

# Culminating Learning Project

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## 1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
<p>1. <u>  X  </u> I identified the number of staff on the workgroup.</p> <p>2. <u>  X  </u> I described the positions of the staff on the workgroup</p>	<p>1. The workgroup included five teachers and one instructional aide.</p> <p>2. Staff and positions</p> <ul style="list-style-type: none"><li>a. Jamie Carroll – assessments and substitute teacher</li><li>b. Jerry Leslein – GED teacher – Fast Track</li><li>c. Stephanie Farris – GED teacher - Reading</li><li>d. Sue Tennant – ESOL teacher – Level 2/3</li><li>e. Regina Johnson – ESOL and Bridging teacher</li><li>f. Tracey Antrim – Instructional Aide</li></ul>

## 2. Identify the program component to target for program improvement

List the program components that need attention that you identified from self-assessments, research review, and data analysis. Indicate the ONE program component that the workgroup selected to target in your pilot project.

Checklist	Response
<ol style="list-style-type: none"> <li>1. <u>  X  </u> I listed the needs identified by the self assessments.</li> <li>2. <u>  X  </u> I listed the needs identified by the research review.</li> <li>3. <u>  X  </u> I listed the needs identified by the data analysis.</li> <li>4. <u>  X  </u> I listed ONE of those needs for us to use in the pilot.</li> </ol>	<ol style="list-style-type: none"> <li>1. Needs identified in self-assessment:               <ol style="list-style-type: none"> <li>a. Student persistence and retention rated very high in the needs assessment.</li> <li>b. Teachers felt there was no regular process for assuring progress testing for students.</li> <li>c. Students and teachers desire a more structured environment for classes – more like a college setting instead of a tutoring service.</li> </ol> </li> <li>2. Needs identified in research review:               <ol style="list-style-type: none"> <li>a. Retention and persistence – too many students do not complete more than 20 hours.</li> <li>b. Progress testing is not completed for all students meeting minimum hour requirements.</li> </ol> </li> <li>3. Needs identified through data analysis:               <ol style="list-style-type: none"> <li>a. Students must be contacted after only two absences.</li> <li>b. Teachers need better information to track hours of attendance for the purpose of delivering progress testing.</li> <li>c. Coordinator must provide more timely data concerning student achievement.</li> </ol> </li> <li>4. Prioritized need or program component:               <ol style="list-style-type: none"> <li>a. Create a managed enrollment pilot program at the largest site, which incorporates a course model such as those found in a college setting.</li> </ol> </li> </ol>

Briefly describe the process used to select the targeted component, as well as the process used to identify the parts of the targeted program component that you want to keep and the parts that need new strategies.

Checklist	Response
<p>1. <u>  X  </u> I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot.</p> <p>I described how we examined the current program component to identify:</p> <p>2. <u>    </u> what we are doing now that we want to keep, and</p> <p>3. <u>    </u> what parts of the program component that need new strategies.</p>	<p>1. The workgroup discussed the ideas for the Managed Enrollment Pilot, which incorporates a college course model. The workgroup felt students would be more successful in working in 8-week course sessions instead of a tutoring style as has traditionally been delivered.</p> <p>Based on ABE Standards and Benchmarks the workgroup devised a schedule of classes. The trick was to provide a schedule that would meet the needs of most students. This would not truly be possible until initial test scores were collected.</p> <p>2. The course schedule has been deemed appropriate and effective for the students. Initial comments have been very positive. A strict Attendance Policy has been established. Only two absences are allowed per 8-week session.</p> <p>With the 8-week session in place the last week will be used for progress testing. This 8-week process ensures hours of attendance; as well as the completion of progress testing.</p> <p>3. As the second session is approaching it is realized that a greater number of lower level courses are needed. This will likely change as the year progresses and students advance. However, new students will be admitted each session.</p>



3. Set a vision and goals

Vision: Eastland Fairfield ABLE will increase persistence and retention through a managed enrollment pilot at Eastland Career Center for the GED program and will be working well when...

(Fill in the program component you are working on)

Checklist	Response
<p>1. Student persistence and retention</p> <p>2. Student progress</p> <p>3. MPLs are met <u> X </u> I described how I engaged the staff in completing the vision statement.</p> <p>4. <u> X </u> I included the final vision statement.</p>	<p>We will realize 80% persistence of students who are enrolled in the pilot program. This will be measured by the percentage of students who are still in the pilot at the end of the 8-week session and have missed fewer than two days of class.</p> <p>We will show progress of 70% of students who are enrolled in the pilot program.</p> <p>We expect to meet all MPL percentages for students in GED who enrolled in the pilot, thus improving the overall MPL percentages for Eastland Fairfield ABLE. A staff meeting was held to discuss the results of the workgroup and get feedback.</p> <p>Staff attended a meeting with the ABLE Coordinator, Adult Workforce Director and the Superintendent to voice concerns and needs in the current program. The vision statement was shared with all in attendance. An overview of the pilot program was revealed.</p> <p>1. The Vision Statement was shared with staff:</p> <p>“Eastland-Fairfield ABLE will be an innovative program catering to the current day’s need of GED students as they work toward obtaining a GED and prepare a place for themselves in the present-day market place.”</p>



Goals: When we are finished, we will have achieved the following...

Checklist	Response
1. <u> X </u> I described how I engaged the staff in anticipating achievements  2. <u> X </u> I included that list	1. The opening staff meeting for FY14 included instruction for implementing the pilot at Eastland Career Center. Instructions were given for the new Electronic Attendance Roster which allows all teachers to have current number of hours for each student by entering daily attendance. This will give all teachers a clear picture of when they must progress test.  2. Achievements are listed under Responses above.

Evaluation criteria: What evidence will you collect to determine if you meet your goals? Identify each of the end user groups and the evidence each end user group identified as evidence they would need to convince them to use the new strategy.

End User	Evidence to Collect
GED students at ECC (pilot)	Retention Rate
GED students at ECC (pilot)	Progress Rate
GED students at ECC (pilot)	MPLs – Table 4
Teachers	Percentage of students retained long enough to progress test
Teachers	Percentage of students progress tested

Checklist
1. <u> X </u> I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.  2. <u> X </u> I solicited from each group the evidence they would need to convince them the new strategy worked, and I included each piece of evidence identified.
See list above for needed evidence



#### 4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
3. <u> X </u> I identified all of the sources we explored to find models and strategies that address our program improvement component.	1. In order to create and run the Managed Enrollment pilot project resources from other ABLE programs around the country were researched. I used data from ABLELink to create goals and monitor progress.

Briefly describe the strategy, procedure, or practice that the workgroup selected to pilot. Include a description of any adaptations that were made to make the strategy “fit” your program.

Checklist	Response
1. <u> X </u> I included a description of the new strategies selected to pilot test.	1. The pilot selected was a Managed Enrollment project at our largest site. In order to gain persistence, retention and progress it was decided that 5-eight week sessions would be run. This allowed the eight week of each session to be testing week, thus eliminating questions as to when students should be progress tested. With the new attendance policy in place instructors knew by the eighth week students would have sufficient hours to be progress tested.  Students attended classes two evenings a week for three hours each evening. During this time they attended three classes. Courses were selected based on TABE scores, student needs and availability.
2. <u> X </u> I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	2. We realized during the severed winter months that the attendance policy had to be eased due to many school closures. At this point teachers used a “Permission for Early Testing” form to be sure students still had progress testing.  We soon found out that offering only three classes per evening made it very difficult to schedule students. We also found that students didn’t understand why they might have to repeat a course. This occurred when students didn’t gain sufficient progress to proceed to the next level of instruction.  In the coming year we hope to offer four courses per evening, instead of three. We will also include keyboarding and possibly soft skills for employment.



### 5. Develop a pilot testing plan

Describe the process that was used to select the pilot sites - what characteristics did you consider in the selection process?

Checklist	Response
<p>I included a description of:</p> <p>4. <u> X </u> who was involved in selecting the pilots</p> <p>5. <u> X </u> the criteria and rationale we used for selecting the pilots.</p>	<p>1. The teachers selecting and delivering the pilot were the evening instructors at Eastland Career Center, our largest site. David Sells – Science and Math Jerry Leslein – Social Studies and Math Charlotte Putt – Lanaguage Arts Stephanie Reid-Taylor – Language Arts Stephanie Farris – Reading</p> <p>2. In order to deliver the best product we utilized our largest site. We felt that offering specific courses in each of the areas of instruction required to pass the GED 2014 test would allow students to focus on their main areas of need. It also allowed us to offer the course schedule and allow students to experience a more formal style of teaching, such as they would encounter in a post-secondary setting.</p>

What type of training was necessary for the pilot sites? Describe how this was provided.

Checklist	Response
<p>I included a description of:</p> <p>1. <u> X </u> the training that was necessary to get the pilot sites up to speed</p> <p>2. <u> X </u> who delivered the training</p>	<p>1. In preparation teachers took many of the courses offered for GED 2014. The most popular was Mission Possible for GED 2014 offered through the Professional Development Network from Ohio ABLE. Local training including staff development. This new sort of course offering was very different than the tutoring style of learning previously offered. Therefore, staff needed direction in following through on the attendance policy, being on time, and completing homework. Previously, teachers had been very lax in these areas.</p> <p>2. The training was the Professional Development Network and by the ABLE coordinator.</p>



Complete the chart outlining your interim benchmarks, activities, timeline, and responsible parties for planning, implementing, and evaluating your pilot project.

Interim Benchmarks	Activities	Completion Date	Lead Person Responsible for the Activity
Planning	Course and Student scheduling	October 2013	Susy Oldham
	Committee meetings	November 2013	Susy Oldham – ABLE Coordinator Jamie Carroll – GED Instructor
	Writing the syllabi and lesson plans	January 2014	Stephanie Farris
Implementing	Trial run of first 8-week session	October 2013	Susy Oldham
	Progress Testing	December 2013	Classroom teachers
	Contacting Students who stop attending or who have missed more than two classes	On going	Debra Rico – Teacher Support Person
Evaluating	Analyzing Data	March 2014	Susy Oldham

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Curriculum and supplies	\$25,000.00
Part Time as Needed Staff Salaries	\$15,360.00
Part Time as Needed Fringes	\$ 2,457.60



Professional Development	\$ 1,500.00
Professional Development Fringes	\$ 240.00
Total	\$44,557.60

**6. Select and prepare the pilot sites**

Briefly describe the process you used to prepare the pilot sites to implement the new strategy or procedure.

Checklist	Response
<p>I included a description of:</p> <ol style="list-style-type: none"> <li><u> X </u> initial meetings I had with pilot sites to explain their roles and responsibilities</li> <li><u> X </u> consultants or other staff used as a resource to support the pilot staff</li> <li><u> X </u> any incentives you provided to pilot staff to encourage and/or reward their participation</li> <li><u> X </u> how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.</li> </ol>	<ol style="list-style-type: none"> <li>Initially, I met with the five teachers involved in the pilot. The pilot was only conducted at one site using four classrooms. Instructors were told how they would be conducting the pilot, the student exit surveys, testing and lesson planning. Each agreed to be a part of the pilot. During the early part of December one teacher had to be replaced, as she had decided to leave EFCTS.</li> <li>The ABLELink Secretary and Teacher Support Person were instrumental in assisting the reporting portion of the project. In addition, the Orientation Instructor was critical in preparing students for this important experience.</li> <li>Teachers were given certificates of appreciation and recognized at a staff meeting. While this does not seem like much it was accepted graciously. Our district does not allow the purchase of any gifts, including gift certificates for students or staff.</li> <li>Staff were informed of student progress levels with regard to Minimum Performance Levels. This was difficult this year as the ABLE reporting system was a work in progress. Pure data was difficult to ascertain. Items which were tracked included attendance, progress and level completion. In addition, GED attainment, employment and post-secondary enrollment were tracked. These were often difficult to track when students failed to return to the next 8-week session.</li> </ol>



## 7. Conduct the pilot, measure the impact, and develop/fine tune PD and resources

Briefly describe the results of your pilot project based on your evaluation criteria for each end user group.

Checklist	Response
5. <input checked="" type="checkbox"/> I included an overall narrative of the results of the pilot.	1. While the pilot had many positive results we did not see the progress in assessment we had desired, nor the attendance needed. Overall, student surveys revealed that the students preferred this style of teacher over the tutoring style we previously had.
6. <input checked="" type="checkbox"/> I included results based on the end users' evaluation criteria.	2. Student surveys are on file via computer and can be sent upon request.

What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
7. <input checked="" type="checkbox"/> I included a description of specific changes I needed to make before implementing program-wide.	1. In order to better succeed in this Managed Enrollment project the following changes will be implemented: <ol style="list-style-type: none"> <li>Longer class offerings – 4 classes per evening with one more teacher, thus opening five classrooms per evening.</li> <li>More class offering – we will include language arts, reading, math, science, social studies, and keyboarding/basic computers.</li> <li>More regular reporting from ABLELink – this will be easier with the updated ABLELink system.</li> <li>Clearer syllabi for each subject area.</li> </ol>

### Final Reflection

Briefly describe what you learned from this program improvement project that will help you in future work.

Checklist	Response
<p>3. <u>  X  </u> I included an overview of what I learned from this project.</p>	<p>1. Through this pilot I have learned that individuals are slow to change. This includes not only students, but staff as well. I find that change eventually becomes the norm. I am looking forward to a new year, which will include the changes previously listed.</p> <p>It is important to realize that changes will always occur. We must move forward with the times. I want to convey a feeling of excitement with regard to new opportunities and ways of delivering instruction.</p> <p>We must all be cautious that we not become ‘stuck in our ways’, we realize the enthusiasm created with new and innovative ideas. Our students have had many difficult times in their lives. We want them to explore the world with a positive attitude and a desire to grow. Overall, this has been a wonderful experience. I look forward to improving upon it and creating new adventures in learning.</p>

