

TE Strategies for Administrators

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Introductions

JoDee Slyter, Regional Director,
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Regional Consortium



Steve Thompson, Assistant Principal,
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Rhonda Balmain, Principal,
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Agenda

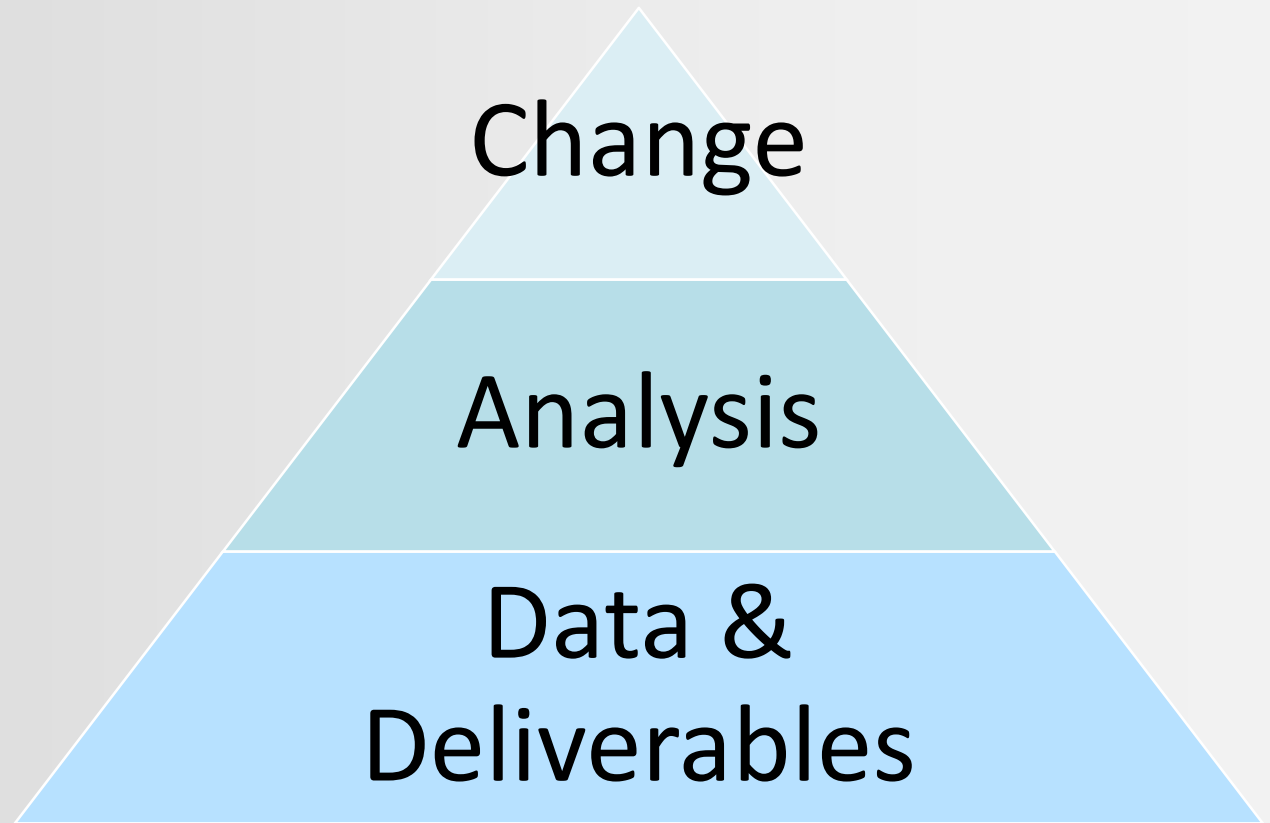
- What Information Do Administrators Need?
 - ... and how to find it?
- Analyzing Performance and Trends
- Implementing Change that Makes a Difference

The Big Picture

How can we better serve students?

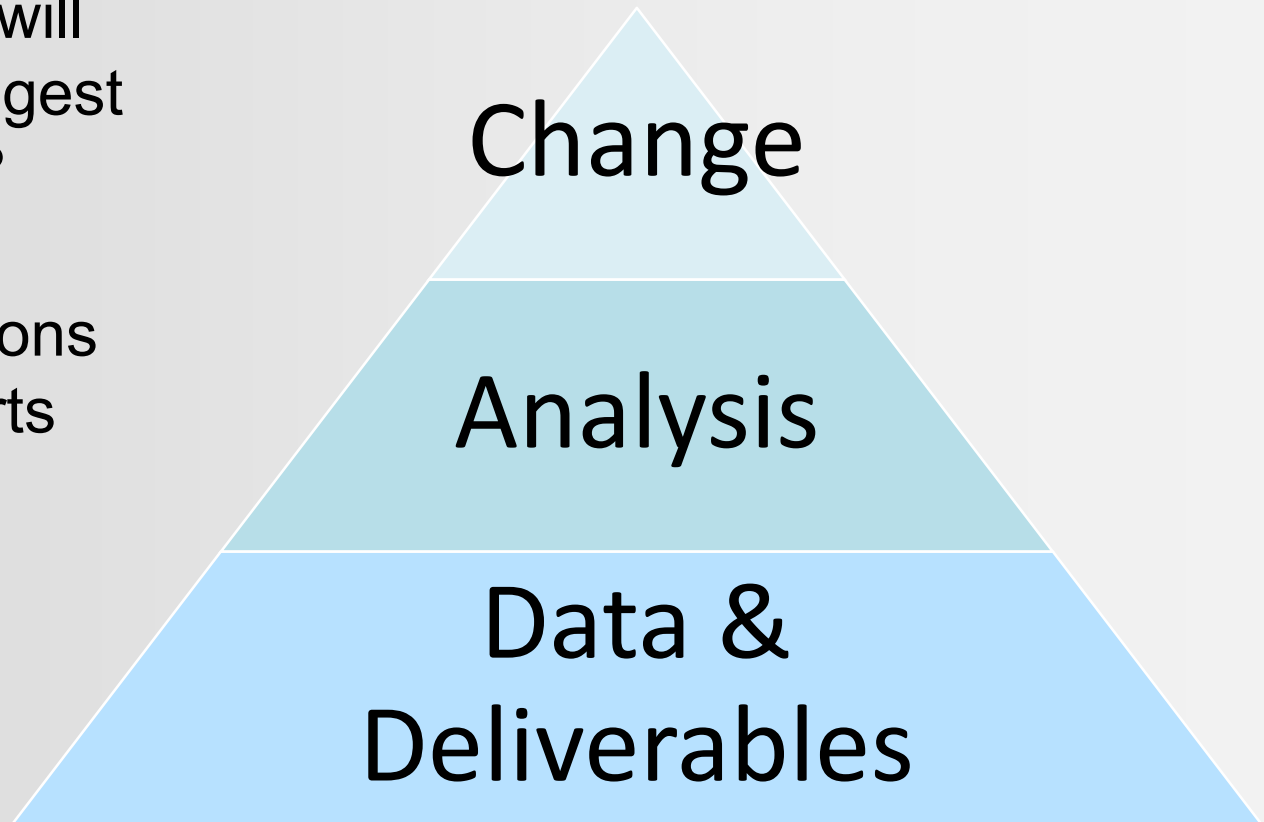
What's the most *effective* way to implement change?

The Administrator's "Pyramid"



The Administrator's "Pyramid"

- What changes will result in the biggest improvements?
- What comparisons and trend reports are available?
- Is my data accurate?



Is my data accurate?

...because EVERYTHING builds on it

- Verify #Enrollments
- Attendance rates
- Completed assessments
- Verify #Outcomes

TE Reports:

- *Data Integrity Report “DIR”*
- *EL Civics Payment Points (CA)*
- *Drilldown to Assessment Audit*
- *Payment Points Summary (CA)*
- *NRS Persister*

Innovative Data Gathering

- Goal: Collect better data that's self-reported

- Employment Barriers

- Simplify the questions
 - Offer checkboxes on a questionnaire
 - Translate to multiple languages

Employment Barriers:

<input type="checkbox"/> Cultural Barriers	<input type="checkbox"/> Long-term Unemployed
<input type="checkbox"/> Person with a disability	<input checked="" type="checkbox"/> Low income
<input type="checkbox"/> Displaced Homemaker	<input type="checkbox"/> Low Levels of Literacy
<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Migrant & Seasonal Farmworker
<input type="checkbox"/> Ex-Offender	<input type="checkbox"/> Seasonal Farmworker
<input type="checkbox"/> Foster Care Youth	<input type="checkbox"/> Single Parent
<input type="checkbox"/> Homeless	<input type="checkbox"/> No TANF in 2 Years or Less

- Employment Outcomes

- Send personalized email
 - Integrate into classroom activities
 - Implement effective E&E survey strategies

Leveraging the power of the data

- Example: Applying for CARES Act funds...or sharing with an elected official
 - Generate statistics that resonate with the partners and grantor
 - Use data to communicate with District Leadership and community leaders

TE Reports:

- *Ad Hoc NRS Cross Tab*
- *NRS Barriers*
- *CASAS Data Portal – historical trends across geographic regions (CA)*

Step 2: Analyze



The Value of a GREAT Data Manager

- Providing data so the ANALYSIS at the program level can be made
- Basic requirements:
 - Efficiency and accuracy
 - Thorough training
 - Up-to-date knowledge of current WIOA/grant obligations
 - Adept at running lesser reports as needed
- Advanced data managers:
 - Second set of eyes on all aspects of student data, attendance, and record-keeping
 - Spotting trends and action items

Data, Analysis and Change in Practice

- Agency-level analysis: ABE/ASE high percentage of <12 hrs and no-pre-test compared with ESL
- Comparison of enrollment procedures:
 - ESL students enrolled in orientation section for pre-testing and placement.
 - ABE/ASE enrolled in class sections prior to pre-testing with high percentage of no-shows
- ABE/ASE procedure changed
- Data review indicated improved % of pre-tests and < 12hrs for ABE/ASE
- BONUS - Orientation sections provide data source for CAEP services

TE Reports:

- *NRS DIR*
- *CAEP DIR (CA)*
- *CAEP Summary (CA)*

Using the Data Integrity Report (DIR)...

- Example: Creating the CIP
 - EFL Gains
 - Persistence

TE Reports:

- *NRS DIR*

The Value of Consortium Data Meetings

- Consistency
 - Enrollment, outcomes, service areas
 - “What’s YOUR definition of a post-secondary outcome?”
- Supporting agencies large AND small
 - Highlighting contributions to the region
 - Percentage outcomes
- Goal setting and priorities

Other reports for Agency-level Analysis

- Conduct side-by-side comparisons
- Review with prior years for trends and anomalies
- Monitor data results throughout the year

TE Reports:

- *PP Summary (CA)*
- *NRS Table 4b*

Step 3: Implementing Changes

Do our internal processes need to be reviewed?

- Sharing and learning best practices
- Identify goals, where to spend your resources
 - Onboarding
 - A Universal Registration Form
 - Data Collection
 - Outcomes
 - Communication between teams

Making an Impact on Instruction

- Engaging your staff
 - Teachers making decisions creates ownership
 - Identify who needs post-testing – before they disappear

Example: CTE population needed more instruction on charts and graphs

TE Reports:

- *Student Gains*
- *Individual Competency reports*
- *Class Competency report*

Reflecting on Progress Throughout the Year

- Analyze results -- an ongoing process
- Review periodic milestones
 - “End of Year” Summary Meeting
 - Celebrating successes
 - “New Program Year” Kickoff Meeting
 - Establishing new goals and changes in the new year
 - Delegating ownership to team leads or PLC to establish goals

Links to References:

- NRS DIR, NRS Barriers report,
- Student Gains, Class Competency, Individual Competency reports:
 - <https://www.casas.org/product-overviews/software/topspro-enterprise/sample-reports>
- Ad Hoc NRS Cross Tab report:
 - https://www.casas.org/docs/default-source/networking/nrs-ad-hoc-cross-tab-report-in-te.pdf?sfvrsn=c247315a_2?Status=Master
- California Accountability reports:
 - [https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-adult-education-program-\(caep\)](https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-adult-education-program-(caep))


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Questions?





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TOPSpro Enterprise Strategies for Administrators

Thu. Jun 17, 2021

10:30 AM - 11:30 AM

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