

Culminating Learning Project

1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. <input checked="" type="checkbox"/> I identified the number of staff on the workgroup. 2. <input checked="" type="checkbox"/> I described the positions of the staff on the workgroup	I selected three instructors, one classroom specialist and the program office manager (former instructor and specialist).

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. <input checked="" type="checkbox"/> I listed the needs identified by the self assessments. 2. <input checked="" type="checkbox"/> I listed the needs identified by the research review. 3. <input checked="" type="checkbox"/> I listed the needs identified by the data analysis.	Needs identified in self-assessment: A: Incentives, attendance policy, orientation issues B: Computer assisted instruction, hands on activities, peer learning groups Needs identified in research review: Increasing student achievement, assessing strengths/needs in reading, transition programs

<p>4. <input checked="" type="checkbox"/> I listed ONE of those needs for us to use in the pilot.</p>	<p>Needs identified through data analysis: Student achievement, attendance</p> <p>Prioritized need or program component: Student achievement</p>
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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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> what we are doing now that we want to keep, and</p> <p>3. <input checked="" type="checkbox"/> what parts of the program component that need new strategies.</p>	<p>1: We looked at the list and we have already made moves to address many of the issues (attendance, orientation and activities), so the big one remaining was student achievement.</p> <p>2. We like the program EFL tracking sheet, but believe instructors should be responsible to complete themselves (not the office).</p> <p>3. We would like to explore alternatives to direct classroom instruction and offer/expand distance learning options.</p>

3. Set a vision and goals

Vision: **Student Achievement** will be working well when...

(Fill in the program component you are working on)

Checklist	Response
1. <input checked="" type="checkbox"/> I described how I engaged the staff in completing the vision statement. 2. <input checked="" type="checkbox"/> I included the final vision statement.	<p>We discussed what we are trying to do in more detail (other than to improve EFL's). We want students to move out/test out faster and be able to provide the extra resources to them as requested by them.</p> <p>Student Achievement will be working well when our passing percentage increases and our program meets the state EFL goals.</p>

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

Checklist	Response
1. <input checked="" type="checkbox"/> I described how I engaged the staff in anticipating achievements 2. <input checked="" type="checkbox"/> I included that list	<p>We looked at goals submitted for the 2016 PICP.</p> <p>EFLs: FY15 actual - 42%; FY16 goal - 70%</p> <p>Pass Rate: FY 15 - 3%; FY16 goal - improve</p>

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
Instructors	EFL Spreadsheets
Office Staff	Table 4 (ABLELink); GED Manager Info and State Data Match-passers
Checklist	
<ol style="list-style-type: none"> 1. <input checked="" type="checkbox"/> I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies. 2. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> I identified all of the sources we explored to find models and strategies that address our program improvement component.	We spoke with other programs to see what they have done that works and we talked our intent through with the various software vendors. Our workgroup also brainstormed our own strategies.

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. <input type="checkbox"/> I included a description of the new strategies selected to pilot test.	We decided to implement a distance learning component (Aztec GED and HSE) to increase student use inside and outside of class, ultimately increasing student persistence and progress.
4. <input type="checkbox"/> I included a description of the adaptations we made to	

the new strategy and the rationale for those adaptations.	
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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. ___ who was involved in selecting the pilots 5. ___ the criteria and rationale we used for selecting the pilots.	It only made sense to pilot the software in the classrooms of the workgroup members. They are most familiar with the background of the project, the data, need for the project and took part of the exploration stage for selecting a program.

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

Checklist	Response
I included a description of: 6. ___ the training that was necessary to get the pilot sites up to speed 7. ___ who delivered the training	All were trained on 1) how to use the software from both the student and teacher perspective and 2) how to interpret and monitor the data as students continue to add and use it. The company provided online training individually; there were webinars; our distance teacher trained the workgroup on interpretation of reports and data.

LEADERSHIP EXCELLENCE ACADEMIES

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	Explore ways to improve persistence	Oct 15	E. Parish Curriculum Committee
	Gather distance learning resources	Oct 15	E. Parish
	Explore/select distance learning resources	Nov 15	E. Parish Curriculum Committee
Implementing	Purchase software	Feb 16	E. Parish
	Implement - Register students/staff	Mar 16	Y. Langford
Evaluating	First review of data	Mar 16	Y. Langford
	Second review of data	Apr 16	Y. Langford

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Aztec software (HSE, GED)	\$10,000

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"> 1. ___ initial meetings I had with pilot sites to explain their roles and responsibilities 2. ___ consultants or other staff used as a resource to support the pilot staff 3. ___ any incentives you provided to pilot staff to encourage and/or reward their participation 4. ___ how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact. 	<p>All of the pilot sites consisted of the workgroup members. They were a part of the process from the beginning to the end. They helped develop the evaluation criteria and were trained to monitor and interpret the data.</p>

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. ___ I included an overall narrative of the results of the pilot.	We kicked off on March 1 and since then, we created 17 accounts, confirmed 9 and have 6 that are actively being used on a regular basis. These accounts come from 3 out of 4 possible classes. For the month of March, 2.33 hours were recorded out of the classroom. For the month of April, there is a total of 5.39 hours recorded (unable to separate in class/out of class due until attendance is updated).
4. ___ I included results based on the end users' evaluation criteria.	

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

Checklist	Response
5. ___ I included a description of specific changes I needed to make before implementing program-wide.	Student incentives for use outside the classroom need to be fully vetted to see if they are effective. Limit student access in class to 1 hour per week for assistance. The goal is to increase out of class hours – overall persistence.

Final Reflection

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

Checklist	Response
3. ___ I included an overview of what I learned from this project.	<ol style="list-style-type: none"> 1) Things do not always go as planned, regardless of how generous your timeline may be. 2) Patience is a must. 3) Stay encouraged even though initial reports may not look promising. 4) Data does not lie.