

Culminating Learning Project

1. TASKS 1 and 2: Engaging the workgroup and identifying the program component to target for program improvement

- a. Briefly describe the composition of your program improvement workgroup.

Checklist:	Response:
<p><input checked="" type="checkbox"/> I identified the number of staff on the workgroup.</p> <p><input type="checkbox"/> I described the positions of the staff on the workgroup.</p>	<p>I am working with four staff: the director of the program, two instructors, and a transitions coordinator. Each person has a role in the project. The director will help with program decisions, the instructors will implement the changes while the transitions coordinator will offer support to the project.</p>

- b. 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:
<p><input checked="" type="checkbox"/> I listed the needs identified by the self assessments.</p> <p><input type="checkbox"/> I listed the needs identified by the research review.</p> <p><input type="checkbox"/> I listed the needs identified by the data analysis.</p> <p><input checked="" type="checkbox"/> I listed ONE of those needs for us to use in the pilot.</p>	<p>Needs identified in self-assessment:</p> <p>The need overall is to recruit students to the program also another need is there is a gap between the ABLE/GED program and higher education programs.</p> <p>Needs identified in research review:</p> <p>The research completed through the Washington State Community and Technology finds with that ABLE/GED students who go on to college even for a year has a boost in their job earnings as well maintains positions longer. The finding draws students to their program areas.</p>

	<p>Needs identified through data analysis:</p> <p>We have found the attendance is higher at the vocational center then at the offsite programs. However attendance is low at the vocational center too but not as low. We also feel we need to address our ever changing student needs as well.</p> <p>Prioritized need or program component: We would like to close the gap by having more ABLE/GED students attend higher education. Closing the gap will draw more students to our program.</p>
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- c. 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><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><input checked="" type="checkbox"/> I described how we examined the current program component to identify:</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> what we are doing now that we want to keep, and</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> what parts of the program component that need new strategies.</p>	<p>We looked at the program as a whole then looked at the individual sites, plus tagged on the state requirements. We narrowed the ideas down to one that would benefit the whole program as well as each individual site while meeting state requirements.</p> <p>We felt we need to add on to the current classes the concept of transitions. We will try to accomplish this by hooking our students into the idea of higher education is attainable. We like our program as is but feel it could be molded into a program that resembles higher education.</p> <p>We need to change our vocabulary, our time tables, and our available resources.</p>



2. TASK 3: Setting a vision and goals

Complete the following items:

- a. Vision of your program improvement project:

___ Closing the gap to higher education _____ will be working well when....

(Fill in the program component you are working on)

Checklist:	Response:
<p><input checked="" type="checkbox"/> I described how I engaged the staff in completing the vision statement.</p> <p><input checked="" type="checkbox"/> I included the final vision statement.</p>	<p>Staff and students partner to meet the desires and goals of all ABLE/GED participants.</p> <p>We did not spend a lot of time on the vision statement but more time on the outcomes wanted. We may revise the statement as time goes on.</p>

- b. Goals (When we are finished, we will have achieved the following...)

Checklist:	Response:
<p><input checked="" type="checkbox"/> I described how I engaged the staff in anticipating achievements</p> <p><input checked="" type="checkbox"/> I included that list</p>	<p>Have staff and students using new vocabulary for better transition to higher education</p> <p>Have staff and students utilizing tools used in higher education to keep students organized i.e.. syllabus, agendas, technology, time lines, and goal planning</p>

- c. 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 and students	Surveys, developed syllabus, lessons, reflections, observations

Checklist:

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

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 checked="" type="checkbox"/> I identified all of the sources we explored to find models and strategies that address our program improvement component.	The models and strategies used were found mostly in our LEA handbook. The internet search did not always direct us in the right direction. Some of the websites used. www.naepdc.org www.ncsall.net Journal of Adolescent and Adult Literacy- IRA

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
<p>1. <input checked="" type="checkbox"/> I included a description of the new strategies selected to pilot test.</p> <p>2. <input type="checkbox"/> I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.</p>	<p>The main strategy used was to develop ways to help students see the connection between the skills they acquire and the tasks they are trying to accomplish in daily living. Our year was packed full of changes. We focused on the new 2014 GED and the students who wanted to take the test sooner than later. Looking at students with Levels 5 and, we wanted to complete an 8 week course of study on a specific component such as Social Studies or Science. We felt this would also be a transition course to a community college higher ed. course. The Science we focused on feeling we felt instructors could grasp the more practical concepts and turn them into skills. Such as circulatory system and monitoring high blood pressure. We wanted the material learned used in their everyday life. When a connection to real life is made, students will spend more time reading and learning more about a topic outside the classroom. (ncsall)</p>

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>1. <input checked="" type="checkbox"/> who was involved in selecting the pilots</p> <p>2. <input checked="" type="checkbox"/> the criteria and rationale we used for selecting the pilots.</p>	<p>The director and Instructor were the main individuals selecting the pilot area. The area was selected based on student population that would best support the material being introduced. We wanted a smaller group that were going to take the test soon and had reading levels 5 or 6. Unfortunately we are not able to have a closed class. Students would be allowed to join anytime. We could only use a small portion of class time spent towards the course as well. Our enrollment is low therefore we still need to meet the needs of all the students with in the same time frame.</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. <input checked="" type="checkbox"/> the training that was necessary to get the pilot sites up to speed</p> <p>2. <input checked="" type="checkbox"/> who delivered the training</p>	<p>The director and Instructor delivered the training. The training was based on the moodles that explained the science changes in the 2014 test.</p> <p>The Instructor was the person who delivered and modeled the training.</p> <p>The training areas modeled college readiness skills, science vocabulary, and labs for projects and experiments.</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	Pick the pilot population	9/30/2013	director
	Develop beginning and ending of time frame	10/30/2013	Lead instructor
	Assessments, material, and curriculum developed	10/30/2013	Lead instructor
	Beginning and end times	12/1/2013	Lead instructor
Implementing	40-60 minutes per week	2/7/2014-4/3/2014	instructor
Evaluating	Observations of students	2/7/2014-4/10/2014	Lead Instructor
	Assessments of students	"	Lead Instructor
	Reflections of students	"	Lead Instructor

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Because of 40 percent budget cuts no extra money at this time we had borrow many of the needed items for the labs.	

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"> <input checked="" type="checkbox"/> initial meetings I had with pilot sites to explain their roles and responsibilities <input checked="" type="checkbox"/> consultants or other staff used as a resource to support the pilot staff <input checked="" type="checkbox"/> any incentives you provided to pilot staff to encourage and/or reward their participation <input checked="" type="checkbox"/> how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact. 	<p>I discussed with the students the program plan to bring a wonderful real hands on science program to them in hopes the GED 2014 science test will be accomplished with ease. Also the areas that the material may help them in their everyday lives.</p> <p>The data collected would be from tests, observations, writings, data collections, assessments, surveys, and study guides,</p> <p>Director and instructor was available for consultants.</p> <p>No incentives were given, just recognition. If I was able to, I would have liked to given stipends.</p> <p>Reflection on collected data would show patterns of success or more needed improvements.</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
<p>1. <input checked="" type="checkbox"/> I included an overall narrative of the results of the pilot.</p> <p>2. <input checked="" type="checkbox"/> I included results based on the end users' evaluation criteria.</p>	<p>The overall end results were productive and I believe a success. The students who participated felt the skills learned would be able to transfer to their daily lives and also help pass the GED test. The students were able to grasp the concepts and move into the depth of knowledge chart. They were able to explore, develop hypothesis and support their thoughts through experiments and facts.</p> <p>It is a stretch for some students to accomplish this style of learning. The students usually just want to get the problem right. Through this type of teaching it is difficult to let go of right and wrong answers and allow possibilities to form and have several answers to develop from observations. The students did progress in the reading and science assessments given by the end of the course by either one level to more questions right.</p> <p>Students were connecting to every day life classroom work and building community with their peers.</p>

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

Checklist	Response
<p>3. <input checked="" type="checkbox"/> I included a description of specific changes I needed to make before implementing program-wide.</p>	<p>The level of the material might need to be adjusted to the level of the students. If the class size is larger than the time or materials will have to be adjusted. If this pilot is to be implemented program wide the budget will have to be increased for sure.</p>

Final Reflection

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

Checklist	Response
<p>1. <input checked="" type="checkbox"/> I included an overview of what I learned from this project.</p>	<p>Students did provide results of improved reading and math skills both in observation of classroom work and demonstration on quizzes and tests.</p> <p>I reinforced my belief that students do learn more when they are able to find connections between the material learned and their lives outside the classroom.</p> <p>Students enjoyed the connections made while using this strategy.</p> <p>Students became more confident in being able to accomplish the work to build their skills.</p>