

# 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 checked="" type="checkbox"/> I described the positions of the staff on the workgroup.</p>	<ol style="list-style-type: none"> <li>1. Barbara Harris-Coordinator</li> <li>2. Jewel Porter-Instructor</li> <li>3. Jane Marlow-Adult Ed Director</li> <li>4. Cheryl Eis- Administrative Assistant</li> <li>5. Nikia Fletcher-Program Manager</li> </ol>

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
<input checked="" type="checkbox"/> I listed the needs identified by the self assessments.	Needs identified in self-assessment:  Students
<input checked="" type="checkbox"/> I listed the needs identified by the research review.	Needs identified in research review:
<input checked="" type="checkbox"/> I listed the needs identified by the data analysis.	Increasing student achievement for basic skills
<input checked="" type="checkbox"/> I listed ONE of those needs for us to use in the pilot.	GED credential to College
	Needs identified through data analysis:
	Retention needs to improve by 10% for FY2015 to meet MPL's
	Prioritized need or program component:
	Retention will be the focus, but increasing student achievement should lead to increased retention.

- b. 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:
<input checked="" type="checkbox"/> I described the process the workgroup used	

<p>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><input checked="" type="checkbox"/> what we are doing now that we want to keep, and</p> <p><input checked="" type="checkbox"/> what parts of the program component that need new strategies.</p>	<p><b>Discussion was geared toward Program Manager findings that retention will need boosting to meet MPL's.</b></p> <p><b>Continued managed enrollment, longer classroom offerings, and teaching methods are components that are working.</b></p> <p><b>Increasing student persistence with goal setting, peer to peer encouragement (past students) and career tech programs need updated strategies.</b></p>
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**2. TASK 3: Setting a vision and goals**

Complete the following items:

- a. Vision of your program improvement project:

Retention will be working well when....

(Fill in the program component you are working on)

Checklist:	Response:
<p><input type="checkbox"/> I described how I engaged the staff in completing the vision statement.</p> <p><input type="checkbox"/> I included the final vision statement.</p>	<p><b>Retention will be working well when we can retain 85% of our students.</b></p> <p><b>I talked with all individuals and put together input then sent around to be tweaked.</b></p>

	<p><b>The vision statement for the KCCC ABLÉ Program is “providing our students with the skills and ambition to complete and move beyond the ABLÉ program for success in society”.</b></p>
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b. Goals (When we are finished, we will have achieved the following...)

Checklist:	Response:
<p>___ I described how I engaged the staff in anticipating achievements</p> <p>___ I included that list</p>	<p><b>We will have reached our goal if our students continue to attend class and attain level completion. Further, it is our goal to interest students in continuing education.</b></p> <p><b>We talked about what to monitor for achievement</b></p> <p><b>Increasing student attendance</b></p> <p><b>Overcome student stop out</b></p> <p><b>Students reach stated goals</b></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
Student	Meet goals and retention increases
Program	MPL’s meet

Key Stakeholders	Enrollment into postsecondary or career field
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**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. ___ I identified all of the sources we explored to find models and strategies that address our program improvement component.	We reviewed orientations of other ABE programs on-line, asked for other ABE partners to share their orientations with us, looked at programs that were rated excellent, and ABE Best Practices.

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. ___ I included a description of the new strategies selected to pilot test.	We chose to rework our goal setting lesson during our orientation. We developed a new PowerPoint and purchased flyers “Assessing Barriers to Education” that are incorporated and discussed during orientation. We would try this pilot after the January 1, 2014. Because of snow in January, our pilot didn’t occur until new students on February 18, 2014.
2. ___ I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	

### 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: 1. ___ who was involved in selecting the pilots 2. ___ the criteria and rationale we used for selecting the pilots.	Since we are a small program, we chose our main site. It has the managed enrollment, and new student orientation on a monthly basis so we can track retention.

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

Checklist	Response
I included a description of: 1. ___ the training that was necessary to get the pilot sites up to speed 2. ___ who delivered the training	I assigned the designing of the new PPT Goal Lesson to my transitions instructor Diane Shew. She created the lesson using the barriers flyer. During a staff meeting, she presented the lesson to use, and trained staff. During the meeting the staff was able to clarify any uncertainties and get a good understanding of the process.

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	Discuss Goal Setting PPT using “Assessing Barriers to Education” flyer	12-10-13	Barb Harris
	Assigned teacher to create PPT	12-10-13	Diane Shew
	Order flyers	12-10-13	Cheryl Eis
Implementing	Used February Orientation-AM	2-18-14	Jewel Porter
	Used April Orientation	4-1-14	Jewel Porter
Evaluating	Attendance Check	3-31-14	Barb Harris
	Attendance Check (To be completed)	5-1-14	Barb Harris

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Instructor Hours	342.00
“Assessing Barriers to Education Flyers” 100flyers w/shipping	215.38



## 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>___ initial meetings I had with pilot sites to explain their roles and responsibilities</li> <li>___ consultants or other staff used as a resource to support the pilot staff</li> <li>___ any incentives you provided to pilot staff to encourage and/or reward their participation</li> <li>___ how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.</li> </ol>	<p>Because it replaced our old goal setting process during orientation, there wasn't any incentive or reward. The teacher was excited to implement the updated goal setting process.</p> <p>All staff was trained on the process of the improved goal setting criteria during a staff meeting.</p> <p>The evaluation criteria is based on student persistence/retention beyond orientation. We will continue to monitor our pilot students until their goal is met, or student drops the program.</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
<ol style="list-style-type: none"> <li>___ I included an overall narrative of the results of the pilot.</li> <li>___ I included results based on the end users' evaluation criteria.</li> </ol>	<p>The pilot shows 5 new students that went through the new goal setting process. Tracking these students, we found that</p> <ol style="list-style-type: none"> <li>1- Has 30.5hours</li> <li>2- Has 59hours</li> <li>3- Has 39hours</li> <li>4- Has 35hours and has left the program, we are unable to contact her.</li> </ol>

	<p>5- Has 6hours and left before orientation was completed, we were unable to contact him, he is on trial for murder.</p> <p>This is only a 60% rate of retention, under what our expectations were. We piloted again in April and will check results May 1. At this time our efforts have not made a big impact.</p>
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What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
<p>3. ___ I included a description of specific changes I needed to make before implementing program-wide.</p>	<p>We are still tracking a second set of students and will determine if the new goal process is making a difference, and if we will implement it full time.</p>

### Final Reflection

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

Checklist	Response
<p>1. ___ I included an overview of what I learned from this project.</p>	<p>I learned that there are always changes to make and new things to try. The best ideas come from those around us; students, teachers, and advisors. Change doesn't always make the big impact I had hoped for, but we'll keep trying to increase persistence/retention.</p> <p>We did find that the students seemed to connect with the teacher following the goal setting, even though they didn't all stay with the program.</p>