

Here Today—Gone Tomorrow

**Activity Packet
for Three-Hour
Workshop**

Activity 1: Indicators of Persistence

Place a checkmark by the characteristics of the “persistors” in the NCSALL study?

- Gender
- Immigrant status
- Age of children
- Employment status
- Working hours
- Goal
- Negative school experience
- Parent’s education
- Involvement in previous training
- Single parent status

**Activity 2:
Creating a Vision**

Reflect on what you learned from the research and complete the following sentence:

Learner persistence will be working well in my program when...

Activity 3: What are you doing now?

What are you doing now?	Managing Positive and Negative Forces	Building Self Efficacy	Setting Clear Goals	Showing Progress	Episodic Learning
Classroom Practice					
Policy and Procedures					
Professional Development					

Activity 4: The Force Be With You

With your table partners:

- Review the handout on Sample Activities for Management of Positive and Negative Forces
- Have you implemented any of these activities? If so, how did you do it, and what were the results?

Activity 5: The Flipchart Brainstorm

- Five strategies are listed on flipcharts around the room:
 - Student leadership
 - Assessment
 - Recognition
 - Learner-generated materials
 - Learning styles and special learning needs
- Are you doing anything in your program related to any of these strategies? If so, jot them down on the flipcharts.

Activity 6: Making a Learner Persistence Plan

- Review the chart you developed for Activity 3.
- Select one category that you would like to address first (professional development, policies and procedures, or practice).
- Complete the Activity 6 chart to outline the student persistence learning project.

ACTIVITY 6**Student Persistence—Staff Project
“The Wisdom of the Crowd”**

If you are interested in improving student persistence in your program, here are some options for getting there.

We believe in “The Wisdom of the Crowd” – a group of knowledgeable folks make better decisions than a few experts.

Steps for engaging your staff, your fellow teachers, or others in developing a Student Persistence Initiative:

Date to Complete:	Activity	Completed: ✓
	1. Review the persistence material with your staff/colleagues (some or all). <ul style="list-style-type: none"> • Resources <ul style="list-style-type: none"> ○ PowerPoint ○ Support packets (strategies for the four supports) ○ Resource packet OR 2. Organize a learner persistence study group to explore the information in more depth.	
	3. Review what you identified as being done right now in each of the four support areas. Validate your responses with your staff/colleagues and make any necessary additions/changes to the chart. <ul style="list-style-type: none"> • Resources <ul style="list-style-type: none"> ○ Activity 3 Chart • Components <ul style="list-style-type: none"> ○ Practice ○ Policy and procedures ○ Professional development 	
	4. Select one to four of the four Supports. <ul style="list-style-type: none"> • Which of the four would have the most impact on student persistence in your program? 	
	5. For each selected Support, which strategies seem like they would contribute to student persistence? <ul style="list-style-type: none"> • Criteria for selecting strategies <ul style="list-style-type: none"> ○ It seems to hold promise to positively effect student persistence. ○ It fits with other things we are doing now. ○ It is not too complex. ○ It is trialable. 	
	6. Who is willing and suited to pilot test the selected strategies?	
	7. How long will it take to see results from the pilot tests	
	8. What data will the pilots collect to prove or disprove the effectiveness of the strategy?	
	9. When will the pilots present their findings?	