

## Culminating Learning Project

### 1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. <u>  X  </u> I identified the number of staff on the workgroup.  2. <u>  X  </u> I described the positions of the staff on the workgroup	The composition of the culminating project workgroup will be: <ul style="list-style-type: none"> <li>• Instructors- at least three instructors who are responsible for curriculum and instruction in the classroom.</li> <li>• Managers – two managers who will collaborate with planning and evaluation of pilot in classrooms.</li> <li>• Transition team - one ELL and one ABE transition staff member will provide data about current resources for career pathway introduction and planning.</li> <li>• Special projects coordinator – will provide current program improvement information and outcomes for WIOA.</li> </ul>

### 2. Identify the program component to target for program improvement

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
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<ol style="list-style-type: none"> <li>1. <u> X </u> I listed the needs identified by the self-assessments.</li> <li>2. <u> X </u> I listed the needs identified by the research review.</li> <li>3. <u> X </u> I listed the needs identified by the data analysis.</li> <li>4. <u> X </u> I listed ONE of those needs for us to use in the pilot.</li> </ol>	<p>Local Program Assessment needs:</p> <ul style="list-style-type: none"> <li>• Teacher support-mentoring</li> <li>• Data Management</li> <li>• Student performance-Curriculum</li> </ul> <p>Research Review:</p> <ul style="list-style-type: none"> <li>• Contextualized curriculum</li> <li>• Student achievement</li> <li>• Reading skills assessment for students</li> </ul> <p>Data Analysis:</p> <ul style="list-style-type: none"> <li>• Follow up outcomes- post-secondary education/training, including career-tech education</li> <li>• Follow up outcomes from desk review-employment</li> <li>• Level Completion- ABE- Level 1 and 2</li> </ul> <p><u>Program Component Target:</u>  The pilot will be to develop a contextualized curriculum for career pathway introduction and planning for ABE students. The curriculum will target increasing follow up outcomes to post-secondary institutions, workforce training program and job placement opportunities. The career pathway curriculum will provide a customized approach that will help increase persistence and retention by identifying, planning, and developing individualized student career goals/outcomes. The online tool will provide the program and instructors with a streamlined resource to meet the WIOA guidelines of documenting career pathway planning for enrolled students.</p>
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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
<p>1. <u> X </u> I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot.</p> <p>I described how we examined the current program component to identify:</p> <p>2. <u> X </u> what we are doing now that we want to keep, and</p> <p>3. <u> X </u> what parts of the program component that need new strategies.</p>	<p>The process of selecting the program component required analyzing/review our current desk review, current program improvement plan, and the new state deliverables in regards to WIOA and the State Plan.</p> <ol style="list-style-type: none"> <li>1. The FY17 desk review – showed more improvement in our follow up outcomes.</li> <li>2. FY 17 program improvement plan – many items identified from the program improvement survey and data review addressed and new processes implemented.</li> <li>3. WIOA and the State Plan- planning for WIOA guidelines with a concerted effort to concentrate on workforce, employment and post secondary exposure and enrollment.</li> </ol> <p><u>Currently with Career Pathway Introduction and Planning</u></p> <ul style="list-style-type: none"> <li>• Transition team</li> <li>• Goal setting during orientation</li> <li>• Student success week- register for OMJ</li> <li>• ELL Brunch and ABE Brunch at Cuyahoga Community College-provides post-secondary, workforce training, and employment opportunities</li> <li>• Workplace partners</li> <li>• Workforce Board representation</li> </ul> <p><u>New Strategies for Career Pathway Introduction and Planning</u></p> <ul style="list-style-type: none"> <li>• Career pathway exposure in the program curriculum</li> <li>• Career planning using Kuder (online portfolio)</li> <li>• Contextualized curriculum customized based on student career choice- work in specific career modules to develop insight and tools need for education or career choice.</li> <li>• Technology used to access career and training options</li> <li>• Documentation of a career plan</li> </ul>

### 3. Set a vision and goals

Vision: Classroom Career Pathway Introduction and Planning will be working well when...

(Fill in the program component you are working on)

Checklist	Response
<p>1. <u> X </u> I described how I engaged the staff in completing the vision statement.</p> <p>2. <u> X </u> I included the final vision statement.</p>	<p>We discussed the importance of career exposure and setting tangible career goals before and after completion of High School Equivalency or improvement in English speaking. The program needs to prepare for the state WIOA outcomes, requiring greater workforce engagement in our curriculum and instruction. Research articles included used were, <u>Reimagining the Role of Technology in Higher Education</u>, <u>Career Pathways Programming for lower-skilled adults and immigrants: Report on Survey Findings</u> and the Career Pathway Systems Plan developed on the State level. Engaging the staff required meeting with the Transition coordinator, Aspire Managers, and instructors to see if we could use at least instructional classrooms to pilot the contextualized technology based career pathway introduction/ planning curriculum. Each class piloting the curriculum will use various software to document engagement, instruction and planning of a career pathway. Instructors will implement the new piece of curriculum in mainly high-level classes with an opportunity to expand to career introduction for lower level classes.</p> <p>The final vision statement:</p> <p>The contextualized career pathway introduction and planning curriculum will engage students using technology as the vehicle to learn, plan and develop a documented career pathway plan. Pilot students- (100%) will complete a career pathway plan/online portfolio in the Kuder software to increase career pathway exposure by 100% for participating students. We will utilize technology modules and online portfolio reports monthly to document engagement and persistence, with an increase of 50% over the next 8 weeks. Program follow up outcomes goals for enrollment in post-secondary, workforce training and job placement will increase by 50% for the year with the implementation of career pathway plans.</p>

## LEADERSHIP EXCELLENCE ACADEMIES

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

Checklist	Response
1. <u>  X  </u> I described how I engaged the staff in anticipating achievements  2. <u>  X  </u> I included that list	<b>Achievements</b> <ol style="list-style-type: none"> <li>1. Student engagement/Motivation to persist until completion- Instructors will utilize data from goal sheet to register each student for Kuder and provide attendance weekly on the online system. Instructors/Manager will review Kuder reports monthly to ensure students are completing assigned tasks. Instructor will gather TABE Progress results and HSE passage to provide documentation or persistence and completion.</li> <li>2. Career exploration- student will complete online portfolio and resume. Manager or instructor will run report</li> <li>3. Career Pathway Plan with action steps- Student account will reflect action plan. Manager or instructor will run report.</li> <li>4. Self-Autonomy with career planning.</li> <li>5. Development of contextualized curriculum- manager will provide curriculum document.</li> <li>6. Transition Coordinator- will provide desk review of transition outcomes.</li> <li>7. Special project coordinator- provide program improvement plan for WIOA outcomes.</li> <li>8. Managers- will manage data by compiling survey results from students, instructors and transition staff.</li> </ol>

**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
Student	Completed Kuder Portfolio, completed Edmentum modules, High School Equivalency Completion, applying for College or workforce training programs, attendance, student survey , participation in IET
Instructor	Attendance report, TABE assessment progress scores, passing the HSE, CASAS/Best Plus progress scores, online portfolio from Kuder software, Edmentum reports, lesson plans, teacher survey
Transition team	Attendance report from ABE and ELL brunch, desk review for secondary outcomes,
Special projects Coordinator	Review desk review, data reports from ABLELink
Checklist	Response
1. <u>  X  </u> I identified each of	

<p>the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.</p> <p>2. <u>  X  </u> 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.</p>	
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#### 4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
<p>3. <u>  x  </u> I identified all of the sources we explored to find models and strategies that address our program improvement component.</p>	<p>I researched career pathway models and the Aspire responsibilities in response to WIOA guidelines. WIOA requires adult education programs include career readiness instruction and career pathway planning in their curriculum. This includes supporting students by providing employability skills, instruction, career exploration, and an identified industry credential. Career pathways is an integrative framework for promising approaches to post-secondary education and training for low-income and low-skill adults. Using technology is primary in our culture. I researched using technology with adult students and found that all student levels can use technology. The Kuder Journey program required students to complete searches, type, take an assessment etc...</p>

Briefly describe the strategy, procedure, or practice that the workgroup selected to pilot. Include a description of any adaptations that were made to make the strategy “fit” your program.

Checklist	Response
<p>2. <u>  x  </u> I included a description of the new strategies selected to pilot test.</p>	<p>The new strategy or practice selected by the workgroup is to implement career pathway exposure and planning in the classroom using technology. The technology used is called Kuder Journey. Kuder Journey is a computer software that provides reliable tools to assess your interests, suggest education and career options, prepare you for the job search, and connect you to</p>
<p>3. <u>  x  </u> I included a</p>	

description of the adaptations we made to the new strategy and the rationale for those adaptations.	today's jobs based on your specific needs.  No adaptations needed to implement the strategy.
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### 5. Develop a pilot testing plan

Describe the process that was used to select the pilot sites - what characteristics did you consider in the selection process?

Checklist	Response
I included a description of:  1. <u>  x  </u> who was involved in selecting the pilots  2. <u>  x  </u> the criteria and rationale we used for selecting the pilots.	During our regional meeting in October, instructors were participating in technology training. Kuder Journey introduced. Instructors asked if they would like to volunteer to use Kuder Journey in their classroom. The pilot locations were not selected but classroom instructors volunteered. We initially designed the pilot to use Kuder Journey with NRS Level 4-6. The characteristics of the pilot locations included computer access and WIFI or internet connectivity. Kuder Journey is an internet-based software. It was important for instructors to volunteer. Volunteering for the pilot meant instructors were willing to use the technology and felt comfortable implementing a new resource. The HSE (High School Equivalency) Cohort Class - a campus location was one pilot location and the PNC Fairfax Connection and the Shore Cultural Centre were the other two pilot locations.

What type of training was necessary for the pilot sites? Describe how this was provided.

Checklist	Response
I included a description of:  3. <u>  x  </u> the training that was necessary to get the pilot sites up to speed  4. <u>  x  </u> who delivered the training	Instructors received hands on training in October and November at least eight hours of training. It included issuing usernames and passwords and the code to give students to enroll in the account. Kuder Journey manuals were distributed and explained. Sample accounts created for practice. Instructor learned how to navigate the software and how to input students into the software. Salome Harris delivered the training.



## LEADERSHIP EXCELLENCE ACADEMIES

Complete the chart outlining your interim benchmarks, activities, timeline, and responsible parties for planning, implementing, and evaluating your pilot project.

Interim Benchmarks	Activities	Completion Date	Lead Person Responsible for the Activity
Planning	Initial Meeting	September 2017	Salome Harris
	Follow up Meeting	October 2017	Salome Harris
	Account Set Up for Students	November 2017	Instructors
Implementing	Introduction to Students	November 2017	Instructors
	Survey about Career Planning	November 2017	Instructor/Students
	Use of Kuder Journey at least 2 days for at least 30 minutes.	November-December 2017 January-February 2018	Students
	Complete assessment tasks in Kuder Journey: <ul style="list-style-type: none"> <li>• Personality/Skills/Interests</li> <li>• Resume Writing</li> <li>• Career Exploration</li> </ul>	November 2017-April 2018	Students
Evaluating	Initial Survey (Instructor and Student)	November 2017	Salome Harris
	Kuder Journey Portfolio – Career Pathway Plan	April 2018	Instructors
	Final Survey (Student and Instructor)	April 2018	Instructor

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Purchasing Kuder Software 500 Licenses	\$1,500
Professional Development –Technology Training	Hourly wage



## 6. Select and prepare the pilot sites

Briefly describe the process you used to prepare the pilot sites to implement the new strategy or procedure.

Checklist	Response
<p>I included a description of:</p> <ol style="list-style-type: none"> <li><input checked="" type="checkbox"/> initial meetings I had with pilot sites to explain their roles and responsibilities</li> <li><input checked="" type="checkbox"/> consultants or other staff used as a resource to support the pilot staff</li> <li><input checked="" type="checkbox"/> any incentives you provided to pilot staff to encourage and/or reward their participation</li> <li><input checked="" type="checkbox"/> how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.</li> </ol>	<p>The pilot sites needed to have specific qualifications to implement career planning and exploration in the Aspire program. Some of the qualifications included WIFI or internet connection, Kuder Journey software, and high-level learners. The initial strategy chosen with managers, instructors, and transition staff input. We used the desk review and new guidelines for WIOA to develop a plan to emphasize career exploration and planning in the program. Our goal was to ensure the program could provide a portfolio to support and document career exploration, planning, and transition to post-secondary, workforce training or job opportunities. Kuder Journey training conducted with all staff at the beginning of the year. Instructors who volunteered received further training and one on one instruction. No incentives provided to pilot staff. The staff received Kuder Journey manuals and evaluation criteria during meetings and by email. Surveys were completed at the in person session and the final survey at the end was sent in an email to instructors and completed in class by students. We also discussed printing out Career Summary Report. We would also use attendance and progress scores to identify any increase in persistence and retention. The pilot was designed to help track and guide students with transition services.</p>

## 7. Conduct the pilot, measure the impact, and develop/fine tune PD and resources

Briefly describe the results of your pilot project based on your evaluation criteria for each end user group.

Checklist	Response
<ol style="list-style-type: none"> <li><input checked="" type="checkbox"/> I included an overall narrative of the results of the pilot.</li> <li><input checked="" type="checkbox"/> I included results based on the end users'</li> </ol>	<p>The instructors found the Kuder Journey software easy to navigate and use. Requiring students to complete career exploration and planning online provided an easier way to incorporate WIOA guidelines and deliverables in the classroom. The results suggest that Kuder Journey is a great resource and provides many resources needed for Career Pathway Planning. The quantitative data for participation in the software was initially 24 out of 30</p>

<p>evaluation criteria.</p>	<p>students. This meant at least 80% of students worked on the software for at least 30 min./twice a week, for eight weeks. The initial survey results from instructors have these results:</p> <ul style="list-style-type: none"> <li>• 100% career planning needed</li> <li>• 75% teacher responsibility</li> <li>• 75% easier to manage with technology</li> <li>• 50% students will be engaged</li> </ul> <p>Instructor feedback on the Kuder Journey software was positive and negative. Instructors enrolled students in the software individually and not by class which made it hard to track the larger impact on the class. The individuality of the student reports on career assessments were helpful to assist student with exploring what the next steps could be after participation in the program. Printing out the Personality/Skills/Interest Assessment allowed students to see their Holland Code and areas of interest for careers. Students were also able to create resumes, search for jobs, register for OMJ (Ohio Means Jobs), career fairs, colleges, training programs, and many other resources. Interviewed students who spent time in Kuder Journey thought it was easy to navigate, something they could do on their own. Students also thought creating a resume was easy to accomplish in this software since you complete by sections. Initial student survey results:</p> <ul style="list-style-type: none"> <li>• 24 out of 24 familiar with career planning- 100%</li> <li>• 5 out of 24 participated in career planning- 20%</li> <li>• 24 out of 24 interested in post-secondary, workforce training or job placement- 100%</li> <li>• 24 out of 24 – career planning is important -100%</li> </ul> <p>The results do not reflect an increase in attendance. However, students engaged with the Kuder Journey software and complete several tasks within the software. Instructors report that students enjoyed using Kuder but found it difficult to integrate throughout the week consistently.</p>
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What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
3. ___ I included a description of specific changes I needed to make before implementing program-wide	The changes to implementing the Kuder Journey software program wide is to change who would be responsible for enrolling and tracking students. In late February, the transition team attended Kuder Journey training. It was much easier for the transition team to enroll and track students. The information will be in the student career pathway portfolio. The transition team felt it would be a good way to track students who complete the program with their Official GED®. Since the pilot ended. The transition team has used the software in various high level classes. We currently have 107 students in the Kuder Journey software.

### 7. Final Reflection

Briefly describe what you learned from this program improvement project that will help you in future work.

Checklist	Response
3. ___ I included an overview of what I learned from this project.	One of the most important things I've learned is to reflect and evaluate components of our program to ensure we are improving our services in all areas. Without reflection and evaluation, we cannot effectively improve and build on program improvement. Sometimes we are very busy in the program and it may appear as if improvement is not necessary when things are going well. We need to evaluate so we can adjust what we do based on changes that may occur in funding, policy, etc. This program improvement project and class helped me to think critically about the overall program and where improvement is need.