

LEADERSHIP EXCELLENCE ACADEMIES

Introduction to the Leadership Excellence Academies and Using Stakeholder Assessments to Identify Strengths and Needs



A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PACKAGE FOR LOCAL ADULT EDUCATION AND LITERACY PROGRAM MANAGERS



Leadership Excellence Academies

National Adult Education Professional Development Consortium (NAEPDC)



Center for Literacy, Education & Employment (CLEE)



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No Front Door



How did you get into adult education?

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Benefits to LEA Participants

Let's listen to what a few of the graduates had to say about their experiences in LEA

Tim Driscoll
CMPI



Laurie Bargstedt
CMPI



Rita Kenyon
CMPI



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Online Preparation

- To what extent did the Orientation to the Leadership Excellence Academies answer your questions about process and expectations?
- What information provided in the *Introduction to Program Improvement* course was new to you and/or made you reflect on your current practices?
- How was your experience with the posting process and/or what question(s) might you still have?

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Today's Workshop

By the end of this workshop, you will:

- Understand the overall objectives and activities of the Leadership Excellence Academies,
- Recognize how the Trident provides a process for continuous improvement,
- Understand how workgroups can make the process more efficient and effective,
- Be able to adapt a variety of stakeholder assessment tools to determine program and professional development needs, and
- Use a structure that divides the work and engages your staff in the needs assessment process.

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Looking Back

- 1960s - Title III of the ESEA (The Adult Education Act), 3 Rs
- 1970s - Adult Performance Levels (APL)
- 1980s - Participatory Learning
- 1990s - National Literacy Act, Voluntary State Performance Standards
- 1998 - Workforce Investment Act (WIA) Title II: Adult Education and Family Literacy Act



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Looking at the Present

2014 – Workforce Innovation & Opportunities Act (WIOA)

- Transitions/Career pathways
- Unified/Combined State Plan
- Strengthened Alignment Among Partners
- Integrated English Literacy and Civics education (IEL/CE)
- Common Performance Measures



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Looking at the Present

Overview of WIOA Title II (USDOE)

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf>



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Looking to the Future

- Focus on Documenting Student Success
 - Reporting Systems
 - Assessment Policies
 - Alignment to CCR Standards
- Focus on Continuous Improvement



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Program Improvement and the LEA

Getting better every year at serving adult students



Thanks for joining us on the journey!

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YOUR ROLE: Creating a Structure and Process

- Continuous Program Improvement
 - Getting better every year
- The Structure
 - The Trident and its three starting points for identifying needs
- The Process
 - The steps within the Trident



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It's all about:

Program Improvement

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The Trident: The Process

Stakeholder Assessments	Research and Professional Wisdom	Data
1. Select and administer a stakeholder assessments.	1. Access the findings	1. Identify, collect, and analyze the data.
2. Engage the workgroup to review the results, and clarify and prioritize the needs.	2. Engage the workgroup to understand the focus, questions, and implications	2. Engage the workgroup to review the results, and clarify and prioritize the needs.
3. Set the vision and goals for your program improvement initiative.	3. Select promising practices. Set the vision and goals for your program improvement plan.	3. Set the vision and goals for your program improvement initiative.

4. Develop a pilot testing plan.
5. Select and prepare pilot sites.
6. Conduct the pilot, measure the impact, and fine-tune PD, policy, and resources.
7. Document and evaluate the results; make necessary adjustments
8. Integrate program-wide (in waves as necessary)
9. Monitor impact, make necessary adjustments, and provide recommendations for next assessment process
10. Celebrate your success

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Year 1: First Part of the Trident Structure

With your staff you will:

- Identify the parts of your program that need to be improved from **each** of the starting points: Assessments, Research, and Data
- At the end of Year 1, prioritize the greatest need
- Set your vision and goals in the summer for Culminating Project - Part 1

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Year 2: Second Part of the Trident Structure

You will:

- Find promising alternative strategies that address your prioritized need
- Pilot test new strategies
- Evaluate and determine if you should go to scale
- Reflect on planning, piloting, and evaluating for [Culminating Project- Part 2](#)

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Year 2: Focus on Strategies



- Student Persistence and Transition
 - Here Today...Gone Tomorrow
- Leadership
 - The Leadership Approach to Program Improvement (online course)
- Staff Development
 - Getting Instructors Off to the Right Start

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Have No Fear...

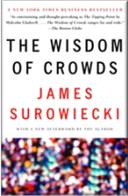
- It doesn't mean that YOU have to do all the work!
- You will need and want to get others involved!



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The Wisdom of Crowds

- James Surowiecki
A group of well-informed individuals can make better recommendations than any one individual or a couple of experts.
- Cristine Smith, NCSALL
Factors that impact teacher change:
 - Involvement in decision making
 - Networking with each other



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The Trident: Three Starting Points for Program Improvement

Stakeholder Assessments	Research and Professional Wisdom	Data
1. Select and administer a stakeholder assessments.	1. Access the findings	1. Identify, collect, and analyze the data.
2. Engage the workgroup to review the results , and clarify and prioritize the needs.	2. Engage the workgroup to understand the focus, questions, and implications	2. Engage the workgroup to review the results , and clarify and prioritize the needs.
3. Set the vision and goals for your program improvement initiative.	3. Select promising practices. Set the vision and goals for your program improvement plan.	3. Set the vision and goals for your program improvement initiative.

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Identify Your Workgroup

- Size of group
- Positions
- Experience
- Perspectives
- Availability
- Diversity – class sizes, student characteristics, settings, etc.

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Engaging Your Workgroup

- Explain program improvement process
- Have workgroup assist in development or adaptation of Stakeholder Assessment
- Administer Assessment
- Engage your workgroup in analysis of Stakeholder Assessment results
- Workgroup should prioritize needs identified by the assessment

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Starting Point 1

Stakeholder Assessments

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Types of Stakeholder Assessments

- Program
- Teacher
- Program Manager
- Student
- Partners



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Jigsaw Cooperative Learning Activity



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Your Task

Use the *Review of Needs Assessment Form* – pg. #

Participant Packet Team Assignments:

- Program Assessments – pg. 2-43
- Teacher Assessments – pg. 44-83
- Program Manager Assessments – pg. 84-118
- Student Assessment – pg. 118-126
- Partner Assessment – pg. 127-135

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Your Task



- What is the purpose of this type of assessment? What type of program improvement would it help you to identify?
- To whom and when would you administer this type of assessment? Are there other ways you might get this information?
- Of the examples that you reviewed, what did you like the most? What did you not like?

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Advantages of Online Surveys

- Easy to develop
- Easy to complete
- Anonymous
- Automatically tabulates the results
- Free versions available
 - Survey Monkey <http://www.surveymonkey.com/>
 - Free Online Survey <http://freeonlinesurveys.com/>

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Program Assessments



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Program Assessment: Assessing Program Needs

- Framework within which program components can be evaluated
- Assess perceptions of program operations
- Involve staff in identification of program components needing attention
- To what extent are program mission and goals aligned with practice
- Comprehensive look at program as a whole

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Teacher Assessments



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Teacher Assessments: Identifying Professional Development Needs

- Based on what teachers need to know and be able to do
- Helps teachers see the scope of their profession
- Creates a culture of learning and continuous improvement



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Teacher Assessments: Identifying Professional Development Needs

Teacher Needs Assessments:

- Allows teachers to privately identify their strengths and areas for professional growth
- Non-threatening
- Provide a basis for individual professional development plans
- Identify common PD needs for your program

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Program Manager Assessments



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Manager Assessments: Assessing Your Own Needs

Jack (or Jacqueline) of all trades

- Instructional leader
- Financial manager
- Human resource specialist
- Accountability guru
- Outreach coordinator
- And more!

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Manager's Most Time Consuming Activity...



Stomping
Out
Fires

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Manager Assessments: Assessing Your Own Needs

- Sets the example for continuous improvement and professional growth
- Provides a basis for your own professional growth

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Student Assessments of Program Services



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Student Assessments: Input from our Customers

- Our most important customer – the adult learners
- Cautions with surveys and questionnaires
 - Readability
 - Misinterpretation
 - Afraid to be honest



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Student Assessments: Advantages of Focus Groups

- Comfortable, non-threatening environment
- Neutral facilitator
- Free to express ideas and ask for clarifications
- Great leadership development activity
- Provides increased sense of ownership



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Student Assessments: Tips for Focus Groups

- Determine the type of information you want to obtain
 - What's working well; what needs to be addressed
 - Develop discussion questions
 - Enlist a neutral facilitator, if possible
- Length – no more than 1 ½ hours
- Number of participants – 8 to 10
- Ask teachers and/or students to recommend participants
- Consider incentives for participants

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Partner Assessments



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Partner Assessments: Input from our Partners

- Who are your most important and knowledgeable local stakeholders?
- Important to get their perspective on program strengths and needs
- Focus group/meetings or electronic surveys
 - Sample electronic survey
 - Sample Career Pathways checklist

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The Trident: Three Starting Points for Program Improvement

Stakeholder Assessments	Research and Professional Wisdom	Data
<ol style="list-style-type: none"> 1. Select and administer a stakeholder assessments. 2. Engage the workgroup to review the results, and clarify and prioritize the needs. 3. Set the vision and goals for your program improvement initiative. 	<ol style="list-style-type: none"> 1. Access the findings 2. Engage the workgroup to understand the focus, questions, and implications 3. Select promising practices. Set the vision and goals for your program improvement plan. 	<ol style="list-style-type: none"> 1. Identify, collect, and analyze the data. 2. Engage the workgroup to review the results, and clarify and prioritize the needs. 3. Set the vision and goals for your program improvement initiative.
<ol style="list-style-type: none"> 4. Develop a pilot testing plan. 5. Select and prepare pilot sites. 6. Conduct the pilot, measure the impact, and fine-tune PD, policy, and resources. 7. Document and evaluate the results; make necessary adjustments 8. Integrate program-wide (in waves as necessary) 9. Monitor impact, make necessary adjustments, and provide recommendations for next assessment process 10. Celebrate your success 		

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Stakeholder Assessment

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Stakeholder Assessment Starting Point Introduction to Interim Activity - Part 1

Stakeholder Assessments
1. Select and administer a stakeholder assessments.
2. Engage the workgroup to review the results, and clarify and prioritize the needs.

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Next Steps: Interim Activity A

- Select one of the stakeholder assessment tools.
- Engage your staff in adapting its content.
- Administer the stakeholder assessment.
- Engage a workgroup in analyzing the results. Identify the top three needs.
- Respond to the Interim Activity A program improvement decision points.
- Post the file in your electronic portfolio in the same way you practiced during the online course by **November 20, 2016**.

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Tips for Interim Activity A

- Stakeholder assessment is not a solitary activity.
- Workgroup consistency is helpful (use the same group for each Interim Activity and the Culminating Project).
- Your workgroup is your TEAM.
- The more involved the team is, the better the results!

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Help Getting Started

- Interim Activity A:
Getting Started Guidance
Participant Packet pg. 144-154
- *Staff Involvement: Better Decisions, Better Results*
Kathi Polis, Lennox McClendon
Participant Library online

LEADERSHIP EXCELLENCE ACADEMIES 49

Accessing Participant Library and Posting to Your Electronic Portfolio

Your One Stop Shop!

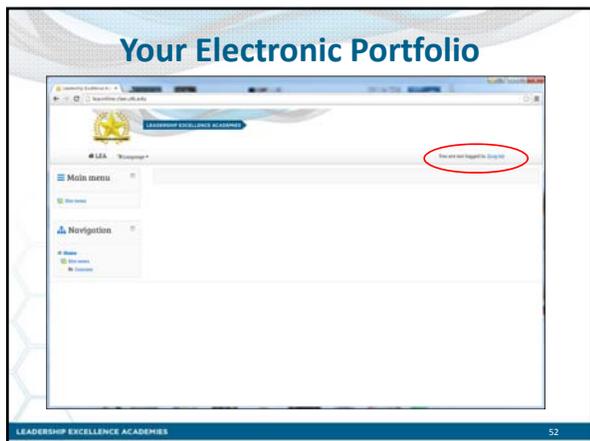
<http://lea.clee.utk.edu/>

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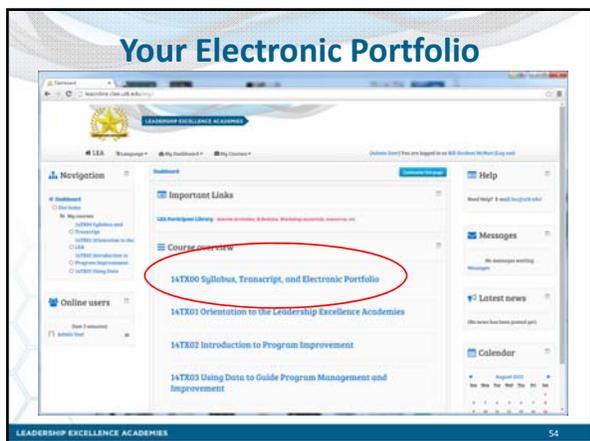
Your Electronic Portfolio

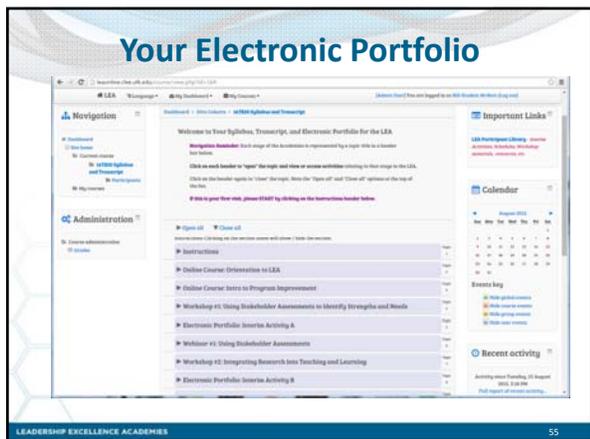
The screenshot shows the LEA website with a navigation menu on the left containing links for Home, Program Overview, Program Description, Program Objectives, and Contact. The main content area includes a header 'Connecting Local Adult Education Leaders to Ideas, Research, and Innovation', a 'Who Should Participate?' section, a 'Our Philosophy' section, and a 'National Certification' section. A red circle highlights the 'Program Description' link in the navigation menu.

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Uploading Your Files

- Your interim activity includes the specific name you should use when saving Interim Activity A to upload to your portfolio.
 - Save the file as first initial last name Interim A
 - Ex: John Doe, would be **JDoe Interim A**
 - **Please be sure to use this format when saving your files** (using file names with symbols, etc. will prevent you from uploading the file).

Reviewing Your Transcript

Reviewing Your Transcript

Leadership Excellence Academy Participant Resources

To access your online courses or electronic portfolio, click [here](#).

To access the LEA Participant Library, click [here](#).

On the day of the webinar the links will be made available in the LEA.

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Reviewing Your Transcript

Course overview

- [14TX00 Syllabus, Transcript, and Electronic Portfolio](#)
- [14TX01 Orientation to the Leadership Excellence Academies](#)
- [14TX02 Introduction to Program Improvement](#)
- [14TX03 Using Data to Guide Program Management and Improvement](#)

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Reviewing Your Transcript

Welcome to Your Syllabus, Transcript, and Electronic Portfolio for the LEA

14TX00 Syllabus and Transcript

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Reviewing Your Transcript

- 00 = No data entered
- 50 = Submitted but needs work
- 100 = Complete

Transcript	Calculated weight	Grade	Range	Score	Feedback	Contribution to course total
MACTE00 syllabus, Transcripts, and Electronic Portfolio						
OnCamp	9.09 %	100.00	0-100	100.00 %		9.09 %
OnCamp	9.09 %	100.00	0-100	100.00 %		9.09 %
WholCamp	9.09 %	100.00	0-100	100.00 %	Options to edit and/or grade exist	9.09 %
Annex	9.09 %	100.00	0-100	100.00 %	Your insights into the process were very constructive. In your choice of workdays and your insights of having responses, the level of help to be important. Your response rate of 40% was strong. As your staff are involved in future coverage and conversations for L&A, hopefully you will get more benchmarks. Good job!	9.09 %
WholCamp	9.09 %	100.00	0-100	100.00 %		9.09 %
WholCamp	9.09 %	100.00	0-100	100.00 %		9.09 %
Annex	9.09 %	100.00	0-100	100.00 %		9.09 %

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Participants Library

Connecting Local Adult Education Leaders to Ideas, Research, and Innovation

A Joint Initiative of the
National Adult Education Professional Development Consortium and Prof. Heracy

Home

Programs

Registration & Certification

Success Stories

Contact

The Leadership Excellence Academy is a leader in the efforts to help with the professional development needs for adult educators. The center is cutting edge and addresses the issues that all adult educators face.

LEADERSHIP EXCELLENCE ACADEMY

Click here to access your courses, portfolio, webinars, and training library.

Our Philosophy

We believe that professional

• **Who should participate?**

• **The role of the adult educator**

• **What the participants have to see**

Prof. Heracy

National Contribution

The world is our

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Accessing Participant Library

Connecting Local Adult Education Leaders to Ideas, Research, and Innovation

A Joint Initiative of the
National Adult Education Professional Development Consortium and the Center for Learning Education & Employment

Leadership Excellence Academy Participant Resources

To access your online courses or electronic portfolio, [CLICK](#)

To access the LEA Participant Library, [CLICK](#)

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Connecting Local Adult Education Leaders to Ideas, Research, and Innovation
 A Joint Initiative of the
 National Adult Education Professional Development Consortium and the Center for Literacy,
 Education & Employment

Limited Access

Leadership Excellence Academies Participant Documents

State Schedules 2014-2016 Cohorts

- Arizona Yr 1 Schedule 2014-2015
- Illinois Yr 1 Schedule 2014-2015
- Ohio Yr 1 Schedule 2014-2015
- Texas Yr 1 Schedule 2014-2015

State Schedules 2013-2015 Cohorts

- Arizona Yr 2 Timeline 2014-2015
- Massachusetts Yr 2 Timeline 2014-15
- Minnesota Yr 2 Timeline 2014-2015
- Mississippi Yr 2 Timeline 2014-2015
- Nevada Yr 2 Timeline 2014-2015
- Rhode Island 2 Timeline 2014-2015

Yr. 1: Using Stakeholder Assessments to Identify Strengths and Needs

- Workshop 1 Stakeholder Assessment Interim Activity A 2014
- Workshop 1 Stakeholder Assessments Agenda Rev. 8-14

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Participating in the Webinar

- Dates listed in your state’s schedule
- Email from CLEE approximately three weeks prior to the webinar with your assigned time and webinar link
- Complete the tech check at *least one week prior* to the webinar
- 15 minutes before start time on the day of the webinar, go to the URL listed in your email

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Participating in the Webinar

ADOBE CONNECT

LEA Webcast 1 Stakeholder Assessment - Group F

Enter as a Guest

Name

Enter Room

- Type in your first name, a space, your last name, and then click on the Enter Room button
- Webinar room will load (*Adobe Flash required*)
- Choose Audio participation method
Headset with microphone or telephone

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What if I Can't Attend That Webinar?

If you are unable to attend during your designated time slot:

- Reply to the initial email that you are unable to attend during that time slot.
- Select one of the other time slots available on that day so you can be rescheduled.

If you are unable to attend on your designated day:

- Reply to the initial email that you are unable to attend on that day.
- Select another day on which the webinar is available.

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What if I Can't Attend That Webinar?

Last resort: If you are cannot participate on any of the three scheduled days:

- Webinars will be recorded and posted to the LEA Participant Library within 48 hours of the webinar.
- Download *Webinar Observation Form* from library.
- View the webinar, complete the form, and post the form to your electronic portfolio **within 3 weeks after the webinar** and e-mail trainer that you have posted.
- Observation forms not posted within three weeks will not be counted for credit without written permission from the state director.

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Technology Tips

- Notify your trainers and LEA@utk.edu if your email address changes so you won't miss any special notifications or announcements.
- Contact LEA@utk.edu with any technology issues, such as log-in problems.
- Be aware that any change in your operating system may change your connectivity to the webinars (e.g., PC to MAC, new PC, new agency system, or just changing workstations).

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National Certification Timeline

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LEA Timeline: Year 1

Activity	Due Date
Online Course: <i>Orientation to LEA</i>	Prior to First Workshop – 20 mins
Online Course: <i>Intro to Program Improvement</i>	Prior to First Workshop – 1 hr
Workshop 1: Using Stakeholder Assessments	Today
Interim Activity A	November 17, 2016
Follow-Up webinar	
Workshop #2: Integrating Research	
Interim Activity B	March 3, 2017
Follow-Up webinar	
Online Course: <i>Intro to Using Data</i>	Between March 1 – April 19, 2016 – 1 hr
Workshop #3: Using Data	
Follow-Up webinar	
Part I of Culminating Project Begins	

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LEA Timeline: Year 2

Activity	Due Date
Submission of Part 1 of Culminating Project	September 2017
Workshop #4: Student Persistence	Fall 2017
Interim Activity C	Fall 2017
Follow-Up webinar	Fall 2017
Online Course: <i>Leadership Approach to Program Improvement</i>	Between January – March 2018 – 6 hrs
Interim Activity D	Winter 2018
Follow-Up webinar	Winter 2018
Submission of Part II of Culminating Project	April 20, 2018
Workshop #5: <i>Getting Instructors Off to the Right Start</i>	April 2018
Final webinar	May 2018

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Benefits to LEA Participants

- Gain national certification and recognition
- Have the option to earn up to six graduate credits
- Receive recognition within their state
- Acquire resources to use for grant applications
- Learn how to use a variety of management and leadership tools and strategies to improve program performance
- Develop collegial relationships with peers



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Benefits to LEA Participants

Upon completion you will:

- Bear the right to display “CMPI” after your name
- Certified Manager in Program Improvement
- Receive a framed certificate and lapel pin
- Be recognized at a special reception in your honor at the COABE conference
- Have your name posted on the LEA Hall of Fame webpage



Jim Lively, CMPI

LEADERSHIP EXCELLENCE ACADEMIES 78

Benefits to LEA Participants

Upon completion:

- News releases announcing your achievement will be sent to local newspapers.
- Letters will be sent to your supervisor, board members, legislators, etc.



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Graduate Credit

- Educational Administration from Colorado University
- Must complete all LEA workshops, interim activities, and Webinars on schedule
- Eligible for 3 hours in Year 2



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Graduate Credit Timeline

- Will register for Spring 2016 course
 - Registration deadline: January 2016
 - A registration form will be provided.
- Pay tuition (electronically-if available) – A few weeks after registration is processed
- Receive electronic access through OU to your grade (pass/fail) by June 2016
- Will the course transfer to my in-state university?
 - Up to the individual institutions
 - Syllabus available in LEA library if needed

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Certified Manager in Program Improvement (CMPI)

- National Certification
- Same criteria as graduate credit
 - Completion of all LEA activities **by due dates**
- Certification fee at end of Year 2
 - \$75
 - Covered by state, program, or individual

LEADERSHIP EXCELLENCE ACADEMIES 62

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Intent to Declare Form

- Purpose: set clear expectations about participation in LEA
- All participants are expected to participate and complete all activities.
- **Option 1:** national certification and/or graduate credit
- **Option 2:** professional development only

LEADERSHIP EXCELLENCE ACADEMIES 63

Questions?

REMEMBER:
The online Participant Library contains a description for certification and/or graduate credit as well as all other LEA resources.



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Please Remember to:

Thank your state director
for your LEA sponsorship



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Always Willing to Help

- Trainer Name
 - Contact information
- Trainer Name
 - Contact Information
- Technical Support
 - lea@utk.edu

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