

Lab Framework

Text:Cord

Unit number and title: Unit 1 Problem Solving techniques

Short Description: How to increase enrollment at PSSC?

Developed by: Sisto Pina

Contact Information: Puget Sound Skills Center email: pinasm@hsd401.org

Date:June 24, 2008

Lab Title Save Our Programs

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

To increase enrollment in CTE programs through innovative marketing lead by students.

- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

Understand 4 steps of problem solving

Collecting and interpreting data

- **Vocabulary**

Plan for solution

Problem

Problem solving method

Solution

- **Materials List**

Current and previous enrollment counts (Handouts)

Paper, pen, pencil

- **GLEs (State Standards) addressed**

Math: (Math)

1.5.3 Recognize functional relationships presented in words, tables, graphs and symbols.

4.2.1 Use symbols, diagrams, graphs, and words to clearly communicate mathematical ideas, reasoning, and their implications.

Reading:

1.2.2 Apply strategies to comprehend words and ideas.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.

Writing:

1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.

- **Leadership Skills**
Community involvement, group dynamics,
SCAN Skills/Workplace Skills

Resources: Identifies, organizes, plans, and allocates resources.

A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as a Member of a Team*—contributes to group effort

C. *Serves Clients/Customers*—works to satisfy customers' expectations

D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies

F. *Works with Diversity*—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information

B. Organizes and Maintains Information

C. Interprets and Communicates Information

D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

Arithmetic

A. Performs basic computations

B. Uses basic numerical concepts such as whole numbers and percentages in practical situations

C. Makes reasonable estimates of arithmetic results without a calculator

D. And uses tables, graphs, diagrams, and charts to obtain or convey quantities information

Mathematics

A. Approaches practical problems by choosing appropriately from a variety of mathematical techniques.

B. Uses quantitative data to construct logical explanations for real world situations

C. Expresses mathematical ideas and concepts orally and in writing

D. And understands the role of occurrence and prediction of events.

A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them

C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task*—Understands overall intent and proper procedures for setup and operation of equipment

- **Set-up information**

Our school lost 3 programs this year due to low enrollment for various reasons, new “WASL” classes, Small Schools movement, etc. I will give students previous year’s enrollment counts and marketing practices used. Students will look at data by school and individual programs and interpret the data and information and how to use their findings to create a marketing plan.

- **Lab organization**(-Grouping/leadership opportunities/cooperative learning expectations; -**Timeline required**)

Students can work in groups or individually to create their marketing plan that incorporates data. (2 class periods)

- **Teacher Assessment of student learning** (scoring guide, rubric)

What does the data show regarding enrollment over the past 5 years?

What does the data show regarding enrollment over the past 5 years about your program?

What has been happening at your school regarding change?

How did you hear about PSSC?

How can you reach students other than what you answered above?

What is your marketing plan?

- **Summary of learning** (to be finished after student completes lab)

-discuss real world application of learning from lab

-opportunity for students to share/present learning

- have your program participate in marketing plan

- **Optional activities**

Summer camps for middle school and elementary students

- **Career Applications**

Marketing

Media Productions

<https://wa-appliedmath.org/>

LAB TITLE:Save our programs

STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**

Why are enrollment numbers falling? You are going to create a marketing plan using data and information to put into presentation form. Your presentation must include a chart, graph, or table, showing enrollment numbers over the past 5 years,(by program extra credit), and how you will market the school/program.
- **Grouping instructions and roles**

In groups of 3-5 you will analyze, interpret, and use the data to create chart, graph, or table. You will then create a marketing plan to present to me, and then SAC, staff, students, schools, and/or community. Each of you will be held accountable for contributing to your groups success.
- **Procedures** – steps to follow/instructions
 1. Analyze data
 2. Interpret data
 3. Graph, chart, table data
 4. Using “ol skool marketing” info brainstorm new ways to market.
 5. Create marketing plan and be sure to include media form, technology needed, who/how to make your promotion
- **Outcome instructions**
 1. Create graph, chart, or table
 2. Outline of marketing plan
 3. Who or how to create promotion
- **Assessment instructions** (peer-teacher)

Individual evaluation by teacher
Peer evaluation for group work

<https://wa-appliedmath.org/>

Lab Data Collection

Student: _____ **Date:** _____

Unit: 1 Problem Solving Techniques

Lab Title: Save Our Programs

Criteria: Write the problem/objective in statement form

You will look at data to analyze enrollment trends and use marketing information to create a marketing plan for the school or your program.

Data Collection: Record the collected/given data

1. Using the enrollment data, put the information into a chart, table, or graph showing the last 5 years enrollment data.
2. Using the marketing information and data, create a marketing plan that includes:
 - a. Media to use?
 - b. Technology needed to create promotion?
 - c. Who or how to create our promotions?

Summary Statement:

Why are less students attending PSSC?

Other Assessment(s)

Present your marketing plan to a school or community for extra credit.

<https://wa-appliedmath.org/>