

AEL Program Improvement Initiative Survey

Program: Blue Springs AEL
Director: Lenore Chambers
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Projected FY'10 program enrollment: 280

Program Improvement Title: Managed Intake

Summary of program improvement initiative (maximum 1/2 page):

The Blue Springs Program changed the enrollment process. We went from walk in and enroll to scheduled enrollment. The enrollment lasts about 2.5 days. The student is introduced to the program. There is a meeting of all students. First there is an ice breaker. Then the instructor explains the GED, the classes offered, and times etc. Then the enrollment instructor engages the group in a discussion about the classes. The students fill out the information sheet. Next the students are divided into groups. Some will take a tour of the facility. Others will discuss why they are there and what they feel their obstacles to attending regularly are. Goals will be discussed. Transition opportunities will be reviewed. A teacher will interview each student and go over the AEL contract. The students will take the TABE Locator. While one teacher is processing the locator, another will visit with the student and get the student started on an essay. The topic will give the staff some clues to the student. Some of our topics include writing about a family event, the ideal job, a favorite day, or the student's educational experience. Then the Locator scores are reviewed with the student. The student will take the TABE now. The test scores are reviewed with the student. The goals are reviewed. The teacher develops the lesson plan and explains to the student. The teacher steers the student towards his/her lowest scoring area. The teacher explains the lesson. Group instruction will begin on the third day.

Challenges:

- 1. Opposition to writing**
- 2. Student interview is difficult sometimes and must wait until comfort level reached**

Successes:

- 1. Retention**
- 2. Familiarity with student**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Allow plenty of time for student/teacher interview and lesson plan explanation**
- 2. Set a day and time per month**

What would you do differently if you had the chance to do it over again? Improve on getting the idea of commitment across. I would have more outsiders stress the importance of GED attainment.

AEL Program Improvement Initiative Survey

Program: Bonne Terre AEL

Director: Amy E Jones

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Projected FY'10 program enrollment: 1250

Program Improvement Title: Bonne Terre AEL Managed Intake

Summary of program improvement initiative (maximum 1/2 page):

To improve persistence rate it was determined that the managed enrollment/orientation would be tried at 1 site before taking it district-wide. A 12 hour orientation was developed. Students must sign up and be given an orientation session to attend. It includes an icebreaker, tour of the facilities, Learning Needs Screening Tool, Learning Style Inventory, discussions about why the student was enrolling in the class, goal setting, enrollment paperwork and TABE testing, and review of some key math concepts and essay writing. Students had to sign up and be given an orientation session to attend. Attendance was required for the full 12 hours of orientation.

Orientation was held every other week and then expanded to every week if needed. The class site is opened from 8am -8pm, Monday - Thursday and 8am - 2pm on Fridays. Now there is a day orientation alternated with an evening orientation (2 day orientations a month and 1 evening orientation a month)

In FY10 the managed intake/orientation was adapted to a shorter version for classes sites with shorter time availability.

Challenges:

- 1. Developing an effective orientation**
- 2. Students are in the denominator for progression rate.**

Successes:

- 1. The persistence rate improved to 88%**
- 2. Students said they were well informed**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Shorten orientation to 6 hours to give the students 6 hours to decide if the class is for them and they won't be in the denominator for progression.**

What would you do differently if you had the chance to do it over again?

Shorten the orientation from the start. When this was started the persistence rate was looked at to improve and when the persistence improves the progression improves. In reality the 12 hour orientation hurt the progression rate and the 6 hour orientation didn't.

AEL Program Improvement Initiative Survey

Program: Cape Girardeau

Director: Becky Atwood

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Projected FY'10 program enrollment: 450 (12+/pretest)

Program Improvement Title: C.S.I. – Short Term Study at Home Program

Summary of program improvement initiative (maximum 1/2 page):

We were losing a certain group of students more often than not. These were students with short term challenges that made it exceedingly difficult for them to continue to come to class. For example, illness in the family, temporary loss of child care or transportation, changes in job schedules, or jobs that required traveling. Many of these students came to us requesting a way to study at home, but did not have the resources to do GED Online. In the past, we had little to offer them, especially with the emphasis on contact hours. But our teachers believed that if we kept these students “connected” and learning during their “stop-out” period, they would be much more likely to remain with the program long term, earn their GED or successfully prepare for pre-entrance exams. In response we developed a take work home program which included a student contract, textbook checkout and evaluation forms.

Challenges:

1. Labeling and cataloging books for all sites to use
2. Consistent student follow-up, especially at multi-teacher sites

Successes:

1. Students did return to class and did return the books
2. More GEDs from students participating than we expected
3. Teachers were empowered with a new tool to assist their students.

Suggestions (what to consider if you are thinking about implementing a similar project):

1. Make sure teachers are on board and see benefit up front. Extra work is involved.
2. Stick to qualifications necessary to participate. For example, A level or upper D level. This is a privilege and not a right to participate.

What would you do differently if you had the chance to do it over again?

We began with 12+ hour requirement with the pilot. We plan to increase this to 20 attendance hours before student is eligible. This is to reinforce that the student must be committed and take the program seriously. (We have and will continue to make exceptions in cases of undue hardship, emergencies, or serious illness.)

AEL Program Improvement Initiative Survey

Program: Carthage AEL Program

Director: Holley Goodnight

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Projected FY'10 program enrollment:

Program Improvement Title: Managed Intake Orientation

Summary of program improvement initiative (maximum 1/2 page):

The program improvement initiative was focused on our intake/orientation process with the goal that a better understanding by the students of the process will prepare them for retention. We were hoping to increase student persistence attending 12+ hours as well as increase retention. We felt like if we increase persistence and retention then progression would increase as well. The orientation started off as a day orientation on Fridays and we added a night orientation to meet the needs of student schedules. We stressed program expectations and goal setting in our orientation and complete the pre-testing process.

Challenges:

- 1. Having people scheduled and then not showing up.**
- 2. Students completing orientation but not returning**

Successes:

- 1. Better understanding of the AEL program and expectations**
- 2. Ownership in their education because of goals and class placement**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Make the orientation two sessions- one session for an introductory and the second for testing.**

What would you do differently if you had the chance to do it over again?

We had one day set aside for orientation that was both an introductory to the program and testing. This worked out well for those students serious about attending but hurt us with the students who were not serious. We feel a two phase orientation would work better. The first session would consist of introduction to the program, expectations and a goal setting sessions. The second session would be for testing. This would weed out some of the students who were not serious and would not hurt us with progression because it wouldn't meet hour rule for entering students into ACES. The biggest challenge with this Managed Intake Orientation was students completing the orientation but returning. We would make phone calls, send letters but some of them just did not finish. Overall we are very pleased with this improvement program but know there is always room for change.

AEL Program Improvement Initiative Survey

Program: Columbia AEL

Director: John McClure

Phone Number: (573) 214-3690

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Projected FY'10 program enrollment: 1100

Program Improvement Title: Retention Improvement Pilot

Summary of program improvement initiative (maximum 1/2 page):

In my pilot program improvement project, the goal was to improve retention by focusing on one on one student –teacher interviews and establishing short term goals in which the student could see improvement in a relatively short time. The thought was that this would provide motivational incentive and reduce frustrations, thus contributing to longer retention rates. One instructor was selected and he instituted these interview sessions with all of his students in an evening GED class. Results were that retention did not increase significantly in that class (it was already high at ~74%) but progress did increase. That instructor met all of the federal targets for his class. Since that was not the objective of the original pilot, I opted not to go to scale in August of 2009.

Challenges:

- 1. Pilot was not constructed to address the desired objective (increased retention)**

Successes:

- 1. Progression rates did increase across all educational levels contained in that class**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. We decided to provide each instructor with a ACEs report on student progress by class code after every post testing session) This involved creating class codes for each class within the program and emphasizing that teachers try to get a post test from as many students as possible. This process allows teachers to see who is close to making progress and gives them a way to be proactive in helping those students reach that next educational level.**

What would you do differently if you had the chance to do it over again?

Design the pilot to address the specific desired outcome in a more deliberate manner

AEL Program Improvement Initiative Survey

Program: MO Dept. of Corrections

Director: Janie Robertson

Phone Number: 573-526-0934

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Projected FY'10 program enrollment: 3900

Program Improvement Title: Assessing with TABE

Summary of program improvement initiative (maximum 1/2 page):

The Department used their internal assessment and curriculum tool, MOBES, and only used TABE to meet DESE performance funding requirements. We elected to eliminate MOBES in AEL and use TABE as our sole assessment and prescription tool.

This was a huge pilot as it was the equivalent of starting 18 new AEL teachers the same day in 3 different locations. Program Manuals, mentors, certification, TABE supplies and materials and staff training were part of what had to be accomplished prior to the beginning of the pilot.

Challenges:

- 1. Alleviating staff anxiety**
- 2. Getting computer related materials into the institutions**

Successes:

- 1. Reduced staff anxiety**
- 2. All technical requirements were met**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Review process and adjust/modify for improved implementation.**

What would you do differently if you had the chance to do it over again?

- 1. Present the idea to staff involved myself rather than by Corrections Managers/Education (teachers' immediate supervisors)**
- 2. Increase training time and present it over 2 days vs. presenting too much information in one day.**

AEL Program Improvement Initiative Survey

Program: Hannibal

Director: Junior Mena

Phone Number: 573-221-4430

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Projected FY'10 program enrollment: 350 served students

Program Improvement Title: Formalized Orientation

Summary of program improvement initiative (maximum 1/2 page): Our instructors were finding it difficult to provide adequate attention to current students and to new students that arrive during class time. We need to direct new students to arrive at a time when we can provide them with a formalized orientation process. We are going to pilot formalized orientation at one of our sites. We will dedicate time to the new students for the following activities: providing them with the necessary information about our program, gathering enrollment information from them, testing them so we can provide them with an adequate and successful lesson plan. Realistic goal setting will be a part of this process.

Challenges:

- 1. Embarking on the process during a very unique economic climate.**
- 2. Ownership (all teachers at all sites)**

Successes:

- 1. According to student surveys, our program is vastly improved.**
- 2. Our teachers realize it is the thing to do and we are going to scale.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Monitor and don't be hesitant to make adjustments to the plan.**
- 2. Get more input from peers on what is working for them and what is not.**

What would you do differently if you had the chance to do it over again? We only have 14 teachers in our pool. Our PIT crew was comprised of 7 teachers. If I had to do it over, all 14 would have served on the PIT crew.

AEL Program Improvement Initiative Survey

Program: Jefferson College

Director: Bryan Herrick

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Projected FY'10 program enrollment:

Program Improvement Title:

Summary of program improvement initiative (maximum 1/2 page):

Based on feedback from the entire AEL program staff, the consensus of the AEL staff was to support and focus our program improvement plan on three 3 primary goals:

- **To assess and enhance the instructional facilities that deliver AEL instruction (Hillsboro)**
- **To evaluate and improve the student intake process to promote retention (Hillsboro)**
- **To evaluate and improve the delivery of group instructional methods and to group align instruction with content standards (Hillsboro)**

Two committees were created to facilitate the PIP process.

Revised Intake Committee Charge: Changing the intake process to be more student friendly

- Establish a connection with the student and the program
- Build the self esteem of the students
- Increase student retention/recruitment
- Assess student strengths
- Result in improved goal setting
- Actively engage and energize new students
- Address barriers to participation
- Managed intake process 2X per month with set 12 hr program

Small Group Instruction Committee Charge: The restructuring of group lessons based on content standards

- Creation of standardized 30 min. group lesson Instructional guide
- Available at all 4 AEL sites
- Development of monthly/annual schedule of group lessons
- Can be taught by the entire instructional team

Formative Evaluation: Please list any adjustments made as a result of your formative evaluation strategies.

Challenges/Successes:

- To assess and enhance the instructional facilities that deliver AEL instruction (Hillsboro)
- To evaluate and improve the student intake process to promote retention (Hillsboro)

- To evaluate and improve the delivery of group instructional methods and to group align instruction with content standards (Hillsboro)

AEL staff had input in moving the AEL classroom at Hillsboro from CEB 143 to CEB 144. The move allowed the AEL program to move into a SMART classroom that provided an enhanced academic environment for students. With the additional funds grant, AEL staff had input in adding 14 new computer work stations and assisted in the design for the new classroom.

With regard to the student intake process, AEL staff serving on the Student Intake Committee reviewed research on student intake processes and developed a 12 hour orientation program (see attached document). The focus of the new orientation program was on building relationships with the new students and creating a group cohort model that promoted group cohesion. Assessment was dispersed throughout the twelve hour session to create more 1:1 and small group discussion with the new orientation students. Orientations were held in two week, three week, and four week intervals and student feedback was requested. Both instructors and students gave positive verbal feedback with regard to the new process. Plans include a more formal student survey evaluation process as the new orientation pilot expands to all AEL sites.

AEL staff serving on the Group Instruction Committee decided to move forward with the creation of small group lesson plans designed to integrate content standards into the classroom. It was decided that a master schedule would be developed outlining the dates/times of the small group sessions and that all of the group lessons that would be developed would be placed on jump drives and given to each instructor so that each instructor would have access to the entire group lesson series and could access the lessons from any computer. Students will then be given the schedule of small group lessons during their orientation week and asked to sign up ahead of time for these sessions. Additional staff will be allocated with a target focus of assisting with these small group exercises. Students will be able to proactively plan ahead when to attend a small group topic area that has interest for them. This portion of the PIP is still in progress as the small group lessons are being developed.

Summative – Please give initial measurement and changed measurement and/or describe changed situation.

1. To assess and enhance the instructional facilities that deliver AEL instruction

The Hillsboro site will be reviewed and evaluated with regard to the following criterion:

- Creating an enhanced learning environment for students/maximum use of classroom space
- Computer/technology utilization

Measured by: the percentage number of computers upgraded, SMART Boards installed/available, and increase in student access to services

- Number of new computers added (14)
- Number in classroom with internet access(14)
- Number of classrooms with SMART Board technology access(1)
- Number of classrooms with document camera access (1)
- Number of classrooms restructured to maximize student enrollment (1)

2. To evaluate and improve the student intake process to promote retention

A committee will be formed to study the current intake/orientation process and make improvements to create a managed intake process that will be more student centered resulting in increased student retention that will be measured by the following criterion:

- Increase in retention rates of students
- Feedback from students

Measured by: student evaluation forms and increase in student retention rates

- Number of students who participated in current intake process (24 from Jan. – June, 2009)
- Number of students who participated in revised intake process (21 from April – June, 2009)
- Number of students who were retained at 12 hrs under current intake process (67%)
- Number of students who were retained at 12 hrs under revised intake process (81%)
- Number of students who pre-tested under current intake process (67%)
- Number of students who pre-tested under revised intake process (81%)

TABLE 1

Group	Number/Percent of those students who stay 12+ hours and completed the pre-test	
State Targets		70%
FY 2007		72%
Original Jan. – June 2009	24	67%
Pilot April – June 2009	21	81%

Based on verbal student and instructor feedback the revised managed intake small group 12 hr orientation process was preferred over the walk in orientation process that is the current standard. The current orientation process is heavily weighted on conducting all testing up front and is provided on an individual basis. The Pilot initiative implemented a newly created 12 hour orientation program that dispersed the testing throughout the program with a more concentrated focus on relationship building. The pilot orientation program included small group cohorts (2,3, 4 week intervals), a tour of Jefferson College, learning styles assessment, small group instruction lessons, goal setting session, and a group lesson on overcoming barriers. Testing was administered in intervals instead of all up front. The student response was favorable to the new orientation process. Data in Table 1 support the new orientation process as a means of increasing student retention and progression. In a comparison study that was conducted, students who received the current version of orientation were tracked from January-June and reported a 67% completion rate with regard to 12+ hour attendance/pre-test. Comparatively, students who participated in the new orientation program were tracked from April –June and reported a 81% completion rate with regard to 12+ hour attendance/pre-test and in three months less time.

3. To evaluate and improve the delivery of group instructional methods and to group align instruction with content standards

A committee will be formed to study the group instruction delivery process and make improvements to create a more comprehensive and strategically aligned group instruction model that integrates and documents content standards.

The results will be measured by the following criterion:

- Increase in retention rates of students
- Feedback from students
- Consistent/standardized documentation of content standards

Measured by: student evaluation forms, increase in student retention rates, development of calendar of scheduled group instructional lessons that is made available to students

- Number of small group sessions program wide held before pilot
- Number of small group sessions program wide held after pilot
- Number of students who participated in small groups program wide before pilot
- Number of students who participated in small groups program wide after pilot
- Number of students who demonstrated progression enrolled in small groups prior to pilot
- Number of students who demonstrated progression enrolled in small groups after pilot

At this point, the group lessons are being converted to powerpoint presentations and then distributed to the instructional team. The new group lessons will be offered this year at scheduled times and data will be collected in FY 2009-10

AEL Program Improvement Initiative Survey

Program: Hi-Tech Charities AEL

Director: Chidi Nwankwere

Phone Number: 314-389-5737

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Projected FY'10 program enrollment: 216

Program Improvement Title: Project GED Success (PGS) - Math Tutoring

Summary of program improvement initiative (maximum 1/2 page):

Following the success of our pilot project in FY '09, we went to scale FY '10. The objective of the project is to improve our GED obtainment. To achieve this goal, we overhauled our goal setting and ACES recording strategies, using Math Educational Level Function (EFL) as a major criterion. Math constitutes a serious negative impact in both the students' educational and organization's program performance. Students are now guided in goal setting in order to ensure that goals are considerably realistic.

So, only students who demonstrate tangible potentials, a Math EFL that measures at a minimum of ASE Low, with no less than 3 months left in the fiscal year, is allowed to choose GED obtainment as a goal and considered for recording as GED goal in ACES.

Also, in response of our study of which subject that greatly affects students, we piloted Math tutoring to potential GED test candidates. It consists of intensive Math course to help our students overcome the GED Math phobia and difficulty. This project modeled after *Pam Meader's research based Math Concept*.

Challenges:

1. We are yet to maintain a strict batch-training format for all participants
2. Discipline and regularity of attendance on the part of the students: Generally, students preparing for GED usually come in at different levels of readiness, seriousness/discipline, time commitment, and affordability of test fees. While some, who maintain their benchmark timeline, are able to achieve their goal within a short period, some are taking longer time than anticipated. Participants take their tests as they get ready and additional candidates were moved into the pilot class as we went, and as they became eligible

Successes:

1. Test scores in Math GED practice and the real GED tests have seen increase
2. Students are expressing that they feel more comfortable with Math now.

Suggestions (what to consider if you are thinking about implementing a similar project):

1. Extend the tutoring to the general class, not just those who demonstrate closeness to GED test
2. The Tutor can now test the students directly, to monitor their progress by himself. I have already sent him for AEL Certification training to make qualify him for administering the standardized tests.

What would you do differently if you had the chance to do it over again?

Enforce stricter managed enrollment into the project and stricter practice test schedule.

Include in their contract that any one, who exceeds the timeline, due to his/her truancy or lack of productivity, will be removed from the program or be made to pay a fee.

AEL Program Improvement Initiative

Program: Houston AEL

Director: Kaye Cockrum

Phone Number: 417-967-8520

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FY10 program enrollment: 380

Program Improvement Title: Managed Intake

Summary of program improvement initiative (maximum 1/2 page):

The program implemented a managed intake process with enrollment days set for each class site. We developed a formal orientation which included an attendance policy with danger and drop letters, a goal setting process, and a written contract with the student.

Challenges:

Getting experienced teachers to only enroll on the established date. After several months the teachers realized if the student could not come in whenever they wanted, they were more dedicated to staying.

Successes:

The goal of the managed intake was to raise the program's persistence rate. The rate increased from 49% in 2008 to 72% in 2009. The rate for 2010 is 81%.

Classes are more organized and the teachers are happy with the process.

Would you do this again? **Yes** **No**

We have continued the process through the 2010 year and have established the process program wide as part of the way we do business.

AEL Program Improvement Initiative Survey

Program: Independence AEL Program

Director: Deborah S. Briggs

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Projected FY'10 program enrollment: 1,000

Program Improvement Title: Program Improvement Plan

Summary of program improvement initiative (maximum 1/2 page):

Our program focused on three areas that were noted as needed improvement by the last audit, the teachers, and by ACES data. The areas were: Increase enrollment through marketing, Increase persistence through teacher contact and incentives, and increase progression rates through professional development, collaboration, and training.

We enhanced our marketing campaign through the use of media that targeted the 18-25 year old age group. We purchased new brochures, took out ad space on the web, and attended community fairs.

We increased student attendance and persistence by starting a buddy program, offering incentives, and started a managed intake process.

We increased student's progression by sending teachers to professional development activities which focused on student achievement, held a book study, and increased teacher collaboration time.

Staff collaboration and planning time had the greatest impact on the program improvement. Teachers were in desperate need of time to meet and collaborate about strategies and new teaching models. Managed Intake also played a vital role in the success of our PIP. Students were counseled on their goals and made aware of our programs expectations.

Challenges:

- 1. We were only given a fraction of the funds needed to take the pilot full scale. (1/4)**
- 2. Incentives for attendance we deleted because of lack of funding and transportation/childcare are always an issue.**

Successes:

- 1. Managed intake proved to be a huge success.**
- 2. Teacher collaboration was very valuable.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. DESE should be more realistic in what is expected and how much we can expect to receive in funding.**

What would you do differently if you had the chance to do it over again?

Only focus on 1 goal. I was very disappointed in the amount of funds that were allocated to us given the amount of progress that we exhibited and the time that it took to document.

AEL Program Improvement Initiative Survey

Program: Joplin

Director: Linda Dishman

Phone Number: 417-625-5263

Email: ldishman@joplin.k12.mo.us

Projected FY'10 program enrollment: 600

Program Improvement Title: Improving retention and post-testing rates by offering a 12-hour morning orientation session

Summary of program improvement initiative (maximum 1/2 page):

We piloted a four-day, 12-hour managed enrollment session for our morning class at the AEL Learning Center using the resource packet furnished by the AEL state office. Because it was a success, we continue to use it.

The object was to develop a new attitude for change at the main learning center that “weeds out” students who are not willing to commit to their education and nurtures those with potential positive educational attitudes and study habits.

Our orientation session includes the following topics: post-secondary information, community information, ice breaker, positive and negative forces, attendance policy, testing information, test-taking strategies, essay format, scientific calculator, learning styles assessment, workplace readiness, career exploration, goal-setting, and TABE testing.

Challenges:

1. Our orientation session is so fun and informative, students may feel “let down” when it is over. Study on the subject material is not as fun for them. Many students still do not return after they take their TABE tests. Then our post-testing percentage goes down because the 12-hour students are in our denominator. Our post-test rate did not improve as much as we anticipated.
2. A major challenge for some students is attending all four mornings.

Successes:

1. We received positive feedback from students about orientation content and delivery.
2. Retention has improved.

Suggestions (what to consider if you are thinking about implementing a similar project):

1. We must employ a more active calling system to contact absent students
2. We must have more group sessions for students after the orientation session is over.
This is our plan for next fall.

What would you do differently if you had the chance to do it over again?

We would have offered more group classes on M & W from the same instructor who conducted the orientation sessions on T & Th. They missed her attentions.

AEL Program Improvement Initiative Survey

Program: Kansas City Adult Basic Education

Director: Laura Lane

Phone Number: (816) 418-8181

Email Address: llane@kcmsd.net

Projected FY'10 program enrollment: 1500

Program Improvement Title: Student Advocacy

Summary of program improvement initiative (maximum 1/2 page):

Does a Student Advocate provide sufficient intervention to help AEL students persist and progress?

During the program improvement 2009 start-up phase the Student Advocate worked with 25 students to provide advocacy interventions, as needed, as well as tutoring and a Friday Enrichment Series, where students were exposed to life skills development. This year's phase was to determine if the role of the Student Advocate could be effectively expanded beyond the original 25 students to incorporate the two largest sites, New Reflections and Hospital Hill. The specific role of the Student Advocate is to assist students in removing barriers which ultimately impact the ability of the progress academically.

Challenges

- Homelessness
- Transportation
- Daycare
- Drug/Alcohol use
- Legal Offenses
- No support foundation
- Not enough hours in a day or resources to address the overwhelming needs of this population

Successes

- Assisted a 21 year old homeless student with place to stay; employment; transportation and medical assistance. We provided him with access to a homeless shelter and assisted him in finding employment by referring him to one of our partners; we provided him with a bus pass and referred him to an organization to assist with a vision test and glasses
- Assisted a 25 year old mother with four children with a place to stay and transportation. Although she moved in with a friend, we provided her with a bus pass and moral support throughout her transition. She now has her GED and applying to Cosmetology School.
- Assisted a 24 year old male with numerous traffic offenses. Referred him to one of our partners and he will meet with free legal advice with an attorney that assist the program.
- Assisted numerous students in the process of applying for daycare for their children. The students qualified for reduced/free day care, but did not understand the process.

- Assisted students in filling out applications for assistance such as food stamps, and with other paperwork such as Social Security and FAFSA applications.
- Referred several students to different homeless programs
- Assisted numerous students in filling out applications for employment. Students wanted to stay in program, but needed employment also. Needed assistance especially with on-line applications
- Assisted a homeless student in our literacy program with a bus pass. Once the student had steady transportation, he could get to class from wherever they stayed.
- Assisted numerous other students with transportation problems by providing them with bus passes (students had to come to class consistently and show progress)
- Spoke with students on a daily basis about the challenges they faced every day trying to be successful in GED class
- Numerous students that were not progressing in class were offered Friday enrichment classes to help improve their academic scores.
- Spoke to probation/parole officers in regards to students and their progress
- Sometimes just talked students through personal problems that seemed overwhelming to them and showed them that quitting school was not the problem, but could improve their problems. Encouraged them to stay in school, letting them know that their education was important.
- Set up seminars and field trips. Health Sciences field Trip; Colorado Tech Seminar

Suggestion

- The Student Advocate would be part of the orientation process (Introduce and explain role)
- The Student Advocate would be available to all students in the GED program

The student advocate should be available to all students. Being limited in the time I could be at the main site and other sites did not allow me to be more visible to the students. I would visit the classes so the students would be used to seeing me and feel more open to asking for assistance or letting me know when they faced barriers that interfered with their being successful in class.

What would you do differently if you had the chance to do it over again?

We are currently trying to establish strong linkages to the community and seeking other supportive services to assist our student base in meeting the daily survival needs. Without addressing these basic needs the students are not thoroughly equipped to handle their academic studies.

AEL Program Improvement Initiative Survey

Program: St. Louis C.C.-Meramec

Director: Karl Steenberg

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Projected FY'10 program enrollment: 650 enrolled/450 served

Program Improvement Title: Managed Intake

Summary of program improvement initiative (maximum 1/2 page):

The improvement initiative involved taking managed intake which had been piloted in FY 09 to scale. This involved identifying a specific day and time for intake at each site. Further, an instructor had to be identified at each site to do intake. This also involved assigning extra instructors at our largest sites.

The intent of managed intake is to create a more structured educational environment. The students are required to do intake at a specific date and time. Program expectations are communicated such as classroom rules and the requirement that the students commit to regular attendance. Barriers are discussed on an individual basis with each student. Students with too many, or unresolved barriers, are encouraged to postpone their education until they can achieve attendance sufficient for success. The intake process clearly informs the student of the need for regular attendance and that they will be removed for lack of attendance.

The hope is that a bonding process will occur. This will be twofold. First, the students start together and become a group or bond. They can be mutually supportive. Secondly, managed intake allows the instructor time to speak to the student personally or as a member of a small group. This contrast with the traditional AEL intake which involved random intake where the student wandered in, was handed paperwork to complete, and upon completion was started on testing. The idea was to supplant this very impersonal intake with an intake where the teacher and student had time for contact. Thus, the student felt welcome and bonded with the teacher and by extension with the program. The program believes that the dramatic reduction in the percentage of students who attend 4 hours or less as described below is proof that the student feels welcome and comfortable in the program.

Challenges:

- 1. Getting the teachers to buy into and cooperate with the planned change.**
- 2. Tracking student attendance and removing students.**

Successes:

- 1. Performance has soared. Performance is at 45% at the end of April. Performance was 33% in each of the last two FYs.**
- 2. Reduction in the percentage of students who attended 4 hours or less from 17.5% in FY 08 to 3.1% in FY 10.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Consider how teachers perceive change and attempt to manage those perceptions.**
- 2. Make sure changes are acceptable to your host institution.**

What would you do differently if you had the chance to do it over again?

When the pilot was being done there was much input from the PIT Crew who were in turn the teachers at the pilot site. When the program went to scale too little attention was paid initially to the unique requirements of each site. The program director should have conferred in greater detail with the teacher at each site about implementing managed intake at their particular site.

AEL Program Improvement Initiative Survey

Program: Lebanon

Director: Keith Davis

Phone Number: 417-532-5494

Email Address: kdavis@lebanon.k12.mo.us

Projected FY'10 program enrollment:209

Program Improvement Title: Orientation to AEL

Summary of program improvement initiative (maximum 1/2 page):

The Lebanon AEL Program held an orientation for new student intake every Friday from 9:00am till 1:00pm and every other Monday night from 5:30pm till 9:30pm. Any student wishing to enroll in the AEL program had to call to make an appointment for their desired time. Walk-ins were not allowed. The orientation focused on goal setting, reasons for stopping out of the program, and commitment of time for success. The rest of the time focused on enrollment forms, locator test, and beginning of TABE testing.

Challenges:

- 1. Students enrolling in the fall staying committed to their goals. According to data, the program had some students that enrolled, completed about 20 hours, and contact with student was lost which led to some adults not achieving their goals or enough hours to post-test. Goals and commitment were short-lived.**
- 2. Students signing up but not showing up. Average for the year of those that showed up vs. those that signed up was about 60%.**

Successes:

- 1. Instructional time of students in the program was not disrupted during class as orientation was held outside of regular class time.**
- 2. Orientation process improved the number of students with a Pre-Test as 100% of students are enrolled with a Pre-Test and increased the Persistence Rate is to 85% for the program.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. The orientation personnel has to be a salesman (or saleswoman) for your program and have great personal skills.**
- 2. Timeframe-Is 4 hours long enough or would 6 hours be better? I'm mulling this one over myself.**

What would you do differently if you had the chance to do it over again?

An implementation of an attendance policy is in the works for next year as to a minimum number of hours that must be completed weekly, 3 hours. A routine must be established for the adults so they attend on a regular basis. Once they see the benefits, my hope is that they will attend more hours. If they fall below the 3 hours weekly attendance, student contact can be implemented much quicker.

AEL Program Improvement Initiative Survey

Program: Macon R-I Schools

Director: Stacey Blodgett

Phone Number: 660-385-2158

Email Address: sbloджетт@macon.k12.mo.us

Projected FY'10 program enrollment: 150

Program Improvement Title: Managed Intake/Enrollment

Summary of program improvement initiative (maximum 1/2 page):

Our program chose to implement Managed Intake/Enrollment for our program improvement initiative. We started a 12 hour orientation class which is held the first week of each month. All new students must attend orientation. Classes last four weeks. At the end of the four week class, teachers meet with each student to discuss their progress, their goals, and to re-enroll them if necessary into the next class session.

The implementation of Managed Intake was the best thing that has happened to our program. We had a serious problem with Student Persistence, which impacted our progression statistics as well as attributed to a high cost per student. Prior to the implementation of the program improvement initiative, we were below the federal targets by 5% and year to date we are exceeding the federal targets by 12% in the area of progression. Our student persistence rate has increased from 59% to 89% and our cost per student has decreased by 35%.

In addition, to the data listed above, the staff feels that the rapport with students, staff and student satisfaction, and overall program has changed for the better!

Challenges:

- 1. Some of the present staff were resistant to change**
- 2. Belief by some that students would not attend orientation and adhere to the attendance policy.**

Successes:

- 1. Listed above**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Orientation scheduled needs to be structured and well planned. We spent a great deal of time in planning what we would do during orientation.**

What would you do differently if you had the chance to do it over again?

I don't know that I would do anything differently. We have had to "tweak" our orientation schedule and have added/changed a few items to fit our program. However, overall things went remarkably well. I believe this is because our PIT team, comprised of the director and two teachers, spent a considerable amount of time working on the orientation process and schedule.

AEL Program Improvement Initiative Survey

Program: Maryville R-II

Director: Linda Stephens, AEL Director

Phone Number: (660)582-5615

Email Address: abe@nwmissour.edu

Projected FY'10 program enrollment: 550

Program Improvement Title: "Pathways to Success: Goal Setting"

Summary of program improvement initiative:

We determined that one of the major program improvements needed was in the area of assisting students in staying in the program until their educational goals have been met and also doing more to help students transition from our program to further education or training. Consequently, we developed a 7 page document entitled "Pathways to Success: Goal Setting".

Phase One to the Goal Setting process is the "Student Interview" where we have found valuable information regarding student expectations of us as well as student expectations of themselves. It has also been a valuable learning process for the students and brings about a different approach in how they can accomplish both short term and long term goals.

We plan to first further develop and then continue "Pathways to Success" this year.

Challenges:

- 1. Teachers finding the time to complete the entire process with each student**
- 2. Losing students prior to their reaching the goals they set out to reach**

Successes:

- 1. Learning more about our students' dreams and plans for the future**
- 2. Giving us guidance in providing more assistance in the transition process**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Spending more time with the students in explaining the process**
- 2. Knowing when to re-process the initial goals they established; knowing when to discuss adjustments to their initial goals.**

What would you do differently if you had the chance to do it over again?

Possibly shorten the document somewhat, yet spend more time on it with the students so that they have a better grasp on the importance of developing short term goals in order to reach their long term goals.

AEL Program Improvement Initiative Survey

Program: MACC AEL

Director: Susie Cason

Phone Number: 660-263-4110 x307

Email Address: susiec@macc.edu

Projected FY'10 program enrollment: 300

Program Improvement Title: Improving Student Persistence

Summary of program improvement initiative:

Our goal was to increase student persistence by utilizing a floating instructor, intense student interaction, goal setting and increased volunteer/instructor assistance with AEL-4 students. We chose AEL-4 students because time after time, year after year, these students not only were hard to retain, but our methods in the past to aid these students haven't always been successful.

The floating instructor was utilized to assist AEL-4 students with specific lessons and to insure that these students are progressing with assignments and pre- and post-testing. The floating instructor is named thus because this instructor can float to a day or evening class for the full class time at least 3 or 4 times a week. Reading comprehension was identified as a major problem that the floating instructor could work on with students. Our program had purchased a variety of books for M level students in the past couple of years, so instructors were encouraged to make assignments from these materials. The floating teacher was also utilized to cover the classroom teacher while group mini-lessons were in session. The desired effect was a more intense student interaction with this instructor. Use of the floating instructor also freed the regular instructor to conduct mini lessons or other learning activities.

We learned that students respond favorably and are more apt to return when orientation is followed by lots of interaction with them. Our goal setting, welcome letter, interview with the new student, and checking weekly with the student who isn't attending have made positive changes in attendance and retention. Also mini lessons on essay writing have increased students' confidence in writing; no student who has taken the GED and participated in the mini session has failed essay writing. Part of our goal setting includes predicting what might keep the student from attending classes. We believe this has helped students think ahead and have an idea of how to deal with these barriers.

Challenges:

- 1. Making sure evening instructors were following up on evening students using the 3 week process**

Successes:

- 1. The average number of contact hours per student increased, thus increasing student persistence.**
- 2. The number of GED graduates increased as well along with participation in our GED Prep sessions.**
- 3. This process also taught to target specific problem areas in our program especially as it relates to performance and work on solutions to improve these areas.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Take time for more preliminary planning after the project has been selected. I think we rushed through our planning process due to time constraints on both ends (program and DESE).**
- 2. Do a better job benchmarking and recording small successes.**

What would you do differently if you had the chance to do it over again?

Probably solidify the group more. Even though we (Barb and I) were able to follow up with evening instructors, they weren't always as diligent as we would have liked them to be.

AEL Program Improvement Initiative Survey

Program: Crowder College

Director: Tiffany Slinkard

Phone Number: 417-455-5608

Email Address: tslinkar@crowder.edu

Projected FY'10 program enrollment: 750

Program Improvement Title: Post Test Rate Improvement

Summary of program improvement initiative (maximum 1/2 page):

CCAEL went to scale with a standardized post-test procedure to increase post-test rates. This procedure required each AEL instructor to post-test each newly enrolled student in a selected "window" of hours based upon each student's pre-test score and documented mastery of learning benchmarks. For example, a student pre-testing at E level would post-test within 30 -35 hours of instruction if the student successfully mastered skills documented in the lesson plans and Missouri Content Standards.

Challenges:

1. Consistent documentation through Content Standards
2. Making new guidelines "second nature" with instructors

Successes:

1. Improved Post-Test Rates
2. Improved understanding of Content Standards and documentation

Suggestions (what to consider if you are thinking about implementing a similar project):

1. Ensure alignment with Missouri Assessment Policy

What would you do differently if you had the chance to do it over again?

N/A

AEL Program Improvement Initiative Survey

Program: NEVADA

Director: Susan Burns

Phone Number: 417-448-2016

Email Address: sburns@nevada.k12.mo.us

Projected FY'10 program enrollment: 400

Program Improvement Title: Addressing the Reading and Math Skills of the Beginning and Intermediate Level Student

Summary of program improvement initiative (maximum 1/2 page):

Our program data lead to our Program Analysis Report highlighting the declining low and intermediate level student numbers. Using the Program Analysis Report suggested strategies, our ADULT ED TEAM decided to pilot a class that targeted Reading and math instruction exclusively. The class met on Tuesday evenings, beginning in January, for four hours at the Bowman Building. Students at levels 1 through 4 were referred to the piloted class from the regular AEL classes based on their TABE Reading or math scores. These students were told that we were piloting a Reading and math class on Tuesday evenings and that they could benefit from such a class. The pilot also received referrals from the Adult Business Technology and Practical Nursing programs; these are two other adult programs on the campus, and outside agencies. All referrals went through the AEL program, thus allowing for a managed intake.

Challenges:

- 1. Six-months is a long commitment. Plan for shorter class sessions**
- 2. Overwhelming number of referrals. We had to add another math class.**

Successes:

- 1. Development of a math curriculum that will go program wide in FY'11**
- 2. Solid persistence and progression rates were realized**
- 3. We now offer Reading and math as class sessions during the week**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Post-test at the end of each class session not at the end of implementation**
- 2. Plan for 6-week class sessions for a total of 24 hours**
- 3. Attend STAR trainings.**

What would you do differently if you had the chance to do it over again?

Please see suggestions.

AEL Program Improvement Initiative Survey

Program: North Kansas City

Director: Karen Crownover

Phone Number: 816-413-5480

Email Address: kcrownov@nkcsd.k12.mo.us

Projected FY'10 program enrollment: 1000

Program Improvement Title: Managed Enrollment with Explicit Instruction

Summary of program improvement initiative (maximum 1/2 page):

All sites began managed enrollment with explicit instruction. Students were brought in first for a new student intake during which they were interviewed and asked about how they planned to get to class, about their job schedules, and child care—anything that might keep them from attending class on a regular basis. If there were barriers, they were referred to our case manager for possible resolutions or to GED Online until they were able to work out solutions to their barriers. Class schedules and attendance policies were explained during intake and students were able to ask questions about the program. The TABE locator test or CASAS appraisal was given at this time. Students then were given a date to come back for large group orientation during which they finished testing and did activities concerning time management, goal setting, learning styles, and personality profiles.

Managed enrollment sessions were 8 weeks—one week of orientation, 6 weeks of classes, and one week of post testing. ESL students were assigned to classes according to levels. GED students were assigned to a reading and a math class---level 1, 2, or 3. Grammar, social studies, and science were incorporated into the reading classes.

All classes had an attendance policy. A student was allowed one absence. After the second absence, the student had to confer with his or her teachers to see if they could continue or needed to stop out until the next session.

Students bonded as a group, didn't want to miss class, and left class every day feeling that they had learned something.

We have had tremendously positive feedback from both students and staff.

Challenges:

- 1. Finding the space to house 5 different classes going on at one time.**
- 2. Waiting lists for students we can't accommodate at this time due to the fact that current students keep enrolling for another session and each of our classrooms can only accommodate 15 students.**

Successes:

- 1. Students progressing (meeting federal targets) for the first time ever.**
- 2. Students feeling good about themselves and forming friendships in class.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Teachers need to realize that things won't be perfect at first and need to be willing to constantly reassess and change things.**
- 2. Spend a lot of time at the beginning just getting forms made and processes developed. Things will go much more smoothly if time is spent up front planning. Realize that teachers will need a lot of planning time. Having taught some of the classes myself, I was able to see how much preparation it took to teach the classes.**

What would you do differently if you had the chance to do it over again?

We made several changes as we went along, such as longer day classes and stricter attendance policy, but now the primary concern is just keeping all the teachers aware of what is going on in the other classes. For example, the daytime and evening classes have different intake procedures and dates, so just keeping communication going between the two staffs is a challenge.

AEL Program Improvement Initiative Survey

Program: Parkway Area Adult Education and Literacy

Director: Sally Sandy

Phone Number: 314-415-4943

Email Address: sallysandy@yahoo.com

Projected FY'10 program enrollment: 2400

Program Improvement Title: Saturday Institutes and Mentoring

Summary of program improvement initiative (maximum 1/2 page):

Goal: Bottom-up program improvement by producing teachers well informed in research-based methods in areas which would lead to increased student persistence.

Activity: FY 09 and FY10 Saturday Institutes* offered to give the opportunity for teachers to become better educated in the researched based best practices of adult education in areas that they had identified as important to student persistence and to immediately discuss how those best practices could be adopted in program classrooms

Goal: To develop (FY 09) and implement (FY10) an improved mentoring program for new teachers

Activity: Activate the new mentoring program developed by teachers who attended all FY09 Saturday Institutes with teachers who attended all of the FY09 Saturday Institutes as the first mentoring cohort group and all FY10 new teacher hires as the first mentee cohort group.**

***Definition-Saturday Institute-PD approved sessions that were held on a Saturday morning at our location for our teachers presented by program personnel (going forward will try to include some teachers in the presentation)**

****Our former mentoring program that was not as effective as it should have been**

Challenges:

- 1. Deciding how to organize and how to involve the teachers in selecting subject areas for Saturday Institutes**
- 2. Amount of time it took**

Successes:

- 1. Evaluations of Saturday Institutes were overwhelmingly positive in asking for the program to continue**
- 2. Mentors/Mentees actually mentored and were mentored with mostly successful outcomes**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Be realistic in your goals**
- 2. Don't underestimate the time this will take**

What would you do differently if you had the chance to do it over again? Would do it about the same way that we did.

AEL Program Improvement Initiative Survey

Program: Poplar Bluff

Director: Lonnie Taylor

Phone Number: 573-785-5633

Email Address: ltaylor@pb.k12.mo.us

Projected FY'10 program enrollment: 800

Program Improvement Title: managed intake

Summary of program improvement initiative (maximum 1/2 page):

A 6 hour managed intake process was implemented in our classes. Most of them have two 3 hours sessions that involve an orientation process and some pre-testing. During this time the students become familiar with the opportunities and expectations of the classes. They set goals for themselves that they plan to complete during the school year. Most of our classes offer this one time per month.

Challenges:

- 1. Getting the students to attend after inquiries, some smaller classes have it only once per month.**
- 2. Starting with a group of students at different educational levels**

Successes:

- 1. Retention was improved**
- 2. Pre-test rate was improved**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Might need to offer it more than once per month if you have the student population to support it.**
- 2. It is helpful if you can have the same teacher do the orientation that will teach the class.**

What would you do differently if you had the chance to do it over again?

We think it was a success and plan to continue next year.

AEL Program Improvement Initiative Survey

Program: Ritenour

Director: Peg Harriman

Phone Number: 314-429-5322

Email Address: harrimanp@ritenour.k12.mo.us

Projected FY'10 program enrollment: 550

Program Improvement Title: Going to Scale with Managed Enrollment

Summary of program improvement initiative (maximum 1/2 page):

Our program data showed that too many of our students left our program before attaining at least 12 hours and pre-testing; and even more left before post-testing: 63% of our students stayed at least 12 hours and completed a pre-test, and only 28% of those students stayed to complete a post-test. Therefore, our staff, director, and PIT Crew identified improving retention as our prioritized top need and decided to pilot a managed enrollment class at our main center--with a plan to increase students' class average contact hours at least 17.6% compared to the same four month period last year and to achieve higher measurements. We changed our 8:30-11:30 a.m. class from open enrollment to managed enrollment with the same teacher who taught this class when it was an open enrollment class. We conducted this pilot from January through April, 2009, while the rest of the classes at our Center remained open enrollment. We stopped allowing "walk-ins" during each cycle of the pilot class. The teacher was trained for this new process and for dealing with her "stop out" students. She collected her data on spreadsheets. We marketed this new opportunity prior to starting the program. After the overwhelming success of this pilot, we then decided to implement managed enrollment full scale in FY '10.

Challenges:

- 1. Time**
- 2. \$**
- 3. Resulting waiting lists with which to deal.**

Successes:

1. Our students' class average contact hours increased 94% from '08 to '09 for the January through April pilot period.
2. The managed enrollment class worked in the pilot as evidenced by student data records and "totally summarized" (from ACES) for the pilot compared to the same four-month period the previous year. We increased the number of students who remained at least 12 hours and completed a pre-test from 63% overall to 89% in the pilot class. We increased the number of those students (with 12+ hours and a pre-test) who stayed to post-test from 35% overall to 97% in the pilot. Thus, instead of losing 72% before post-testing (of students with at least 12 hours and a pre-test), we only lost 3% in our pilot class. We also increased our educational gains (progressed at least one academic level of those with 12+ hours and a pre-test and post-test) from 19% overall to 58% in our pilot. In addition, we significantly increased intensity in our pilot

class compared to the same four-month period last year (the average hours of attendance/week & average hours of attendance/month). Last, we significantly increased duration in our pilot class compared to the same four-month period last year (% of students remaining at the end of each month): Month 1: 24% more, Month 2: 41% more, Month 3: 15% more, and Month 4: 35% more remained.

3. We were able to change all of our programs/classes to managed enrollment in FY '10.
4. In FY '10 we met or surpassed (to date) 9 out of the 11 federal/state NRS targets. (The two not yet met are the lowest (literacy) level in ESL & ABE.)

Suggestions (what to consider if you are thinking about implementing a similar project):

1. Make sure you have enough money for all of the training and extra time involved for staff planning & for paperwork. (We have to close for three weeks in June to make up for the extra expenses.)
2. Start preparing staff in terms of training & commitment a year ahead of the project. This really helped us!!
3. Anticipate what to do about students on waiting lists.

What would you do differently if you had the chance to do it over again?

Set up a training regarding Excel spreadsheets for all staff and require their attendance. In addition, I would implement managed enrollment one class per "semester" instead of all at once. (We could not have done that, however, due to performance improvements we needed to make before the new funding formula/grants were approved for FY '11.)

AEL Program Improvement Initiative Survey

Program: Rockwood AEL

Director: Mary Grott

Phone Number: 636-938-2308

Email Address: grottmary@rockwood.k12.mo.us

Projected FY'10 program enrollment: 150

Program Improvement Title: Managed Orientation and Intake

Summary of program improvement initiative (maximum 1/2 page):

Since there wasn't a program improvement initiative set in place the beginning of FY10, the initiative didn't begin until January. New student orientation was conducted for two days, twice a month. Day one included goal setting, orientation and administering the locator. Day two was used for testing. New students could only start classes on orientation dates.

Challenges:

- 1. We didn't allow for makeup days for cancelations due to weather, so we made exceptions for students to enroll on the next class date. This disrupted the schedule for the remainder of the month.**
- 2. The orientations were conducted too frequently. With holidays and weather closures we felt we were always doing an orientation. We also ran into an issue with a teacher becoming ill. It was hard getting a sub on board with the program and many times testing had to be postponed.**

Successes:

- 1. Better grouping of new students. Classroom teachers manually grade TABE test which allows them to see the needs of all students. With intake only occurring during orientation, teachers were able to grade all TABE test together. All students tested together which made the classes more structured. A teacher could teach subject matter without worrying about who needed to test.**
- 2. Persistence jumped from 47% to 78%.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Longer period of time between orientations.**
- 2. Plan makeup days.**

What would you do differently if you had the chance to do it over again?

For FY 11, orientation will take place 3 times a semester rather than twice a month. With fewer orientation dates, funds are available for additional staff to be available on orientation days to help. This will also be a help if we run into a situation with teacher illness.

AEL Program Improvement Initiative Survey

Program: Rolla

Director: Nancy Eads

Phone Number: 573-458-0150

Email Address: neads@rolla.k12.mo.us

Projected FY'10 program enrollment: 375

Program Improvement Title: Managed Intake

Summary of program improvement initiative (maximum 1/2 page): Managed enrollment was offered each Tuesday throughout our program this year as it was in our 2009 pilot site. Retention in the pilot site improved from 66% in FY08 to 77% in FY09. The greatest improvement was indicated in student progression. The pilot site's FY08 Progression Rate was 47% compared to 86% in FY09. We believe changing our Intake to one day each week and building trust with each student during the first 12 hours in the classroom by focusing on their goals (not ours) established increased trust between the teacher and student. When we stopped pushing paperwork at students they were more relaxed. We realized we were setting the bar too high for our students-- completion of paperwork, discussion of goals and testing within the first 4 hours was achievable for any member of the teaching staff, but too much for our students. The pilot site was a small classroom with one teacher offering 28 hours of instruction each week.

Challenges:

- 1. Implementation in larger sites reduced the initial one on one time with each student.**
- 2. Retaining students to stay 12 hours and ultimately for progression**

Successes:

- 1. Focused attention (one on one) the first day in the classroom was key for retention**
- 2. Worked great in small classrooms-more time for teachers to work individually with students.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. In larger classrooms, allow one teacher to work one on one with each student reviewing goals and learning about road blocks before screening students. Personal attention was important to each student.**
- 2. Additional staff needed on day of intake to assist with paperwork. Works best if regular classroom teachers work one on one with students to build the relationship instead of using sub to help in this area.**

What would you do differently if you had the chance to do it over again?

For student intake, I would consider scheduling much smaller groups in my Career Center classroom.

AEL Program Improvement Initiative Survey

Program: State Fair Community College

Director: Deb Williams

Phone Number: 660-596-7389

Email Address: dwilliams1@sfccmo.edu

Projected FY'10 program enrollment: as of end of April 1,164, which is down 15% from FY09

Program Improvement Title: Managed Enrollment

Summary of program improvement initiative (maximum 1/2 page):

We began Managed Enrollment program wide July 1, 2009. Class sites established individual plans to meet local community needs. The five larger sites established a specific day for TABE testing for partnering entities and individuals wanting to just take the official GED Practice test and not enroll in classes.

Challenges:

- 1. Getting teachers to adjust from “contact hour” to “student progression”**
- 2.**

Successes:

- 1. Class sites that had scheduled sessions had better persistence & student progression rate**
- 2.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1.**
- 2.**

What would you do differently if you had the chance to do it over again?

We didn't establish a scheduled session at the beginning. Pilot teachers agreed that it would have been less stressful had we done that from the beginning.

We established a “call back list” when the classes became full. This turned in to a headache so we stopped the “call back list” and gave future/potential students the registration dates explaining that it was “first come first served”.

AEL Program Improvement Initiative Survey

Program: Sikeston

Director: Norma Batchelor

Phone Number: 573.471.9469

nbatchelor@sikeston.k12.mo.us

Projected FY'10 program enrollment: 125

Program Improvement Title: Improved Intake Process

Summary of program improvement initiative (maximum 1/2 page):

The Sikeston AEL/GED Program began working on improving the intake process during the 2008-2009 school year and continued with this initiative through the 2009-2010 school term. Our premise was that students who better understood the AEL/GED process would be more successful in reaching their goals.

Challenges:

- 1. Students keeping their schedule orientation appointments**
- 2.**

Successes:

- 1. Better persistence**
- 2. Better post test results**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Add an additional orientation day per month**
- 2.**

What would you do differently if you had the chance to do it over again?

When attempting any new endeavor, there is always a need to review procedures. A point that is a concern for our program is publicity. Trying to find ways to encourage students to commit to the program is a challenge. Therefore, finding more avenues to better publicize is one of the area that the program is researching.

AEL Program Improvement Initiative Survey

Program: OTC-Springfield

Director: Ramona George

Phone Number: 417-447-8861

Email Address: 417-447-8863

Projected FY'10 program enrollment: 2,800

Program Improvement Title: Improve Post Testing

Summary of program improvement initiative (maximum 1/2 page):

- The change we want to make is **to improve our post test rate.** The data reflects that only 46% of our 12+ hour students have been a post tested. Many instructors are occupied with the delivery of instruction and developing curriculum and have not focused on post testing. Addition concerns are making sure that post tests are within range and submitted into the ACES database.
- The program will designate an AEL instructor to become the “post-test instructor.” This instructor will work part time at the Graff Hall, the program’s largest location. The instructor will review students’ records for post testing needs. Working with the main learning lab, the evening GED prep class and all ESL class instructors the post-test instructor will evaluate which students need to be tested, what test level/form to administer and in many classes post the student. The post test scores will then be submitted to ACES data entry specialist. The data entry specialist will also assist the post-test instructor in reviewing the ACES “Ultimate report” for the designated class code.
- Training for staff on post-testing and procedures.

Challenges:

1. We discovered that students would have the required hours of attendance and instruction, but the hours of attendance were not recent or they were sporadic.
2. The useful information out of ACES needs be current (testing, hours etc....)

Successes:

1. Out of the PIP a program improvement team was formed. Each meeting offered more clarity of the issues and challenges.
2. The post test rate for the sites increase by 6 percentage points.

Suggestions (what to consider if you are thinking about implementing a similar project):

1. Large programs need to convey information in small work groups.
2. Help instructors develop more student accountability.

What would you do differently if you had the chance to do it over again?

Start the program improvement initiative earlier.

AEL Program Improvement Initiative Survey

Program: St. Charles Community College

Director: Dr. Diane J. Schroeder

Phone Number: 636.922.8389

Email Address: dschroeder@stchas.edu

Projected FY'10 program enrollment: 1,323

Program Improvement Title: Pre-registration for managed monthly intake

Summary of program improvement initiative (maximum 1/2 page):

Teachers designated as registrars provide orientation, enrollment, and pre-test duties in 2-3 sessions (depending on site) outside of scheduled GED class hours. Class intake is limited to the first week of each month. Orientation includes a “real talk” where expectations are clearly delineated and include:

- A commitment to attend all class sessions (twice weekly classes) for one month.
- Students must arrive on time and remain for the entire class period. Late arrival/early departure counts as an absence.
- Students must contribute to a learning environment. If they do not, and/or if attendance is unsatisfactory, they are asked to leave the class.
- With satisfactory class attendance and deportment, students may continue to make the same attendance commitment for a month at a time for as long as they need to study.
- The dress code requires no caps, no sagging pants, and no low-cut tops.
- The enrollment interview includes a requirement for a “Plan B” to ensure class attendance.

Challenges:

1. Convincing teachers that high expectations of students can be met.
2. Convincing students that we mean what we say.

Successes:

1. Teachers are convinced! They have the same student body for a month and students are present in every class, so progressive instruction is now possible and successful.
2. Students are convinced! Retention, contact hours, and performance improvement are up. Fewer than a half dozen students were asked not to return to class; other students express appreciation for the dedicated learning environment.

Suggestions (what to consider if you are thinking about implementing a similar project):

1. Space outside of class hours is needed for registration periods.
2. Pilot the change with supportive teachers in 1-2 sites. Other teachers will soon be jealous and willing to make the change themselves.

What would you do differently if you had the chance to do it over again?

Start doing things this way 10 years ago! Students truly live up to the expectations we set for our classroom behavior and performance and they appreciate GED classes being “like real school,” as one student said.

AEL Program Improvement Initiative Survey

Program: St. Joseph Adult Education and Literacy

Director: Betty Kimberling

Phone Number: (816) 671-4020

Email Address: betty.kimberling@sjsd.k12.mo.us

Projected FY'10 program enrollment: 2000

Program Improvement Title: Managed Enrollment

Summary of program improvement initiative (maximum 1/2 page):

After having success with a small control group last year we expanded the managed enrollment to include all sites. Every site had the opportunity to develop a plan for their specific site since some sites operate over 40 hours and others are less than 6 hours a week.

After moving the main learning center in July and August last year we took the opportunity to market our program's changes. One of which was managed enrollment. A group of teachers and staff were able to observe the North Kansas City program who had managed enrollment for over a year. My staff and I were able to visualize the concept and it helped us to work on what we need to think about and to change.

The other important statement Karen Crownover told us was, "It will be a rough year; you will go through idea, after idea to see how to make the process better." Karen stated that they would not want to go through it again because it was time consuming and there were times in the beginning that she had stragglers (staff members) who did not like change and it causes discomfort for the program.

Challenges:

- 1. Informing all sectors in the community of the changes.**
- 2. Keeping people at bay on a waiting list. Everyone wanted to be the exception.**

Successes:

- 1. The staff has had less conflict and can maintain student records better.**
- 2. Progression has increased since you were not stopping to do something else.**
- 3. Student became a support to each other and really bonded as a group.**

Suggestions (what to consider if you are thinking about implementing a similar project)

- 1. After the 6th session starting we finally had the initial paperwork, orientation, and testing procedures working smoothly. Management of staff and organization of paperwork would now have a good starting point. This would allow more time to work with students**
- 2. Have shorter daily registration schedules. If not, you are very tired and probably not giving your best orientation for new students.**

What would you do differently if you had the chance to do it over again?

We will be changing the length of sessions.

**We will be prepared, on the top of our game, and able to assist students more
Stick to the 2 day miss rule.**

**Have a mock day with staff. They need to be able to inform students with the same
information.**

AEL Program Improvement Initiative Survey

Program: St. Louis Public Schools Adult Education and Literacy

Director: Rhonda Jones

Phone Number: (314) 367-5000

Email Address: Rhonda.Jones@slps.org

Projected FY'10 program enrollment: 5,300

Program Improvement Title: We Conducted a Managed Intake Program in all our centers

Summary of program improvement initiative (maximum 1/2 page):

In our PIP Pilot in 2009 we designed and implemented a structured orientation and managed intake process. Based on the success of the pilot, managed intake was incorporated at all 36 class locations in program year 2009 -2010. Components of the orientation included: goal setting, team building, learning styles, ice breakers and testing. It was very successful and our persistence rate increased.

Challenges:

- 1. Getting our contacts at centers to buy in to the idea of managed intake.**
- 2. Training teachers and setting up schedules for so many centers.**

Successes:

- 1. Persistence rate increased.**
- 2. Student performance improved**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Plan meetings with all stakeholders.**
- 2. Implement in stages, a few centers at a time.**
- 3. ESOL was hard to come up with a planned curriculum when so many different languages are spoken.**

What would you do differently if you had the chance to do it over again?

It went rather well but we still need tweaking in our ESOL Orientations. Would plan on ESOL taking longer to implement and being successful.

AEL Program Improvement Initiative Survey

Program: Susanna Wesley/ East Prairie

Director: George DeMyers Sr.

Phone Number: (573) 649 - 3731

Email Address: demyers@swflc.com

Projected FY'10 program enrollment: 200 to 250

Program Improvement Title: Progression

Summary of program improvement initiative (maximum 1/2 page):

Susanna Wesley focused on Academic Progression as our AEL Program Improvement Initiative. It was discovered that more realistic percent goals should be set. Our short term Pilot Plan was more successful than our recent Going to Scale program results. Even with continued progression each month, and the application of program techniques, materials, and additional technical support, various elements has caused less desirable results.

An increase of staff, the addition of various leveled learning materials, and new technical learning support materials are making a difference, but the inconsistency in attendance is believed to have hindered a more rapid progression rate.

The staff and I have observed a less active Student Advisory Team since previous student leaders have received their GED's. This is an important motivation factor, along with staff, in encouraging students to persist. At this point of 34% 12+ Student Progression, SWFLC is 7% from meeting the Federal Targeted Progression rate of 41%. This can be accomplished by Fiscal Year end.

After reviewing data, discussing possible problems and solutions, and our personal program goal, we have concluded that we must continue what we're doing but approach the problem from a Persistence Initiative plan. Progress is being made but not as rapidly as desired.

Challenges:

- 1. Increasing progression at a quicker pace to reach and bypass original Targets.**
- 2. Persistence in attendance is a barrier created by learning disabilities, substance abuse, domestic and criminal problems. These issues are preventing progression because they cannot be addressed due to student's absence.**

Successes:

- 1. The addition of a new site in New Madrid County provides needed academic opportunities for citizens of that community, and contributes to the progressive success of SWFLC.**
- 2. Success can be seen in a continued 12+ student progress percentage, yet 7% under Targeted goal, a climb from 16% in August 2009 to 32% in May 2010. Also shown is a 118 12+ served students with 12 completing their GED with more expected before the end of this Fiscal Year.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Persistence in attendance and goal completion must be a top priority. Setting more realistic goals can be accomplished.**
- 2. Educational materials and software usage to improve progress to overcome learning obstacles and develop self discipline.**

What would you do differently if you had the chance to do it over again?

I would increase incentives at various levels of study and challenge the individuals who truly seek academic and GED success. Though we seek not to lose any participant, those individuals not serious would eliminate themselves, and those desiring help could get the needed attention sought. This has occurred previously and progression increased. The closing results of FY09 showed a 54% 12+ Student Progression over the Federal Target of 41%.

AEL Program Improvement Initiative Survey

Program: East Central College (Union)
Director: Micki Hoffman
Phone Number: 636-584-6533
Email Address: mdhoffma@eastcentral.edu

Projected FY'10 program enrollment: 700

Program Improvement Title: Managed Enrollment

Summary of program improvement initiative (maximum 1/2 page):

Enrollment was no longer on a “walk-in” basis. Specific, limited enrollment dates were assigned to the classes, depending on how often the class met, or dependent on demand for the class and space available.

The students were asked to call the GED office and put their name on the list for the class location and time that would best suit their needs. Students were informed of the classroom requirements, including minimum attendance requirements. Prior to the enrollment date, each student was called to confirm their enrollment date and time, and to verify that they were still interested and could be there at the assigned time.

Enrollment day included an orientation, including discussion of goals, attendance commitment and class rules. Attendance commitment letters were distributed and signed by each student. Follow-up on attendance was an important part of the process. If a student was not attending as promised, or had “dropped out”, a letter was sent. Any student who wanted to re-enter the class, had to call the office and speak with the director.

Challenges:

- 1. We were dealing with the various reasons for non-attendance, and determining if a student should be allowed to continue or re-enter the class. We need to set more specific criteria for attendance requirements and the consequences for not keeping a commitment.**
- 2. Students had expected to be able to enroll at any time, come as able. With the new rules, we needed to get the word out, so that potential students would understand.**

Successes:

- 1. We had positive feedback from any students that being asked to wait for a specific enrollment date/time gave the feeling that this was a serious commitment.**
- 2. Persistence and progression improved. Students were staying longer, which translated into progression. Students were more serious in their work in class, since they knew we had a long list of students waiting to get into the program, and they might lose their place in class.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. More specific criteria for attendance and the consequences.**
- 2. More teacher follow-up with students who were not attending as promised.**

What would you do differently if you had the chance to do it over again?

I would fine-tune the criteria for attendance and the consequences for non-attendance. In addition, I would look at the enrollment trends and make adjustments for days and times. I

would also set the enrollment day up as a separate day from the regular class, or have a second teacher in to handle the existing students while the classroom teacher did the orientation, enrollment and assessment testing.

AEL Program Improvement Initiative Survey

Program: Van-Far AEL Program

Director: Russ Conn

Phone Number: (573) 594-6111

Email Address: russellconn@gmail.com

Projected FY'10 program enrollment: 720

Program Improvement Title: Improve Post-Testing for 12+ Hour Students

Summary of program improvement initiative (maximum 1/2 page):

According to the Missouri Adult Education Program Analysis Report there were 180 plus adult students with sufficient hours of attendance with no post-test and we intended to pro-rate that statistic into percentages and show a 50% reduction.

In order to make the reduction, we implemented the following strategies:

- 1. Weekly data entry;**
- 2. Analyze ACES Reports weekly and communicate problems to teaching staff;**
- 3. Develop Teacher Connection Form to increase communication between teachers;**
- 4. Administrative audit of student files on a regular basis;**
- 5. Reduced student/teacher ratio to 10:1.**

Challenges:

- 1. Retraining staff.**
- 2. Creating new administrative forms to ensure compliance.**

Successes:

- 1. Decreased the number of students not post-testing from 42% to 9%.**
- 2. Improved communication amongst staff.**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Provide proper staff training.**
- 2. Conduct necessary Program Improvement Team meetings at appropriate intervals.**

What would you do differently if you had the chance to do it over again?

Our Program enjoyed tremendous success. We would probably not change anything, unless there was considerable input from Mr. McClendon or State Supervisors.

AEL Program Improvement Initiative Survey

Program: Waynesville

Director: Tina Woody

Phone Number: 573-774-6179

Email Address:

Projected FY'10 program enrollment: 165

Program Improvement Title: Managed Intake Enrollment

Summary of program improvement initiative (maximum 1/2 page):

The Waynesville Program began Managed Intake Enrollment. Students were required to attend a 12 hour orientation and then teachers enrolled them in AEL classes. During the 12 hour orientation students were surveyed, took a career interest survey, policies of the program, team builders, Locator and TABE testing.

Challenges:

- 1. Building relationships with students**
- 2. Getting students to take the GED**

Successes:

- 1. Progression rates are great**
- 2. More contact with students and an increased in students who can pass GED, but difficulties with getting them to take the test**

Suggestions (what to consider if you are thinking about implementing a similar project):

- 1. Try different orientation processes**
- 2. Important to work with community agencies**

What would you do differently if you had the chance to do it over again?