**Section 1: RETENTION**

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|  **Retention Activities** | **Who** | **When** | **Items needed to complete task** |
| Hire former student/GED® graduate as Skills U Assistant who can relate to currents as someone who has “been in their shoes” and will be an advocate for our program. |  |  | Funding from KYSU |
| Weekly phone calls and texts to GED® students absent for more than 10 days |  |  | Attendance report  |
| Weekly phone calls texts to ELL students absent for more than 10 days |  |  | Attendance report  |
| Facebook messages to students absent for more than 10 days and unreachable by phone or text |  |  | Attendance report with notes field documenting previous contact attempts |
| Texts and Facebook messages to studentsneeding to complete sections of the GED®  |  |  | GED® candidate Excel spreadsheet (\*internally produced, mock candidate spreadsheet provided as an attachment to this document) |
| Give GED Ready® test more freely. Using initial TABE scores, if a student attains an NRS level 3 or 4, the student will be given a GED Ready® test a corresponding area. Students testing at a lower level may be given a Ready® test based on instructor recommendation. |  |  | TABE diagnosticInstructor observationReady® Codes |
| Increase attendance time for (addiction recovery program) from two class days to four class days so that participants gain make a level gain or earn a GED® before leaving the treatment program. Provide transportation to and from class and to GED® test sessions. |  |  | Communication with \_\_\_\_\_\_\_\_\_\_\_.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_van. |
| Build cohort by involving ELL students in social activities outside of class, including the student-produced “Culture Fair” |  |  | Library partnershipStudent participation. Help from entire staff on day of event. |

**Section 2: PROGRAMMATIC CHANGES**

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| **Procedural changes to improve test practices** | **Who** | **When** | **Items needed to complete task** |
| Create TABE test tickets for students needing to be tested the following week. Clip to student folder so that student/instructor will see it the next time the student attends |  |  | Student Subject Testing Hours report  |
| Placed “40 Hour” stickers on students’ folders as soon as they reached 40 attendance hours. Sticker reminds student and instructor that post-testing should take place. |  |  | Stickers and KAERS attendance report and/or individual student’s KAERS profile |
| Place “GAIN” sticker on folders of students who have achieved a level gain. If instructor/staff continues to see the “40 Hour” sticker, but no “GAIN” sticker, they know that the student still needs to post-test in order to get the gain |  |  | Stickers and KAERS attendance report and/or individual student’s KAERS profile |
| Review 11/12 TABE math content (M & D levels) to develop targeted instruction practices to maximize level gains. |  |  | TABE 11/12 tests\*(copy of review provided as an attachment with this document) |
| Improve testing environment by adding fans to cancel noise from adjoining room. Provide ear plugs for students to eliminate additional noises. |  |  | Fans and ear plugs |
| Carefully examine initial test scores to determine which level should be administered for a progress test (same level or up one), thus reducing the chance of an out of range score during post-testing |  |  | “Skills U Valid Score Scale Ranges for TABE 11/12” chart |
|  ELL students who do not make a level gain on their CASAS progress test on the first attempt will be assigned targeted lessons from Burlington English for review prior to their next progress test. |  |  | CASAS progress test results, Burlington English account, computer (learning lab or home) |
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