Culminating Learning Project: Part 2

1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. _X___ I identified the number of staff on the workgroup. 2. __X__ I described the positions of the staff on the workgroup	1- Transitions Team Leader 3 - Transitions Counselors 1 – Program Supervisor 1- Program Coordinator 6 Team Members

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
1. __X__ I listed the needs identified by the self assessments. 2. __X__ I listed the needs identified by the research review.	Needs identified in self-assessment: transitions Needs identified in research review: Post - secondary

3. __X_ I listed the needs identified by the data analysis.	
4. _X___ I listed ONE of those needs for us to use in the pilot.	Needs identified through data analysis: Post-secondary Prioritized need or program component: Transitions to post-secondary

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

1. __X__ I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot.
 	
I described how we examined the current program component to identify:
 	
2. __X__ what we are doing now that we want to keep, and
 	
3. __X__ what parts of the program
	As all programs are being charged with a 10% increase in students transitions to post secondary for FY 2014, we narrowed down our need to improve transitions services to students as the program component to be used in the pilot.
	
	Currently, we have 4 transitions counselors. Transitions counselors visit each class one time each month. Transitions counselors offer transitions workshops for students in classes. Each month is a new transitions topic:
	
	    a. January: Business Etiquette
	
	    b. February: Study Skills
	
	    c. March: Post – Secondary – exploring programs, degrees, certificates (OCIS)
	
	    d. April: FAFSA/Admissions/CollegeNOW
	
	    e. May: Applications and Letters (Job and College)

component that need new strategies.	f. June: Job Search (OCIS/mynextmove.org) g. July: Online Job Applications h. August: Resumes/Cover Letters i. September: Interviews (College and Job) j. October: Linked In/Social Media k. November: College Services l. December: Reassessing goals We want to keep these aspects of transitions services and support to students. The part of this program component that need new strategies are how to better prepare and assist students for transitioning to post secondary. We want to best assist students for post secondary training after classes. How can we increase the number of students transitioning to post secondary education?

3. Set a vision and goals

Vision: Transitions to Post Secondary   will be working well when…

Parma ABLE has a 10% increase in students transitioning to post secondary in FY 2014!

Checklist	Response
1. _X__ I described how I engaged the staff in completing the vision statement.	I conducted a break out session for all teachers during our fall staff meeting. I shared the transitions vision with teachers. I modeled transitions lessons for teachers to include in classes. I gave teachers resources available to them to assist transitioning students.
2. __X__ I included the final vision statement.	I will visit each classroom this year as a transitions coach. Teachers will present a transitions lesson in class and I will offer support and assistance. Transitions counselors will continue to visit each class once per month but will focus only on post secondary transitions. Teachers must incorporate job transitions services during the classes.
	Final Vision Statement:
	Through the collaboration of transitions counselors, teachers, and transitions coaching services, students in Parma ABLE will transition to post secondary training at an increased rate of 10% for the 2013-2014 school year.

Goals: When we are finished, we will have achieved the following…10% increase of students transitioning to post secondary training

Checklist	Response
1. __X_ I described how I engaged the staff in anticipating achievements 2. __X__ I included that list	Transitions Counselors will visit each class one time each month with post secondary transitions presentations. Parma ABLE will collaborate with post secondary institutions to bring resources and information to students. Teachers will incorporate transitions into lessons. Shannon will provide transitions coaching to teachers to help teachers better assist students with transitions **Transitions Class Visit FY 2014** **Site:** **Class:** **Teacher:** **Date:** **Transition Visit: 1** Transitions Framework Incorporated: (*http://uso.edu/network/workforce/able/reference/transition/Transitions-Framework.pdf*) A. ***Develop and Deliver Instructional Program that Facilitates Students Transitions*** __*Provide an instructional program that is more immediately relevant to students'* *educational/career interests, connected to students' long-term goals (**for** **example, reading/writing or mathematics in the context of a career field**) and* *based on appropriate assessments.*

_Offer or connect to certificates/credentials that are aligned to a career pathway or

other sequence of learning activities.

_Integrate ABLE services with occupational instruction (for example, modular

curriculum leading to a credential) within a postsecondary institution (for

example, Adult Career-Technical Education, community colleges).

_ Define and develop an organized curriculum, provided as a separate class or

incorporated into the program, to address transitions issues (for example, course

sequences, scheduling).

_Provide academic content support and monitoring (for example, coaching,

individualized instruction).

_Build feeling of community within students in the program through group methods

(for example, learning communities, peer to peer mentoring, cohorts).

   B. _Implement Contextualized Curricula_

_Teach basic education to prepare students for academic rigors beyond

ABE/ESOL NRS Level 6 (for example, TABE 12.9).

__Use curricula aligned with academic and student success skills needed for entry

into postsecondary education and the workplace.

      C. ___Model Expectations for Postsecondary and Workplace Success___

__Provide structure such as monitoring time, tracking attendance, enforcing

punctuality, etc.

__Provide other features of postsecondary education and training where possible

(for example, managed enrollment, class terms, classes organized by subject or

level).

__Maintain a classroom that supports student aspirations for transitioning to

postsecondary and workforce education.

      D. **Build Awareness of Postsecondary and Work Options**

__ Help students to understand the need to prepare beyond ABE/ESOL NRS Level

6 (for example, TABE 12.9) and to understand options beyond the GED as an

end goal.

__ Provide students with access to information, resources and services (for

example, Ohio Board of Regents student portal, Ohio Learning Network), giving

an opportunity to become familiar with postsecondary programs (for example,

admissions processes, programs of study, credentials).

__Explore different career profiles and entrance requirements for college majors

and career fields.

E. Provide Comprehensive Goal Setting Activities

__Set realistic goals that take into consideration the student's academic

achievements and assessment scores and use appropriate tools for checking

goals (for example, SMART criteria).

__Set both long- and short-term transition goals, and review on a regular basis.

F. Incorporate Individual and Group Advising

__ Tailor advising to individual student's needs based on career assessment

information (for example, Ohio Career Information System (OCIS), Economic

Modeling Specialists Inc. (EMSI), or other valid systems).

__Offer career, personal and academic advising.

__Utilize evidence-based methods to increase student persistence and retention

G. <u>**Integrate University System of Ohio (USO) programs to facilitate student success**</u>

__Develop agreements between ABLE and community colleges and/or branch

campuses to better align remedial services for students.

__Develop agreements between ABLE and Adult Workforce Education centers to

better align remedial services for students.

__Establish and maintain an ABLE presence on USO campuses.

H. <u>**Develop partnerships with other agencies to access comprehensive support Services**</u>

__Examine and access resources from partners, including public workforce

development programs and private employers.

__Link to partners that provide support for education and training, such as financial

literacy, career exploration, etc.

__Maintain partnerships to address needs of ABLE students (for example,

Rehabilitation Services Commission, child care facilities, mental health facilities).

__Continue support with students enrolled in postsecondary for one year.

<u>**Conferencing Suggestions/Feedback, Next Steps:**</u>

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
Transitions Counselors	Post-secondary resources and collaboration with post secondary institutions
Teachers	Transitions resources
Students	Successfully entering post secondary
Checklist	

1. __X__ I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.

2. ___X_ 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.

4. Gather and select promising practices

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

Checklist	Response
3. __X__ I identified all of the sources we explored to find models and strategies that address our program improvement component.	Staff surveys were distributed electronically. Results were analyzed to address program improvement component

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. _X__ I included a description of the new strategies selected to pilot test. 2. X___ I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	For teachers, transitions team leader will conduct a transitions coaching session with the teacher. The teacher will have a transitions lesson and transitions counselor will observe. Teacher and counselor will sit down and discuss transitions needs and questions. Transitions counselor will offer resources for transitions lessons. Transitions counselor will meet with new teacher prior to observation to answer questions and concerns for implementing transitions.

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
I included a description of: 4. _X__ who was involved in selecting the pilots 5. _X__ the criteria and rationale we used for selecting the pilots.	Transitions Team and Supervisor. Rationale for selecting pilots were based on program transitional needs. Teachers are struggling to understand transitions and how to incorporate into lessons. Transitions counselors were involved in pilot because they visit all classes and know of teacher concerns regarding transitions component. As our goal is to increase student transitions to post secondary by 10% this year, contextualized transitions lessons are essential in the classroom.

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

Checklist	Response
I included a description of: 1. __X__ the training that was necessary to get the pilot sites up to speed 2. __X__ who delivered the training	Understanding of Ohio Transitions Framework Understanding of Ohio PDN library and resources available. Transitions counselor can deliver training at staff meeting. Possibly arrange for Ohio PDN staff to hold a training for staff.

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	Transitions Framework Handouts and Transitions Coaching Observation Sheet	7/2013	Shannon Pelsnik
	Research contextualized transitions resources available through the Ohio PDN, Ohio Means Jobs, and community resources	8/2013	Transitions Team Shannon Pelsnik Stephanie Schab Jolene Seuffert Angie Farson
Implementing	Present framework and observation sheet at staff meeting	9/2013	Transitions Team Shannon Pelsnik Stephanie Schab Jolene Seuffert Angie Farson
	Staff training about Ohio PDN, Ohio Means Jobs, Community Resources	9/2013	Transitions Team Shannon Pelsnik Stephanie Schab Jolene Seuffert Angie Farson

	Transitions Team Leader meets with each new teacher (and teachers struggling with transitions – math teachers)	9/2013-5/2014	Shannon Pelsnik
Evaluating	Teacher and Counselor Conferences	9/2013-5/2014	Shannon Pelsnik
	Review of Observation Sheets and Transitions Lessons	9/2013-5/2014	Shannon Pelsnik Program Supervisor Susan Sheehan

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Staff meeting time and observations	Hourly Rate
Resources	FREE

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
I included a description of: 1. _X__ initial meetings I had with pilot sites to explain their roles and responsibilities 2. __X__ consultants or other staff used as a resource to support the pilot staff 3. __X__ any incentives you provided to pilot staff to encourage and/or reward their participation	This has been an ongoing pilot. In 2013-2014, I visited every class for a transitions coaching lesson. I introduced my role and their responsibilities at staff meetings each quarter. I re iterated my role through emails (group and individual) For 2014-2015, I will re visit struggling teachers and new teachers. We sent out staff surveys so all staff gave input. Supervisor and Transitions Coach met monthly to discuss transitions coaching progress I gave away a GED t shirt to the first staff member to volunteer for a visit ☺ After that, I haven't given incentives ☹ Staff members were given a paper handout of transitions framework and transitions coaching observation sheet at staff meetings. Information was given out electronically as well.

4. _X___ how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.	

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
3. __X__ I included an overall narrative of the results of the pilot. 4. ___X_ I included results based on the end users' evaluation criteria.	Results: Teachers are doing great! Teachers have created amazing contextualized lessons based on the Ohio Transitions Framework. Evaluation Criteria: Teachers struggled to fill out transitions component based on Ohio Transitions Framework. During visit, we discussed how to complete transitions component on lesson plan, Teachers were also emailed this information after the visit. Teachers were successful. ESOL and LA teachers implemented contextualized transitions lessons with ease. Math teachers struggled. There will be a need to follow up with new teachers and math teachers with additional resources in 2014-2015

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

Checklist	Response
5. _X___ I included a description of specific changes I needed to make before implementing program-wide.	I think we did a good job preparing teachers. An in class observation was essential as teachers did not ask questions during the staff meeting but did not clearly understand when we met one on one.

Final Reflection

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

Checklist	Response
3. __X__ I included an overview of what I learned from this project.	This will help me in the future as we have now compiled a bank of transitions lesson plans from each teacher in our program which can be shared with the staff.

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