###

###

Continuous Improvement Planning

Session 3: Developing a Continuous Improvement Plan

Handouts

# **Table of Contents**

[Session Overview 1](#_heading=h.7s4ujxjkwl9q)

[Handout 1 | The Fishbone Diagram 2](#_heading=h.493lhomqyf4a)

[Handout 2 | The Five Why’s 4](#_heading=h.anvpt8sqmio1)

[Handout 3 | The Holcomb Template 5](#_heading=h.u9ykxxcspju2)

[Handout 4 | The Driver Diagram 6](#_heading=h.dzr3jf11rpqn)

[Additional Resource | Goal-Setting Templates 8](#_heading=h.3npbu5nfttb)

[Additional Resource | Sample Action Plans 9](#_heading=h.5ieuwlj351ir)

[References](#_heading=h.3al2hr80ax5t) 24

# Session Overview

## Session Goal

Program improvement teams learn and practice an inclusive process for developing, monitoring, and evaluating a continuous improvement plan that is designed to promote meaningful change and that strengthens instruction, learning, and student outcomes.

## Learning Objectives

* Use root cause analysis to identify specific areas for improvement, set strategic goals, and develop a working theory of change
* Use the SMARTIE method to refine goals and align goals with their intended impact
* Identify individual action steps and consider strategies for effective action planning

## Pre-Work

* Complete Sections 1 and 2 of the Planning Template. Section 2 can be tentative if you will be starting to plan in the spring (Session 1, Handout 7).

Homework

* Complete Sections 3 and 4 of the Continuous Improvement Planning Template (Session 1, Handout 7), or make a plan to do so
* Bring your program’s mission, vision, and values.

# **Handout 1** | The Fishbone Diagram

**Purpose**

To reflect on core issues and identify root causes.

**Activity Instructions**

1. Write the core issue at the "head" of the fish. This is the "effect."
2. Define the categories of possible causes and write them at the end of each rib. You can create your own or use already existing category sets, such as people, materials, methods, measurement, environmental factors, and policies and procedures. You might also use the IPQs as possible causes to explore how different program areas work together.
3. Brainstorm "causes" under each category. Ask "Why does this happen?" to stimulate brainstorming. Draw lines off of each rib and write down "causes." Place causes in more than one category if appropriate. Brainstorm possible causes for each category.

Handout 1 | The Fishbone Diagram | page 2 of 2

**Fillable Template**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cause** |  | **Cause** |  | **Cause** |  |  |
| Factor |  | Factor |  | Factor |  |  |
| Factor |  | Factor |  | Factor |  |  |
| Factor |  | Factor |  | Factor |  |  |
|  |  |  |  |  |  | **Problem Statement** |
| Factor |  | Factor |  | Factor |  |  |
| Factor |  | Factor |  | Factor |  |  |
| Factor |  | Factor |  | Factor |  |  |
| **Cause** |  | **Cause** |  | **Cause** |  |  |

#

# **Handout 2** | The Five Why’s

**Purpose**

To reflect on core issues and identify root causes.

**Activity Instructions**

1. Write the core issue at the top of the chart.
2. Ask “Why?” five times, or as many times as needed until a root cause is identified. You’ve arrived at a root cause when no other "why?" can be asked that would lead to a meaningful answer or action.

**Fillable Template**

|  |  |
| --- | --- |
| **Core Issue** |  |
| **Why is that?** |  |
| **Why is that?**  |  |
| **Why is that?**  |  |
| **Why is that?**  |  |
| **Why is that?**  |  |
| **Root Cause** |  |

#

# **Handout 3** | The Holcomb Template

**Purpose**

To refine a goal and make it SMARTIE.

**Activity Instructions**

Write your goal using the template below.

**Fillable Template**

|  |
| --- |
| By [when?], [which students] will [do what?], as evidenced by an [increase/decrease] of [what indicator?], as demonstrated by or on [what evidence?].This will address bias/inequity by [reason]. |

#

# **Handout 4** | The Driver Diagram

**Purpose**

To identify objectives and initiatives that can help achieve a goal.

**Activity Instructions**

1. Write the goal (what will be improved, by how much, for whom, and by when).
2. To the right of the goal, list a few “primary drivers” — the most significant high-level influencers on the goal you’ve identified.
3. To the right of each primary driver, list as many “secondary drivers” that influence the primary driver as you can think of. Note: Secondary drivers can connect to more than one primary driver.
4. To the right of each secondary driver, list specific objectives and initiatives that you will implement to influence the secondary driver. Note: Change ideas can connect to more than one secondary driver.

Handout 4 | The Driver Diagram | page 2 of 2

**Fillable Template**

| **Goal:**   |
| --- |
|  |
|  |  |  | **↗** | Objective or initiative |
| **Primary Driver** | **➤** | **Secondary Driver** |  |  |
|  |  |  | **↘** | Objective or initiative |
|  |  |  |  |  |
|  |  |  | **↗** | Objective or initiative |
| **Primary Driver** | **➤** | **Secondary Driver** |  |  |
|  |  |  | **↘** | Objective or initiative |
|  |  |  |  |  |
|  |  |  | **↗** | Objective or initiative |
| **Primary Driver** | **➤** | **Secondary Driver** |  |  |
|  |  |  | **↘** | Objective or initiative |

#

# **Additional Resource** | Goal-Setting Templates

We recommend using SMARTIE as a template for refining your goals and making sure that they are both actionable and specific. That said, there are many ways to set goals, and many people and programs benefit from using a different lens at different points in the goal-setting process. Below are some additional templates that you may find inspiring or helpful as you consider, set, and refine your goals.

* [SMART/SMARTIE Goals](https://www.managementcenter.org/resources/smartie-goals-worksheet/)
* [OKR Goals](https://jeffgothelf.com/blog/what-is-an-okr-here-are-the-basics/)
* [CLEAR Goals](https://www.reviewsnap.com/blog/comparing-smart-goals-vs-clear-goals/)
* [FAST Goals](https://sloanreview.mit.edu/article/with-goals-fast-beats-smart/)
* [One-Word Goals](https://www.linkedin.com/pulse/lead-your-team-intent-how-single-word-can-unite-/)

# **Additional Resource** | Sample Action Plans

# Note: The Randolph Community Partnership and Berkshire Community College Adult Education Program have generously agreed to share their draft continuous improvement plans for participants in the CIP PD only. ***They should not be shared outside of this work***. Like all programs, they acknowledge that their plans are works in progress. *Also, please note that the IPQs and action plan template have changed since this plan was developed.*

##

Additional Resource | Sample Action Plans | page 2 of 14

## Sample 1: We’re All About Our Learners (Model)

# **Program Name:** We’re All About Our Learners

# **Fiscal Year/s:**  FY25, 7/1/2024 - 6/30/2025

# Checkmark with solid fillCheckmark with solid fillCheckmark with solid fillCheckmark with solid fillCheckmark with solid fill**1 | Prepare for Collaborative Inquiry**

|  |  |
| --- | --- |
| **Action** | **Notes or Links to Supportive Resources** |
| Assessed readiness |  |
| Assembled a planning team  |  |
| Wrote, revised, or revisited a shared vision |  |
| Conducted an initial review of relevant data |  |
| Considered opportunities for student, staff, and partner input and agency |  |

# **2 | Overall Focus**

|  |  |
| --- | --- |
| **Relevant IPQ (Choose one or more):**1: Program Design2: Equitable Access3: Career Pathways Collaboration4: Curriculum5: Instruction & Assessment | 6: Student Progress7: Advising & Student Support Services8: Organizational Support9: Educational Leadership10: Fiscal & Data Responsibility |
| **Relevant data points or sources that inform the overall focus:** EFL gain (lack thereof)Student turnover (increased)Student surveysStaff surveys |

Additional Resource | Sample Action Plans | page 3 of 14

# **3 | Core Issues & Root Causes (optional)**

|  |
| --- |
| **Notes from discussions on core issues and root causes:**Core issues include relevancy and contextualization of ESOL curriculum units and an uncertainty among staff around how to effectively deliver and assess curriculum-based instruction. Root causes include the lack of a core curriculum and lack of staff training.  |

**4 | Working Theory of Change**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Reason for Choosing** | **Measurement** *How will you know it is successful?*  |
| By June 30, 2023 review, revise, and finalize ESOL curriculum units demonstrating alignment with the new Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS) through the use of in-house rubrics and support from the SABES PD Center for ESOL.  | This goal addresses concerns around student engagement and provides an opportunity for staff to strengthen practice as they implement standards-based instruction.  | * ESOL staff will reach consensus that units are aligned with relevant standards and benchmarks found in the MA ELPs.
* Feedback from the SABES PD Center for ESOL confirms that alignment is in place.
 |

Additional Resource | Sample Action Plans | page 4 of 14

**5 | Action Planning**

*Duplicate this table for each objective or initiative that you have chosen.*

|  |
| --- |
| **Objective 1:** Using our internal curriculum alignment rubric, review each ESOL Level Curriculum to crosswalk current standards alignment with those outlined in the new MA ELPs**.** **Measurement:** Rubrics for each level are completed, and areas of strength and gaps are identified. |
| **Action Step** | **Who** | **Timeline** | **Resources/PD** | **Progress Updates** |
| Attend SABES ESOL PD Center online overview of the new ELPs | Director, Sally S., (lead ESOL teacher) | 5/30/23 | ESOL Professional Standards: An Introduction (online) (Staff PD time already in FY23 budget) | All ESOL teachers have been engaged and registered for the online May offering |
| Convene ESOL team and plan meetings for review; reach out to SABES ESOL PD Center for guidance and to request that they review our draft revisions in early FY24 | Sally S. | 7-1-23 | Funding for PD time for staff; Check ESOL PD Center offerings | Sally has agreed to take on this task; teachers for the team have been identified |
| Complete review of curriculum units and rubric; prioritize recommendations for changes needed  | Sally S. (working with the ESOL Review Team) | 11/30/23 | Funding for staff time to review and write |  |

Additional Resource | Sample Action Plans | page 5 of 14

|  |
| --- |
| **Objective 2:** Using information from the crosswalk and other feedback, revise curriculum for full alignment with the MA ELPs**.****Benchmarks:** Curriculum is aligned, reviewed by SABES, and piloted by teachers. |
| **Action Step** | **Who** | **Timeline** | **Resources/PD** | **Progress Updates** |
| Submit draft revisions to the SABES ESOL PD Center for review; request feedback by March 1, 2024 | Director, Sally | 1/10/24 | Support from the SABES PD Center for ESOL |  |
| Complete final revisions based on feedback from SABES; review with director | Sally, ESOL team | 3/30/24 | Summary report of feedback from SABES; Funding for staff time to review and revise curriculum based on feedback; Time for director to review and provide feedback |  |
| Convene ESOL teachers and provide orientation to revised curriculum. Plan to pilot new lessons in FY25 | Director, Sally, ESOL Teachers | 4/30/24 | Final draft of revised curriculum; Planned time for staff-led curriculum writing and review; SABES ESOL PD Center PD offerings |  |
| Pilot new curriculum and incorporate recommendations | Sally, ESOL Teachers | 5/30/24 | Staff planning and meeting time; Feedback rubric |  |
| Finalize curriculum based on all feedback. | Sally, ESOL team | 6/30/24 | Summary report of feedback from pilot; Staff planning and meeting time |  |

#

Additional Resource | Sample Action Plans | page 6 of 14

## Sample 2: Randolph Community Partners

Note: The Randolph Community Partnership and Berkshire Community College Adult Education Program have generously agreed to share their draft continuous improvement plans for participants in the CIP PD only. ***They should not be shared outside of this work***. Like all programs, they acknowledge that their plans are works in progress. *Also, please note that the IPQs and action plan template have changed since this plan was developed.*

# **Program Name:** Randolph Community Partners

# **Fiscal Year/s:** FY19-FY20

|  |
| --- |
| **Goal A:** By September 1, 2019, RCP will be accessible to all learners and all staff is able to accommodate individual learning and physical differences. |

#

# **IPQ** (Check one or more)

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

# **Objective 1:** By 6/30/2019, 100% of staff will be aware of at least 3 strategies/resources/PD opportunities for supporting students with learning differences.

# **Benchmarks:** Printout of SABES notification of preferences in each staff person’s file.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| All staff will update their PD accounts with SABES to receive updates relating to Access and Equity. | All staff | 5/3/2019 | SABES flyer on how to update accounts. | Completed |

Additional Resource | Sample Action Plans | page 7 of 14

# **Objective 2:** By October 30, 2019, all staff will attend a disabilities training with Mass Rehab, SABES, and/or Easter Seals.

# **Benchmarks:** Staff meeting discussion and notes on how people will use what they learned in their interactions with learners.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| Contact Mass Rehab to schedule potential on-site training. | Director | 4/30/2019 | Staff time | Have reached out several times and am having a difficult time getting a response. |
| Contact SABES to learn about ADA PD and PD on addressing learning disabilities. | Director | 4/30/2019 | Staff time | Staff have registered for trainings with both SABES and LINCS. |
| All staff will attend at least one ADA/LD PD event. | Director, Ed Advisor, Teachers | 01/31/2020 | Staff time | All staff are currently registered for or have completed at least 1 ADA training. |

|  |
| --- |
| **Goal B:** By June 30, 2020, increase career pathways options into healthcare field for students by contextualizing curriculum and instruction. |

#

# **IPQ** (Check one or more)

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

Additional Resource | Sample Action Plans | page 8 of 14

# **Objective 1:** Create a contextualized curriculum to aid our students in obtaining employment in the health care field.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Report** |
| Review Southeastern Massachusetts Labor Market Blueprint with local WDB. | Director, Chair of RCP Board, Dean Rizzo | April 2019 | Southeastern Massachusetts Labor Market Blueprint; Staff time | Meeting took place 4/30/19. |
| Review data/trends report relating to health care careers supplied by local WDB. | Director, Ed Advisor, Teachers | June 2019 | Southeastern Massachusetts Labor Market Blueprint | Our local WDB applied for a grant which we signed on as a partner. This grant is specifically for the health care industry and training students for careers. |
| Meet with BIDMC/Milton to assess needs for curriculum adjustments to align with entry level healthcare occupations. | Director | October 2019 | The Theory and Application of Contextualized Teaching and Learning…(ERIC, eric.ed.gov) | Scheduling time for BIDMC proved challenging. Director met with a rep from Intelycare (healthcare staffing agency) for feedback on incorporating specific units from the American Red Cross CNA curriculum. |

Additional Resource | Sample Action Plans | page 9 of 14

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assemble a curriculum team to review and revise curriculum. | Director and Lead Teachers | January 2020 | Funding for staff time | ED and Lead Teachers have worked on units and scope and sequences have been developed. |
| Solicit feedback from SABES support PD centers on draft curriculum. | Director, teachers | February 2020 | SABES PD support centers |  |
| Adapt instruction and advising to assure students have technology, job readiness and study skills need for next steps. | Teachers, Advisor, Tech | January 2020 | * SABES PD support
* Funding for staff meeting and time
* Curriculum document
 | Students have begun testing on Northstar Digital Assessment. Workplace units are being incorporated in February. |
| Invite representatives from healthcare industry to meet students to discuss health care career options and opportunities. | Director | April 2020 | Staff time | Presentation is being planned for April or May. |
| Arrange for students to participate in a job shadow or field trip to BIDMC health care facility. | Director, BIDMC rep | May 2020 | Staff time |  |

#

#

##

## Additional Resource | Sample Action Plans | page 10 of 14

## Sample 3: Berkshire Community College Adult Education Program

|  |
| --- |
| Note: The Randolph Community Partnership and Berkshire Community College Adult Education Program have generously agreed to share their draft continuous improvement plans for participants in the CIP PD only. ***They should not be shared outside of this work***. Like all programs, they acknowledge that their plans are works in progress. *Also, please note that the IPQs have changed since this plan was developed.* |

# **Relevant IPQ:** **Indicator 4: Curriculum and Instruction, Standard 4.1**

# **SMART Goal:** By June 30th, 2020 review, revise and finalize all ESOL Scope and Sequences demonstrating alignment with the new Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS) through the use of in-house rubrics and support from the SABES PD Center.

# **Indicators of Success:** ESOL staff will reach consensus that Scope and Sequences are aligned with relevant standards and benchmarks found in the MA ELPS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/PD** | **Progress Measures** |
| Attend SABES online overview of new ELPS | Program Director, Curriculum Coordinator, ESOL Team  | August 30, 2020 | LACES ESOL Professional Standards: An Introduction S training. |  |
| Convene ESOL team and plan monthly meetings for review; reach out to SABES for a Coach | Ana S. | 8/1/19 | Check SABES for add’l PD’s, budget for add’l curriculum meetings for all ESOL staff |  |
| Teachers complete revision of respective S&S’s | ESOL Instructors | 3/1/20 |  Curriculum hours and meetings |  |
| Convene ESOL team to review changes and ensure continuity between levels | ESOL Team | 3/23/20 | Curriculum Meetings |  |
| Submit draft revisions to SABES for Review | Director, Ana | 4/15/20 | SABES PD/Coach |  |
| Complete final revisions based on feedback from SABES | ESOL Team | 5/15/20 | SABES Feedback, Curriculum Meetings |  |

#

## Additional Resource | Sample Action Plans | page 11 of 14

# **Relevant IPQ:** **Indicator 4: Curriculum and Instruction, Standard 4.2 and 4.4**

# **SMART Goal:** By June 30th, 2020 classroom instructors will use evidence based practices to improve student learning gains.

# **Indicators of Success:** Teachers will regularly use assessments to inform instruction and for differentiation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/Professional Development** | **Progress Measures** |
| Teachers to complete the online PD, “Formative Assessments” through LINCS, if needed | ESOL Team | October 1, 2019 | SABES, Lincs, PD Hours |  |
| Teachers to include assessment information and how results informed instruction and differentiation on Lesson Plans | ESOL TEAM | November 1, 2019 | Lesson plans, planning time |  |
| Teachers to convene monthly to share and discuss assessment ideas, differentiation methods and how instruction has been informed | ESOL TEAM | Beginning October 2019 | Curriculum Meeting Hours |  |

## Additional Resource | Sample Action Plans | page 12 of 14

# **Relevant IPQ:** **Indicator 6: Advising and Student Support, Standard 6.3**

# **SMART Goal:** To increase the number of seats utilized so that by June 30, 2020 we have reached the target of 87 *active* seats for at least six months.

# **Indicators of Success:** Student attendance will be an average of 80% each month.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/Professional Development** | **Progress Measures** |
| ALP staff will read “Persistence: Helping Adult Education Students Reach Their Goals” and complete the Leaner Persistence Program Self- Assessment prior to Staff Pre-Meeting on August  | ALP Staff | August 28, 2019 | Staff meeting hours, article and assessment from LINCS |  |
| Develop a more robust orientation that addresses the importance of persistence and problem solves potential obstacles | Director, Advisor | August 15, 2019 | Persistence article, Framingham Adult ESOL and Advisor Training documents |  |
| A comprehensive monthly attendance review and follow up program | Director, Advisor, Administrative Assistant and teachers | Beginning September 30, 2019 | LACES |  |
| Make up packages for students absent due to family illness and emergencies | Teachers | October 2019 | Pre-Meeting and Curriculum hours |  |
| Refer students to community partners as necessary and track outcome on shared document | Advisor, Director | Beginning September 30, 2019 | Advising Hours |  |
| Include in the attendance policy procedures for dismissal from program after two months of falling below the 80% attendance target. | Advisor, Director, Teachers | September 30, 2019 | Pre Meeting Hours |  |

##

## Additional Resource | Sample Action Plans | page 13 of 14

# **Relevant IPQ: Indicator 3, Career Pathways, Standard 3.1**

# **SMART Goal:** By June 2020, to increase student and staff awareness of and connection to WIOA and community partners.

# **Indicators of Success:** Staff and students will know who community and WIOA partners are and how to access their services directly or through advisor when necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/Professional Development** | **Progress Measure** |
| Schedule WIOA and community partners to attend staff meetings bimonthly to educate staff on agency services. (If/when not possible, advisor or community partner will present on the agencies) | Director, Advisor, Community partner | Beginning October 2019 | Staff meetings, Community Partner and Advisor hours, HUB and WIOA meetings, visits and calls to agencies |  |
| Expand the guest speaker program to include applicable WIOA partners and more social service community partners | Director, Advisor, Community Partner | Beginning October 2019 | HUB and WIOA Meetings, phone calls to agencies |  |
| Advisor and/or Director to attend Shared Customer meetings in Pittsfield monthly  | Advisor/Director | Beginning September 2019 | Shared Customer Meeting held at PALC on Tuesdays  |  |
| Reach out to Berkshire County Outstationing Coordinator to maximize their impact on our students | Director | August 2019 | Meeting with Outstationing Coordinator |  |
| Refer students to WIOA partners when possible and track outcome on shared document | Advisor, Director | Beginning November 1, 2019 |  |  |

## Additional Resource | Sample Action Plans | page 14 of 14

# **Relevant IPQ:** **Indicator 6: Advising and Support Services, Standard 6.1**

# **SMART Goal 1**: By June 30th, integrate goal oriented career pathway goals into lessons.

# **Indicator of Success:** Students will be able to articulate their individual career goals and the steps necessary to achieve those goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Who** | **Timeline** | **Resources/ Professional Development** | **Progress Measure** |
| Teachers and advisor introduce career planning during first two weeks  | Teachers | September 2019 | Orientation, Class time |  |
| Member of advising meets with students individually to better understand career goals and begin goal setting process | Advisor/Director | Fall semester 2019 | Advising hours, Career Planning Form,  |  |
| Teachers and Advisor convene to adjust career pathway lesson plans based on student goals | Teachers, Advisor | Fall semester 2019 | Curriculum Meetings, one-to-one teacher and advisor meeting, Integrating Career Awareness Curriculum |  |
| Teachers integrate career planning into lessons throughout year and advisor is present for at least one lesson each semester | Teacher | June 2020 | Planning hours, Lesson plans, Integrating career awareness |  |
| Member of advising team checks in with students throughout the year and documents progress | Advisor/Director | Throughout the year |  |  |

#

# References

Blink, Rebecca. (2007). *Data-Driven Instructional Leadership*. New York: Routledge Eye on Education

Holcomb, Edie L. (2004). *Getting Excited about Data Second Edition: Combining People, Passion, and Proof to Maximize Student Achievement.* Thousand Oaks, CA: Corwin Press

Fullan, Michael. (2006, November). *Change Theory: A Force for School Improvement*. Centre for Strategic Education. Seminar Series Paper No. 157.

Fullan, Michael. (2010). *Motion Leadership: The Skinny on Becoming Change Savvy*, Corwin: A Sage Company, Thousand Oaks, CA

Kotter, John and Dan Cohen (2002). *The Heart of Change: Real-Life Stories of How People Change Their Organizations*

Kotter, John P., and Lorne A. Whitehead. [*Buy-In: Saving Your Good Idea from Getting Shot Down*](http://hbr.org/product/buy-in-saving-your-good-idea-from-getting-shot-dow/an/12703-HBK-ENG?Ntt=Kotter&referral=00269&cm_sp=en...). Harvard Business Review Press, 2010.

NELRC Managing Change in the Context of WIOA webinar 2018. <https://nelrc.org/resources/>

Shakman, K., Wagan, D., Rodriguez, S., Boyce, J., and Shaver, D. (2020). *Continuous Improvement in Education: A Toolkit for Schools and Districts*. Washington, D.C.: National Center for Education Evaluation and Regional Assistance at IES. <https://ies.ed.gov/ncee/rel/Products/Region/northeast/Publication/4005>

Vermont Agency of Education (2020). *Comprehensive Needs Assessment Toolkit*. <https://education.vermont.gov/education-quality-assurance/continuous-improvement>

Whitney Gibson, J., Greenwood, R. A., & Murphy, Jr., E. F. (2009). Generational Differences In The Workplace: Personal Values, Behaviors, And Popular Beliefs. *Journal of Diversity Management* (JDM), 4(3), 1–8.