

**LEADERSHIP EXCELLENCE ACADEMIES**

## Here Today...Gone Tomorrow: Strategies for Motivating, Retaining, and Transitioning Adult Learners



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




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## Welcome Back

Certified Manager in Program Improvement



**Year One**

- Final Webcast
- Workshop 3: Instructor Orientation
- Completion of Culminating Project
- Follow-Up Webcast
- Interim Activity D
- Online Leadership Course
- Follow-Up Webcast
- Interim Activity C
- Workshop 4: Student Persistence

**Year Two**

- Part 1 of Culminating Project Begins
- Follow-Up Webcast
- Workshop 3: Using Data
- Online Intro to Using Data Course
- Follow-Up Webcast
- Interim Activity B
- Workshop 2: Integrating Research
- Follow-Up Webcast
- Interim Activity A
- Workshop 1: Using Stakeholder Assessments
- Online Intro to Program Improvement Course
- Online Orientation to LEA

LEADERSHIP EXCELLENCE ACADEMIES 2

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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"> <li>Select and administer a stakeholder assessments.</li> <li>Engage the workgroup to review the results, and clarify and prioritize the needs.</li> <li>Set the vision and goals for your program improvement initiative.</li> </ol> | <ol style="list-style-type: none"> <li>Access the findings</li> <li>Engage the workgroup to understand the focus, questions, and implications</li> <li>Select promising practices. Set the vision and goals for your program improvement plan.</li> </ol> | <ol style="list-style-type: none"> <li>Identify, collect, and analyze the data.</li> <li>Engage the workgroup to review the results, and clarify and prioritize the needs.</li> <li>Set the vision and goals for your program improvement initiative.</li> </ol> |

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

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### Culminating Project

- Part 1: Due September 20, 2016
- Part 2: Due April 20, 2017



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### Culminating Project: Part 2

|  |
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| 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 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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## Recommendations

- All steps and strategies are in *Going to Scale*
- Narrow your focus – beware of proliferating goals
- Keep **expectations realistic** given your time frame
- Use measurable goals - % increase
  - S.M.A.R.T. goals

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## Recommendations

- Be specific about your evidence
  - What data will you analyze over what period of time?
  - Ask each staff member: “What evidence will you need to see to be convinced this is better?”
- Quantitative and qualitative evaluation
  - Product and processes
  - Student and teacher surveys and focus groups to measure perceptions
- Collaborate with a colleague

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## CMPI: This Will Soon Be You!



**Dorneeta Davis Harper**  
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Systems  
Chicago, IL

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## Time Management is Key

**For Certification and Graduate Credit:**

- Post all interim activities by the deadline dates.
- Complete the Leadership course prior to the last workshop.
- Attend the two face-to-face workshops.
- Participate in three Webinars at assigned date/time.
- Submit both parts of the culminating project by the due dates.

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## Graduate Credit

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



LEADERSHIP EXCELLENCE ACADEMIES 11

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## Graduate Credit Timeline

- Will register for Spring 2017 course
  - Registration deadline: January 2017
  - A registration form will be provided.
- Pay tuition (electronically-if available) – A few weeks after registration is processed
- Receive electronic access via CSU to your grade (pass/fail) by June 2017
- Will the course transfer to my in-state university?
  - Up to the individual institutions
  - Syllabus available in LEA Participant Library if needed

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## Reviewing Your Transcript

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## Reviewing Your Transcript

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## Reviewing Your Transcript

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

| Transcript  | Calculated weight | Grade  | Range | Percentage | Feedback   | Contributions to course total |
|---|-------------------|--------|-------|------------|--|-------------------------------|
| <b>LEA Transcript, Transcript, and Electronic Portfolio</b> |                   |        |       |            |  |                               |
| OnCsd   | 0.09 %            | 100.00 | 0-100 | 100.00 %   |  | 0.09 %                        |
| OnCsd   | 0.09 %            | 100.00 | 0-100 | 100.00 %   |  | 0.09 %                        |
| Whalgt  | 0.09 %            | 100.00 | 0-100 | 100.00 %   | Great! It had some good or great credit.   | 0.09 %                        |
| Armk  | 0.09 %            | 100.00 | 0-100 | 100.00 %   | Your insights into the process were very constructive. In your efforts of developing and your insights of many programs, the time of help is so important. Your response rate of 40% was strong. As your staff are involved in more coverage and commitments for LEA, hopefully you will get more performance. Good job! | 0.09 %                        |
| Whert   | 0.09 %            | 100.00 | 0-100 | 100.00 %   |  | 0.09 %                        |
| Whalgt  | 0.09 %            | 100.00 | 0-100 | 100.00 %   |  | 0.09 %                        |
| Armk  | 0.09 %            | 100.00 | 0-100 | 100.00 %   |  | 0.09 %                        |

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### Wondering If It's Worth It?

Let's listen to what a few of the graduates had to say about their Year 2 experiences in LEA.

Tim Driscoll  
CMPI





Rita Kenyon  
CMPI



Laurie Bargstedt  
CMPI

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### It Is Worth It!



IT'S ALL ABOUT PROGRAM IMPROVEMENT!

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### We All Know The Issues

Here today, gone tomorrow!

**Why don't our students stick around longer?**

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### What Do You Think?

With your table partners, share one reason why you think students leave your program early.



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### The Bottom Line...

- There is no **one** reason why they leave
- That's what makes student persistence such a challenge



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### Today's Objectives

- Examine the latest research and articles on student persistence to determine implications on instructional practice, policies and procedures, and professional development
- Explore a variety of instructional and management strategies that promote student persistence
- Examine professional development options that can help teachers/tutors support student persistence
- Review a template for a student persistence learning project

LEADERSHIP EXCELLENCE ACADEMIES 21

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### Data Check: When You Return Home

On average, how long is it taking your learners to complete and/or advance to a higher functioning level?



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### Intensity and Duration

The data tell us we need:

- intensity (hours/month) and
- duration (months/year)

for many adult learners to succeed.

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### So What Does Persistence Look Like?



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### What Does the Research Tell Us?

- Persistence Among Adult Basic Education Students in Pre-GED Classes
  - John Comings, Andrea Parrella, and Lisa Soricone
  - NCSAL Report #12, December 1999
- Surveyed 150 adult learners
- Observed 9 programs that were trying to improve persistence



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### Student Pathways

- Long-Term: highly motivated, few barriers, older, slow progress
- Mandatory: poor motivation
- Short-term: project learners
- Try-out: fairly large, too many barriers, drop out
- Intermittent: largest group, motivated, participate, barrier emerges, stop-out, return later

Comings et al. 1999

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Participant packet p. 66

### Activity 1: Indicators of Persistence

Which of these do you think characterize the "persistors" in the NCSALL study?

- Gender
- Immigrant status
- Age of children
- Employment status
- Working hours
- Goal
- Negative school experience
- Parent's education
- Involvement in previous training
- Single parent status



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### Adult Student Characteristics That Support Persistence

- Immigrant status, age over 30, and parent of teen or adult children
- Involvement in previous efforts at basic skills education, self study, or vocational skill training
- Specific goal

Comings et al. 1999

LEADERSHIP EXCELLENCE ACADEMIES 28

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### Adult Student Characteristics That Did Not Influence Persistence

- Gender and ethnicity
- Single parent status
- Employment status/working hours
- Negative school experience
- Parent's education

Comings et al. 1999

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### Persistence Supports

| Managing +/- Forces                                 | Building Self-Efficacy   | Clear Goals   | Progress                                    |
|---|--|---|---|
| Self management to overcome barriers to persistence | Feeling that student will be successful in adult education and obtain his/her goal | With instructional objectives that must be met to reach that goal | Measures that are meaningful to the student |

Comings et al. 1999

LEADERSHIP EXCELLENCE ACADEMIES 30

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## Program Improvement

When programs improved services:

- o Intensity (hours of instruction) did increase
- o Duration (months of engagement) did not change

Comings et al. 1999

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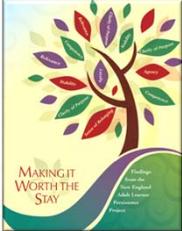
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## New England Learner Persistence Project

- 18 action research projects
- 5 New England states
- 755 adult learners
- One semester
- Implemented strategies in:
  - Intake and Orientation
  - Instruction
  - Counseling and Peer Support
  - Re-engagement



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## New England Learner Persistence Project

| Action Research Focus       | Attendance Rate  | Completion Rate                          |
|-----------------------------|--|--|
| Intake and Orientation      | +14%   | +18%                                     |
| Instruction                 | +16%   | +22%                                     |
| Counseling and Peer Support | +7%  | +25%                                     |
| Re-engagement               | Average # of students that re-engaged either by entering class or by independent study: 22 | Average # of independent study hours: 30 |

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## New England Learner Persistence Project

Persistence strategies derive their power from the fact that they meet these affective needs of adults:

- Sense of belonging and community
- Clarity of purpose
- Agency (Capacity to make things happen through your own actions; self-directed)
- Competence
- Relevance
- Stability

LEADERSHIP EXCELLENCE ACADEMIES 34

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Participant packet p. 13

## Effective Persistence Strategies and Their Outcomes

| EFFECTIVE PERSISTENCE STRATEGIES AND THEIR OUTCOMES   |  |  |
|---|--|--|
| Persistence strategies that . . .   | and lead to these outcomes . . .   | addressing adults' need for . . .          |
| <b>Show interest, support, consideration, and caring</b><br>• Make the first interaction one that welcomes students and builds community<br>• Provide individualized counseling and follow-up with students | • Increased connection to program and peers<br>• Increased use of counseling and articulation of needs | Sense of belonging and community           |
| <b>Enhance the ability to make informed decisions</b><br>• Offer clear and accessible information<br>• Involve students in orienting peers  | • More informed decisions about learning<br>• Increased understanding of program                       | Agency<br>Sense of belonging and community |

LEADERSHIP EXCELLENCE ACADEMIES 35

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## Stop Outs, Not Drop Outs

- Leavers don't consider themselves "drop-outs"
- Stop attending but plan on returning later
  - Stop out for reasons "beyond their control"
- Departure from a program not viewed as a "negative" or "failure," but rather as a temporary hiatus

Alisa Belzer (1998)

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### Persistence Should Be...

“Adults staying in programs for as long as they can, engaging in supported self study or distance education when they must stop attending program services, and returning to program services as soon as the demands of their lives allow.”

Comings et al. 1999

LEADERSHIP EXCELLENCE ACADEMIES 37

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### Three Barriers to Persistence

|  |  |  |
|--|--|--|
| <p><b>Situational</b></p> <ul style="list-style-type: none"> <li>• Family Responsibilities</li> <li>• Transportation</li> <li>• Financial Obligations</li> </ul> | <p><b>Institutional</b></p> <ul style="list-style-type: none"> <li>• Scheduling Problems</li> <li>• Red tape</li> <li>• Intake procedures</li> </ul> | <p><b>Dispositional</b></p> <p>Learners’:</p> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Values</li> <li>• Perceptions</li> </ul> |
|--|--|--|





The First Three Weeks: A Critical Time for Motivation  
B. Allan Quigley, 1993

LEADERSHIP EXCELLENCE ACADEMIES 38

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### Classroom Dynamics

- Classroom Dynamics in Adult Literacy Education
  - Hal Beder and Patsy Medina
  - NCSALL Report #18, 2001
- Instruction focuses on basic skills, not higher-level abilities.
- Teachers are not student-centered.
- Class composition and enrollment turbulence shape classroom dynamics.
- Continuous enrollment and mixed skill levels are serious and understated problems in the adult literacy classroom.

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### Turbulence and Focus

- Passports to Paradise: The Struggle to Teach and To Learn on the Margins of Adult Education
  - Tom Sticht, Barbara McDonald, and Paul Erickson
  - Applied Behavioral and Cognitive Sciences 1998
- Open-entry/continuous enrollment makes it harder for students to stay in the program.
- Multi-focused/multi-level classes make student persistence more difficult.
- Persistence rates increase in classes where the focus of students and classrooms are more closely aligned (e.g., job readiness, GED).

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### Research Implications

- From an accountability perspective:  
Participation ends when an adult drops out of a program.
- From a student's perspective:  
Participation may continue after leaving the program through self study or distance learning.

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### Research Implications

**New definition-Persistence:**

- values self-study, transfer, re-entry into a program
- Increased need for programs to stay connected and offer alternative services



LEADERSHIP EXCELLENCE ACADEMIES 42

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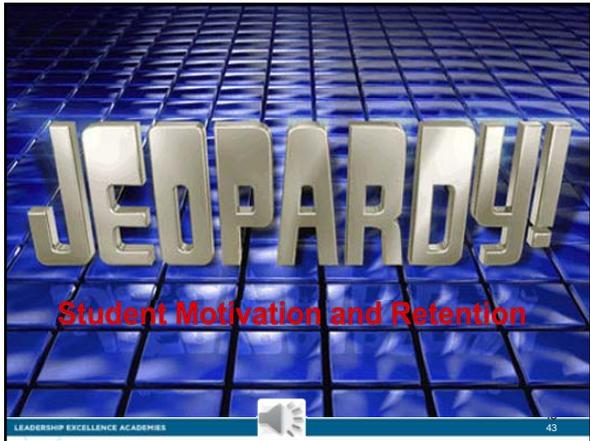
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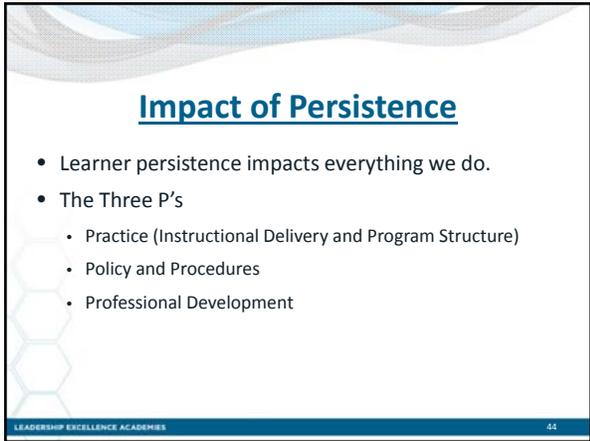
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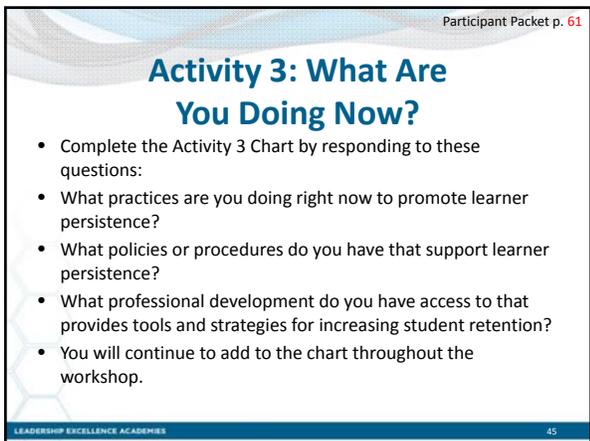
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### Persistence Supports

| Managing +/- Forces                                 | Building Self-Efficacy   | Clear Goals   | Progress                                    |
|---|--|---|---|
| Self management to overcome barriers to persistence | Feeling that student will be successful in adult education and obtain his/her goal | With instructional objectives that must be met to reach that goal | Measures that are meaningful to the student |

Comings et al. 1999

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### Four Supports and Sample Strategies for Learner Persistence

| Managing +/- Forces   | Building Self-Efficacy | Clear Goals | Progress |
|---|------------------------|-------------|----------|
| <ul style="list-style-type: none"> <li>• Student Needs Assessment</li> <li>• Sponsorship</li> <li>• Sense of Community</li> </ul> |                        |             |          |

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### Management of Positive and Negative Forces

**Strategy 1: Student Needs Assessment**

- Involving students in examining their supporting and hindering forces to achieving their goals
- Sample needs assessment processes
  - Brainstorming and prioritizing
  - Acting it out
  - Classroom discussion
  - Snowball consensus
  - Affinity diagramming
  - Learner-to-learner interviews

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## Management of Positive and Negative Forces

**Strategy 2: Sponsorship**

- Identify sponsors during intake process.
- Discuss with student the sponsor's role.
- Help students identify sponsors if they don't have any.
- Ask student's permission.

- **Other Strategies:**
  - Employ a Student Persistence Coordinator (paid or volunteer) to support students.
  - Form a Student Retention Team to contact and support at-risk students.

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## Management of Positive and Negative Forces

**Strategy 3: Build a Sense of Community**

- Managed intake and managed enrollment classes (students begin and progress together)
- Field trips, potluck dinners, etc. that bring learners together in different ways
- Student-run activities (e.g., Second Chance Prom)
- Group Activities



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Participant packet p. 15-17

## Activity 4: Managing The Forces

With your table partners:

- Review the handout on Sample Activities for Management of Positive and Negative Forces.
- Have you implemented any of these activities? If so, how did you do it, and what were the results?
- Is there anything you need to add to the Activity 3 chart?

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### Four Supports and Sample Strategies for Learner Persistence

Managing +/- Forces

Building Self-Efficacy

- Student Leadership
- Assessment
- Recognition and Incentives
- Authentic Resources for Instruction
- Learning Styles and Special Learning Needs

Clear Goals

Progress

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### Building Self-Efficacy

- A belief by learners that they can be successful when attempting new activities as learners.
- What do some teachers think about their role in building self efficacy?

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### Activity 5: The Flipchart Brainstorm

- Five strategies are listed on flipcharts around the room:
  - Student Leadership
  - Assessment
  - Recognition and Incentives
  - Authentic Resources for Instruction
  - Learning Styles and Special Learning Needs
- Are you doing anything in your program related to any of these strategies? If so, jot them down on the flipcharts.
- Is there anything you need to add to the Activity 3 chart?

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## Building Self-Efficacy

**Strategy 1: Student Leadership**

- Peer orientations
- Peer teaching
- Advisory board members
- Student Advisory Board
- Student Retention Team
- Student-led projects



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## Building Self-Efficacy

**Strategy 2: Assessment**

- Begin with informal non-academic measures before using formal (TABE, CASAS) measures
- Begin standardized testing with the student's greatest comfort area
- Involve learners more in assessment process
  - Portfolio assessment
  - Conferencing
  - Student Teacher Evaluation Process (STEPS)

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## Building Self-Efficacy

- **Strategy 3: Recognition and Incentives**
- National Adult Student Honor Society  
<http://www.naehs.org/Default.htm>
- Student of the Month
- Family of the Month
- Graduation Ceremonies
- Perfect Attendance Recognition
- Incentive Store



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### Building Self-Efficacy

**Strategy 4: Authentic Resources for instruction**

- Learner generated materials, e.g. student newsletter, class anthology, interactive journals, cookbooks
- Relevant content from career/technical textbooks or manuals
- Relevant documents from children's school, political campaigns, transportation schedule, etc.

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### Building Self-Efficacy

**Strategy 5: Learning Styles and Special Learning Needs**

- Learning style inventories
- Special learning needs screening instruments
- Special equipment
- Quiet work space
- Work load
- Repetition and variety

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### Four Supports and Sample Strategies for Learner Persistence

Managing +/- Forces    Building Self-Efficacy    Clear Goals    Progress

- Intake Process
- Bridge to Next Steps
- Goals in Envelopes

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### Clear Goals

- Identify what's **important** to them
  - Show the student how the class/program will help them reach their goals
  - Understand the difference between student and NRS cohort goals
- Important to:
  - Help them determine realistic goals (short-term and long-term)
  - Help them set interim success benchmarks
  - Regularly review progress to those goals
  - Help you focus instruction

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### Clear Goals

- **Strategy 1: Intake Process**
- Do not focus on academic goal setting only.
  - "What do you want to do that you cannot do now?"
  - If he/she wants a GED, "What will the GED do for you that you cannot do now?"
- ESL (LA Unified School District)
  - What do you want to say?
  - To whom do you want to say it?
  - Where do you want to say it?

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### Clear Goals

**Strategy 1: Intake Process**

- Begin with a preliminary goal setting activity.
- Complete academic assessments before discussing NRS cohort outcome goals.

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## Clear Goals

**Strategy 1: Intake Process**

- Schedule regular teacher/student conferences
  - discuss short-term and long-term goal attainment, realistic timelines, and interim success benchmarks
- Discuss the reality of “episodic participation” and available support

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## Clear Goals

**Strategy 2: Bridge to Next Steps**

- Broaden their horizons
  - “You don’t know what you don’t know.”
  - Reality Check [www.texasrealitycheck.com](http://www.texasrealitycheck.com)
  - Expected earnings by educational level [http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm)
  - Career pathways don’t end with GED
- Demystify postsecondary education and training
  - Field trips to community colleges
  - Job shadowing opportunities with local employers
  - Guest speakers from local workforce centers or community colleges

LEADERSHIP EXCELLENCE ACADEMIES 65

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## Clear Goals

**Strategy 3: Goals in Envelope**

- Goals can change over time.
- Once the initial goals are determined, have the student write them down.
- Place the goal sheet in an envelope.
- Explain to the student that you will mail the envelope to the student in six weeks as a reminder and to determine if the goals need to be changed/adjusted.



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### Clear Goals

Most adults are motivated to enroll by the desire to reach a specific goal.

- How can you use that to your advantage?
- See the goal setting sample activities in your Participant Packet page 19

LEADERSHIP EXCELLENCE ACADEMIES 67

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Participant packet p. 19

### Activity 6: What Can I Change

- Reflect on the guidance you are currently giving teachers and tutors related to goal setting.
- What seems to be working well?
- What might you change to improve the goal setting process?
- Share your ideas with your table partners.

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### Four Supports and Sample Strategies for Learner Persistence

Managing +/- Forces    Building Self-Efficacy    Clear Goals    Progress

- Assessment Strategies
- Conferencing
- Dialogue Journals
- Portfolios

LEADERSHIP EXCELLENCE ACADEMIES

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## Progress

Strategies:

- Assessment
- Conferencing and advising (e.g. , STEPS)
- Dialogue Journals
- Portfolios
- Technology based instructional management systems (e.g., Plato, Rosetta Stone, etc.)

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## PROGRESS

Let's take a look at a sample scenario:

- Do you think the student feels like she is making progress?
- What were some of the problems with the way the teacher approached the situation?
- What would you do differently?
- See Sample Activities for Students to Experience Progress p. 20



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Participant packet p. 37

## Discussion Point

What are you doing now to make sure that students are experiencing progress **and** seeing the results?



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## Episodic Learning and Reengagement

Set the expectation at intake

- Acknowledge the need for **regular attendance** BUT acknowledge the possible reality of **episodes of participation**
- Review available **non-instructional support** and **distance learning opportunities** to keep them engaged
- Review **re-entry procedures**
- Review **transitions** to other programs and post secondary

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## Episodic Learning and Reengagement

Set the expectation during class or small group instruction

- Acknowledge re-entering students
- In group discussions, include re-entry and transitions



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## Chart Check

Anything you need to add to the chart for:

- Clear goals?
- Progress?
- Episodic learning?



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**Professional Development**



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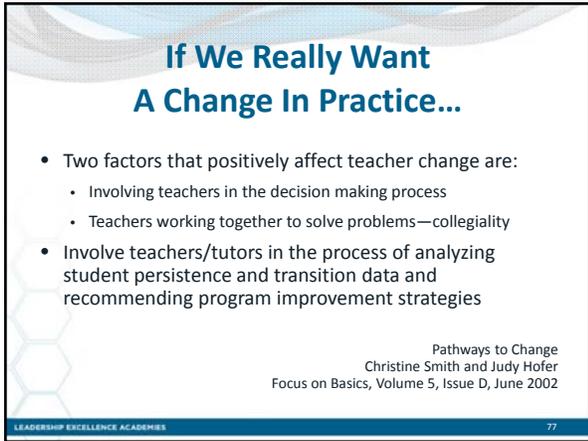
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**If We Really Want A Change In Practice...**

- Two factors that positively affect teacher change are:
  - Involving teachers in the decision making process
  - Teachers working together to solve problems—collegiality
- Involve teachers/tutors in the process of analyzing student persistence and transition data and recommending program improvement strategies

Pathways to Change  
Christine Smith and Judy Hofer  
Focus on Basics, Volume 5, Issue D, June 2002

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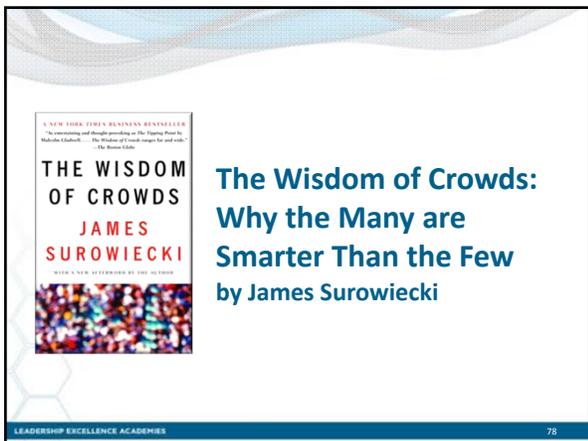
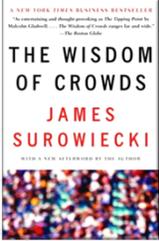
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**The Wisdom of Crowds:  
Why the Many are Smarter Than the Few**  
by James Surowiecki

LEADERSHIP EXCELLENCE ACADEMIES 78

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### Professional Development Options

- Organize study circles on student persistence  
Resource: NCSALL's Study Circle Guide on Adult Student Persistence  
<http://www.ncsall.net/index.html?id=896.html>
- Follow-up the study circle with pilot tests of various persistence strategies



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### Professional Development Options

- Select a few research studies to review and discuss at the next staff meeting or training workshop  
Variety of research included in your notebook
- Conduct your own practitioner research projects related to student persistence and transition

LEADERSHIP EXCELLENCE ACADEMIES 80

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### Professional Development Options

#### Persistence Websites

- New England Learner Persistence Project
  - <http://www.nelrc.org/expertise/persist.html>
- California Adult Learner Persistence Project
  - <http://www.cde.ca.gov/sp/ae/ir/persistproject.asp>

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## Professional Development Options

### Transition Websites

- National College Transition Network  
<http://www.collegetransition.org/>
- CLASP  
[http://www.clasp.org/resources-and-publications/publication-1/CPToolkit2012\\_V1R4.pdf](http://www.clasp.org/resources-and-publications/publication-1/CPToolkit2012_V1R4.pdf)

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## Two Parallel Activities

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| <p><b><u>INTERIM ACTIVITY C</u></b><br/><b><u>12/09/16-Page 76</u></b></p> <ul style="list-style-type: none"> <li>• Review the chart you developed from Activity 3.</li> <li>• Select one category (Practice, Policy and Procedures, or Professional Development) which you would like to address first.</li> <li>• Complete Interim Activity C to outline your project</li> </ul> | <p><b><u>CULMINATING PROJECT PT II</u></b><br/><b><u>4/20/17</u></b></p> <ul style="list-style-type: none"> <li>• Select a strategy to address the priority identified in CLP1.</li> <li>• Plan your pilot project.</li> <li>• Implement pilot project.</li> </ul> |
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## Uploading Your Files

Your interim activity includes the specific name you should use when saving Interim Activity C to upload to your portfolio.

Visit this link: <http://lelearning.clee.utk.edu>

- **Please be sure to use this file name.** Using other file names with symbols, etc. in them will prevent you from uploading the file.
- Save the file as first initial last name Interim C
- Ex: For John Doe, it would be JDoe Interim C

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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
- Webinars are a discussion format. Come prepared to talk about the topics at hand.

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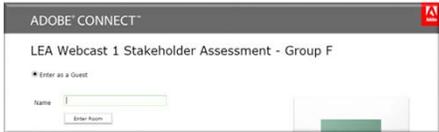
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## Participating in the Webinar



- 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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## Participating in the Webinar



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### Final Reflection

- Think about one thing that you learned today that had the greatest impact.
- What effect will that have on how you approach learner persistence and transition?

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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](mailto:lea@utk.edu)

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