Culminating Learning Project

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	I have a very small staff so all 5 members were asked to participate in this workgroup. Three are part-time teachers, Susan Rauch, Lynne Shuman, and Brent Dewees. Lynne teaches the Bridge class 5 hours per week. Brent and Susan both teach ABLE/GED classes for 12 hours per week. My immediate supervisor, Marty Clark, fulltime at Washington County Career Center, but only 1 hour per week to ABLE and myself. I am a part-time administrator/orientation coordinator/distance learning instructor/substitute teacher. I work 28 hours a week in this program. This is a total of 5 participants. These are the people who have a vested interest in the success of this program. Susan Rauch left us in June, Lynne Shuman left on September 1. Jeff Ritzman joined us as a part-time instructor in July. This changed the dynamic of this committee somewhat and reduced its size to 4 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. 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 in self-assessment: 1) Advertising – only 14% of respondents felt they were familiar with what the ABLE program does, 42% felt they were somewhat familiar with our programs, but over 42% felt they had limited knowledge of our programs. 2) Addressing the needs of new dropouts ages 18 to 22-- Recruiting and informing this age group of our services and the reasons why staying in school might be a better path for them. Working with high school guidance counselors to work with the at risk populations. Possible path to credit recovery in the evenings for those needing 1 or 2 credits who have met all other graduation requirements and working with transition to post-secondary. Needs identified in research review: 1) Increasing Student Achievement for Basic Skills Students- Integrated Instruction, 2) A Contextualized Approach to Curriculum and Instruction, and 3) I would like to learn to assess the strengths and needs of my students in the four component reading skills (vocabulary, fluency, decoding, and comprehension). Needs identified through data analysis: 1) Enrollment of students 2) Retention of those enrolled

	3) Follow through on GED testing of those who pass the Practice GED test. Our Prioritized need or program component in a combination of the following two elements: 1) Enrollment –without students we have nothing. Advertising to get them into classes and inform the community of our offerings. 2) Secondary related goal is Retention of students. This will lead to Increasing Student Achievement and more contact and follow through should increase number of GED testers by getting them to register and test each section as they are prepared.

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.	During the PICP process we discussed what needs to be done for program improvement. We decided that we need to improve advertising to bring in more students in order to have a better program. We decided that is primary to improvement as we do a pretty good job with what we have, but in order to improve, we need to up our numbers and work on retaining those students once they are enrolled.
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 component that need new strategies.	We discussed methods used to reach out to the community last year, what worked and what didn't work. 1) We decided that we need to get flyers out to the community through the schools and libraries that give only basic information to get people into the orientations and give them the rest of the information at orientation. Our flyers last year were too wordy and needed a better format with basic info. We also did not get the information out in a timely enough manner to get through the approval process in the schools. 2) We liked the advertising in the Marietta Times and will continue it this year with the same basic clip and save format as last year. We want to expand to the Marietta AM and Bulletin Board as well. Several students told us they found out about us this way. 3) We have upped our visibility on the Career Center webpage and have started a Facebook link this summer to put out information to our students and others who like us on Facebook. This is easily updated and daily reminders of special events and orientations can be put out here as well as inspirational notes. 4) We are represented at the Community Partners Resource Meeting each month. This has proven to be a very good way to spread the word among community agencies that will and do refer

| | students to us. We want to continue this and make sure to have something to share at each meeting. |

3. Set a vision and goals

Vision: WCCC ABLE Advertising   will be working well when… the majority of people in the county have heard about our program, know what it does, and know how to contact us for more information and/or enrollment **and** we are getting 15 to 20 calls a month and 8 to 12 new students at each orientation.   (Fill in the program component you are working on)

Checklist	Response
1. __X__ I described how I engaged the staff in completing the vision statement.	I took the information gathered from staff at the staff meeting and wrote the vision statement. We had quite a discussion on what success looks like. Brent DeWees and I were the primary input into this as Jeff Ritzman is just beginning to understand the parameters of the ABLE program.
2. __X__ I included the final vision statement.	Our Final statement is : WCCC ABLE Advertising will be working well when the majority of people in the county have heard about our program, know what it does, know how to contact us for more information and/or enrollment **and** we are getting 15 to 20 calls a month and 5 to 12 new students entered at each orientation.

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

Checklist	Response
1. __X__ I described how I engaged the staff in anticipating achievements	Jeff, Brent, and I discussed how to recruit and retain students. Marty Clark gave input on advertising modes and we all discussed what kind of results we hope to have from this campaign. Indicators of success will be.
2. __X___ I included that list	1. A minimum of 15 to 20 calls per month for each our classes offered,

	2. Orientation attendance of 5 to 12 people at each site for each orientation session.
	3. Enrollment and retention for 40 or more hours of at least 75% of those attending orientation.

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
Brent DeWees, teacher	Attendance at class
Jeff Ritzman, teacher	Attendance at class
To be hired Success teacher	Attendance at class
Ella Bogard, coordinator	Orientation records
All staff	Information from public meetings and such to see if the word is spreading about our classes.
All staff	Seeing flyers and notices at libraries, newspaper, etc.
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
1. __X__ I identified all of the sources we explored to find models and strategies that address our program improvement component.	Our points for improvement included enrollment and retention of students. For recruitment, we looked at other programs in rural counties and what worked for them in student recruitment. We also looked at what was available to us through our local career center as a tag along with their existing advertising. We looked at social media and newsprint coverage as well as television and electronic media coverage. We looked at local organizations that could help with recruitment and referrals to our ABLE programs. For retention, we looked at what we were doing and what was working for us. We looked at our online programs to add to hours of students who might have legitimate reasons for missing face to face classes, and we talked to students about what we could do to improve our service to them. We also took a persistence inventory that Godman Guild in Columbus uses and tweaked it to work for us.

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
3. __X__ I included a description of the new strategies selected to pilot test. 4. _X___ I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	We decided to focus on tag-a-longs with the existing Career Center advertising, social media, and local organizations that could help with recruitment and referrals. We created pages to add to the Career Center Adult Tech catalog that goes out to every household in the county. We separated the ABLE/GED, Adult Diploma Program, and Student Success(bridge) program and wrote up separate description pages for each to include in the catalog. We started a Facebook page for our ABLE programs that was used to announce all of our Information and Registration dates, put out encouraging messages weekly, and communicate "good news" with our constituents. We sent flyers home with every elementary student grades K through 6 with all of our Information and Registration dates and locations in all 6 school districts that feed into our career center. We also distributed flyers to all of our partner organizations through the Washington County Resource Partners (WCRP) group that meets monthly in our county. These WCRP members are our best resource for referrals. We added an introduction to online resources for increasing contact hours and completing make-up hours to our orientation process. We also added a persistence inventory and discussion about why persistence is

	important. We took references to bus and public transportation out of the persistence inventory as they are not available in our county and replaced it with references to personal transportation and someone to provide a ride. Instructors started looking more closely at reasons students stopped out and working with students to shorten those necessary absences. Instructors also started trying to contact students sooner when they missed a class and working to get them to make up the hours online. Teachers also started collecting feedback from students on what we could do to improve persistence in their one on one meeting with the student during the orientation process and at each update of goals and testing.

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.	Due to the fact that we have only 2 sites and they are 15 miles apart. We, the two teachers and I, decided to implement this at both sites simultaneously. Since advertising went out county wide it was not feasible to use only one site as a pilot site. However there were some differences in the persistence efforts at the two sites due to the personalities of the staff members and the students involved.

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

Checklist	Response
I included a description of: 6. __X__ the training that was necessary to get the pilot sites up to speed 7. _X___ who delivered the training	Training required for enrollment and retention was minimal. It was accomplished through emails and in staff meetings. Having feedback monthly from staff on what seemed to be working and what wasn't made it easy to tweak enrollment and retention efforts as needed. I delivered the training though we all shared in the information on best practices for retention. Staff did need to be trained on Edmentum PLATO which was used for the online portion of this pilot for retention and make-up hours. I used a handout given to me at the Edmentum workshop held at Pickaway-Ross as a reference sheet for staff to use and was available for questions during the first few weeks of PLATO use. Since I do most of the Information and Registration sessions myself little was needed in training for other staff. They got most of their training by helping me with the sessions and being provided the paperwork for the persistence assessment. The materials I adapted from what was used at Godman Guild during my stint working there.

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	1) Facebook page created for ABLE Programming. 2) Pages for the Career Center Catalog created and submitted for publication. 3) Catalog mailed out County wide. 4) Page added for ABLE on Adult Tech's new web page 5) Improvements made to links on the Career Center web page	01/20/2015 6/23/2015 July-Aug. 2015 Sept. 2015 January 2016	Ella Bogard-Benedict Ella Bogard-Benedict Lori Smith, Recruiting and Marketing Jerry Bradford, Recruiting and Marketing Specialist Jerry Bradford
	Article in paper for Adult Diploma program and GED at the Career Center.	September 2015	Ella Bogard-Benedict and Lori Smith
	Adult Diploma Graduation coverage and ABLE class information put out in an interview on WTAP –NBC 15-1 News. It ran at 6 PM, 11 PM, Daybreak at 6 AM, and 12 noon news, then it ran on WTAP-Fox News 15-3 at 10 PM, 7 AM, and 5PM. It was a slow news day and we lucked out. Best free advertising ever!!	12/10/2015	Ella Bogard-Benedict, Lori Smith, and Dr. Tony Huffman, director
	Flyer to Warren Local Primary Schools 5,135 Flyers to all elementary and Middle schoolers in Warren, Wolf Creek, Fort Frye, Marietta City, and Belpre City School Districts – Frontier did not give permission to distribute there	08/25/2015 12/03/2015	Ella Bogard-Benedict Ella Bogard-Benedict
Implementing	Information & Registration including: Washington 13, Learning Styles Inventory, WCCC-ATT Handbook, Student Success Presentation, Persistence Inventory added.	Ongoing at I&R sessions at the beginning and midterm of each quarter starting Fall Quarter 09/21/2015	Ella Bogard-Benedict
	TABE Online Testing and 1 on 1 with instructor going over barriers and persistence needs	Ongoing at beginning and midterm of each quarter starting on 9/23/2015	Ella Bogard-Benedict – TABE all sites Brent DeWees –fall quarter Belpre Jeff Ritzman- Marietta Kathy Wolfe-Crouser – Winter and Spring quarters Belpre

	Setting up online learning assignments and logins for all students in Khan Academy and PLATO	Starting 08/04/2015 and at each 1 on 1 thereafter	Ella Bogard-Benedict, Brent DeWees, Jeff Ritzman, Kathy Wolfe-Crouser
	Calling and texting of students at first absence initiated. Use of online learning resources PLATO and Khan Academy encouraged for make-up hours and persistence.	Ongoing started on 9/23/2015	Brent DeWees, Jeff Ritzman, Kathy Wolfe-Crouser
Evaluating	A minimum of 15 to 20 calls and/or emails per month generated from advertising for classes offered,	Ongoing Started in July 2015.	Ella Bogard-Benedict responds
	Orientation attendance of 5 to 12 people at each site for each orientation session.	Ongoing started in July 2015	Ella Bogard-Benedict, Brent DeWees, Jeff Ritzman, Kathy Wolfe-Crouser
	Enrollment and retention for 40 or more hours of at least 75% of those attending orientation.	Ongoing	Brent DeWees, Jeff Ritzman, Kathy Wolfe-Crouser

What were your primary financial expenditures for the pilot project?

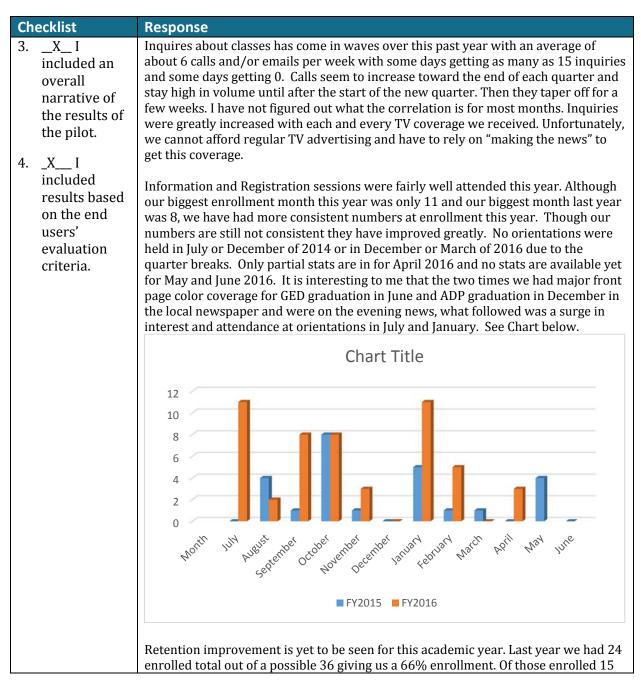| Expenditure Category	Cost
Color Advertising Flyers–copying at approx. $0.08 per page x (425+5,135)	$445.
Facebook page creation and use	$0
Webpage on the Career Center site—by agreement	$0
Inclusion in the Career Center Catalog –covered by the Career Center	$0

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 4. __X__ how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.	Staff meetings starting January of 2015 introduced this project to the program staff and initiated discussions surrounding recruitment and retention issues. Brent DeWees left us in December as a regular part-time staff member but stayed on as an orientation instructor and consultant to the new instructor at Belpre. The only incentive for staff to participate and help improve persistence was the increase of students attending class and the guarantee that classes would continue if they did their best, but would most likely be eliminated next year if attendance dropped below 5 on a regular basis and enrollment didn't improve. Kudos were given on a regular basis and increased enrollment and persistence was celebrated at each and every staff meeting. Evaluation criteria needed for this project was information that was being kept anyway. The only addition to it was collecting time from the online programs for time spent outside regular class periods, which I took responsibility for and reported to the instructors. Testing data quickly reflected persistence and became a real incentive to the instructors as well over time.

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.	Inquires about classes has come in waves over this past year with an average of about 6 calls and/or emails per week with some days getting as many as 15 inquiries and some days getting 0. Calls seem to increase toward the end of each quarter and stay high in volume until after the start of the new quarter. Then they taper off for a few weeks. I have not figured out what the correlation is for most months. Inquiries were greatly increased with each and every TV coverage we received. Unfortunately, we cannot afford regular TV advertising and have to rely on "making the news" to get this coverage. Information and Registration sessions were fairly well attended this year. Although our biggest enrollment month this year was only 11 and our biggest month last year was 8, we have had more consistent numbers at enrollment this year. Though our numbers are still not consistent they have improved greatly. No orientations were held in July or December of 2014 or in December or March of 2016 due to the quarter breaks. Only partial stats are in for April 2016 and no stats are available yet for May and June 2016. It is interesting to me that the two times we had major front page color coverage for GED graduation in June and ADP graduation in December in the local newspaper and were on the evening news, what followed was a surge in interest and attendance at orientations in July and January. See Chart below. Retention improvement is yet to be seen for this academic year. Last year we had 24 enrolled total out of a possible 36 giving us a 66% enrollment. Of those enrolled 15

	out of the 24 had over 40 hours of attendance. That was 62%. There were 8 of these students who continued on into FY2016 with 3 of them ultimately getting their GED. This year, with being only 2/3 of the way through the year, we have 35 enrolled out of a possible 49 which is 71% enrollment. Of those enrolled 20 currently have over 40 hours of attendance. This is only 57% but they still have 4 months to get that 40 hours and many will achieve it. Of those who have less than 40 hours, 4 have completed their GED (3 were the continuing students from last year) and 4 have completed the Adult Diploma Program with Ohio high school credential and a technical credential. I we add those 8 completers to the 20 who have completed over 40 hours we have a success rate of 80%. While we did not reach our goal of 75% enrollment goal, I am very happy with the 71% we did achieve and I can see this improving with time and persistence. I do think we may reach our 75% goal of 40 or more hours for those who became enrolled. With this number already at 57% we only need to get 6 more with 40 hours to reach this and we have 5 who are over 20 hours already and 3 who have just started this month. With 9 hours a week of classes available it should not be an issue getting at least six more students into that category of 40+ hours by the end of May. Plus we have one more orientation in May for this academic year and those students will have the opportunity to spend 54 hours in class with regular attendance before the end of FY2016.

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.	This is not relevant to us since we went program wide with this in initial implementation. However, I do see some improvements that can and will be made before the next program year starts. 1) We need to get more consistent with advertising so that all of our orientations average 10 to 15 new students a month. 2) We need to find a source for generating a TV ad that we can afford for our area or get the state office to produce one that we can put our tag line on and submit for Public Service advertising. (goal by FY2018) 3) I need to share this information with my full staff and celebrate our advancement and plan for how we can continue this rate of growth and improvement next year!

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.	I learned how to use statistics to improve program planning and results. I also learned that there are many sources of improvement and that only by careful analysis can you tell which things have a true impact on program improvement. I think this project helped me to see that I don't have to carry the load of ideas and implementation. It has helped me learn to rely on the very competent people I have hired to work in my classrooms and to utilize their skills and ideas more broadly across the program. I think many of the skills I have learned in this project are transferable to other projects I work on and will bode well for me in the future. I have enjoyed learning about my leadership style and how to incorporate other styles to suit the group dynamic of the project at hand. This has been a very enlightening experience. Thank you for the opportunity to hone my leadership skills and improve my program development.