

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.	5 available staff members attended the workgroup.
2. <input checked="" type="checkbox"/> I described the positions of the staff on the workgroup	ABLE Coordinator, SCC Financial Aid Coordinator, and 3 ABLE Teachers attended the workgroup.

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.	Needs identified in self-assessment: <ol style="list-style-type: none"> 1. Student career services, options, and goals. 2. Student retention. 3. Student recruitment.
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 research review: <ol style="list-style-type: none"> 1. Knowledge of career services available, financial aid, career counseling, and job opportunities.

<p>4. X___ I listed ONE of those needs for us to use in the pilot.</p>	<p>Needs identified through data analysis:</p> <ol style="list-style-type: none"> 1. To gain employment. 2. To obtain a better paying job. 3. Retain current job or job promotion. 4. To pass post-secondary entrance exams. 5. To enroll in post-secondary education. <p>Prioritized need or program component:</p> <ol style="list-style-type: none"> 1. Student career services, goal setting, and counseling.
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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. X___ 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. X___ what we are doing now that we want to keep, and</p>	<p>The workgroup meeting was attended by members, selection of the program improvement survey was administered/completed and workgroup discussion and decision was made.</p> <p>Continue offering post-secondary preparation and training.</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	Members of the workgroup were involved in decision making, workgroup discussions, surveys, and goal setting. <ul style="list-style-type: none"> • Increase student awareness of career options • Financial aid support and eligibility • Offer career counseling • Prepare students for post-secondary entrance exams • Develop an Individual Career & Academic Plan • Increase student retention rate

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
Teachers/Coordinator	Data: Student attendance hours
Teachers/Coordinator	Data: Follow-up outcome achievement
Teachers/Coordinator	Data: Post-secondary enrollment
Teachers/Coordinator	Placement exam preparation
ABLE Coordinator	GED completion and post-secondary enrollment
Director Career Center	Increase post- secondary enrollment
Director Career Center	Post-secondary completion
Director Career Center	ABLE enrollment status/progress

Financial Aid Coordinator	Available financial aid/options, placement exam outcomes/scores and re-takes
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
3. <input checked="" type="checkbox"/> I identified all of the sources we explored to find models and strategies that address our program improvement component.	Sandusky ABLE used NCSALLs self assessments, staff meetings, teachers self assessments/evaluations, student surveys, data-cohort reports, and needs assessments. Stakeholders meetings and Advisory Committee meetings were also used to address program improvement 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
<ol style="list-style-type: none"> 1. <input checked="" type="checkbox"/> I included a description of the new strategies selected to pilot test. 2. <input checked="" type="checkbox"/> I included a description of the adaptations we made to the new strategy and the rationale for those adaptations. 	<p>Sandusky ABLE’s workgroup added a Career Readiness module to the orientating/intake process.</p> <p>Several new items were added to the orientating/intake process and modified, including; guest speakers from Sandusky Career Center, and the Ohio Business College. The financial aid coordinator from the Sandusky Career Center, advises students on a regular basis during classes. New brochures were created to promote post-secondary programs and preparation for entrance exams and career assessment are administered at orientation and during the students course of study. Sandusky ABLE’s staff continually encourages students, whether</p>

	they are ABE/beginning ESOL or ASE/advanced ESOL throughout their course work, to prepare and consider their options for entering post-secondary education. Students entering post-secondary education are most likely to become employed with a higher paying job.
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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. <input checked="" type="checkbox"/> who was involved in selecting the pilots	Sandusky ABE's coordinator and initial workgroup.
5. <input checked="" type="checkbox"/> the criteria and rationale we used for selecting the pilots.	The availability of the guest speakers and advisers, access to post-secondary materials/resources, career tech classrooms, career tech adult counselors, and access to computers.

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

Checklist	Response
I included a description of:	
1. <input checked="" type="checkbox"/> the training that was necessary to get the pilot sites up to speed	We included professional development in planning and strategies to familiarize teachers and support staff. Professional development was completed during staff meetings.
2. <input checked="" type="checkbox"/> who delivered the training	
	Sandusky ABE's coordinator and initial workgroup.

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	Revise Sandusky ABLÉ's orientation policy	7/8/13	Kris Thompson
	Research career assessment materials/websites	08/04/13	Kris Thompson
	Develop marketing brochures, update SCC website	09/3/13	Becky Painter
	Staff meeting/professional-development review revised policy	9/17/13	Kris Thompson
Implementing	Schedule guest speakers for sessions	09/9/13	Kris Thompson
	Schedule financial aid coordinator for sessions	09/9/13	Kris Thompson
	Schedule initial start date	09/9/13	Kris Thompson
	Provide staff with necessary materials/websites, documents	9/17/13	Kris Thompson
Evaluating	Create and use student surveys	11/04/13	Nancy Kamps
	Teacher surveys	11/1/13	Kris Thompson
	Utilize program data	ongoing	Kris Thompson
	Determine and review outcomes	ongoing	Kris Thompson

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Staff meetings and professional development	\$600.00

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. <input checked="" type="checkbox"/> initial meetings I had with pilot sites to explain their roles and responsibilities 2. <input checked="" type="checkbox"/> consultants or other staff used as a resource to support the pilot staff 3. <input checked="" type="checkbox"/> any incentives you provided to pilot staff to encourage and/or reward their participation 4. <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>All staff members were updated during a staff meeting. Staff reviewed necessary materials and websites.</p> <p>Sandusky Career Center's financial aid Coordinator, Becky Painter, was used as a resource to support pilot staff.</p> <p>Sandusky ABLE supported pilot staff by offering incentives and early a buy-in period.</p> <p>Sandusky ABLE pilot staff members were acquainted with the evaluation materials during a staff meeting.</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. <input checked="" type="checkbox"/> I included an overall narrative of the results of the pilot.	As part of increasing awareness in transitioning students to post-secondary education we have met our goals and surpassed the cohort minimum state standard.
4. <input checked="" type="checkbox"/> I included results based on the end users' evaluation criteria.	Results were based on collecting data from teachers, students, and program data. Student surveys suggested; that entering in a post-secondary was facilitated as a step by step process, much easier then they had thought and built confidence. Students were more likely to communicate to the teachers what type of career they were interested in and when they actually enrolled.

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

Checklist	Response
5. <input checked="" type="checkbox"/> I included a description of specific changes I needed to make before implementing program-wide.	Sandusky ABLE increased the amount of time allotted for orientation to allow for the career pathways module.

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>I have learned that program improvement is an ongoing process. It is a process that begins with program needs, the need to meet or exceed state standards and enacting new state policy. Developing, conducting, and evaluating clearly defines this process. This course has given me tools and instruction that I will actively use for future program improvement projects. Also, I have learned to become a better leader, listener, and supporter to my staff members and affiliates.</p>