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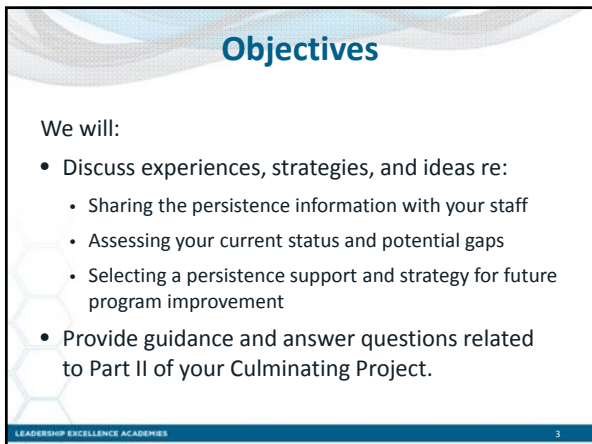
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### Persistence Supports

<b>Managing +/- Forces</b> Self management to overcome barriers to persistence	<b>Building Self-Efficacy</b> Feeling that student will be successful in adult education and obtain his/her goal	<b>Clear Goals</b> With instructional objectives that must be met to reach that goal	<b>Progress</b> Measures that are meaningful to the student
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Comings et al. 1999

LEADERSHIP EXCELLENCE ACADEMIES 4

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### Persistence Supports

**Supporting Episodic Learning**

Strategies for engaging and re-engaging stop-out learners

Comings et al. 1999

LEADERSHIP EXCELLENCE ACADEMIES 5

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### Open Chat

- How did you share the student persistence information with your staff?
- What was their reaction?

LEADERSHIP EXCELLENCE ACADEMIES 6

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**Open Chat**

- As you and your staff examined what you were currently doing related to the four supports, what did you find?
- Were there any surprises?

LEADERSHIP EXCELLENCE ACADEMIES 7

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**Open Chat**

- Which of the four supports or particular strategies interested your staff the most?
- How would you pilot one of those strategies in your program?

LEADERSHIP EXCELLENCE ACADEMIES 8

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**Open Chat**

- Does your culminating project involve any of the strategies or four supports for learner persistence?
- If so, briefly tell us what you are doing?

LEADERSHIP EXCELLENCE ACADEMIES 9

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## Culminating Project

- Due date for Part II: April 20
- Should be completing the piloting phase

LEADERSHIP EXCELLENCE ACADEMIES 10

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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>1. Select and administer a stakeholder assessments.</li> <li>2. Engage the workgroup to review the results, and clarify and prioritize the needs.</li> <li>3. Set the vision and goals for your program improvement initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Access the findings</li> <li>2. Engage the workgroup to understand the focus, questions, and implications</li> <li>3. Select promising practices. Set the vision and goals for your program improvement plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify, collect, and analyze the data.</li> <li>2. Engage the workgroup to review the results, and clarify and prioritize the needs.</li> <li>3. Set the vision and goals for your program improvement initiative.</li> </ol>

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

LEADERSHIP EXCELLENCE ACADEMIES 11

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## Culminating Project: Part 2

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

LEADERSHIP EXCELLENCE ACADEMIES 12

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### Culminating Project: Part II

From **Going to Scale:**

- Task 4  
Gathering and selecting promising practices
- Task 5  
Developing a pilot testing plan
- Task 6  
Selecting and preparing the pilot sites
- Task 7  
Conducting the pilot, measuring the impact, and developing/fine-tuning PD and resources

LEADERSHIP EXCELLENCE ACADEMIES 13

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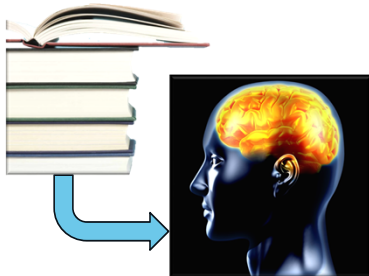
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### Culminating Project: Part II

**Remember *Going to Scale***

- Tasks
- Examples
- Models
- Cues
- Clues



LEADERSHIP EXCELLENCE ACADEMIES 14

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### Good Data – Good Evaluation

- Be sure to collect your data throughout the piloting process based on your goals and measurable evidence outlined in Part I.
- Evaluation is critical.
  - Formative
  - Summative

LEADERSHIP EXCELLENCE ACADEMIES 15

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### Next Course

Five-hour online course:  
*The Leadership Approach to Program Improvement: How Leaders Inspire, Influence, and Achieve Results*

- Meaning of leadership
- Leadership styles
- From management to leadership
- Creating a culture of learning

LEADERSHIP EXCELLENCE ACADEMIES 16

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### Next Online Course

- Available through the course portal <http://lelearning.clee.utk.edu/>
- Complete any time between Jan 1 and February 15, 2017
- Post interim activity by February 17
- Follow-up webinar 2/24/17 or 3/9/17

LEADERSHIP EXCELLENCE ACADEMIES 17

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### Please Remember to:

Thank your State Director  
for your LEA sponsorship



LEADERSHIP EXCELLENCE ACADEMIES 18

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## Always Willing to Help

- LEA Trainers
  - Stacey Wright [staceywrightlea@yahoo.com](mailto:staceywrightlea@yahoo.com)
  - JoAnn Weinberger [weinbergerlea@gmail.com](mailto:weinbergerlea@gmail.com)
  - Lupe Ruvalcaba [luperuvalcaba1@gmail.com](mailto:luperuvalcaba1@gmail.com)
- Technical Support
  - [lea@utk.edu](mailto:lea@utk.edu)

LEADERSHIP EXCELLENCE ACADEMIES 19

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## Please Remember to:

### CHECK YOUR TRANSCRIPT!

Grade Item	Calculated Average	Grade	Range	Percentage	Feedback	Contribution to course total
Unit 01	93.8%	-	0-100	93.80%		0.00%
Unit 02	93.8%	90-100	0-100	93.80%		0.00%
Unit 03	93.8%	90-100	0-100	93.80%	Agree to add completed work	0.00%
Unit 04	93.8%	90-100	0-100	93.80%		0.00%
Unit 05	93.8%	90-100	0-100	93.80%		0.00%
Unit 06	93.8%	90-100	0-100	93.80%		0.00%
Unit 07	93.8%	-	0-100	93.80%		0.00%
Unit 08	93.8%	-	0-100	93.80%		0.00%
Unit 09	93.8%	90-100	0-100	93.80%		0.00%
Unit 10	93.8%	90-100	0-100	93.80%		0.00%
Unit 11	93.8%	90-100	0-100	93.80%		0.00%
Unit 12	93.8%	90-100	0-100	93.80%		0.00%
Unit 13	93.8%	90-100	0-100	93.80%		0.00%
Unit 14	93.8%	90-100	0-100	93.80%		0.00%
Unit 15	93.8%	-	0-100	93.80%		0.00%

LEADERSHIP EXCELLENCE ACADEMIES 20

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