

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	For this project, I decided to enlarge the workgroup. I opened it up to the entire staff and the two newest members of our staff, Danielle Wipert and Ashley Franklin, joined the workgroup. Peggy Chester and Cindy Daniels remained on the workgroup. All members of the group are instructors. **Since the workgroups last meeting, Danielle Wipert and Cindy Daniels have left Aspire.

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. 4. <input checked="" type="checkbox"/> I listed ONE of those needs for us to use in the pilot.	Needs identified in self-assessment: <ul style="list-style-type: none"> The needs from the self-assessment were Career Exploration+Planning, Transferable Skills, and Employability Planning. Needs identified in research review: <ul style="list-style-type: none"> The needs from the research review were Increasing Student Achievement, Assessing the Strengths of the Students, Managed Enrollment, and Effective ABE to College Transitions Needs identified through data analysis: <ul style="list-style-type: none"> Overall level completion and increased student contact hours. Prioritized need or program component:

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- We decided to focus on improving student contact hours with a strong emphasis on employability skills.

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. I placed all the needs from the self-assessment, research review, and data analysis on a white board. We felt that Aspire had more services to offer students than they were receiving, especially regarding workforce training. We want to develop productive ways to keep them engaged at Aspire and gain knowledge they can use for employability.</p> <p>We then brainstormed ways to meet those needs. We examined the pros and cons of each suggestion and decided we wanted to dedicate a part of the classroom to explore employability topics.</p> <p>2. We currently have students sign up for an Ohio Means Jobs account during Orientation and complete a Career Profile. The students are also given time during Orientation to explore the website to see all the opportunities the website contains. We also give GED students a writing prompt that focuses on past, present and future employment.</p> <p>We have many reference books, including McGraw-Hill Workforce Companion series that is utilized in the classroom and independent study. Students age 24 and younger also have access to the Game Plan program which is like an out of school guidance counselor.</p> <p>3. We feel we need to gather all resources in one place and create a station for students to use to explore career options. We are going to call this station "The Learn More, Earn More Job Readiness Corner.</p> <p>In our curriculum book, we have printed out lesson plans sent to us by the resource center. Parts of these plans have been utilized in the Orientation process. Also, for FY18, as part of our PICP, instructors have been challenged to plan work skills based lessons at least quarterly.</p>

3. Set a vision and goals

Vision: _____ 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.	Once again we brainstormed. We talked about our vision for the work station and how we would like to see the students use it. We want the corner to be inviting with motivational posters. It will contain instructions for Ohio Means Jobs and other search engines and up-to-date job listings. The students can access virtual job shadowing, mock interviews, and other useful tools for a job search. The Learn More, Earn More Job Readiness Corner will be working well when students have a comfortable and productive place to explore career skills and options. At least 50% of enrolled students will utilize the resource and overall contact hours will increase by 10% in FY18.
2. <input checked="" type="checkbox"/> I included the final vision statement.	

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	We discussed our measurements of success. Success will be: At least 50% of students will utilize the Job Readiness Corner. Student survey results will show that students feel informed about Ohio Means Jobs and other resources. Student employment rates meet or exceed federal goals. Student contact hours have increased by at least 10%.
2. <input checked="" type="checkbox"/> I included that list	

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	Keep a record of each student's time spent at the workstation, either by sign-in sheet or on-line tracking
Instructors/Coordinator	Periodic student surveys regarding use of the work station and employment obtainment efforts.
Coordinator/Data Specialist	Track student contact hours and compare to previous records
Checklist	Response

<p>1. <u> </u>x I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.</p> <p>2. <u> </u>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.</p>	<p>Instructors will be the day to day end users to promote the work station and ensure that it remains up-to-date. They will also need to make sure that students are signing in and out of the work station to keep track of time spent there.</p> <p>Surveys will be distributed periodically to determine how students feel about the workstation and its effectiveness in obtaining employment. The instructors will administer these surveys, but the coordinator and instructors will analyze them.</p> <p>The data specialist and coordinator will work with past and present data from ABLElink and workstation data to determine if the workstation has had a positive impact on overall student contact hours.</p>
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4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
<p>3. <u> </u>x I identified all of the sources we explored to find models and strategies that address our program improvement component.</p>	<p>We did not look at any direct models for our project. We researched and gathered resources from the Ohio Means Jobs website and indeed.com. We spoke with staff at the Career Services Center for Pickaway-Ross Career and Technology Center</p>

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>2. <u> </u>x I included a description of the new strategies selected to pilot test.</p> <p>3. n/a <u> </u> I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.</p>	<p>The workgroup chose to focus on improving student contact hours with a strong emphasis on employability skills.</p> <p>As our pilot, we chose to create a station for students to explore career options. We called it “The Learn More, Earn More Job Readiness Corner,” but it ended up being called “The Learn More, Earn More Career Corner.” We gathered all our career based resources together. We also dedicated a desk, computer and printer to this station and placed in the corner of the Chillicothe classroom. We also included another table that has current job postings and career fair information.</p>

	We did not make any adaptations, except for the name.
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4. 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. <input checked="" type="checkbox"/> who was involved in selecting the pilots 2. <input checked="" type="checkbox"/> the criteria and rationale we used for selecting the pilots.	All members of the staff had some input in the pilot. The original decision was made by Cindy Daniels, Peggy Chester, Danielle Wipert (now Perkins), Ashley Franklin, and this writer. Later instructors, Mary Webb and Laura Evans assisted. Most of the resource gathering was completed by Peggy Chester and this writer. We selected the Chillicothe classroom because there are more students and more room there.

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

Checklist	Response
I included a description of: 3. <input checked="" type="checkbox"/> the training that was necessary to get the pilot sites up to speed 4. <input checked="" type="checkbox"/> who delivered the training	The staff was already familiar with the resources used to set up the career corner. We did talk about the career corner at each staff meeting and encouraged staff to direct students to use it.

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	Initial Brainstorming	8/22/17	Karla Hanson
	Gathering Resources	12/21/17	Karla Hanson
	Creating Information Notebooks	12/21/17	Karla Hanson

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	Rearranging room	12/26/17	Karla Hanson
Implementing	Opened Career Corner to students	1/3/18	Karla Hanson
Evaluating	Student Surveys	4/5/18	Karla Hanson
	Evaluation of persistence data	4/5/18	Karla Hanson

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Sign	32.80

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>The pilot and the role of the career corner were discussed with all staff, but the staff at the Chillicothe site had most of the responsibility. This responsibility was discussed in staff meetings. It was staff's responsibility to make sure that students knew the purpose of the corner and encouraged to use it. It was also the staff's responsibility to make sure there were adequate supplies (pens, paper, etc.) and that information was kept up-to-date. Staff was also responsible for reminding students to sign in and out of the corner. It was also the responsibility of this writer to introduce the new students to the corner during Orientation, which is held in the same area as the corner.</p> <p>The corner received career readiness information from the Career Services Center at Pickaway-Ross CTC.</p> <p>There were no incentives.</p> <p>This was also discussed during staff meetings. Instructors were responsible for making sure students signed in and out of the career corner log. This writer and data specialist discussed tracking hours for students utilizing the corner.</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
1. <input checked="" type="checkbox"/> I included an overall narrative of the results of the pilot.	There were several positive comments about the career corner from both visitors and students, but the corner is unused for the majority of the open hours of the facility.
2. <input checked="" type="checkbox"/> I included results based on the end users' evaluation criteria.	<p>The results of the pilot are inconclusive. The log book was not kept accurately, so it is unclear exactly how much time students spent at the career corner. This writer identified 14 students who definitely used the career corner, but there was no significant difference in their persistence hours when compared to students attending at the same time who did not visit the corner. Overall persistence hours for students declined during the pilot timeframe.</p> <p>Between April 3rd and April 5th student surveys were completed by 17 students to ask for feedback about the career corner. Most agreed that it was a good resource, but only 7 of the students surveyed had actually used the corner.</p>

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

Checklist	Response
3. <input checked="" type="checkbox"/> I included a description of specific changes I needed to make before implementing program-wide.	<p>Although the corner was discussed many times with the students and remains in plain sight, more effort should have been made to increase interest.</p> <p>In the future, Instructors will be encouraged to take his/her class to the corner and demonstrate how the resources can be accessed. One strategy that was discussed, but never implemented, was to create a worksheet to guide the student's first visit to the career corner.</p> <p>There also needs to be a more effective way to gather data, but I am not sure of how at this time.</p>

Final Reflection

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

Checklist	Response
<p>3. <input checked="" type="checkbox"/> I included an overview of what I learned from this project.</p>	<p>This project was fun to put together; however, there were a lot of moving pieces that needed to be considered and followed up on. It helped the team to stay focused on career readiness. It also helped me to stay more focused on data, even though in this project did not contribute to positive data for the facility.</p> <p>Finally, I learned that I need to improve being a team leader. I have always been a good team member, but this project (and this whole year) is really the first time I have been a leader in a significant way, and not done everything myself.</p>