

## PLANNING FOR SUCCESS

### HAMILTON

**Directions:** As you embark on the journey of data-driven program improvement, you will need a plan and the support of several individuals to help make the process successful. For each area you identified for improvement, answer the following:

1. Your planned improvement(s) related to Assessment and Learning Gains

**We will increase the number/percent of students who are retained for 12+ hours, and continue to work to retain folks for the 60 hours required for post-testing to show academic gain. The changes in the state funding formula make it even more essential to insure each student and their successful outcomes are reportable under the NRS guidelines.**

- a. What changes do you plan in data collection procedures, professional development, and/or analysis and reporting? What other changes may be needed?

DATA COLLECTION	PROFESSIONAL DEVELOPMENT	ANALYSIS AND REPORTING
Timely data collection and entry into MABLE will become a clear program-wide priority for all staff.	Staff retreat on August 30 <sup>th</sup> explained current data collection requirements; monthly staff meetings provide updates.	Director will review MABLE records on the Friday before the staff meeting held on the last Monday of each month.
Instructors will gain access to the MABLE data base so they can see their students and the data that is entered.	Instructors will be trained to understand and access the data in MABLE.	We will record how many of the instructors utilize the data base directly.
A team approach to data collection will be fostered at all levels of the organization.	The Director will provide a positive role model for staff by embracing state and federal changes in staff meetings.	Data will be used to initiate small celebrations each month at staff meetings. We will have a list of students who completed their GED diploma to share with staff.
Project Director will insure that student time spent with her will be clearly documented and entered into the student record.	This suggestion came from the staff at the retreat on August 30 <sup>th</sup> , as they recognized the importance of teamwork in capturing all contact hours.	This is ongoing, and the Director is documenting student hours on the sign-in sheet with notes about the purpose of the meeting for data entry into MABLE.

- b. How do you plan to implement these changes?

ACTION STEP	PERSON RESPONSIBLE	COMPLETION DATE
Any student contact hours that cannot be entered into MABLE will be highlighted and turned in to the Director.	Paula Nelson, data entry, will turn in reports monthly to Dixie Stark, the Director.	Monthly reports will be used to provide feedback to staff in a timely manner.
The number of student contact hours that cannot be entered will become part of	Dixie Stark, the Director. Paula Nelson, Data Entry.	Spring annual evaluations for teachers, over the months of March and April.

the instructor's annual personnel evaluation.		
Student orientation will be changed to stress the importance of a minimum of 12 hours of contact.	Dixie—changes in slides, Paula—changes in delivery Teachers—changes in when they allow students to take home study books.	First two completed before Nov. 1, last one in progress.
Instructors were provided dated and stamped envelopes to send in attendance sheets every two weeks.	Office provided stamped envelopes and schedule; distributed to staff at Aug 30 <sup>th</sup> staff retreat. Instructors are responsible for timely return.	Ongoing, but working well. Monitored monthly at staff meetings. Paula highlights attendance that cannot be entered.
Instructors need to have access to the MABLE data base so they can see their students and the data that is entered.	Dixie Stark, the Director, will enter the instructors into MABLE and get them usernames and passwords.	December 1, 2010

- c. What are the barriers or roadblocks to making these changes do you anticipate?  
**The mailbox key is only used by the Executive Director, and the Data Entry person needs to receive the attendance sheets in a timely fashion. The Data entry person needs access to a mailbox key and a protocol for receiving mail and processing attendance when the director is unavailable.**
- d. What can you do to overcome these barriers?  
**Provide mailbox key and instructions to Paula (Data entry) and a designated internal mailbox for attendance sheets that will make data entry more expedient. It may be that additional hours will have to be allocated to data entry.**
- e. List other changes or issues or that might affect your plans and how you might resolve them.  
**We have problems when MABLE is down for a day or two, as that often coincides with the day that our data entry person is scheduled to enter data. Paula does assessment and intake on Mondays, and data entry on Tuesdays.**
2. Your planned improvement(s) for another area (List area: School-age waiver process )  
**While our process for determining student eligibility for services is not lacking, the paperwork associated with this process has been problematic. Because we have a unique combination of home-school students and other school-age students who cannot always immediately verify their eligibility for services, we have been working to improve verification when these students seek to enroll.**
- a. What changes do you plan in data collection procedures, professional development, and/or analysis and reporting? What other changes may be needed?

DATA COLLECTION	PROFESSIONAL DEVELOPMENT	ANALYSIS AND REPORTING
Documentation will be collected to ensure that only eligible students of school age are enrolled.	Aug. 30 <sup>th</sup> staff retreat included training in using local forms to get releases so that we can get letters from districts to insure compliance	Quarterly analysis of student data to see if students of school-age are in the data base without the requisite paperwork in the file.

	with state policy.	
A letter will be sent to the local school counselors and principals explaining the state regulations about GED program enrollment.	The letter will be shared with staff. During student intake, it will be signed by the parent, or student if the student is 18 or older, to request a withdraw letter.	As above.
We have developed a special process for those who have been home-schooled that is parallel to the process we use with schools.	This was shared with all staff at staff meetings.	As above
When people call for enrollment information, we are encouraging them to get the withdraw letter from the school before they come in for orientation and testing.	Staff that answer the phone have been trained about the change.	As above, and more frequently if possible.

b. How do you plan to implement these changes?

ACTION STEP	PERSON RESPONSIBLE	COMPLETION DATE
A list of students in the orientation and their ages will trigger a call to the schools that the students last attended.	Program Director or designee will make sure students enrolling are eligible for enrollment.	Ongoing. Monitored continuously.
A form was developed that will allow parents, students, and home school teachers to help us document alternative school enrollment that is not taxpayer subsidized.	Director developed form, a local school counselor provided input, and all staff are responsible for implementation.	Completed by 8/30/2010 staff retreat and under refinement as it is implemented.
Take letter to counselors to monthly valley-wide counselors meetings and talk with them about how to refer students, and what needs to be in the letter.	Director.	By January 1.

c. What are the barriers or roadblocks to making these changes do you anticipate?

**One of the largest barriers to these changes is the students who take weeks to complete the enrollment process. For example, a student might be able to take the locator and one test, and then they become ill or are sent to jail. We do not know how to handle this during data entry. Does their enrollment date become the first day we saw them, or is it the day they completed the testing and all the paperwork?**

d. What can you do to overcome these barriers?

**We are looking forward to the MABLE users training in January, which should help us know what to do with the anomalies like the example above.**

e. List other changes or issues or that might affect your plans and how you might resolve them.

**We have recently enrolled several students who speak almost no English, and they came here from Mexico. It is impossible to verify lack of enrollment by contacting Mexico. (We do not speak Spanish). These kind of special situations make even the most simple policy hard to implement. The parents, through an interpreter, said their children are not enrolled in school.**