

The Literacy Project 2024-2025 Research Project

TLP Staff:

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Margaret Anderson, Assistant Director at The Literacy Project



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1. Your preferred name
2. The pronouns you use (ex: he/him, she/her, they/them, etc.)
3. The Literacy Project site you are joining us from
4. Anything else you would like to share about yourself.

Agenda



Introductions

Project Information and expectations - **TLP Participatory Action Research Project**

Self-reflection survey and discussion

Webinar title Analysis and Prediction

Next Steps

Project Information and Expectations for Workshops 1–3

Project Overview

- Year long
- Voluntary
- Funded by First Literacy - Adult Education community in Boston, MA.
- Two goals:
 - First, help students at The Literacy Project develop useful skills for college and career success.
 - Second, to best inform the practices of The Literacy Project

Two possible areas that we want to address

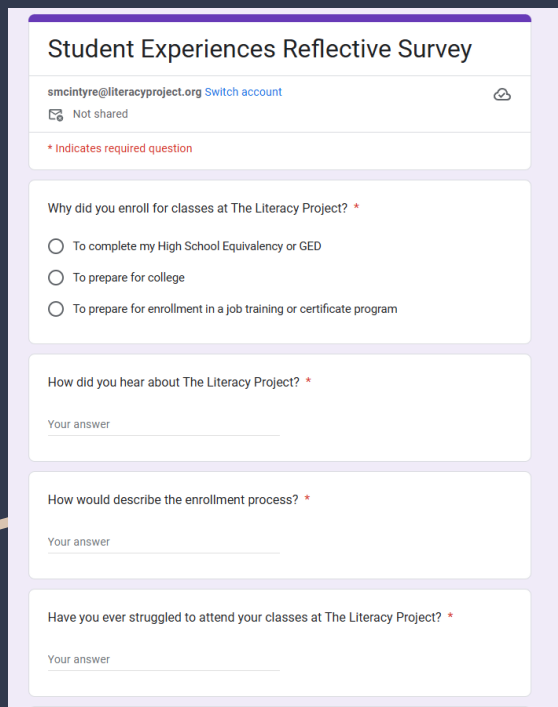
1. Retention/Persistence - How do we help students stick with the program? How can we help students rejoin the program after they take a break?
2. Recruitment - Who knows about us? How did they hear about us? How can we better reach others in our community?

Expectations

Students should expect to be treated with respect and dignity. Consequently, students are expected to speak, act, and behave in ways that are respectful of others in the room. Students should communicate with the instructor to address concerns regarding their safety and well-being while in workshops.

Together we are a community of learners. The TLP Research project community supports all students, operates with harmony, is respectful of all its members, exercises compassion and understanding, and is a friendly space to all. The Career and College Readiness community will always welcome new students and instructors.

Self-Reflection Survey



The screenshot shows a web-based survey titled "Student Experiences Reflective Survey". At the top, it displays the email "smcintyre@literacyproject.org" with a "Switch account" link and a "Not shared" status. A red asterisk indicates required questions. The survey contains four questions: 1) "Why did you enroll for classes at The Literacy Project?" with three radio button options: "To complete my High School Equivalency or GED", "To prepare for college", and "To prepare for enrollment in a job training or certificate program". 2) "How did you hear about The Literacy Project?" with a text input field labeled "Your answer". 3) "How would describe the enrollment process?" with a text input field labeled "Your answer". 4) "Have you ever struggled to attend your classes at The Literacy Project?" with a text input field labeled "Your answer".

Student Experiences Reflective Survey

smcintyre@literacyproject.org [Switch account](#)

Not shared

* Indicates required question

Why did you enroll for classes at The Literacy Project? *

☐ To complete my High School Equivalency or GED

☐ To prepare for college

☐ To prepare for enrollment in a job training or certificate program

How did you hear about The Literacy Project? *

Your answer

How would describe the enrollment process? *

Your answer

Have you ever struggled to attend your classes at The Literacy Project? *

Your answer

Please take a few minutes to complete this brief reflective survey:

[Link to survey](#)

Your responses to this survey will be anonymous.

When everyone has completed the survey we will examine the results and see if there are any observable trends that we could discuss.

Break

Please Return to
the meeting at:

5:05

Other important

IDENTITY WHEEL

Enter your sub headline here



While creating this research question, are we missing any voices or perspectives?

Who will we need to include in our research to make sure our work is accurate and reflective of a majority of adult learners?

COABE Webinar predictions



Let's watch the first few minutes of this COABE Webinar about the issue of student retention.

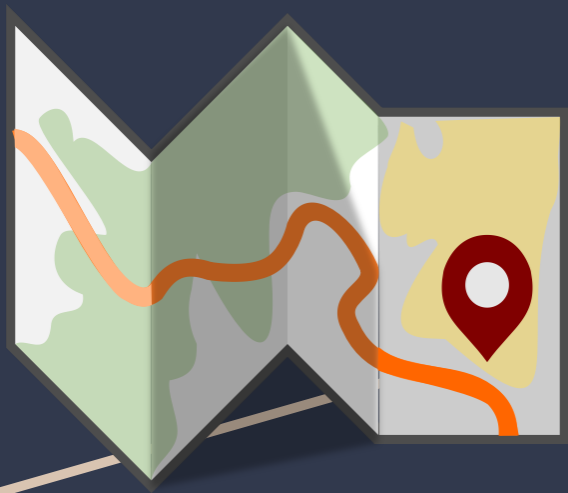
[Link to video](#) (from 9:30 - 13:14)

In pairs, make a prediction about what these educators might talk about in their presentation.

What might be included in the presentation?

Be prepared to share out what you have discussed.

Looking ahead: Next Steps!



Next steps:

On Monday we will watch the full webinar presentation and have the opportunity to discuss what was shared.

Our third workshop - date to be determined - will see us engage in the process of **inquiry***.

Together we will ask questions, discuss their importance, and commit to a formal research question that will guide the rest of the research team's work!

Welcome!



Let's take a moment to introduce ourselves. Please share...

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Recap - Project Information and expectations - TLP Participatory Action Research Project

Webinar Analysis and Discussion

Next Steps

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COABE Webinar

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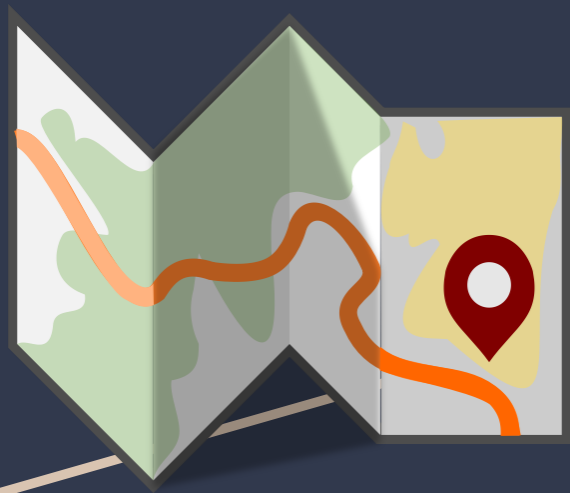
[Link to video](#)



Afterwards, we will discuss these questions:

- Why is the question of retention/persistence important? What impact does poor retention have on Adult Education organizations?
- Review some of the strategies listed in the second half of the video. In your opinion, what were some of the most promising strategies? Why do you feel this way? How might these strategies help address the issue of student persistence?
- If we were to investigate this issue at The Literacy Project do you think we would obtain similar or different data? In what ways might it be different? What might account for these differences?
- What questions do you still have about this topic or issue?

Looking ahead: Next Steps!



Next steps:

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Review and Recap Project
Information and expectations - **TLP**
Participatory Action Research
Project

Question Formulation Technique
(QFT) and Discussion

Voting on a research questions

Next Steps

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Link to chat recap
from last session.

Chat link

Inquiry –



We are currently on this step!



Writing a clear research question will allow us to focus our work and pursue relevant, or useful, data for us to interpret and analyze.

Asking the right question is just as important in research as finding the answers!

The Question Formulation Technique (QFT)



Right Question
Institute

A Catalyst for Microdemocracy

Developed by the Right Question Institute

A structured method of producing and improving questions.

Today we will complete this technique in 3 parts:

1. Asking as many questions as possible
2. Improving questions
3. Ranking/prioritizing questions

Finally, we will vote on two potential research questions - one related to recruitment and the other related to persistence/retention.

QFT Part 1 – Asking as many questions as possible



In your break out room:

1. Designate 1 person to be the recorder - they will be responsible for writing or typing all of the questions you come up with.
2. Start asking questions - Do not stop to discuss them, do not judge them, write them down exactly as they are said or thought.
3. If you are struggling to come up with questions then you can try changing statements into questions.

For example - This research project is cool can be changed to Why is this research project cool?

Your questions should be related to either recruitment or the idea of persistence/retention (sticking with the program or rejoining after taking a break).

QFT Part 2 – Improving Questions



In your breakout room:

1. Sort the questions into two categories.
 - a. Category 1 should include any questions that can be answered with “yes”, “no”, or any other single word. **We will call these Closed Questions**
 - b. Category 2 should include any questions that require more than 1 word to answer or that require a longer explanation to fully answer. **We will call these Open Questions.**
2. Select 2-3 closed questions and rewrite them as open questions.
3. Select 2-3 open questions and rewrite them as closed questions.

Break

Please Return to
the meeting at:

QFT Part 3 – Ranking Questions



In your breakout room:

1. Discuss the list of questions that you have come up with.
2. Identify 3 questions that you think are the most important questions to find answers for.
3. Rank these 3 questions from 1 to 3 with 1 being the most important and 3 being the least important.

When you are done you should have a final list of 3 questions to ask and you should have a sense of which question is the most important according to your group.

Voting on a Research Question



As a group we need to decide on a final research question.

We will vote in rounds.

Round 1 - voting on a question related to recruitment - **How do we inform more people about the program?**

Round 2 - voting on a question related to persistence/retention - **Is the literacy program doing enough to accommodate new and returning students?**

Final Round - voting on the formal research question. **How do we inform more people about the program?**

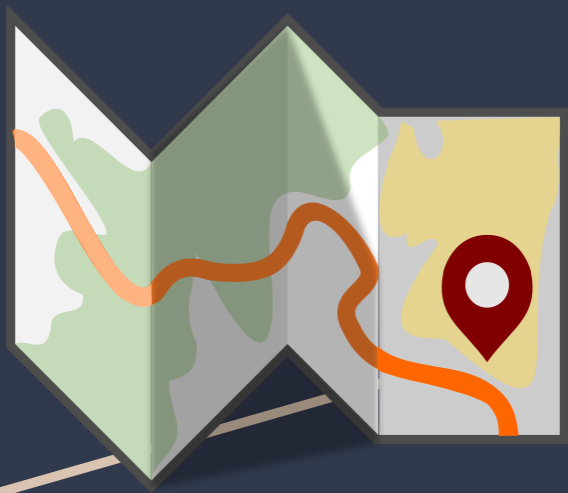
Final Research Question

How can The Literacy Project raise awareness of ABE resources, specifically The Literacy Project, in our communities?

Next Steps:

- Explore possible research tools including surveys, interviews, and focus groups.
- Design research tools to help us collect data
- Use those research tools

Looking ahead: Next Steps!



Next steps:

Now that we have a research question, we will need to examine different research methods and strategies. We will also need to develop research tools and implement them to collect useful data. Finally, we will need to analyze and interpret that data.

Stay tuned for more information about workshops that will explore these topics!

Also, **please keep an eye out for some surveys about your experiences in the workshops that we would like you to complete!**