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.	I have identified the staff as the following: Coordinator, Lead Instructor, LD Specialist, English Specialist, Math Specialist, Hub Coordinator and three additional instructors.
2. __X__ I described the positions of the staff on the workgroup	The coordinator helps me with the day to day activities of the program, the lead instructor along with the coordinator train all new staff on Penta procedures, the specialist have been identified in our program as strong instructors in their speciality areas, hub coordinator oversees the ESOL component of our program and additional instructors for overall group input.

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.	Needs identified in self-assessment: We meet continuously with the stakeholders in our program. We have sites in libraries, public schools, colleges, etc. We are in constant contact with them to make sure there aren't any issues that need to be addressed. Our attendance is good at our sites – and we attribute that to the locations/times/bus route.
2. __X__ I listed the needs identified by the research review.	
3. _X___ I listed the needs identified by the data analysis.	Needs identified in research review: We are weak in classroom lessons – and our workgroup has decided that our instructors aren't good planning lessons. Some of our instructors don't think

4. __X__ I listed ONE of those needs for us to use in the pilot.	the students want to work as a group – but the workgroup would disagree. Needs identified through data analysis: Our data would indicate that we are weak in students continuing on to post-secondary options. Prioritized need or program component: We actually will concentrate on two goals: Complete a book of lesson plans for each site – this will be a short term goal and our **long term goal** will be to increase students entering post-secondary education.

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 I stated in the previous question, we have decided on one short-term goal (developing lesson plans for all instructors to use in the classroom) and our long term goal is to increase post-secondary participation for our students earning their GED. Currently we talk about post-secondary options in our program – not only during orientation but on a regular basis during our classes. We use curriculum developed by our AE and ABLE instructors collectively. Each course curriculum has an introduction; vocabulary; math; tools or equipment and ABLE resources. These include Auto Body, Auto Tech, Welding, HVAC, Pharm Tech, STNA, Serve Safe and Builder, Cotnractor, Remodeler. By using this curriculum in the ABLE classroom, it gives the student an idea of what he/she would need to be successful in the full or part-time program. After a year of using this curriculum – we see it's not enough. We will continue to use this but we will add an additional piece to our program component. With the passage of HB59 we see a need to expand our career piece not only for students to get reimbursed for GED testing, but giving us an

component that need new strategies.	opportunity to get students into our Career Center, and enrolling in our programs.

3. Set a vision and goals

Vision: Increasing students enrolling in post-secondary education;   will be working well when…

  (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. 2. _X___ I included the final vision statement.	As part of our program improvement process and the items we have identified we collectively came to a common goal for our students. We will first finish our lesson plans – knowing we will continue to add to them as we move forward. Our long term is our career piece – which will also continue to work on as we move forward this program year. Statement "This initiative will be working well when . . . " when we increase the number of students from FY13 by 10% enrolling in post-secondary programs.

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 2. ___X_ I included that list	When more students enroll in post-secondary programs, not only at Penta but at other post-secondary institutions. The staff all agree by adding our career component to our program, more students will enter our AE programs at Penta Career Center. Computer Classes, Tour of Facility, Career Exploration.

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
	ABLELink Data
	Students enrolling at Penta Career Center
	Students enrolling in Post-Secondary Institutions
	Students obtaining employment
Checklist	

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

2. ___ 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.	Our program goal is to increase enrollment into post-secondary education. As of this time, I'm not sure that we have met that goal, because it's too early for a data match. During the course of this year, we have restructured our pilot program to meet the needs of the new GED test. Listening to the other participants during the LEA academy, sharing ideas, has helped me to make a few changes in our program.

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.	We did complete lesson plans in the fall, aligning to benchmarks and standards. After the introduction of the NEW GED 2014 test, we realize the lesson plans and our current curriculum need to be updated again. As a professional development, our staff took the GED practice test together. This exercise helped us realize we need to work together to develop new worksheets and packets for our students with more rigorous curriculum. All instructors were then asked to take the practice test on their own, and at the next staff meeting they were asked to bring a lesson plan and a quiz or assignment to share with everyone – and all of these were added to our current lesson plans. We are in the process of retrofitting our current curriculum, aligning it with the updated standards and benchmarks.

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.	The pilot is our CHESS class, Career Help EnABLEing Student Success Program. This is a 12 hour class – four days of instruction and we've decided to add the practice test as part of this class. Our Lead Instructor, Transition Coordinator, ABLELink Specialist and Hub Coordinators were all involved in selecting sites. The criteria we used: interest access, location accessibility for students and instructor. We wanted instructors that were engaging, as this was additional class time, we needed sites located on a bus line and we needed interest access. This is still an ongoing process, as some components of the class can be added to all current GED sites.

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	The main training we are currently doing, is asking all staff to complete the practice test on their own. Once they see what is on the test, they will be more aware of what resources they feel they need in their classroom. We did a professional development with all staff, and our lead instructor and transition coordinator took the lead. They have been working on curriculum, visiting websites pertinent to the new test and creating lots of new materials for the instructors.

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	Aligning Curriculum	July 2014	Lead Instructor/Transition Coordinator
	Professional Development – introducing curriculum, strategies for new test	August 2014	Lead Instructor/Transition Coordinator
	CHESS Class – Starting 12 hour class at Penta Career Center/Recruiting Instructor for CHESS Class	September 2014	Consortium Coordinator/Transition Coordinator/CHESS Class Instructor
Implementing	Recruiting for Chess Class	July 2014	All Instructors
	Adding components of Chess Curriculum to GED sites	September 2014	Consortium Coordinator/Transition Coordinator
Evaluating	How many students complete the Chess Class at Penta Career Center – success	Continuing through 2015	Chess Class Instructor

	would be those that go on to take the official GED test and pass it!		

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Cost of the 12 hours for instructor (each session)	$240.00
Developing Curriculum/Class Structure (one-time)	$100.00
Practice Test for Students	N/A (state supplied vouchers)

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	We have one main site at Penta Career Center to offer the CHESS Class. We have a dedicated classroom with computers available at all times. Our Transition Coordinator and Lead Instructor developed the course outline and divided up the classroom instruction time. All instructors were encouraged to offer suggestions/comments to include in the class. We paid staff to develop materials and lesson plans. Everyone in our program is aware that we are working on increasing our student enrollment into postsecondary by 10%. We will use ABLELink and state supplied data match to measure our increase. This is also an incentive to our Adult Education Department at Penta Career Center. The AE Supervisor and Student Services Coordinator will continue to visit our GED sites and inform our students about the classes we have in Adult Education at Penta Career Center. Our students are also invited to our Career Fair – giving them an opportunity to visit the classes and talk with current AE students and instructors.

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.	I think our first year of the CHESS class was not as good as it could have been. Initially, with the passage of HB59 we thought more students would be required to come to the class to "earn" their $80.00 voucher. Once it was determined that students didn't have to actually participate in a Career Counseling piece, we didn't have the participation we thought we would. We've run the class three times with limited participation – but we are learning from the experience that the students that did come need more help on their computer skills. We've added more computer skills to the classroom curriculum and less time on a resume. We've decided that students will take the practice test as part of this class – that is their reward a "free practice" test. We are working with the treasurer at Penta to find a way to pay the additional $40.00 for the official test for students that attend the CHESS class. The students that participated did enjoy the class, but in the beginning the practice test wasn't part of the program, as we didn't have the vouchers.

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.	We think the class can be offered at some sites – and it's an additional 9 hours of instruction: 3 hours computer skills, 6 hours for practice test. The additional 3 hours will be at Penta Career Center, giving our students an opportunity to see our facility and the training programs we offer.

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've learned we need to be flexible and willing to continuously change to meeting the expectations of our students and new mandates from the state. I believe that most of the staff are willing to make the changes needed when presented to them using their input. Inviting staff to be part of the process has helped with the buy-in I believe we were missing prior to me attending the Leadership Academy.