



SABES Program Support PD Center

Planning for Continuous Improvement

Module 2: Leading with Data for Continuous Improvement

March 8, 2023

9:30 a.m. – 1:00 p.m.



Welcome to the Planning for Continuous Improvement

Session I: Preparing to Plan

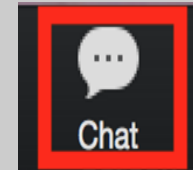
Webinar Controls (PC) can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).



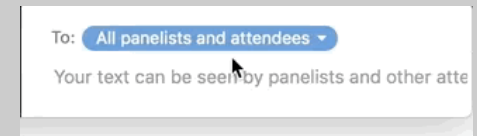
*Meeting Controls for Mac appear as shown below:



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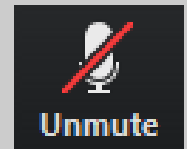
Click **Raise Hand** to notify host if you have a question or comment.



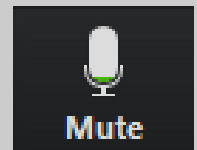
Click **Lower Hand** to lower it.



Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.



Click the **Mute** button to mute yourself.



Contact:

Juliana_Campellone@worlded.org

or via chat :)

How to turn on Live Transcriptions!

To turn on Live Transcriptions for zoom meetings click the Live transcript button. Then click Request. To turn this feature off, click the Live transcript button, and select Hide Subtitle



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<https://www.sabes.org/pd-center/program-support-pd-center>



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"None of us is as smart as all of us."

Ken Blanchard

Welcome Back!

1. Remind us who is here from your program; introduce new people you've brought from your team.
2. Share one insight or question related to the planning process from the first session.



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Today's Session 2 Goal

Program teams evaluate the strengths and limitations of multiple qualitative and quantitative data sources in order to select appropriate resources that are relevant to individual program improvement needs and goals.



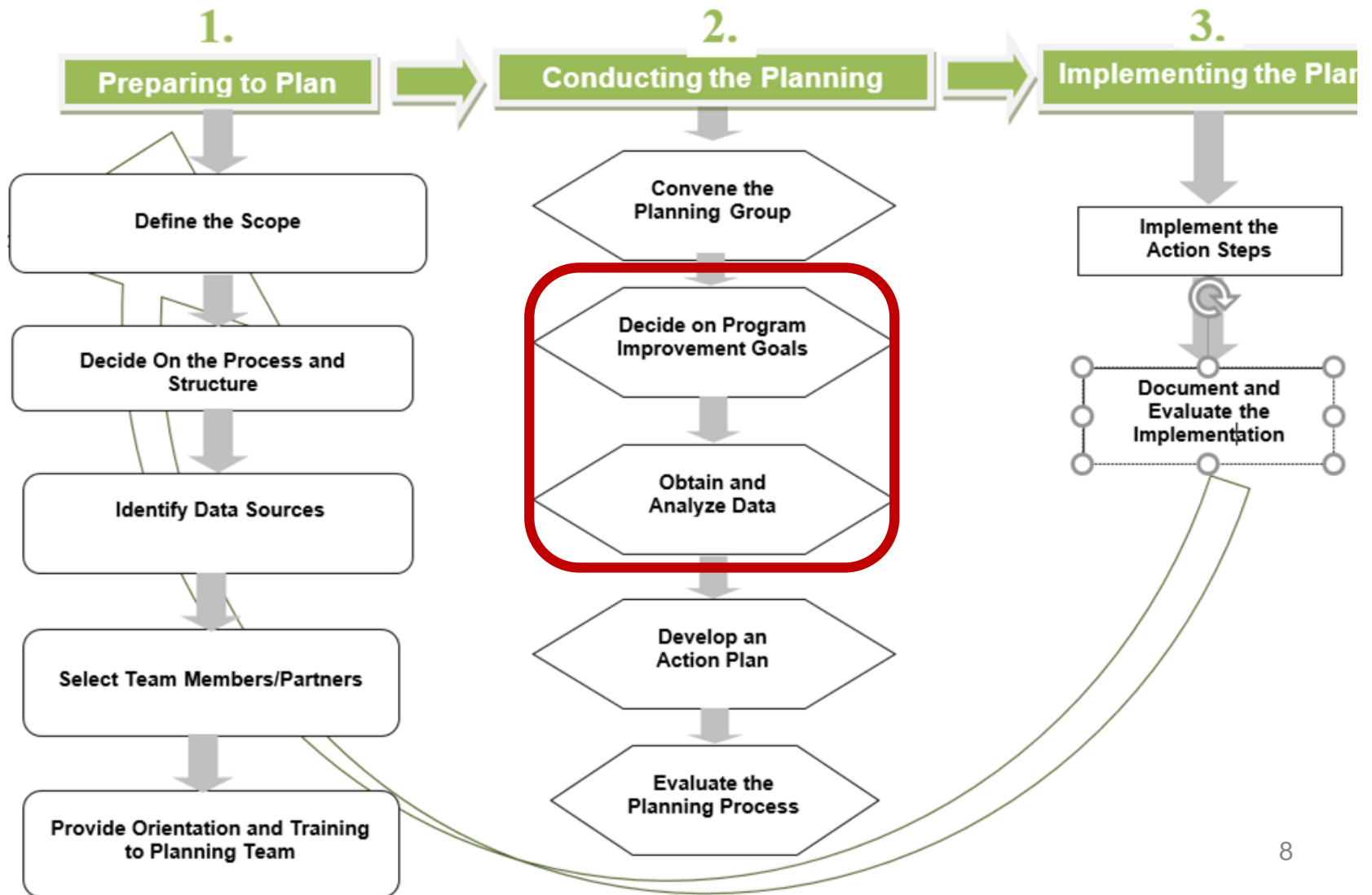
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Today's Learning Objectives

1. Identify at least five types of appropriate and valid sources of relevant data that are essential for a planning process.
2. Identify program performance data, draw conclusions, make hypotheses, and identify at least three areas for improvement.
3. Identify barriers and benefits to using data within the program.
4. Identify steps to manage the process for collecting and using data within the program.



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Data Quality



1. What is the **source**?
2. **When** was data collected?
3. **Where/why** was it collected?
4. Is it **relevant** to YOUR context?
5. How **well trained** are the people who collected and analyzed the data?
6. What is the **bias**?₉



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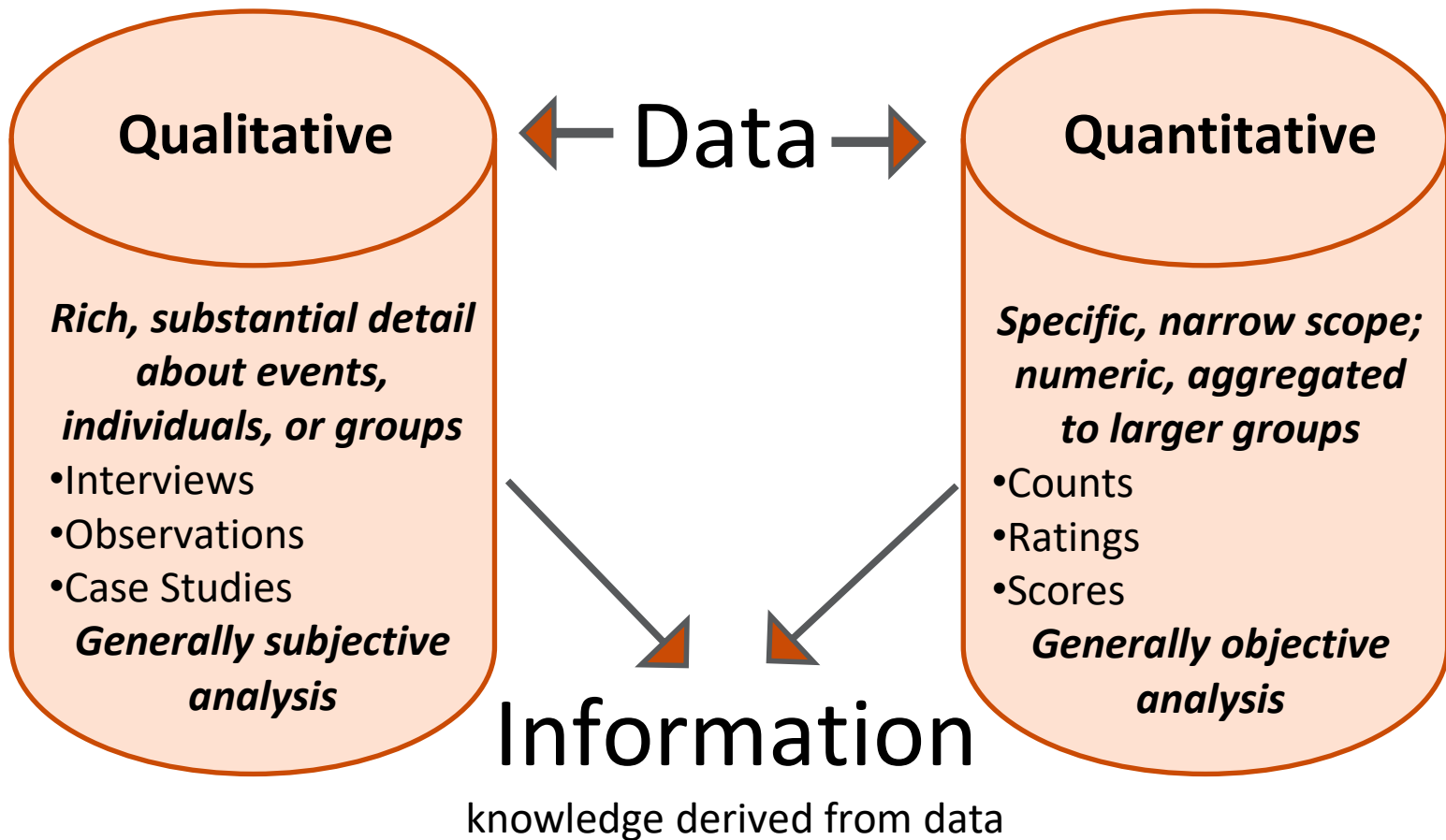
Data Bias

- **Confirmation bias:** Looking for/prioritizing data that confirms what we believe or what we think we know
- **Selection bias:** Using small samples that are not fully representative
- **Outlier bias:** Looking only at averages and ignoring the range and outliers



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Data and Information





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Sources of Data: Qualitative and Quantitative

- Surveys
- Interviews: Individual and Focus Groups
- MA Cities and Towns Websites
- Community and Partner Meetings
- Observations
- Artifacts (e.g., student work, teacher lesson plans)
- Desk Reviews, LACES, and NRS Reports
- Census Data
- Budgets
- Local WFD Board Plans
- Students



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Large Group Discussion

Name 1 piece of relevant data you found

- What was the source?
- Qualitative or quantitative?
- What did you learn about your program by looking at this data?



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Breakout Group Discussion

Share other pieces of data you found.

- What did you learn about your program as a result of this data?
- What other questions did it surface/prompt you to ask?
- Did you find some data easier to find? More useful?



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Reluctance for Using Data

1. Lack of training
2. Lack of time
3. Feast or famine
4. Fear of evaluation
5. Fear of exposure
6. Confusing a technical problem with a cultural problem

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



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Benefits of Using Data

1. Clearly identify strengths and areas for improvement
2. Helps programs understand and address the real rather than perceived issues
3. Provide information that can help deliver services in the most effective and efficient manner
4. Help programs make policy decisions and then evaluate the impact of them
5. Provide partners and stakeholders with information about the value of the program



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Benefits of Using Data

6. Enable programs to understand and focus on results
7. Helps programs and their partners to understand, take pride in, and promote their accomplishments
8. Ensure that formally reported information is accurate
9. Helps programs to retain and attract funding



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Cultivating Ownership

Moving from

Avoidance → Reluctance → Enthusiasm

“The key to changing a culture is to create structures, processes, and activities that cause people to think about different things, in different ways, with different people than they ordinarily would.”

California Superintendent John Sugiyama*

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



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Breakout Group Discussion

Guiding Question

Given the benefits of using data, how do we move ourselves and our teams from reluctant to enthusiastic users of data?



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ACLS Components of Accountability:

<https://www.doe.mass.edu/acls/accountability/default.html>

1. Enrollment
2. Student Outcomes
3. Program Quality
4. Compliance



Subscribe to receive ACLS Monthly Mailings [here](#).



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ACLS Components of Accountability:

1. Enrollment

Average monthly enrollment compared to
program target

(Weighted by type of service)



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ACLS Components of Accountability:

2. Student Outcomes

Performance relative to projections (weighted formula)

- Educational Functioning Level (EFL) completion
- High School Equivalency (HSE) credential attainment **and** Postsecondary Education or Training (PSE/T) enrollment after students exit from a program.



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ACLS Components of Accountability:

3. Program Quality

- Based on [IPQs](#)
- Evaluated through Program Quality Reviews (PQRs), once per funding cycle for each program
- [Annual PQR Summative Reports](#): state snapshot of strengths, challenges, and promising practices



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ACLS Components of Accountability:

4. Compliance

- Based on [ACLS Policies](#)
- Corrective Action Plans (CAPs) for non-compliant or underperforming programs



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ACLS Tools of Accountability





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Desk Reviews

[5/9/23](#)

Beginner LACES Desk Review

9:00 a.m.- 11:00 a.m.

[5/25/23](#)

**Advanced LACES Desk Review: Using
LACES Data to Manage Your Program**

9:00 a.m. – 11:00 a.m.



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Desk Reviews

- NRS Enrollments
- Non NRS Enrollments
- MSG
- MassSTEP
- Employment Outcomes

The screenshot shows a web interface with a green navigation bar containing tabs: DASHBOARD, STUDENT, CLASS, STAFF, TUTOR, and PAIR. Below the navigation bar, there is a 'View' dropdown menu set to 'Student List'. A search filter shows '128 of 660' results, with 'and Current Fiscal Year' selected. Below the search bar, a list of search categories is displayed, including NRS, General, Assessments, Demographics, Hours, History, Outcomes, Adult Education Follow-Up, Enrollments, NRS Deduplicated, Desk Review (which is expanded to show a numbered list of 5 items: 1. NRS Enrollments, 2. Non-NRS Enrollments, 3. MSG Outcomes, 4. MassSTEP Overview, 5. Employment Outcomes), and State and Local Performance (SPR).



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Program Quality Reviews (PQRs): FY19-22

- IPQ 3: Career Pathways Collaboration
- IPQ 4: Curriculum and Instruction
- IPQ 7: Organizational Capacity
- IPQ 8: Educational Leadership



What will FY24 look like?



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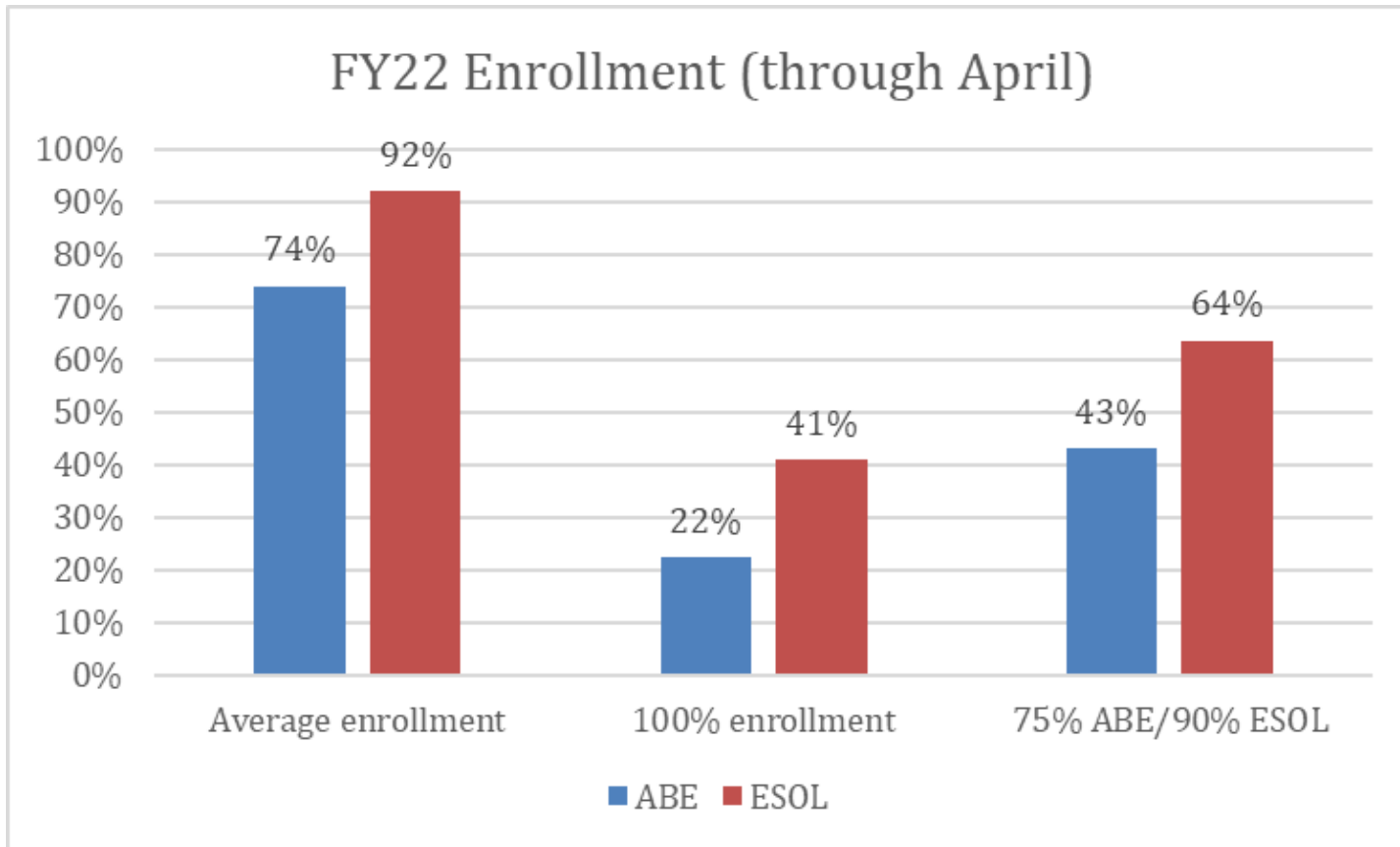
- Finding Your [FY23 MSG Target](#)
- [Desk Review Resources](#)
- Program Support PD Center: [LACES Resources and Trainings](#)
- ACLS Annual [PQR Summative Reviews](#)
- Ed Grants: [Budget and Financials](#)
- [FY24-FY28 Massachusetts Policies for Effective Adult Education](#)



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Massachusetts Performance

FY22 Enrollment



**Enrollment
%
Ranges**

ABE

18% - 122%

ESOL

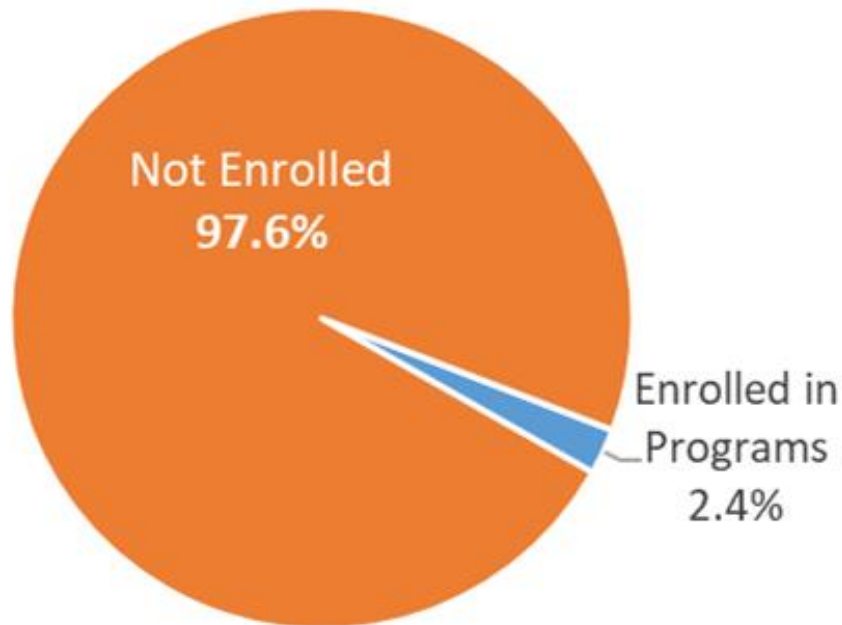
27% - 185%



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Who's in our Programs?

Adult Who Would Benefit from AE Classes





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Massachusetts Performance

FY22 Measurable Skill Gains

FY22 Performance

| Core Indicator of Performance | FY22 Target | FY22 Actual |
|--|-------------|-------------|
| Employment Rate 2 nd Quarter after Exit | 43% | 46.21% |
| Employment Rate 4 th Quarter after Exit | 44% | 46.42% |
| Median Earnings 2 nd Quarter after Exit | \$6,306 | \$7,765 |
| Credential Attainment Rate | 26% | 20.64% |
| Measurable Skill Gains | 47% | 40.93% |

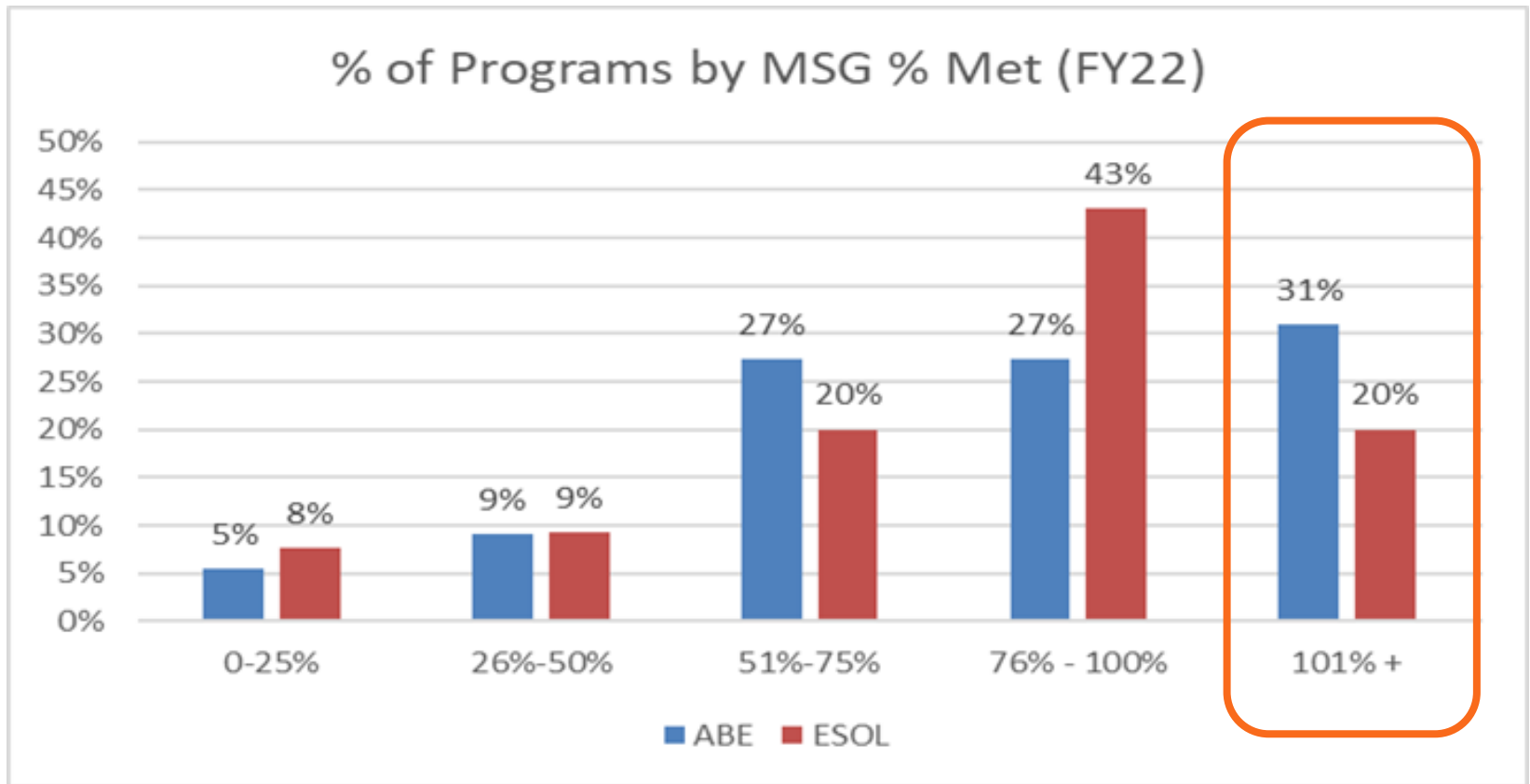
| Posttest Rate | FY2018 | FY2019 | FY2020 | FY2021 | FY2022 |
|---------------|--------|--------|--------|--------|--------|
| ABE | 59.0% | 59.9% | 38.1% | 49.3% | 49.23% |
| ESOL | 75.1% | 77.7% | 44.6% | 71.9% | 69% |
| Combined | 69.9% | 71.7% | 42.6% | 66.5% | 64.3% |



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Massachusetts Performance

FY22 Measurable Skill Gains





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Massachusetts Performance

Which student/s demonstrated MSG?

| | Pretest | Posttest | Increase |
|------------------|--------------------|--------------------|----------|
| Student 1 | MAPT 333 | MAPT 389 | 66 |
| Student 2 | MAPT 489 | MAPT 502 | 13 |
| Student 3 | CLAS-E Reading 466 | CLAS-E Reading 486 | 20 |
| Student 4 | CLAS-E Reading 486 | CLAS-E Reading 506 | 20 |



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FY23 Massachusetts MSG Targets

| Entering Education Level | State Percent* | Students |
|----------------------------|----------------|----------|
| ABE L1 | 42% | |
| ABE L2 | 42% | |
| ABE L3 | 42% | |
| ABE L4 | 35% | |
| ABE L5 | 39% | |
| ABE L6 | 46% | |
| ABE Program Target | | |
| ESL L1 | 60% | |
| ESL L2 | 66% | |
| ESL L3 | 59% | |
| ESL L4 | 55% | |
| ESL L5 | 46% | |
| ESL L6 | 36% | |
| ESOL Program Target | | |

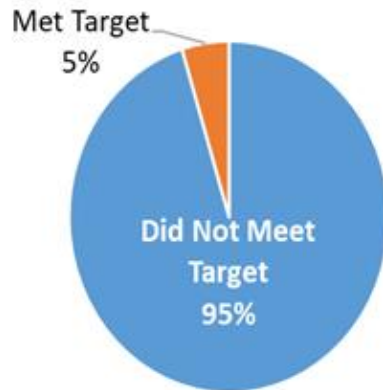


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FY20 vs. FY22

% of Programs that Met MSG Targets

FY20 All Programs: % of Target MSG Met



FY22 MSG Targets Met





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What Data are We Looking At?

How can all these numbers be accurate and reflect the exact same raw data?

- FY22 Actual MSGs: **40.93%**
- FY22 Average MSG Target %: **81%**
- FY22 Programs that met MSG Targets: **25%**



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Breakout Group: Guiding Questions

Please pick 1 person to report out

- Share at least one piece of data related to performance accountability you use and how.
- What factors influence these data? What qualitative information might inform someone's understanding of these quantitative data?
- What else would you want your program specialist to know when they look at these numbers? How can you communicate that?



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Large Group: Let's Touch Base

Share one idea or question that surfaced in your small group discussions.





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Three Big Ideas



- Rely on qualitative AND quantitative data to paint the full picture.

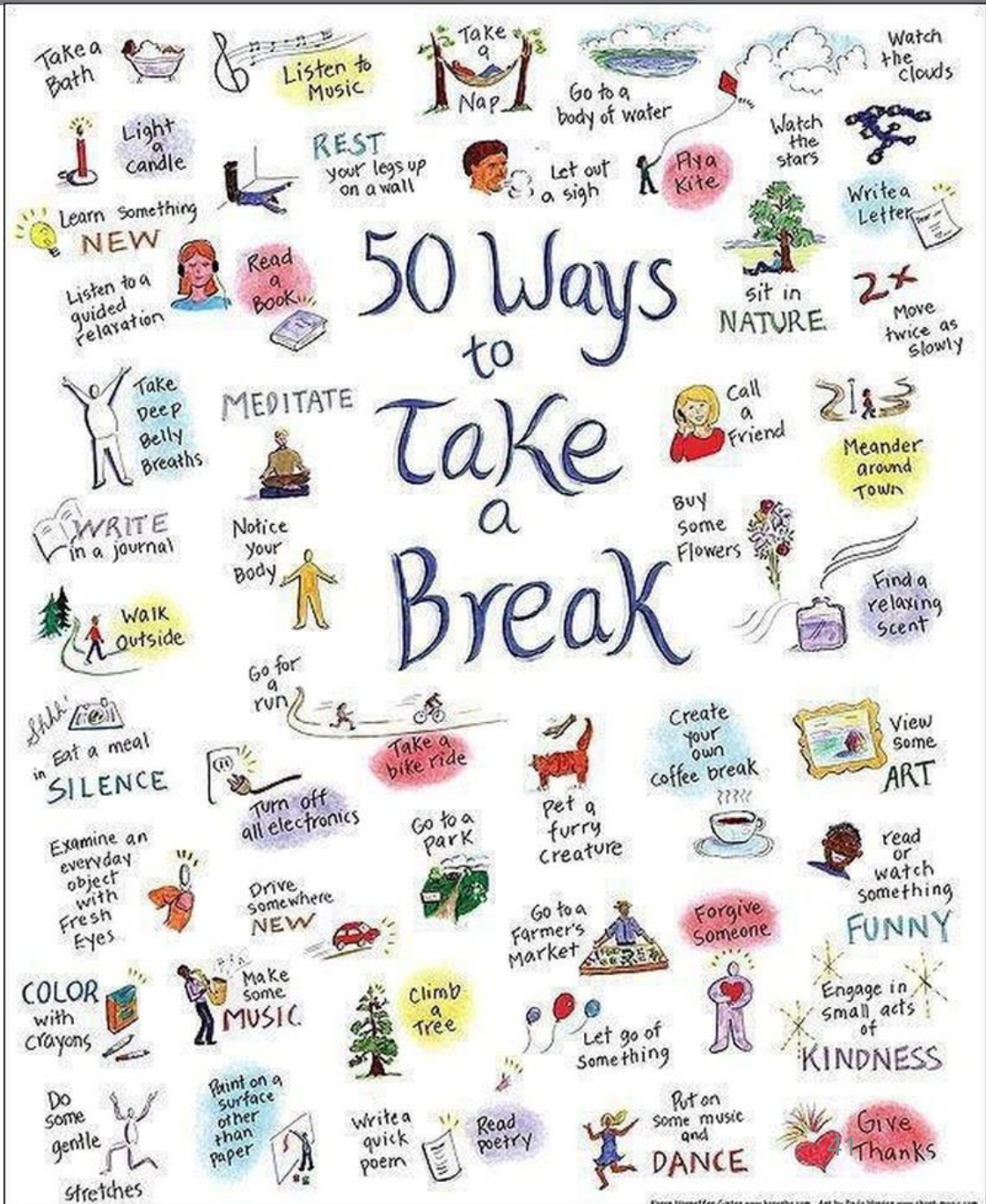


- Data both answers questions and creates new ones. Look for new questions.



- Focus on the myriad of people to whom we are accountable.

15 minute break





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To Whom are We Accountable?

- Students
- WIOA/NRS Performance Measures
- ACLS Accountability Measures
- Parent organization/agency
- Partners and other funders
- Community



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2. If you are currently teaching a class, select a rating for each question about your teaching and teaching conditions. If you are not currently teaching a class, select N/A or DK.

always frequently sometimes rarely N/A or DK

I consciously incorporate the CLC scope and sequence guidelines in my teaching.

I consciously incorporate the College and Career Readiness Standards in my teaching (as appropriate by level).

I prepare written lesson plans which include the five ACLS components and meet the effective standard of the CLC lesson plan rubric.

I have access to the instructional materials and technology that I need.

I have access to a computer when I need one.

Our volunteer program supports students and classes well.

*CLC
Staff
Survey*



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CLC Student Program Evaluation

Student Program Evaluation 2017

Advising and Goals

9. How comfortable do you feel talking to your advisor?

Excellent

Good

OK

Bad

10. Did you receive as much advice, help, or resources from your advisor as you needed?

Excellent

Good

OK

Bad

11. How well has the CLC helped you to plan for a new career or further education?

Excellent

Good

OK

Bad

12. How well has the CLC helped you to set goals and achieve goals?

Excellent

Good

Ok

Bad



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Sources of Data

| IPQ | Types of Data | Data Sources | Qualitative/ Quantitative | Answers questions about... |
|--|--|---|--|--|
| <p>Indicator 2 Equitable Access Guided by data and a responsibility for diversity, equity and inclusion, the program ensures that all adult learners in the local workforce area have equitable access to high quality educational services.</p> | <ul style="list-style-type: none"> · Student demographics · Enrollment · Class levels · Dropout rate · MOAs with partners · Local employment (and other) needs and assets · High need regional employment sectors | <ul style="list-style-type: none"> · Desk Review · LACES Reports · Program Records · Local WDB Plan · NRS Tables 2, 6 · Accommodations · Census Equity Data · Community Resilience Estimates · Household Pulse Surveys · Statistical Atlas · Mass. Occupational and Industry Projections | <p>Quantitative, can also be qualitative</p> | <ul style="list-style-type: none"> · Who are the adults in need of classes in our community? · Among those, who do we serve? Who are we not serving? · Is our program responsive and accessible to those in the community most in need of services? How do we know? · How do we address the needs of applicants/learners with diagnosed or self-disclosed learning and other disabilities? |



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Beginning to Plan

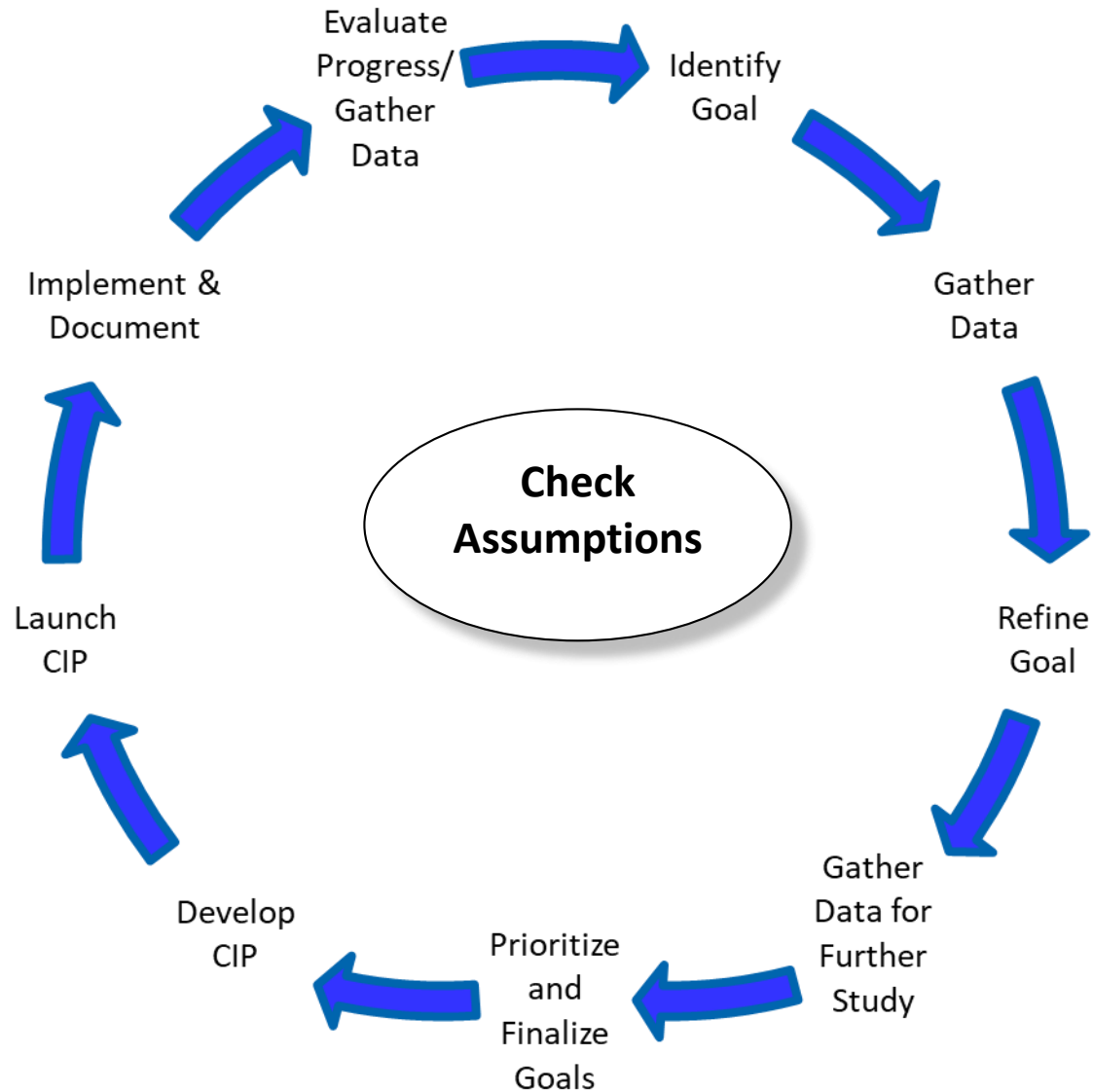
Review IPQs and Sources of Data Chart:

<https://www.sabes.org/content/planning-continuous-improvement-resources-2023-cohort>

1. Select one or two IPQs you might focus on.
2. What sources of data would be relevant?
3. What else might you look at?
4. How feasible does it feel to gather the data to inform your CIP process?



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Project Management

1. **Create Systems:** Develop and maintain system record keeping protocols
2. **Provide Training:** Ensure adequate support related to collecting, analyzing, and reporting data
3. **Check for Accuracy:** Don't second guess when records/documents aren't clear
4. **Use and Share Data:** Collect, enter, analyze, and share data regularly on an ongoing basis:
 1. Timely data entry is critical
 2. Transparency is important...share with staff, students, and other key stakeholders
5. **Verify:** Review reports and triangulate data for accuracy. Find additional evidence that can confirm or reject assumptions and conclusions.
6. **Institutionalize:** Regularly review and use data to inform continuous improvement



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Case Study: Managed Enrollment

Student Question

Long Wait Lists

Can we justify having an empty seat while so many people languish on the wait list?

Staff Question

Are we really serving our students? How will they ever meet their goals if they do not attend often/long enough to acquire the necessary skills?

Observation

Why is someone always on the phone trying to reach people on the wait list?

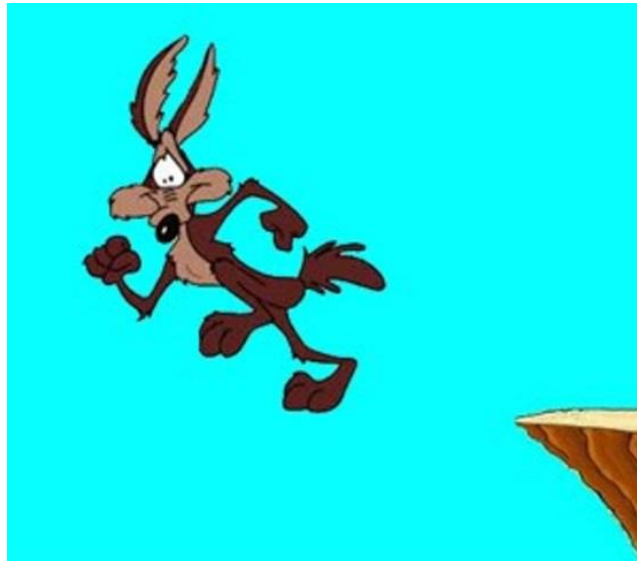


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Case Study: Managed Enrollment

What our Data Showed

- Program retention analysis: 80/20 ratio
- April 1 cliff effect





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Case Study: Managed Enrollment

Program Changes:

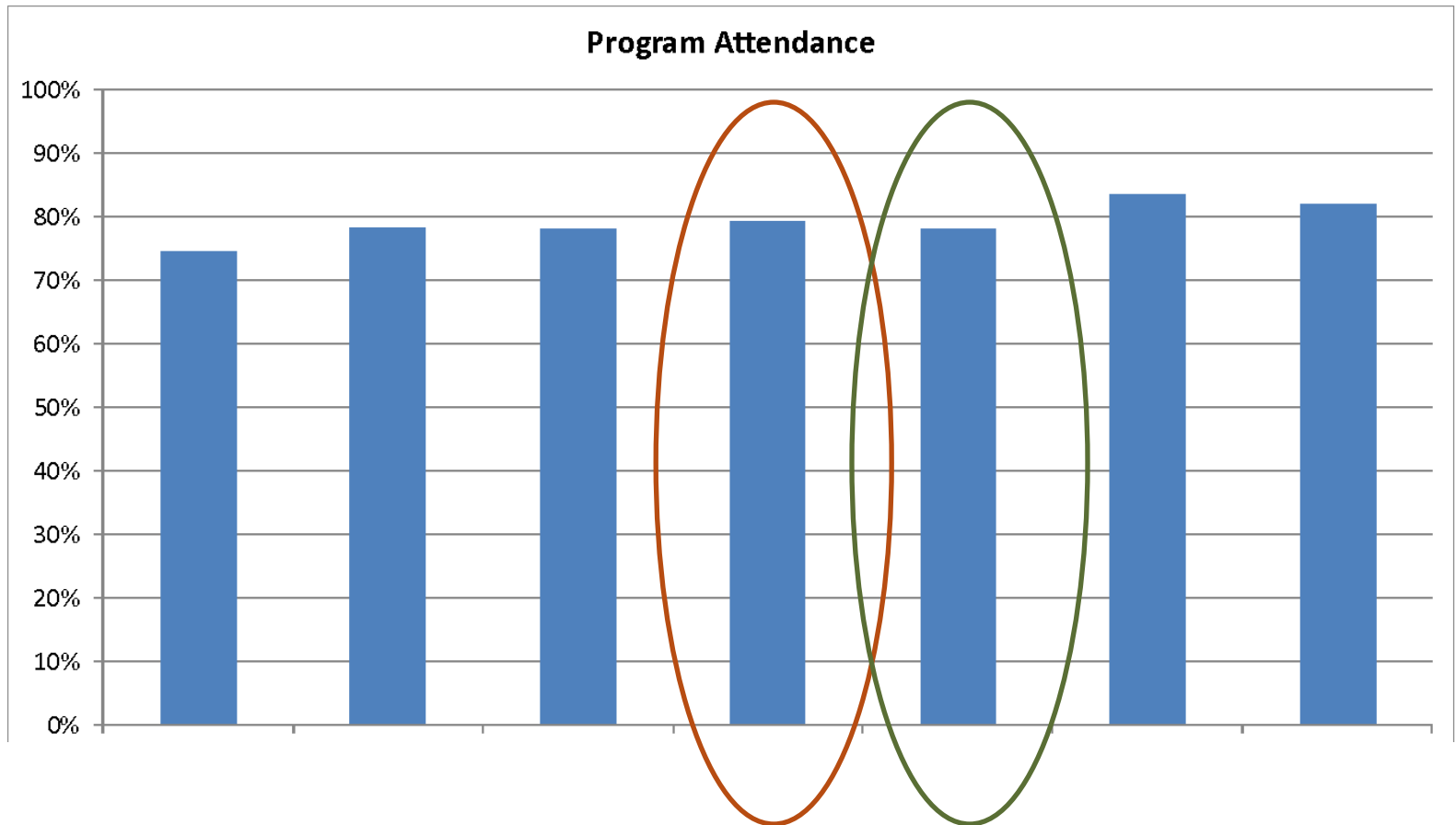
Addressing Work, Family, and Health Barriers

- ✓ Managed Enrollment (September and January)
- ✓ Curriculum: Thematic Units Across Levels
 - Added health unit and invited guest speakers
- ✓ New, 2-Week Required Orientation with Class Audit
- ✓ Translators, student leaders, student handbook
- ✓ New, Flexible Attendance Policy
- ✓ New Leave of Absence Policy



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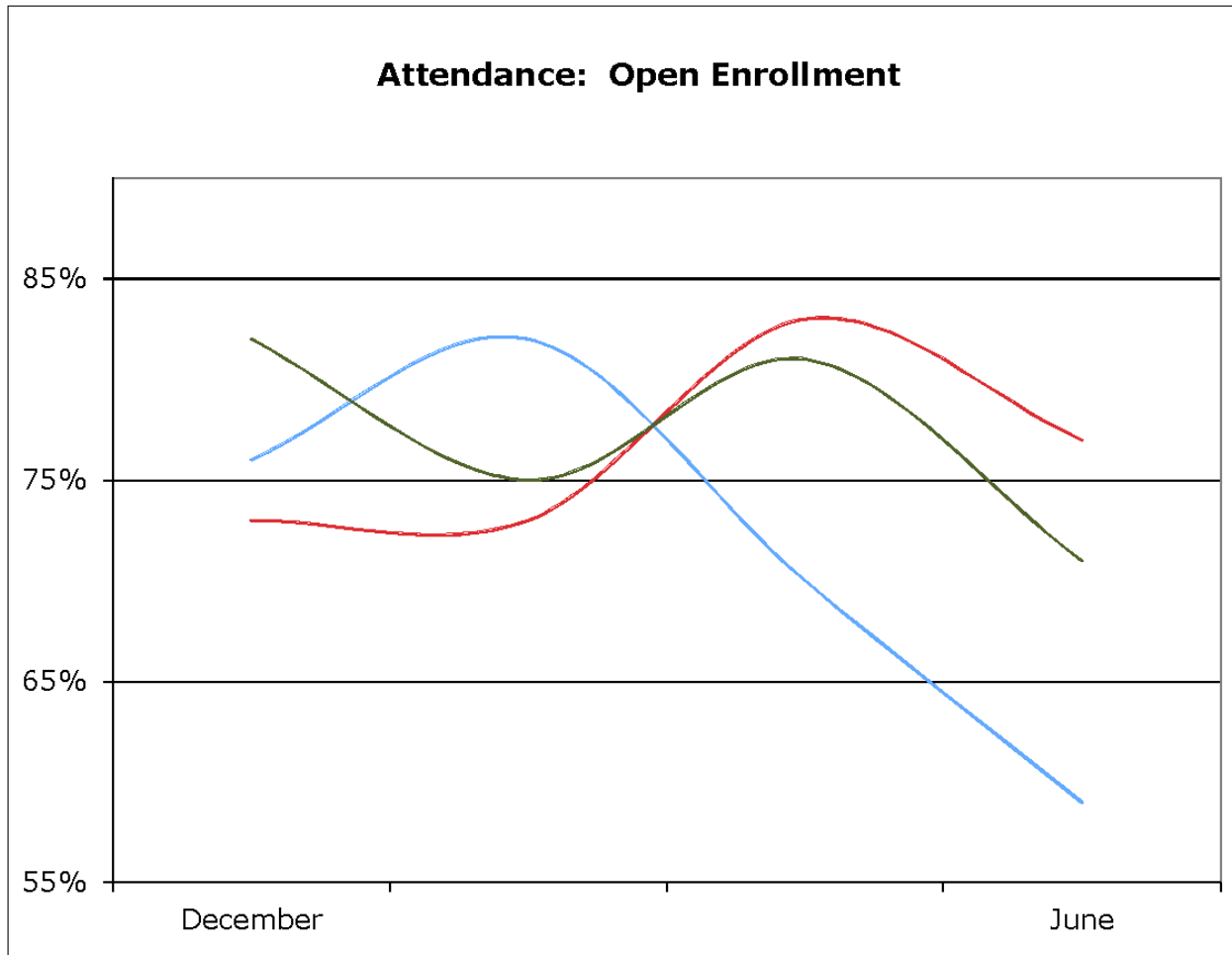
Case Study: Managed Enrollment





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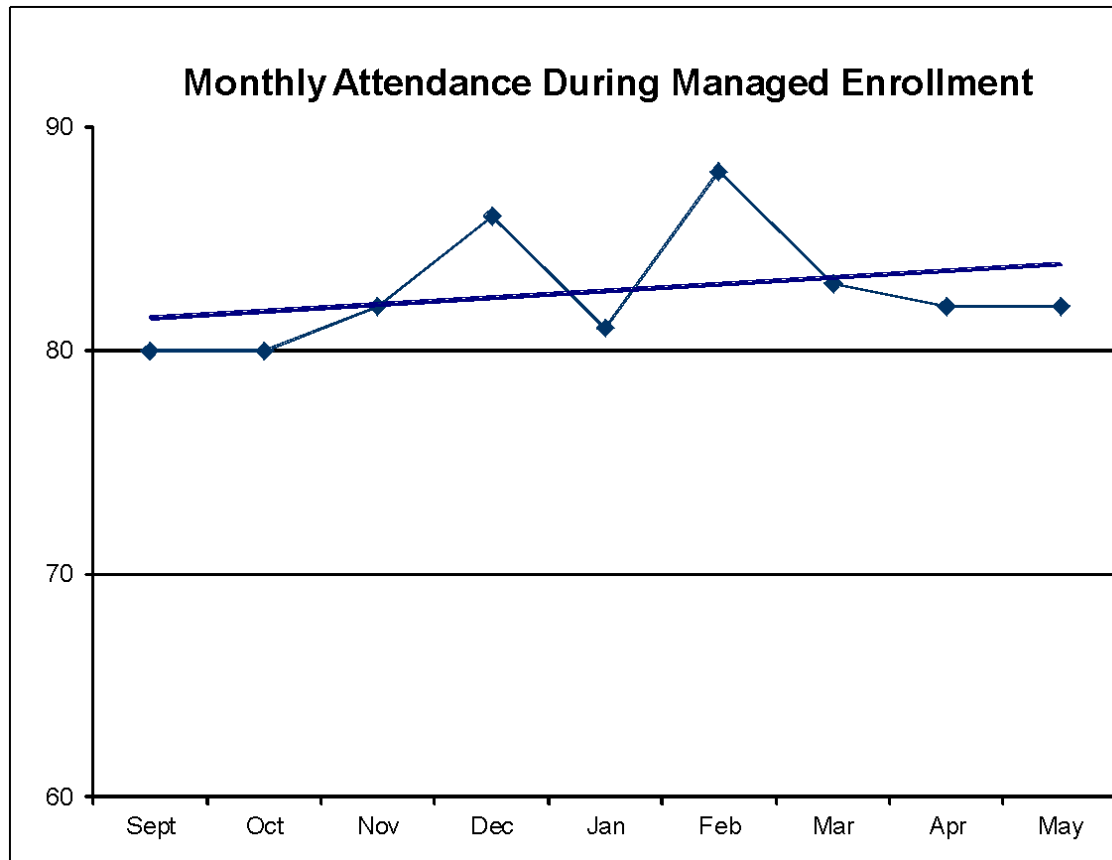
Case Study: Managed Enrollment





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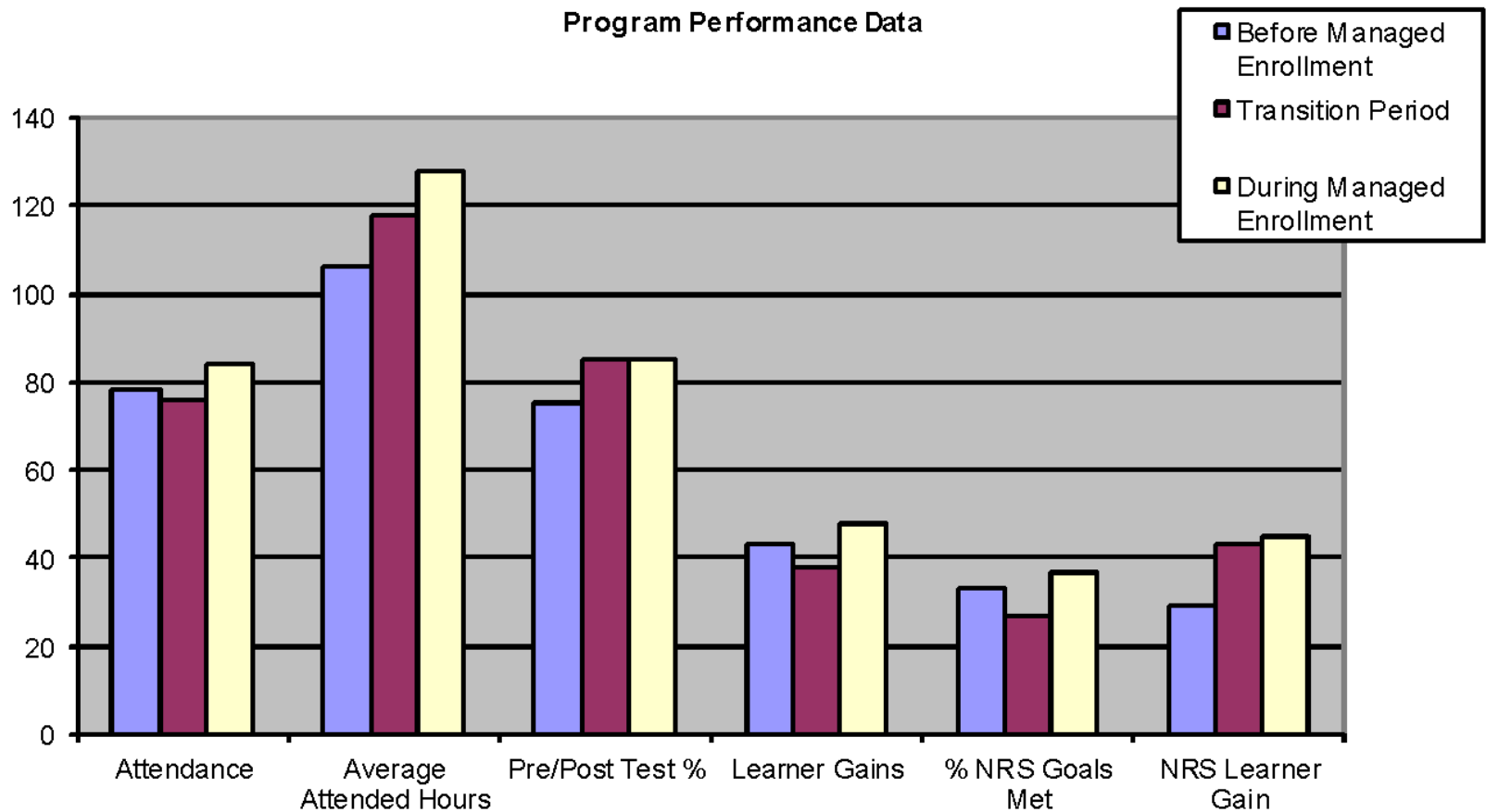
Case Study: Managed Enrollment





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Case Study: Managed Enrollment





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Beyond Managed Enrollment

Unintended Consequences

- ✓ New attendance policy for Level 1 students
- ✓ Surfaced instructional issues
- ✓ New intake and orientation process
- ✓ Celebrate accomplishments



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Small Group Guiding Questions

- What was interesting about this example?
- Have you done a similar process in your program?
- What did you learn?
- How does this example inform your thinking about how to proceed?



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Next Steps

1. Complete evaluations:
<https://www.surveymonkey.com/r/WDBKMDB>
2. Check in with Mina or Luanne for support
3. Identify 1-3 IPQs that you might want to focus on for continuous improvement; collect and analyze related data.
4. Bring summaries of data and questions to the next session.
5. Continue to assemble your team as needed.



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Dates to Remember

Wednesday, March 29

Session 3:

Writing the Continuous Improvement Plan

9:30 a.m. - 1:30 p.m.

(Includes break for lunch)



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Reflection

- How are you thinking differently about data following this session?
- What feels like the biggest challenge?
- What feels like the greatest opportunity?



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Let's Review

