress, also known as the Measurement of Academic Performance and Progress (CDE, 2020).

California Department of Education (CDE): An agency within the Government of California that oversees public education. The department oversees funding and testing, and holds local educational agencies accountable for student achievement (CDE, 2020).

California Department of Social Services (CDSS): A California state agency for many of the programs defined as part of the social safety net in the United States, and is within the auspices of the California Health and Human Services Agency (CDSS, 2020).

California Department of Social Services Short-term Residential Therapeutic Program (CDSS: STRTP): A residential facility licensed and operated by a public agency or private organization that provides short-term, specialized, and intensive therapeutic and 24-hour care and supervision to children (CDSS: STRTP, 2020). See STRTP.

California Legislative Information Digest (CLID): A brief summary of the changes the proposed bill would make to current law. It is prepared by the attorney for the Legislature and his or her staff. The digest is found at the beginning of each bill and its chaptered version. It is also printed in the Summary Digest (CLID, 2019).

California Transitional Services (CTS): An organization that provides various therapeutic foster care resources (e.g., trauma counseling, group therapy, psychological rehabilitation, educational training, life skill lessons, and transitional education accountability) for individuals of all ages seeking assistance in living autonomous, productive, and prosperous lives (CTS, 2020).

California Youth Connections (CYC): A program that builds foster youth's leadership and advocacy skills to improve California's foster care system by promoting opportunities for foster youth to speak with policymakers and engaging youth in policy development (CYC, 2020).

Charleston County School District (CCSD): A school district within Charleston County, South Carolina, United States. It educates roughly 50,000 kindergarten to 12th grade students in 80 schools (CCSD, 2016).

Cognitive Load Theory (CLT): Based on a number of widely accepted theories about how human brains process and store information (Gerjets, Scheiter & Cierniak 2009, p. 44). These assumptions include: that human memory can be divided into working memory and long-term memory; that information is stored in the long-term memory in the form of schemas; and that processing new information results in 'cognitive load' on working memory which can affect learning outcomes (Anderson 1977; Atkinson & Shiffrin 1968; Baddeley 1983; Kirschner, Kirschner, & Paas, 2006, as cited in Heick, 2017).

Cognitive Task Analysis (CTA): Specific process to utilize schema to reduce cognitive load to increase expert to novice transfer for eventual automaticity (Clark, Feldon, Van Merrienboer, Yates, & Early, 2008).

Commercial Sexual Exploitation of Children (CSEC): Refers to a range of crimes and activities involving the sexual abuse or exploitation of a child for the financial benefit of any person or in exchange for anything of value (including monetary and non-monetary benefits) given or received by any person (CWDAC, 2020; OJJDP, 2020).

Congressional Research Service report (CRS): This collection provides the public with access to research products produced by the Congressional Research Service (CRS) for the United States Congress. By law, CRS works exclusively for Congress, providing timely, objective, and authoritative research and analysis to committees and Members of both the House and Senate, regardless of political party affiliation. As a legislative branch agency within the Library of Congress, CRS has been a valued and respected resource on Capitol Hill for more than a century

(CRS, 2019). The products in this collection were created for the sole purpose of supporting Congress in its legislative, oversight, and representational duties. New products are regularly produced to anticipate and respond to issues of interest to Congress on a timely basis. As these issues develop, so do our products, which may be updated to reflect new information, developments, and emergent needs of Congress. The products are not designed to provide comprehensive coverage of the academic literature or address issues that are outside the scope of congressional deliberations. They are marked as "new," "updated," or "archived" to indicate their status (CRS, 2019).

Continuous Quality Improvement (CQI): The process of identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions to improve the quality of core services and supports (CDSS: STRTP, 2020, p. 10).

County Welfare Director's Association of California (CWDA): A nonprofit association representing the human service directors from each of California's 58 counties. The Association's mission is to promote a human services system that encourages self-sufficiency of families and communities, and protects vulnerable children and adults from abuse and neglect (CWDA, 2020).

Court Appointed Special Advocates (CASALA): A national association in the United States that supports and promotes court-appointed advocates for abused or neglected children. CASA are volunteers from the community who complete training that has been provided by the state or local CASA office (CASALA, 2019).

Direct Care Staff (DCS): Stakeholders are defined as a person "who provides direct care and supervision, as well as facilitates activities and provides support services" (CDSS: STRTP, 2020, p. 12).

Educational and Training Vouchers Program (ETV): The Chafee ETV program provides resources specifically to meet the educational and training needs of Title IV-E eligible foster youth. The Chafee ETV program offers up to $5,000 per year for post-secondary education and training to assist youth with skill development needed to lead independent and productive lives (Carroll & Bishop, 2002; (CDSS: STRTP, 2020).

Every Student Succeeds Act (ESSA): Passed in 2015 to address negative social outcomes for TAY to track academic performance on standardized state assessments and high school graduation by 2018 (Stringer, Kenny, Kim, & Kelly 2019).

Focus Group (FG): Abbreviations used for Focus Group participants in Chapters 3-5.

The Foster Care Independence Act of 1999 (FCIA): Aims to assist youth aging out of foster care in the United States in obtaining and maintaining independent living skills. Youth aging out of foster care, or transitioning out of the formal foster care system, are one of the most vulnerable and disadvantaged populations (CDSS: STRTP, 2020).

Independent Living Initiative (ILI): Federal child welfare programs of the Social Security Act amended Title IV-E by adding section 477. Section 477 launched the Independent Living Initiative (ILI), aiding the adjustment from foster care to independence (Sims, 1988) for Transition Age Youth (TAY) between the ages 13-19 (CASALA, 2019).

Independent Living Programs (ILP): Authorized by the Foster Care Independence Act of 1999 (Public Law 106-169). The ILP provides training, services, and benefits to assist current and former foster youth in achieving self-sufficiency prior to, and after leaving, the foster care system (Brown & Wilderson, 2010; (CDSS: STRTP, 2020).

Interim Licensing Standards (ILS): Set of rules that are issued by the California Department of Social Services as an operational tool to implement a law that was recently passed. These Standards will be replaced with Title 22 regulation once written and approved (CDSS: STRTP, 2020).

The John H. Chafee Foster Care Independence Program (CFCIP): Offers assistance to help current and former foster care youth achieve self-sufficiency. Activities and programs may include help with education, employment, housing, and connections to caring adults (Children's Bureau, 2012).

Knowledge, Motivation, and Organization (KMO): Main components/domains measured in a Gap Analysis (Clark & Estes, 2008).

Long-term Memory (LTM): Memory utilized beyond working memory and recalled for attainment and utility beyond initial exposition of content (Ambrose et al., 2010).

The Los Angeles Country Probations Department (LACPD): The department provides correctional programs for adult offenders who have been placed by the Court under its supervision. This is the administrative office of the Los Angeles County Probation Department which is supported by county funds. (County of Los Angeles, 2020).

The National Center for Missing and Exploited Children (NCMEC): A private, non-profit 501(c)(3) corporation whose mission is to help find missing children, reduce child sexual exploitation, and prevent child victimization (NCMEC, 2020).

National Youth in Transition Database Report to Congress (NYTD): highlights the complexities of TAY welfare services, related policy, and legislation while illuminating the deficiencies in pertinent research impacting TAY independence (NYTD, 2020).

New World Kirkpatrick Model (NWKM): An updated design of the initial Kirkpatrick evaluation model (Kirkpatrick & Kirkpatrick, 2016).

No Child Left Behind (NCLB): National government mandate for K–12 general education in the United States from 2002–2015.

Professional Learning Communities (PLC): Term and abbreviation given for collaborative efforts including relevant stakeholders to achieve a unified or identified goal (Butler, Lauscher, Jarvis-Selinger, & Beckingham, 2004).

Research Question (RQ): Abbreviation to refer to the defined research questions used to guide the scope and sequence of the specific analysis.

Sex Trafficking Intervention Research (STIR): A statewide resource for social service providers to find agencies and organizations that are trauma-informed and trained to work with individuals who have experienced sexual exploitation (Bayless & Roe-Sepowitz, 2018).

Short-term Residential Therapeutic Program (STRTP): A STRTP is a residential facility operated by a public agency or private organization that provides an integrated program of specialized and intensive care and supervision, services and supports, treatment, and short-term 24-hour care and supervision to children and nonminor dependents (CDSS: STRTP, 2020).

Social Cognitive Theory (SCT): Started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior. The theory takes into account a person's past experiences, which factor into

whether behavioral action will occur. These past experiences influences reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior (as cited from Boston University of Public Health, 2020).

Specific, Measurable, Achievable, Relevant, and Time-bound (S.M.A.R.T.): An acronym to dictate scope and sequence related to targeted goals (Doran, 1981).

Statistical Package for the Social Sciences (SPSS): Software program used specifically in social science research (Mayer, 2011).

Transition Age Youth (TAY): Foster care children transitioning into adulthood who have spent years in group or foster homes or who are "aging out" or exiting the foster care system without having secured a safe and permanent home (CASALA, 2019)

Working Memory (WM): Abbreviation to identify the cognitive ability to utilize a limited amount of temporary information for immediate decision-making processes (Ambrose et al., 2010).

Zone of Proximal Development (ZPD): The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1935, as cited in Allal & Ducrey, 2000).