

Sound Raise/Lower Hand Step Away

LEADERSHIP EXCELLENCE ACADEMIES

Leadership Excellence Academy

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

< CHAT

LEADERSHIP EXCELLENCE ACADEMIES

LEADERSHIP EXCELLENCE ACADEMIES

Planning Your Program Improvement Project Webinar 3

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

Training Objectives

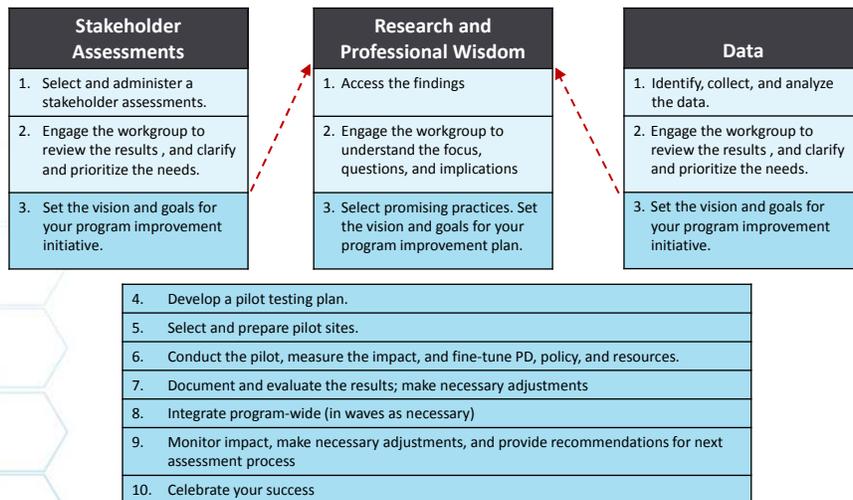
We will:

- 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 20, 2016
- Part II
 - Tasks 4 – 7
 - Due: April 20, 2017

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 20, 2016**
- 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, 2017
- 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/>

LINC S
Literacy Information and Communication System

Learn LINC S Learning Portal
Register for LINC S to access self-paced online courses in the Learning Portal. Now you can enhance your practice anytime, anywhere. Courses are available at no cost to educators.
[Login to Learning Portal](#)

Participate LINC S Community
Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.
[Join the Community](#)

Find LINC S Resource Collection
Find resources in our Resource Collection by entering a keyword or phrase

Search within a specific topic area
Assessment
Adult English Language Learners
Career Pathways
[Find Resources](#)

Welcome to LINC S!
LINC S is a professional learning platform for adult educators funded by the U.S. Department of Education. On this website you can:
• find professional development opportunities in the Learning Portal

What's New **Announcements**

Learner Center
The LINC S Learner Center connects adult educators with resources and opportunities for professional development.

LEADERSHIP EXCELLENCE ACADEMIES 23

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

LEADERSHIP EXCELLENCE ACADEMIES 24

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

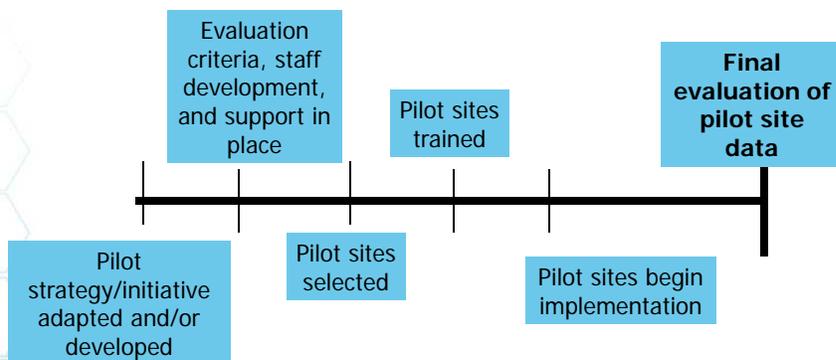
Task 5: Developing a pilot testing plan

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 20, 2016**
- Culminating Project Part 2
 - Select New Strategies, Pilot Test, and Prepare to Go to Scale
 - April 20, 2017

Please Remember to:

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



Thank You!

Always Willing to Help

- LEA Trainers

- Stacey Wright staceywrightlea@yahoo.com
- JoAnn Weinberger weinbergerlea@gmail.com
- Lupe Ruvalcaba luperuvalcaba1@gmail.com

- Technical Support

- lea@utk.edu