

Improving Opportunities for Adult Learners

Using Data to Guide the
Planning Process

This morning's activity was developed in response to the Governor's proposal to consolidate school districts and reduce administrative costs. While adult education was not considered in the original consolidation plan, we all recognize the potential for a regional board to examine adult education expenditures in its region and require cost reductions. As many of you have heard me say on numerous occasions, it is far better to be proactive in addressing these issues than to wait around to be told what to do. To that end we have developed this activity to help you consider how you might respond to such a school board directive. What are the implications? What information and data do you have that strengthens your position? How can you find new and innovative ways to work collaboratively instead of having to compete with your colleagues for local funding?

The purpose of this activity is to, by using your data, get you thinking and talking about possible options should you be faced with such a directive. For example, is one program in your region putting more effort into marketing or recruitment with good results? Could one program manage the adult literacy and HSC programming while another specialize in workplace training and retraining? Are there opportunities to pool resources in a way that would provide new or expanded services to your adult learners? These are just a sample of the kinds of questions that can be raised and addressed. There are no right answers to this exercise, but using data to inform program planning will help support the difficult conversations that may evolve at the local or regional level.

Again, I want to reiterate that this is not intended to be the beginning of regionalization for adult education. We are not aware of any proposal or intent to include adult education in the regionalization initiatives. This exercise is an attempt to acknowledge the realities of what adult education programs may face as the regionalization initiative comes to fruition. And it is an attempt to help you see the possibilities for harnessing the creative and collaborative spirit that has long been the hallmark of adult education in our state.

Statistical Analysis

There are three kinds of lies: lies, damn lies, and statistics.

Benjamin Disraeli

Torture numbers, and they'll confess to anything.

Gregg Easterbrook

Statistics can be made to prove anything - even the truth.

Author Unknown

Statistical Analysis Through the Looking Glass

- If you want to inspire confidence, give plenty of statistics. It does not matter that they should be accurate, or even intelligible, as long as there is enough of them.

- Charles Lutwidge Dodgson

AKA

- Lewis Carroll

Data Analysis

“Data alone will not inform...professional practice and thus cannot become a catalyst for improvement unless those data are put in context to provide a basis for comparison.”

Robert Waterman

(as quoted in “Learning By Doing”)

Tools & Considerations

- Averages (Mean)
- Percentages
- Charts and Graphs
- Trends
- Intensity of Services (Saturation)
- Intensity of Instruction
- Counting Participants

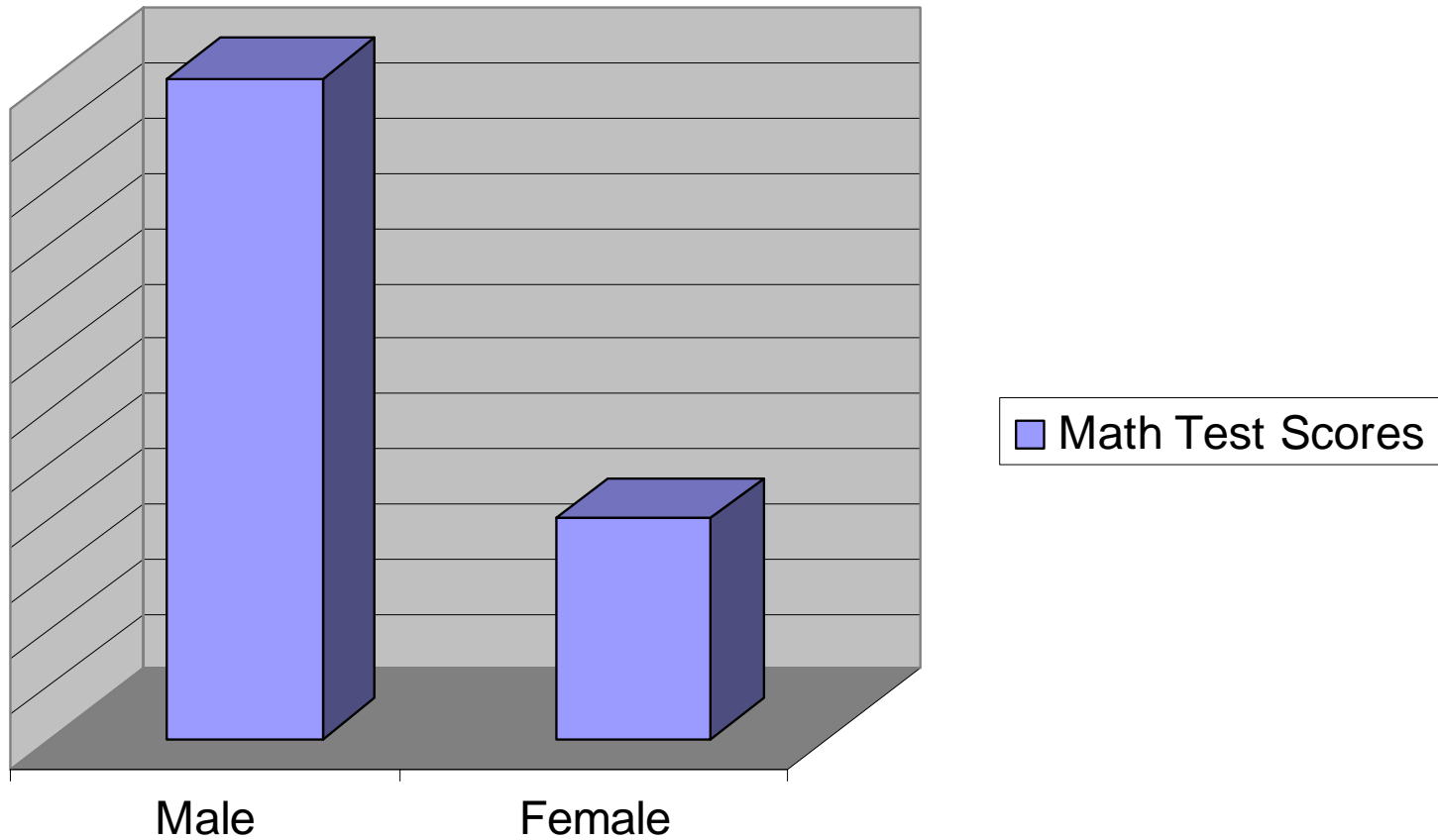
Percentages

ESL Beginning Literacy	1	12	0	0	0	1	0.0%
ESL Beginning	1	24	0	0	1	0	0.0%
ESL Intermediate Low	1	27	1	1	0	0	100.0
ESL Intermediate High	0	0	0	0	0	0	?

100% of What?

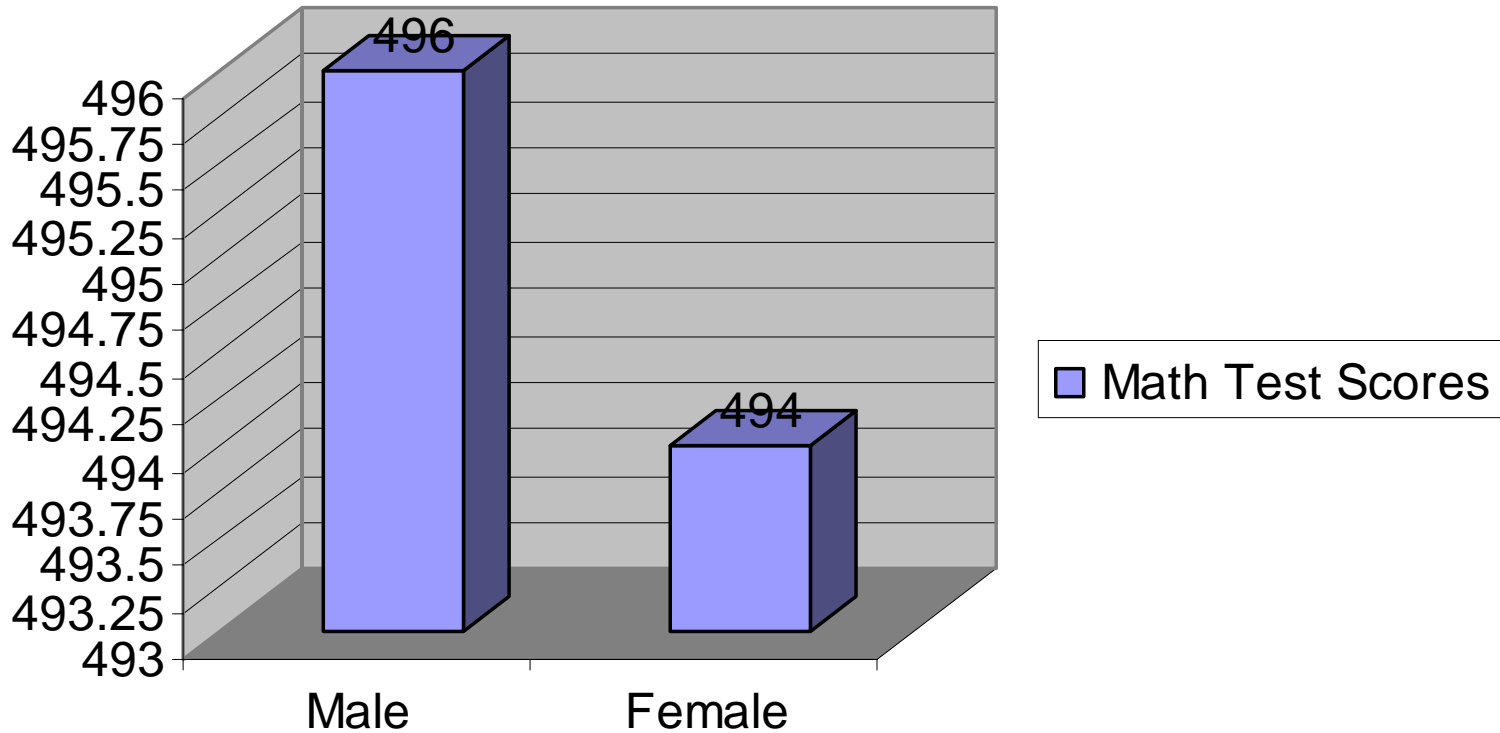
Charts and Graphs

Math Test Scores



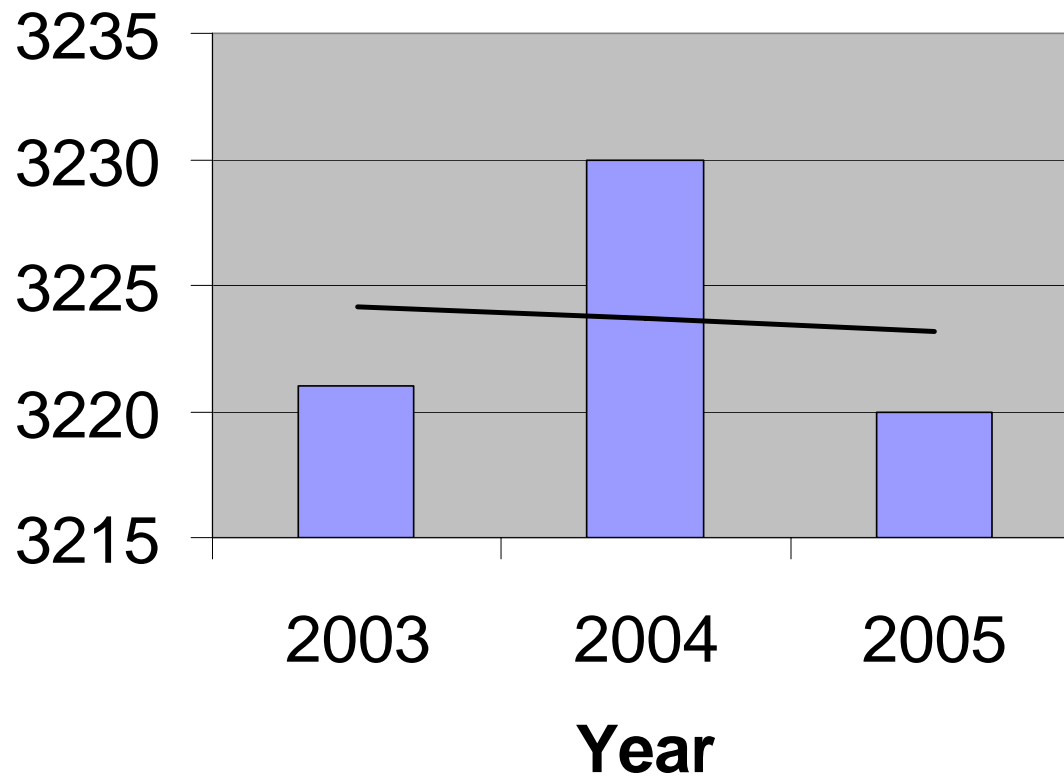
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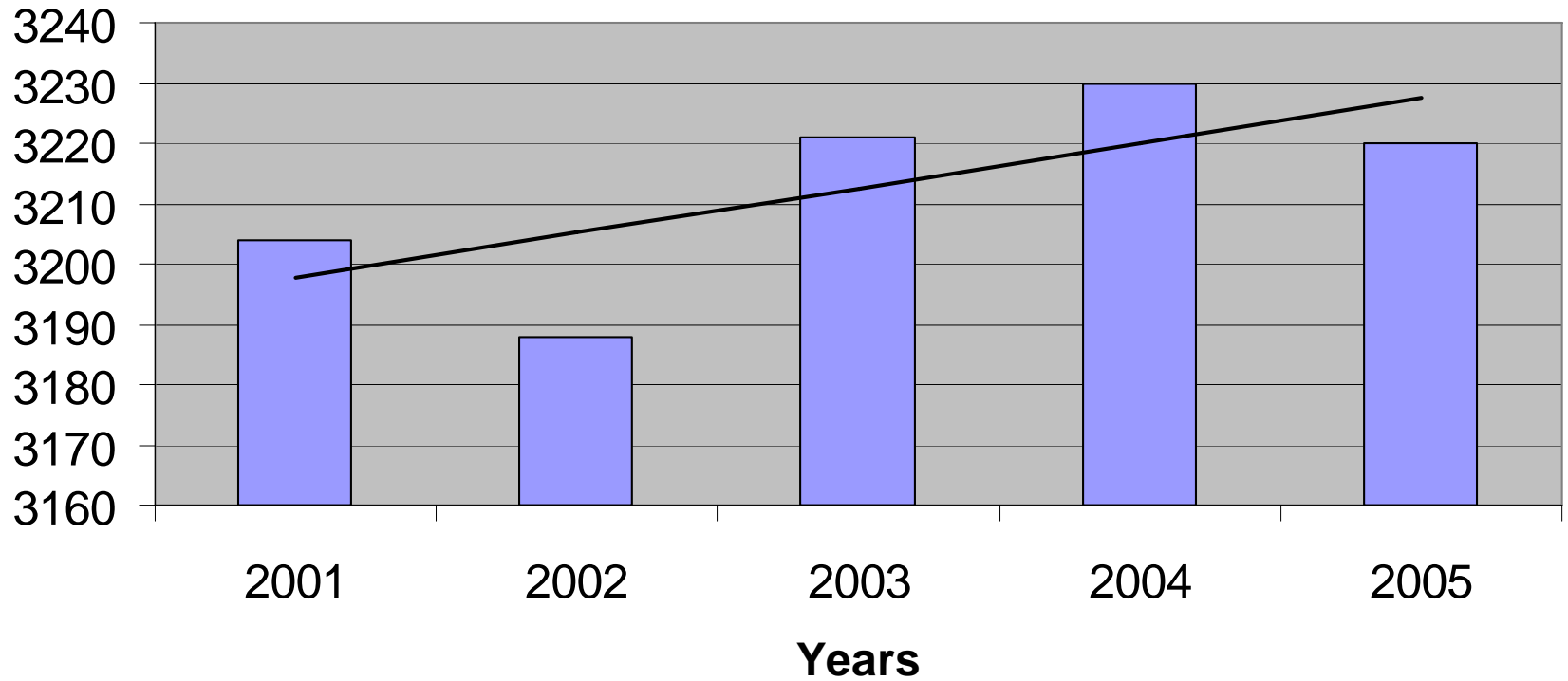
Trends

GED Examinees



Trends

GED Examinees



Intensity of Services

Recruitment & Saturation

- Make sure you are comparing apples to apples
 - GED Examinees
 - Total population
 - Adults without a high school credential only

	Total Population	Over 25/No Diploma
Program #1	20942	1527
Program #2	25678	1208
Program #3	6180	294

Intensity of Services

■ Intensity of Instruction

- How many hours of instruction will it take for the learner to increase one EFL?
 - Total hours of instruction for all learners at a particular EFL
 - Hours for only those learners who actually increased a level

Intensity – All Learners

Total Hours = 3866

Learners = 32

Intensity $(3866/32) = 120.8$

Intensity – Learners Who Advanced

Total Hours = 2795

Learners = 19

Intensity $(2795/19) = 147.1$

Counting Participants

- Unduplicated count of learners (NRS)
 - Making comparisons within a single instructional category
 - **Cost of services vary by the intensity of instruction provided**
- Enrollment counts (EFX-132)
 - Making comparisons across instructional categories – budgeting for services
 - **Cost of service vary by the instructional category**

Scenario (goldenrod)

- New Regional School District encompasses 3 existing Adult Education Programs
- School Board has charged the Adult Education Directors with developing proposals for the consolidation of those three programs
 - Save money
 - Better serve the adult learners by pooling resources, eliminating gaps in service, and building on the strengths that each program brings to the table
- Adult Education Directors schedule a series of meetings to begin the planning process

Scenario

- Divide up into groups of 4
- Individual Program Data (30 Minutes – may reduce this time if everyone is ready for presentations allowing for additional time for the presentations)
 - Each participant chooses one program to represent (participants who end up without a program will act as timekeeper and/or scribe)
 - Review NRS Report Card, NRS Tables, EFX-132 and other supporting data in packet
 - Analyze the data and fill out the Program Summary Profile documents
 - Prepare to make presentation to your group (use the profile as a guide)

Scenario

- Program Presentations (15 Minutes – 5 minute maximum per program)
 - Each program/representative makes a presentation to the rest of the small group using the Program Summary Profiles as a guide
 - Brief questions for clarifications on each presentation – all other questions should be addressed during Agenda Item III.

Scenario

- Consolidation and Analysis of the Data (45 Minutes)
 - Consolidate and analyze the data for all three programs
 - Address questions and comments arising out of the presentations
 - Develop responses to the Report Out Questions (see below)
 - Record, on flip chart paper, the responses to the Report Out Questions
 - Post chart paper on wall (as directed) to share with the other groups

Report Out Questions

1. What does the data identify as the strength(s) of each program?
2. What does the data suggest are areas for improvement in each program?
3. What additional information/data would be useful to this analysis and what specific question/concern would that data answer?

Data Packet

- Three Programs within Proposed Region
 - EFX-132 (one for each program)
 - Personnel and FTEs (representative)
 - Financial Data (representative)
 - Three years Enrollment Data (green)
 - Three years Subsidy/Local Share Data (red)
 - NRS Data
 - Report Card
 - Tables 2, 4 & Table 4B
 - Table 4 isolating data for learners who gained a level
 - Census Data and Miscellaneous Information (blue)
 - NRS and EFX-132 Worksheets (orange & tan)
 - Program Summary Profile (green)

Disclaimer

- While information on existing adult education programs helped inform the development process, the reports and data sets used in this exercise are totally fictional and do not represent any particular region or group of local programs (in other words, don't waste your time trying to figure out whose data we used – it wasn't yours).

Report Out

- Record responses to the 3 report out questions on the flip chart paper
- Post flip chart pages on the wall as directed
- During “Walk About” review responses from the other tables
- Use Post-it notes to record any feedback you would like to give (leave Post-it note on the flip chart paper in the appropriate location)