

Sound Raise/Lower Hand Step Away

The screenshot shows a Zoom meeting window. At the top, there are controls for 'Sound', 'Raise/Lower Hand', and 'Step Away'. The main content is a slide with the following text and graphics:

- LEADERSHIP EXCELLENCE ACADEMIES (in a blue arrow-shaped box)
- Leadership Excellence Academy
- A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PACKAGE FOR LOCAL ADULT EDUCATION AND LITERACY PROGRAM MANAGERS
- Logos for CLEE and NABEDC.

On the right side of the Zoom window, there is a 'Members' list and a 'Chat' window. Below the Zoom window, there is a blue bar with the text 'LEADERSHIP EXCELLENCE ACADEMIES' and a '< CHAT' button.

The slide features a blue arrow-shaped box at the top left containing the text 'LEADERSHIP EXCELLENCE ACADEMIES'. The main title is 'Planning Your Program Improvement Project Webinar 3'. The slide includes a collage of photos showing people in various settings, a blue wavy graphic at the bottom, and logos for CLEE and NABEDC. The text at the bottom left reads: 'A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PACKAGE FOR LOCAL ADULT EDUCATION AND LITERACY PROGRAM MANAGERS'.

Training Objectives

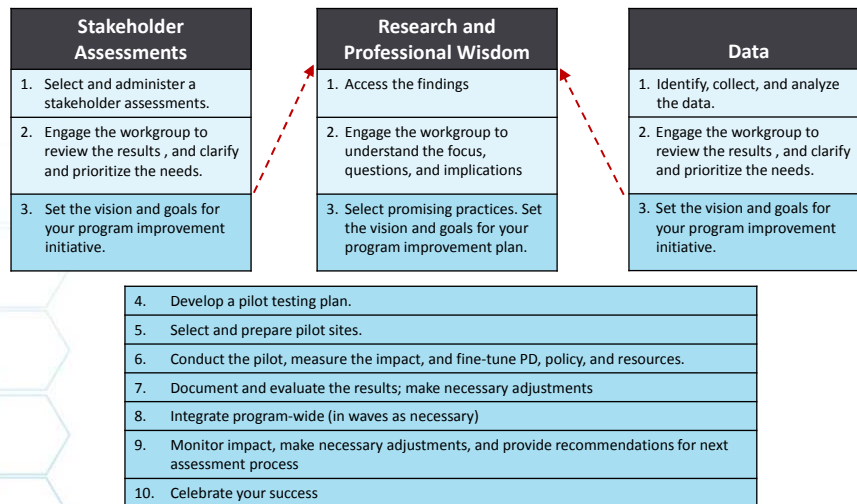
We will:

- Review the three ways you have identified program improvement needs in your program
- Examine a step-by-step process for piloting and implementing a program improvement initiative
- Provide guidance on planning and implementing your learning project.

Final Learning Project

- Part I
 - Tasks 1 – 3 from the Trident
 - Due: **September 15, 2017**
- Part II
 - Tasks 4 – 7
 - Due: **April 20, 2018**

The Trident: Three Starting Points for Program Improvement



Once you review the results of the three Trident Starting Points...

- Select ONE program improvement need from those results.
- Find alternative strategies that hold promise to address the identified need.
- Set up the pilot to test an alternative strategy to see if it works.
- Measure its impact to be sure it is doing what you want it to do.

Going to Scale

The process of planning, piloting, integrating, and evaluating a program improvement strategy

Culminating Project Part 1

- Due **September 15, 2017**
- TASKS included in Part 1 are....

Tasks 1 and 2: Identifying needs, engaging the workgroup; selecting the target

Review with the workgroup what you know about the program components identified thus far.

Show them the data you have.

Review the analysis that points to the program component to be fixed.

Talk about what parts of that program component are working and what parts are not working.

Task 1: Engaging the workgroup

1. Briefly describe the composition of your program improvement workgroup.

| Checklist | Response |
|---|----------|
| 1. ___ I identified the number of staff on the workgroup. | |
| 2. ___ I described the positions of the staff on the workgroup. | |

Task 2: Selecting the program component to target

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. ___ I listed the needs identified by the self assessments. | Needs identified in self-assessment: |
| 2. ___ I listed the needs identified by the research review. | Needs identified in research review: |
| 3. ___ I listed the needs identified by the data analysis. | Needs identified through data analysis: |
| 4. ___ I listed ONE of those needs for us to use in the pilot. | Prioritized need or program component: |

Task 2: Selecting the program component to target

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. ___ I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot. | |
| 2. ___ I described how we examined the current program component to identify: <ul style="list-style-type: none"> a) ___ what we are doing now that we want to keep, and b) ___ what parts of the program component that need new strategies. | |

Task 3: Setting a Vision and Goals

If you don't know where you're going,
you can't get lost...
...but you also won't know if you got there!



- Begin with a vision.
This targeted program component will be working well when...
- Specify goals or outcomes you hope to achieve.
The clearer the specifications, the easier job you will have in identifying alternative strategies.

Task 3: Set a Vision and Goals

Vision

This program component will be working well when....

Goal Statements

When we are finished, we will have accomplished the following:

- 1.
- 2.
- 3.
- 4.

Task 3: Setting a Vision and Goals

- Plan your evaluation early
 - Be clear on what you need to know
 - What evidence will you and end users need to see from the pilots that will convince you to use this new strategy?
 - Answers may be different for each end user.
 - Make plans to collect evidence for each.

Task 3: Setting a Vision and Goals

- Evaluate the process.
 - Training and technical assistance provided
 - Financial impact
 - Policies and/or guidance in place
 - Support required by local leadership
 - Time involved for successful implementation
- Evaluate the products.
 - Adapted or developed instructional, management, and training materials
 - Teacher and/or student outcomes

Task 3: Set a Vision and Goals

Vision: _____ will be working well when...
(Fill in the program component you are working on)

| Checklist | Response |
|---|----------|
| 1. ____ I described how I engaged the staff in completing the vision statement. | |
| 2. ____ I included the final vision statement. | |

Task 3: Set a Vision and Goals

Goals: When we are finished, we will have achieved the following...

| Checklist | Response |
|--|----------|
| 1. ____ I described how I engaged the staff in anticipating achievements | |
| 2. ____ I included that list | |

Task 3: Set a Vision and Goals

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 |
|----------|---------------------|
| | |
| | |
| | |
| | |
| | |
| | |

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.

Culminating Project Part 2

- Due: **April 20, 2018**
- Let's review the TASKS

Task 4: Gathering and selecting promising practices

- Where do you look for alternative strategies?

Task 4: Gathering and selecting promising practices

- Where do you look?
<http://lincs.ed.gov/>

LINCS

Literacy Information and Communication System

<http://lincs.ed.gov/>

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LINC S Special Collections

<https://lincs.ed.gov/professional-development/resource-collection/>

- Adult English Language Learners
- Assessment
- Career Pathways
- College and Career Standards
- Correctional Education
- Disabilities in Adult Education
- Diversity and Literacy
- Evidence-based Professional Development
- Financial Literacy
- Health Literacy
- Math and Numeracy
- Postsecondary Completion
- Program Management
- Reading and Writing
- Science
- Technology and Learning

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Task 4: Gathering and selecting promising practices

- Where do you look? (continued)
 - National & international adult education sources
 - e.g, CAELA, TESOL, NAEPDC, etc.
 - Resources listed in Workshop 2 & 3 materials (including *Going to Scale*)
 - Parallel or related fields, such as cooperative extension, community colleges, ASTD

Task 4: Gathering and selecting promising practices

- Where do you look? (continued)
 - Your colleagues
 - State staff
 - Where else have you found helpful resources?
- If you get stumped, email us.
 - We're here to help!

Task 5: Developing a pilot testing plan

What will a pilot test do for you?

Tells you...

- If a strategy works.
- What changes in current practice are needed.
- How to integrate the strategy into current practice.
- What resources are needed to go to scale.
- Recommended changes in policy.
- What professional development is needed to make it work.

Task 5: Developing a pilot testing plan

Staffing

- How many classes, students, teachers, and/or tutors will you need to conduct a good pilot?

Materials

- Will new materials need to be developed and/or adapted before the pilot sites can get started?
- Who has the expertise to do this?
- How long will it take?
- Can you support this development financially?

Task 5: Developing a pilot testing plan

Staff Development and Support

- What type of training will be necessary for the pilot sites?
 - Who has the expertise to develop and conduct this training (e.g., in-house, consultant)?
 - What are the key training objectives that need to be addressed?
 - How will you collect evaluative data on the effectiveness of the staff development?
- What other type of support will the pilots need?
 - Handholding, technical assistance, new materials, policy waivers?
 - Who has the expertise to provide this support?

Task 5: Developing a pilot testing plan

Potential Pilot Sites

- What characteristics should I seek in selecting pilot sites?
 - Best programs
 - Representative programs
- Will implementation be different with different kinds of programs?
 - ABE, GED, ESL, workplace, family literacy, corrections, etc.
- What process will I use in selecting the pilot sites?
 - Selection by you
 - Application process
 - Recommendations from workgroup

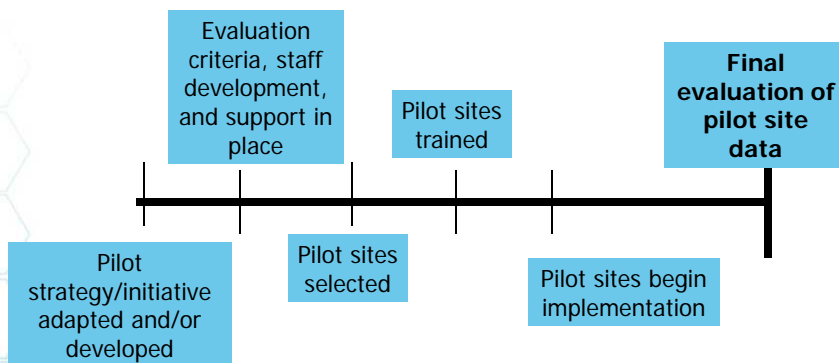
Task 5: Developing a pilot testing plan

Benchmarks to measure success

- Staying on track with your timeline
 - Lay out interim benchmarks (e.g., monthly success points)
 - Be realistic – planning and implementation take time!
- What key activities need to be completed by designated timelines?
- Who is responsible for completing each of these activities?

Task 5: Developing a pilot testing plan

Creating a timeline: Starting backwards from the terminal point



Task 5: Developing a pilot testing plan

Budget

- How much will the pilots cost?
 - Meeting expenses
 - Record keeping and data development
 - Production and printing costs
 - Supplies/materials
 - Training cost
 - Data and evaluation
 - Incentives
- What sources of funding do you have available?

Task 6: Selecting and preparing the pilot sites

- Have all of your ducks in a row.
- Set the climate.
- Set clear expectations.
- Review evaluation criteria/evidence.
- Have a single point of contact.
- Be open to their input and recommendations.
- Train thoroughly and then train some more.

Task 7: Conducting the pilot, measuring the impact, and developing/fine-tuning PD and resources.

- Measuring the impact
 - Use your initial evaluation criteria to measure the impact
 - Don't forget impact evidence for each end user identified in TASK 3.

Task 7: Conducting the pilot, measuring the impact, and developing/fine-tuning PD and resources.

- Policy alignment
- Resource alignment
- PD alignment

Recap

- Culminating Project Part 1
 - Vision, Goals, and Evidence
 - **September 15, 2017**
- Culminating Project Part 2
 - Select New Strategies, Pilot Test, and Prepare to Go to Scale
 - **April 20, 2018**

Please Remember to:

**Thank your State Director
for your LEA sponsorship**

A close-up photograph of a hand holding a silver pen, writing the words "Thank You!" in a cursive script on a white surface. The pen is positioned at the end of the word "You", and the exclamation point is just being formed. The background is a plain white surface, likely a whiteboard or a piece of paper.

Always Willing to Help

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