Planning for Continuous Improvement

Session 1: Preparing to Plan

SABES Program Support PD Center

WORLD EDUCATION
A DIVISION OF JSI

SABES Program Support PD Center
March 29, 2024 | 9:30 am - 1:00 pm

Before We Begin

Please rename yourself to include your program name.

Zoom Controls

Webinar Controls (PC) can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).

Meeting Controls for Mac appear as shown below:

Click **Raise Hand** to notify host if you have a question or comment.
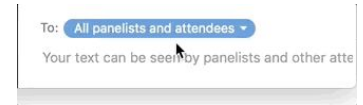
Click **Lower Hand** to lower it.

You can **access chat** by clicking the icon on the control bar.

To change who you are chatting with, click the drop down beside "To:"

Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.
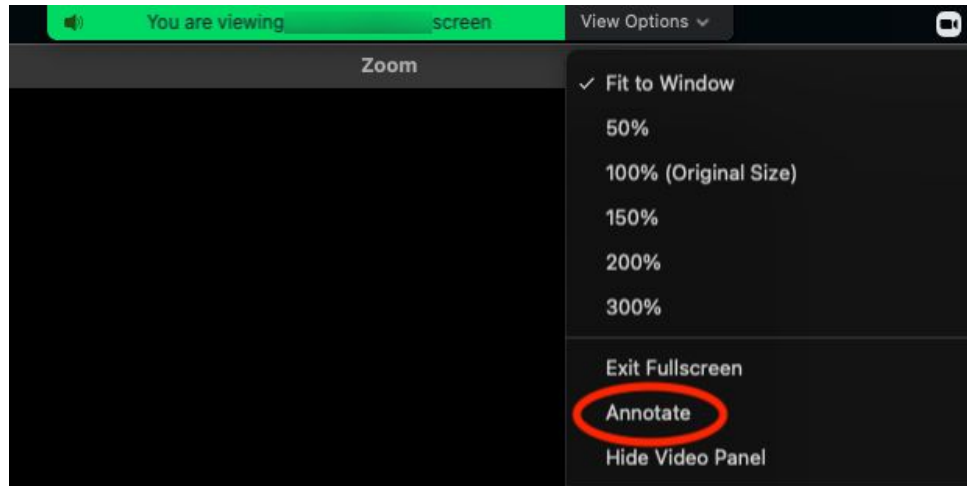
Click the **Mute** button to mute yourself.

For technical assistance, raise your hand.

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How to Annotate Your Screen

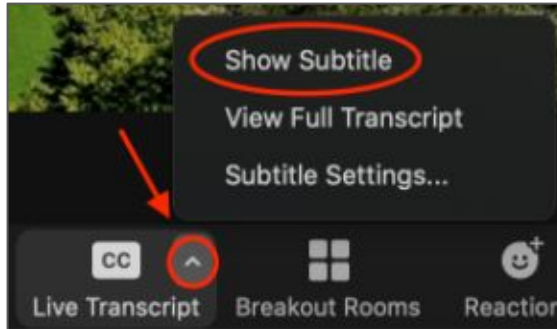Click on the **View Options** button at the top of your screen. Select "Annotate."

This will trigger the annotation menu, where you can select different tools for annotation.

To stop annotating, click the red X and close the menu.
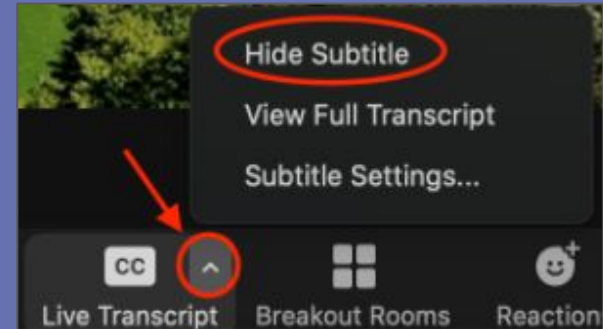
To Turn Live Transcriptions On

Click the CC / Closed Caption button, then click **Show Subtitle**.

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Click the CC / Closed Caption button again and select **Hide Subtitle**.

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Introctions

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Introductions

Share your name, program, and other members of your team.

In your opinion, what is the most important part of planning?

8 minutes

Series Goal

Using an inclusive, equitable access frame and theory of change model, directors and their program teams effectively implement an ongoing, cyclical continuous improvement process informed by data that strengthens instruction, learning, and student outcomes.

See Syllabus

Planning for Continuous Improvement Series
Spring 2024 Sessions

Session 1

Preparing to Plan
March 29, 9:30 am - 1:00 pm

Session 2

Leading with Data for Continuous Improvement
April 12, 9:30 am - 1:00 pm

Session 3

Developing a Continuous Improvement Plan
May 3, 9:30 am - 1:00 pm

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Planning for Continuous Improvement Series
...and beyond

In-Program Work

- Finalizing the Continuous Improvement Plan | Spring 2024
- In Between Session Check In | Summer 2024
- Implementing the Continuous Improvement Plan | Fall 2024

CIP Summit

Reflecting on the Work | Fall 2024, Date TBD

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Session 1 Goals

- Define continuous improvement planning and explain its role in an adult education program

- Begin the pre-planning process

Session 1 Learning Objectives

- Name the stages in a continuous improvement planning cycle

- Identify key steps in preparing to plan

- Complete the pre-planning questionnaire

- Identify potential pitfalls and strategies for pre-planning

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Agenda

9:45-10:35	**Setting the Stage**	
	What is Continuous Improvement Planning?	
	Guiding Principles	
	Equity Pause	
10:35-10:40	**Break**	
10:40-12:10	**Preparing to Plan**	
	First Steps	
	Let's Get Started!	
12:10-12:15	**Break**	
12:15-12:35	**Looking Ahead: Data**	
12:35-1:00	**Debrief and Closing**	

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See Handout 1

01

Setting the Stage

Some Definitions

stakeholder   person or group with an interest in something

ownership   taking an active interest; a personal commitment or engagement
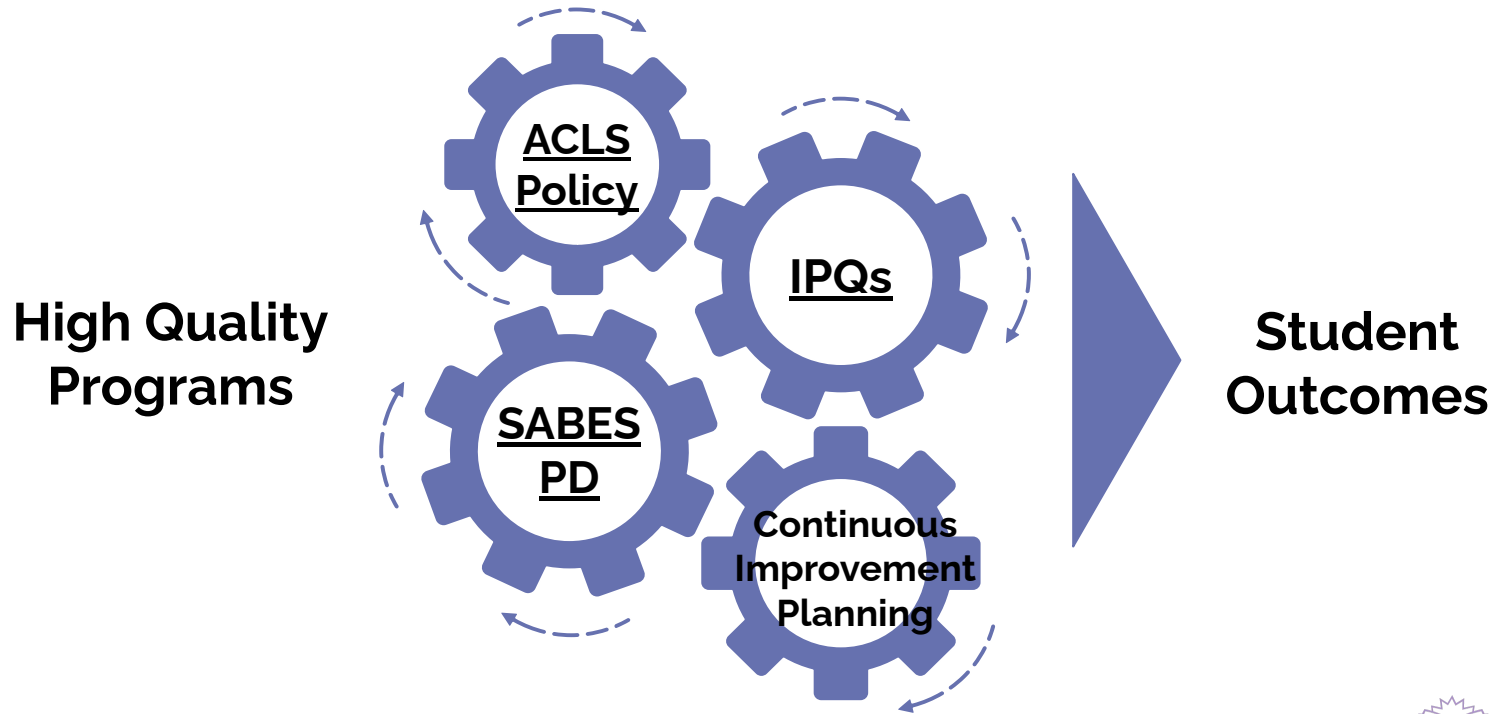
performance   the manner in which something reacts or fulfills its intended purpose

accountability   responsibility; being answerable to someone else for one's actions.

Merrifield, 1999.

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Making Connections

High Quality Programs

ACLS Policy

IPQs

SABES PD

Continuous Improvement Planning

Student Outcomes

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Making Connections

IPQ 9
Educational Leadership

*Educational leaders guide a **continuous improvement planning process** that supports high quality practices and a shared vision for student and staff success with the goal of improving students outcomes.*

ACLS Policy
Continuous Improvement

*...engage in a **continuous improvement planning process** that involves all stakeholders, including students, and incorporates their feedback, reflections, and recommendations for improvement.*
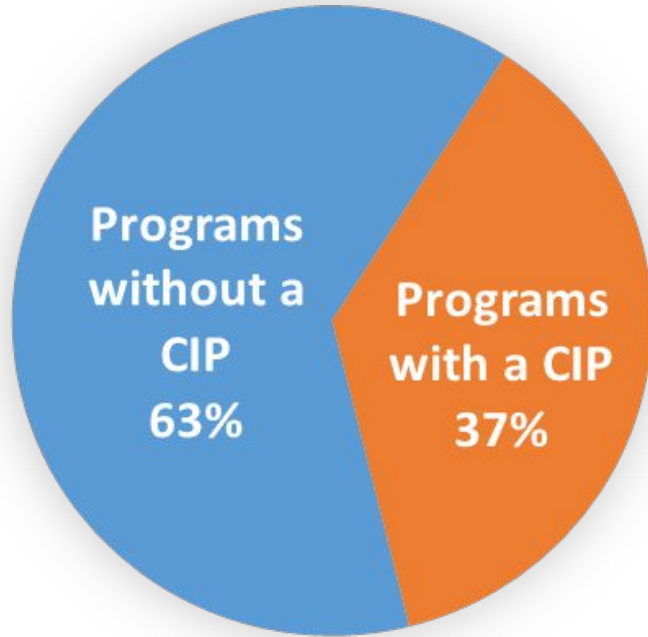
CIPs in Programs

FY21 Summative PQR Report

Continuous Improvement

... is an ongoing commitment to quality improvement efforts that are evidence-based, integrated into the daily work of individuals, contextualized within a system, and iterative.

Park et al., 2013

An Example: The PDSA Model

Plan
A team studies a problem, collects data, chooses potential solutions, and develops an action plan.

Do
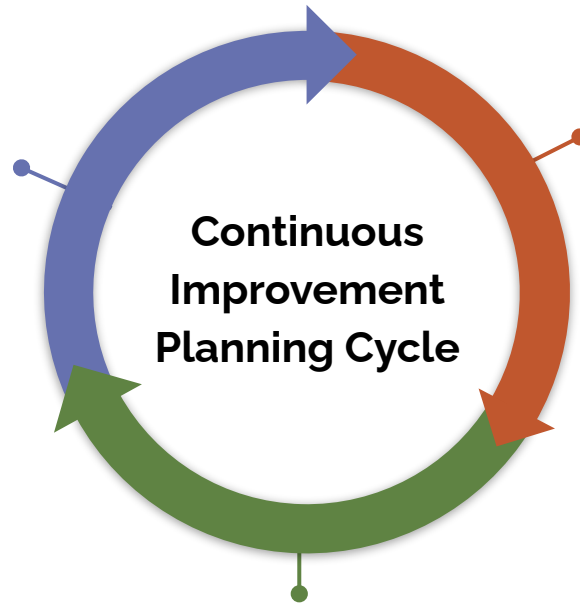The team implements the plan, gathers data, and records developments.

Study
The team compares baseline data to new data, analyzes results, and documents lessons learned.

Act
The team decides what to do with the results. Teams may adopt, adapt, or abandon tested solutions.

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The SABES CIP Cycle

Continuous Improvement Planning Cycle

3. Implementation

Implement action steps
Document and evaluate
implementation

1. Preparing to Plan

Define the scope
Set a process and structure
Identify data sources
Select team members & partners
Plan for communication
Provide orientation and training

2. Conducting the Planning

Convene the planning group
Decide on areas of focus
Obtain and analyze data
Develop an action plan
Evaluate the planning process

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Continuous Improvement Plan Template

Handout 5: Putting it All Together: Continuous Improvement Plan Template

Program Name

Fiscal Year/s: From _____ **to** _____

Goal

IPQ (Check one or more)

1: Program Design	4: Curriculum	7: Advising and Student Support Services	10: Fiscal and Data Accountability
2: Equitable Access	5: Instruction and Assessment	8: Organizational Support	
3: Career Pathways Collaboration	6: Student Progress	9: Educational Leadership	

Indicators of Success:
-
-

Objective 1:

Benchmarks:

Activity	Who	Timeline	Resources/ Professional Development	Progress Report

See Handout 3

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Change is a process, not an event.

Hall, G., and Hord, S. (2011). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Pearson.

Premises of Change
Change Theory & School Improvement

1. Focus on motivation

2. Capacity-building, with a focus on results

3. Learning in context

4. A bias for reflective action

5. Persistence and flexibility in staying the course

Fullan, M. (2006). Change theory: A force for school improvement.
Centre for Strategic Education, Victoria, CA.

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Breakout Activity

Divide the premises among your group members.

Read your premise(s). Prepare to summarize and share your understanding with your group.

Report to your group on your premise(s). Discuss and prepare to share out.

20 mins | *plan to share out*

See Handout 3

Discussion

How do these principles apply in your context?

Which resonate with you?

Is there anything you would add?

Share Out & Debrief

What came up in your group?

What principles did you add?

Break

5 minutes

02

Preparing to Plan

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Planning should include all staff.

Agree   **Disagree**

Students should be involved in planning.

Agree   **Disagree**

Your local workforce development board (WDB) should be part of your planning process.

Agree   **Disagree**
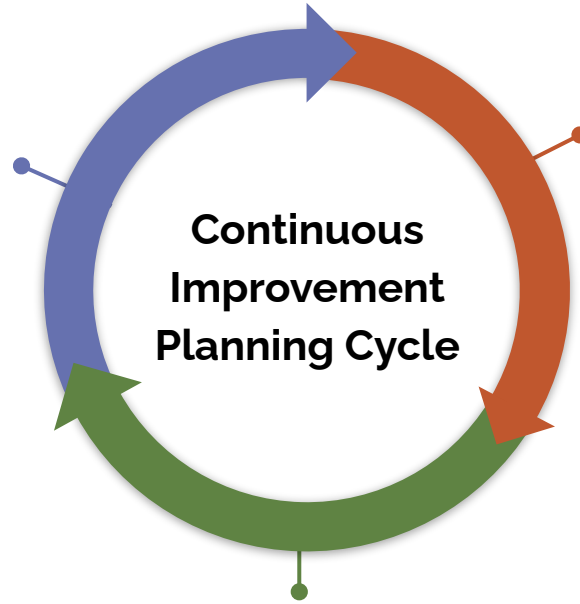
Planning teams should be able to make major decisions.

Agree

Disagree

02 a

Preparing to Plan:
First Steps

The SABES CIP Cycle

Continuous Improvement Planning Cycle

1. **Preparing to Plan**
Define the scope
Set a process and structure
Identify data sources
Select team members & partners
Plan for communication
Provide orientation and training

2. **Conducting the Planning**
Convene the planning group
Decide on areas of focus
Obtain and analyze data
Develop an action plan
Evaluate the planning process

3. **Implementation**
Implement action steps
Document and evaluate implementation

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Preparing to Plan:
Define the Scope

Look to indicators of
program quality for guidance.

- Who decides the scope?
- Looking to the IPQs
- What is the timeline?
- What are the guardrails?
- Working and communicating with your Program Specialist

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Preparing to Plan:
Set a Process & Structure

Determine who should be part of the planning team and how they will give input.

- Who must be included? Who should be included? How will you include students?

- What roles can exist? Can you provide multiple ways to participate?

- Will members be appointed, asked to volunteer, or asked to apply?

- Will you work in one large group or have subcommittees?

- Will the team be advisory or decision-making?

- What will be the time commitment?

- Can you pay them?

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Preparing to Plan:
Identify Data Sources

What data do you have access to that can help you generate priority topics?

- LACES is a great place to start for learner and program data.

- How can you gather qualitative data?

- How can you include students in gathering and analyzing data?

Preparing to Plan:
Plan for Communication

Who will receive what information, when, and how?

- How will you introduce the planning process to students, staff, and partners?

- Who will receive updates? How frequently? How much detail will you include?

- Where and how will you seek input or feedback from those not involved in the planning committee?

Preparing to Plan:
Select Members, Provide Orientation & Training

What do members need to participate actively and on equal footing?

- What context is needed? What context is *not* needed?

- If students are involved, how can you prepare everyone and structure the group so that they can participate confidently and on equal footing?

- Include an overview of the planning process and set clear expectations.

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Equity Pause

Research shows that including students in program-level decisions reinforces culturally responsive teaching practices in the classroom and improves learning outcomes program-wide.

Yet, students are often excluded from program planning. Why is that?

What strategies have you found effective for including students in program-level decisions?

Levitan, J. (2019). Incorporating participant voice in culturally responsive leadership: A case study. Leadership and Policy in Schools, 1–17.

Sensoy, Ö., & DiAngelo, R. (2015). Is everyone really equal?: An introduction to key concepts in social justice education. New York, NY: Teachers College Press.

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Strategies for Including Students

1. Clearly define roles and responsibilities

2. Identify an ally

3. Provide professional learning

4. Offer multiple forms of participation

5. Listen to all voices

Goodwin, B. and Holquist, S. (2020) "Research Matters/Listen Up! ASCD Vol. 77 No. 6

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SABES Resources on Student Leadership

Webinar Recordings
SABES PSPDC On-Demand Website

COABE Journal Article
Spring 2023 Edition, p. 71

Upcoming Webinar
April 25, 3pm

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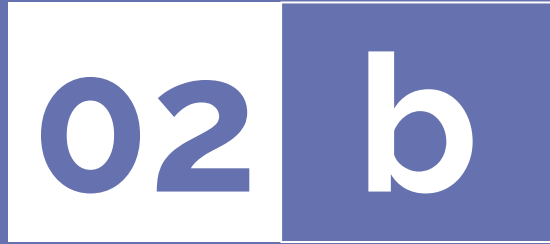
Preparing to Plan Questionnaire

1. **Define the Scope and Timeframe**
   What scope of work might be manageable and most meaningful?

2. **Decide on the Process and Structure**
   What do you expect to be essential skills and perspectives for this planning process? How will you ensure that you have adequate representation on the team to represent the needed depth and breadth?

3. **Identify Data Sources**
   What questions do you have that need data to answer?

4. **Select Team Members/Partners**
   Using the process outlined in step two, select members for your team.

5. **Convene and Orient the Team** (Including role in decision making)
   What specific skills/training is needed to prepare everyone to be part of the process?

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See Handout 5

Breakout Discussion

Make a plan that addresses Steps 1-3 in the Questionnaire. Be sure your plan includes students.

If there are questions you can't answer, how will you do so later?

25 minutes | *plan to share out*

See Handout 5

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Share Out & Debrief

Were you able to address all four questions?

What was it like for your team to have this conversation?

What questions came up?

02 C

Preparing to Plan:
Pitfalls & Strategies

Breakout Discussion

Each group will be assigned a different Step. With your group, brainstorm for each pitfall using [this Jamboard](#).

Be prepared to share out.

10 minutes | plan to share out

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Share Out & Debrief

What pitfalls and strategies did you come up with?

Add them to the table in Handout 6.

See Handout 6

Break

5 minutes

03

Looking Ahead: Data

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Data Gives Us Information

Data
facts, statistics, and evidence

Qualitative Data
detailed descriptions of
events, individuals, or groups

interviews
observations
case studies

Quantitative Data
data that can be represented
by numbers

counts
ratings
scores

Information
knowledge derived
from data that we can
use to make decisions

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Data Sources

- Surveys
- Interviews: individual and focus groups
- City and town websites
- Community and partner meetings
- Classroom observations
- Artifacts (e.g., student work, teacher lesson plans)
- Desk reviews, LACES, and NRS reports
- Census data
- Budgets
- Local Workforce Development Board plans
- Students
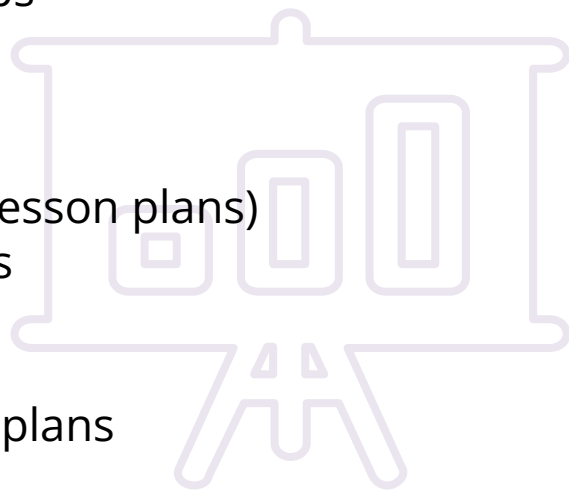
See Handout 7

Data Sources

City and town websites Census data	Indicators 1 and 2
Surveys Interviews and focus groups	Indicators 1, 2, 7, 8, and 9
Desk Reviews, LACES, and NRS Reports	Indicators 1, 5, 6, and 10
Community and partner meetings Local Workforce Development Board plans	Indicators 2 and 3
Classroom observations	Indicators 4, 5, and 9
Artifacts	Indicators 4, 5, and 6
Budgets	Indicator 10

See Handout 7

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Data Homework

Bring **3 elements of data** to bring to the next session, including:

- One from LACES/Desk Review, and
- One *not* from LACES/Desk Review
- One of your choice

04

Debrief & Closing

Session 1 Goals

- Define continuous improvement planning and explain its role in an adult education program

- Begin the pre-planning process

Session 1 Learning Objectives

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- Identify potential pitfalls and strategies for pre-planning

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Accountability
Partners

Your debrief partner(s) will be your accountability partner(s) for the course.

Between sessions, be sure to touch base to see how things are going!

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Debrief

Think, Pair, Share

- What was this like for you as a learner?

- **Peak:** What are you excited about? What feels promising?

- **Pit:** What still feels unclear? What do you need to sit with?

- How can you imagine this playing out at your program?

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Next Steps

- Complete [Session 1 Exit Ticket](#) (~5 mins)

- Complete Steps 1-4 of the **Preparing to Plan Questionnaire** or make a plan to do so

- Find **3 data elements** to bring to the next session, including one from LACES/Desk Review and one not from LACES/Desk Review

- Check in with an accountability partner to ask about progress on the homework

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Planning for Continuous Improvement Series
Save the Date!

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Thank you!

For more information or support, please contact the Program Support PD Center Director Alexandra Papagno: <u>alexandra_papagno@worlded.org</u>.