Today's Objectives

- Review 107a Criteria & Design Lab Process

- Review Current State of Adult Education

- Identify Factors Impacting Adult Learning

- Provide Resources and Strategies to Develop a Needs Assessment

Today's Agenda

Welcome and Introductions   ***30 min***

Section 107a Grant Opportunity   45 min

What is the Design Lab?   15 min

Break   10 min

Restoring the Promise of Adult Education in Michigan   50 min

Lunch   30 min

Adult Learner Variability   110 min

Break   10 min

What is a Needs Assessment?   60 min

Let's Align on Some Norms for Working Together Throughout the Design Lab

Meeting norms:

- Curiosity and candor are encouraged.
- Practice leaning in (participate) & out (watch your airtime).
- Remote First: We will be "Remote First" and provide an online participant the opportunity to engage first (Note: Raise your virtual hand).

Zoom norms:

- Rename yourself to Name + Org.
- Mute your mic to reduce background noise, unless you're speaking.
- Keep your video on, when possible.
- Raise your virtual hand using the "Reaction" button (quick introduction each time with name & organization).
- Use the chat function to document any questions or comments (we're monitoring the chat).

Room norms:

- Raise your hand (quick introduction each time with name & organization).
- Avoid side conversations.

Design Lab Team

Alex Andrews
TalentFirst

Colleen McInerney
TalentFirst

Erica Luce
LEO-WD

Sandra Thelen
LEO-WD

Meet Your Coaches

Meg Chamberlain

Public Policy Associates

Suniya Farooqui

Public Policy Associates

Colleen Graber

Public Policy Associates

Rob Linden

Public Policy Associates

MaryBeth Talbot

Public Policy Associates

Dirk Zuschlag

Public Policy Associates

Let's Get to Know Each Other

- Name, Organization

- Share 1 problem you're trying to address with your innovation

- Share 1 thing you want to get out of the Design Lab

Today's Agenda

Welcome and Introductions	30 min
Section 107a Grant Opportunity	*45 min*
What is the Design Lab?	15 min
Break	10 min
Restoring the Promise of Adult Education in Michigan	50 min
Lunch	30 min
Adult Learner Variability	110 min
Break	10 min
What is a Needs Assessment?	60 min

Adult Education Innovation Grants

Section 107a of the State School Aid Act (Public Act 320 of 2023) allocated $15M for Adult Education Innovation Programs.

- A Request for Proposals (RFP) was released May 9 to support innovative approaches that lead to increased participant enrollment and completion of adult education programming.

  - Purpose: To pilot evidence-based and scalable innovations and complement Section 107 funding.

  - Innovation programs should align with the priorities for the adult education system identified by LEO-WD.

- Applications are due in NexSys by **11:59p.m. on August 6, 2024**.

- More information can be found on the LEO-WD Funding Opportunities page.

Adult Education Priorities

The Adult Education section within the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) has identified the following priorities for the adult education system:

1. Expand access to adult education services in Michigan.

2. Ensure equity in the delivery of adult education services.

3. Ensure adult education services are high-quality and utilize best practices and evidence-based research.

4. Build equitable career pathways to high-wage careers and expand access to integrated education and training (IET) programs.

5. Increase the number of adults in Michigan with a secondary credential.

Innovation

Sec. 107a.(1) cites examples of innovation, including but not limited to *synchronous and asynchronous program delivery methods*, *wraparound support*, *alignment between high school completion with postsecondary education*, *co-locating adult education with Michigan Works! or community colleges*, and *high-quality professional development*.

- The innovation is specific to region/provider but not necessarily the adult education system.

- Applicant must demonstrate how the innovation is based on existing research and best practices.

- The innovation must lead to achievement of the defined goals.

- Must be a new activity or strategy not currently funded under State School Aid Act, Section 107.

Eligible Providers

- Eligible applicants include districts, intermediate districts, and community colleges that currently receive Section 107 funding and have experience serving adult learners.

- Adult education providers that are not a district, intermediate district, or community college must apply in partnership with a district, intermediate district, or community college that will serve as the fiscal agent for the funding.

From the state school aid fund money appropriated in section 11, there is allocated for 2023-2024 only an amount not to exceed $15,000,000.00 to the department of labor and economic opportunity to create **authorized postsecondary** adult education innovation programs.

Section 107a.(1)

MICHIGAN DEPARTMENT OF
LABOR & ECONOMIC
OPPORTUNITY

WD | **WORKFORCE DEVELOPMENT**

Please submit any questions regarding the Sec. 107a Adult Education Innovation grants to LEO-AdultEd@michigan.gov.

Email
LEO-AdultEd@michigan.gov

Website
https://www.michigan.gov/leo/bureaus-agencies/wd/funding-opportunities

Today's Agenda

Welcome and Introductions	30 min
Section 107a Grant Opportunity	45 min
What is the Design Lab?	*15 min*
Break	10 min
Restoring the Promise of Adult Education in Michigan	50 min
Lunch	30 min
Adult Learner Variability	110 min
Break	10 min
What is a Needs Assessment?	60 min

ADULT EDUCATION INNOVATION
DESIGN LAB

Why?

Sec. 107(a) is a one-time opportunity to **pilot and scale new models** leading to better outcomes for adult learners.

Why?

Assist eligible applicants with **capacity and technical expertise** to develop **competitive proposals** for the Section 107(a) RFP – resulting in **sustainable and scalable innovations** that improve outcomes for adult learners.

Why?

Think Big.

Take Risks.

Transform Tomorrow, Today.

Design Lab Goals

Encourage Innovation & Risk-Taking

Maximize Number of High-Quality Proposals

Foster Collaboration & Knowledge-Sharing

What is it?

The 2-month design sprint includes:

4 Workshops
Address each element of your application with technical support and resources from our workshops.

4 Coaching Sessions
Develop and refine your proposal with individualized coaching from Public Policy Associates.

Peer-to-Peer Learning
Collaborate, partner, and learn from other practitioners across the nation.

ADULT EDUCATION INNOVATION
DESIGN LAB

WORKSHOP SCHEDULE

6/11 — Workshop 1
Addressing the Whole Learner
Lansing, MI

6/18 — Workshop 2
Ensuring Equitable Access & Maximizing Partnership Potential
Grand Rapids, MI

7/02 — Workshop 3
Leveraging Data to Identify Gaps & Evaluate Success
Detroit, MI

7/17 — Workshop 4
Mitigating Risk & Sustaining Change
Mount Pleasant, MI

Individualized coaching will be available to applicants between each workshop.

SCAN TO SIGN UP FOR COACHING

YOUR GOALS

To complete the 107a Design Lab process, and subsequently develop a proposal to be considered by LEO-WD for a Section 107a grant, each applicant will work with TalentFirst and Public Policy Associates to complete the following elements during the 2-month planning process:

1 Needs Assessment
Quantify the size of your adult learner population, evaluate your program data to identify gaps and barriers experienced by your learners.

2 Asset Map
Detail local resources and potential partners in your community that you could leverage to enhance your proposed innovation.

3 Work Plan
Review your plan to evaluate and improve your current delivery mechanism to achieve higher enrollment and completion rates, including plans to mitigate risk and scale your innovation.

4 Success Measures
Articulate a clear vision of success with metrics to capture how your innovation will improve employment, education, and/or quality of life for participants.

5 Sustainability Plan
Develop a clear and realistic plan to sustain your innovation after grant funds exhaust in 2026.

PAGE 06

During the Design Lab, We'll Work Through an Iterative Process

| DEFINING THE PROBLEM | IDENTIFYING ROOT CAUSES | ENGAGING PARTNERS | ENVISIONING SUCCESS | MITIGATING RISK & SUSTAINING CHANGE |

1

STRATEGY 01

What problem are we trying to solve?

What's the scale of the problem in our community?

2

STRATEGY 02

What are the barriers?

Which barriers can we address through our innovation?

3

STRATEGY 03

What partners do we need to engage?

What assets can we leverage in our community?

4

STRATEGY 04

What does success look like?

How do we measure it?

5

STRATEGY 05

What risks can we anticipate?

How will we proactively address them?

What our process for sustaining the innovation?

Workshop 1   **Workshop 2**   **Workshop 3**   **Workshop 4**

Design Lab Workshops & Coaching Schedule

	Date	Time	Coaching Session Dates
Workshop 1	Tuesday, June 11	9:00 am – 3:00 pm	June 12 – June 17
Workshop 2	Tuesday, June 18	9:00 am – 3:00 pm	June 19 – July 1
Workshop 3	Tuesday, July 2	9:00 am – 3:00 pm	July 3 – July 16
Workshop 4	Thursday, July 17	9:00 am – 3:00 pm	July 18 – July 26
The final coaching session can be used for general Design Lab-related question *or* as a proposal review session.			

Let's Take a Break

Today's Agenda

Welcome and Introductions	30 min
Section 107a Grant Opportunity	45 min
What is the Design Lab?	15 min
Break	10 min
Restoring the Promise of Adult Education in Michigan	*50 min*
Lunch	30 min
Adult Learner Variability	110 min
Break	10 min
What is a Needs Assessment?	60 min

Restoring the Promise of Adult Education in Michigan

STRATEGIES TO MAKE MICHIGAN A LEADER IN PREPARING ALL ADULTS
TO SUCCEED IN A KNOWLEDGE-DRIVEN ECONOMY
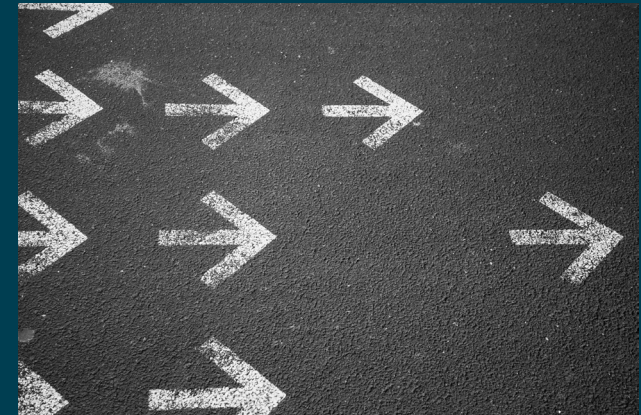
TALENTFIRST

Research purposes

Meeting Talent Needs

Generational Benefits

Michigan as a National Leader

Without intervention, adults without foundational skills will continue to fall further behind…

Headwinds in Michigan:

An aging and retiring workforce

Historically low birth rates

Negative net migration

Rise in automation & AI

Current State of Adult Basic Education

710,197 adults in need; **25,275** are served

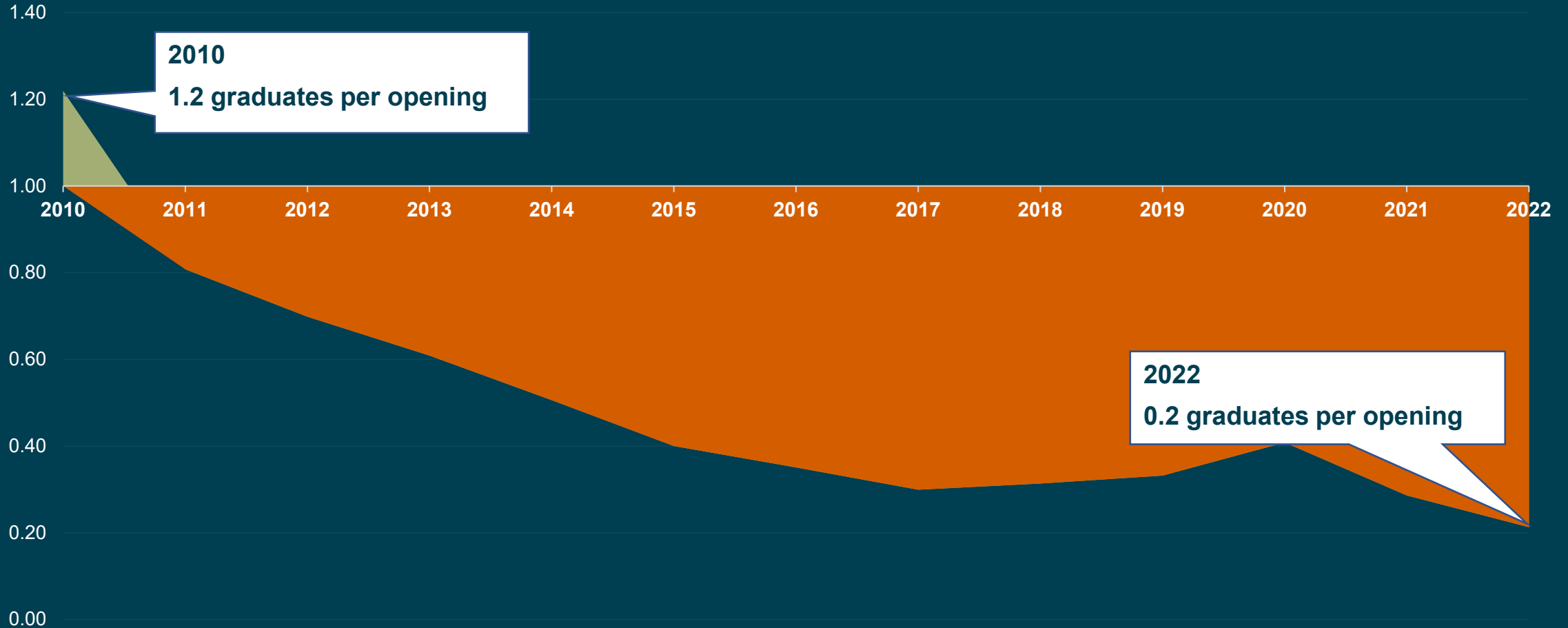**2x** more likely to be out of the workforce, unemployed, and in poverty

78% drop in funding since 2000

1 in 2 exit with skill gain, but disparities persist:

- **1 in 4** if displaced homemakers
- **1 in 5** with transportation barriers
- **1 in 6** with transportation + ELL
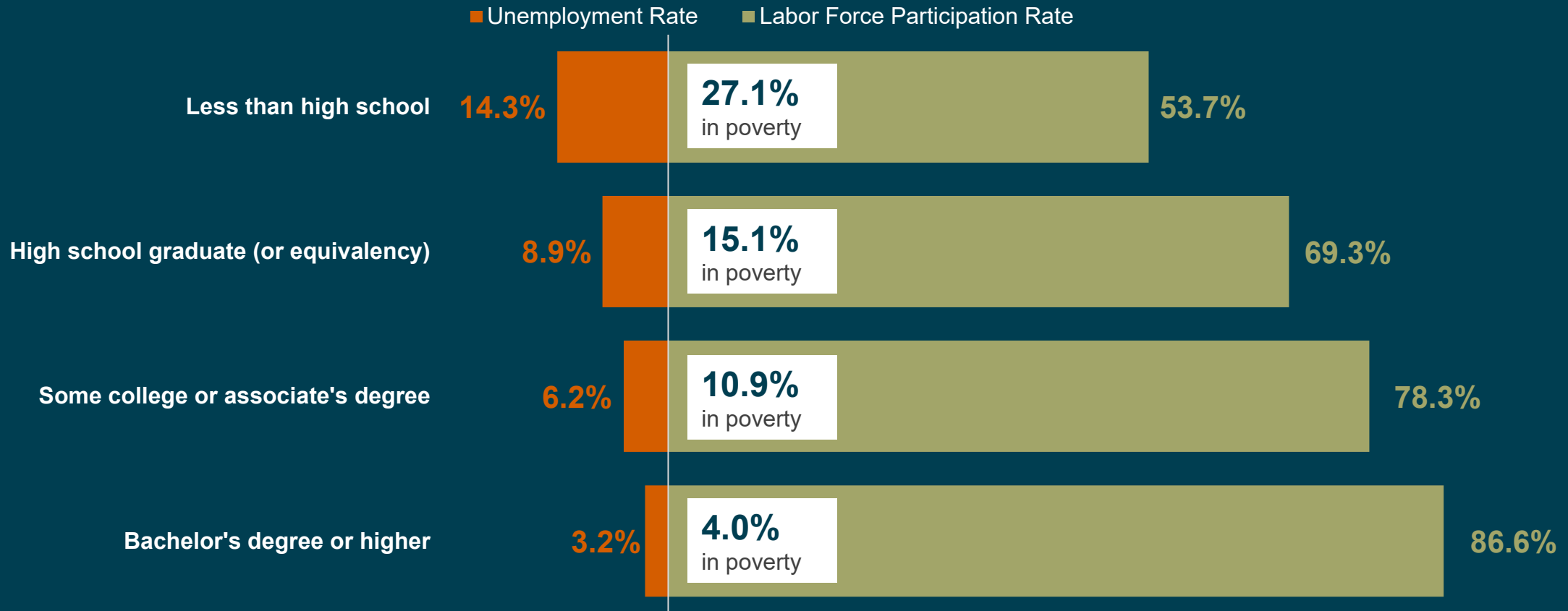- **1 in 3** if Black

Today, Michigan produces 1 graduate for every 5 job openings requiring a credential

Ratio of Michigan Graduates per Job Opening Requiring a Credential

2010

1.2 graduates per opening

2022

0.2 graduates per opening

Project overview

Literature Review

Stakeholder Input:
Expert Interviews, Provider Survey, Learner Focus Groups

What is the current state of adult ed in Michigan?
How can Michigan improve?

MAERS Data

Other States' Approaches
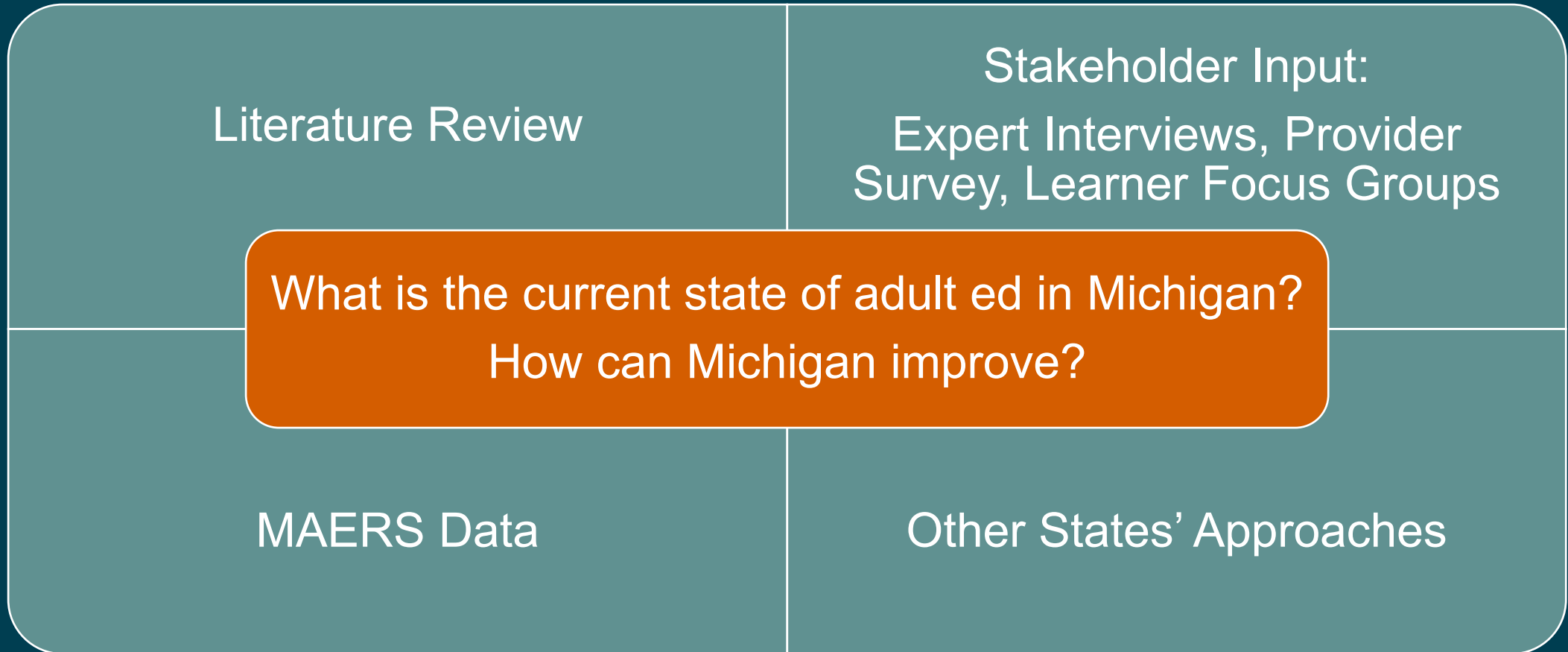
State to federal funding ratios (2018-19 Data)

More State than Federal

CA   FL   MN

Higher

4:1

MA   AZ   TX

1.2:1

Lower

More Federal than State
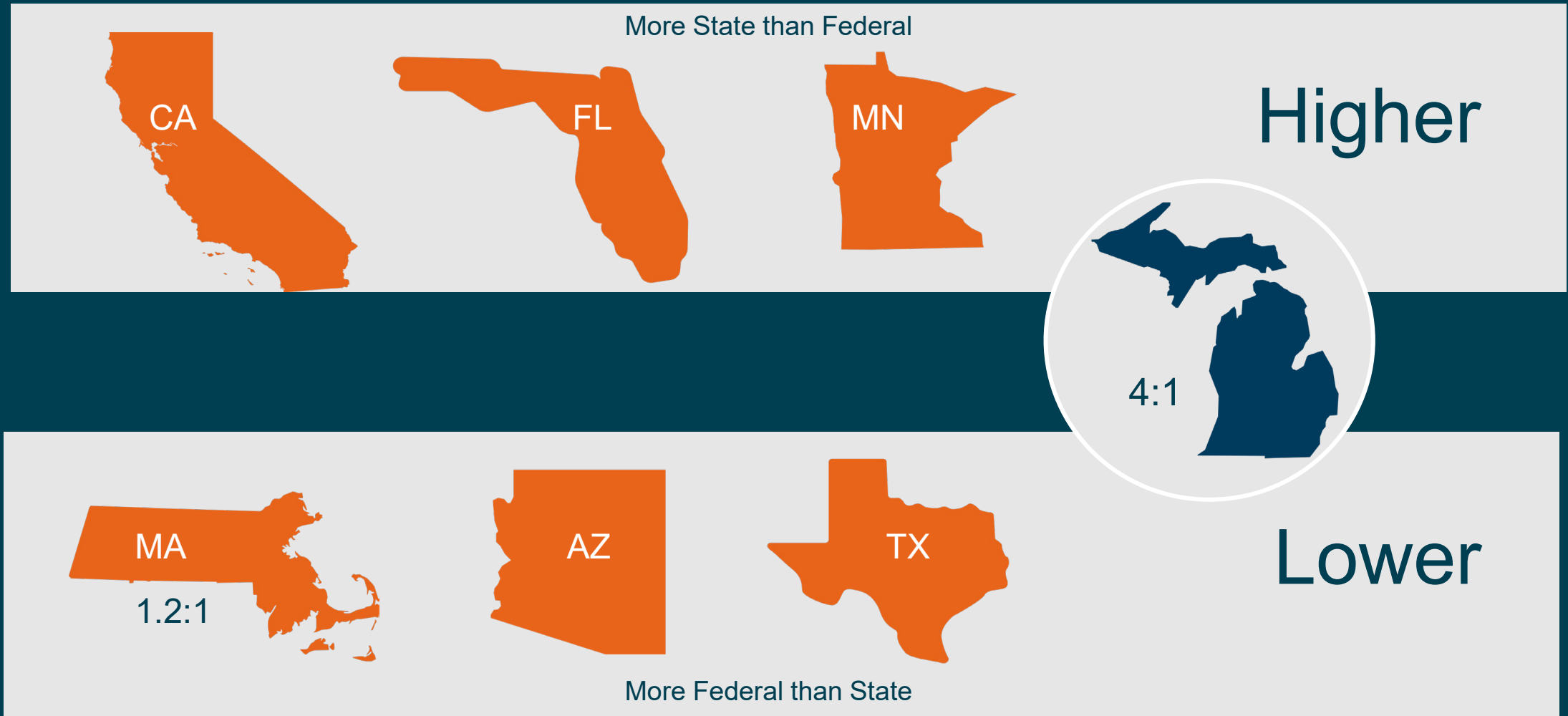
Key results from the states comparison

- WIOA heavily influences adult education
- Shared emphasis on adult education as part of workforce productivity
- Centralized and decentralized systems can operate effective adult education, relying on partnerships and local presence
- Common focus on IET and career pathways, although with varying degrees of implementation
- Adult education is underfunded compared to need

Michigan Opportunities

Identifying the gaps

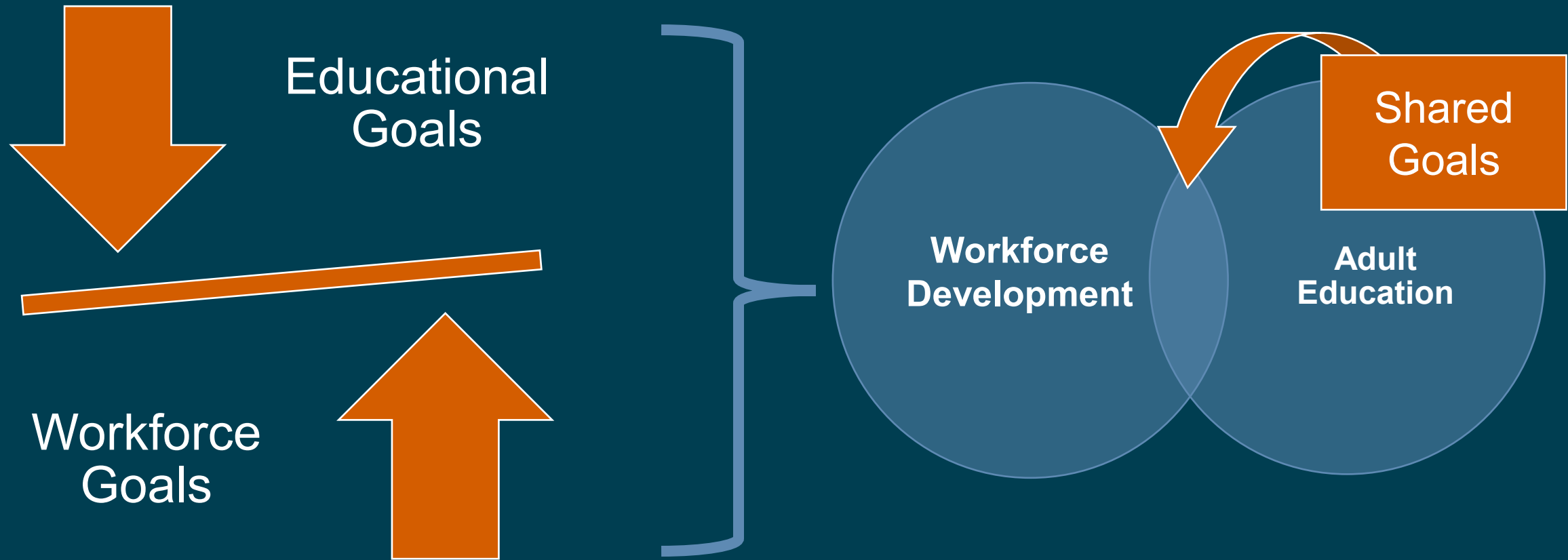| Alignment	Visibility & Respect	Awareness & Capacity	Employer Engagement
Consistency & Equity	Learner Persistence	Meaningful Data	Resource Expansion

Linking adult education and workforce development

Educational Goals

Workforce Goals

Workforce Development

Adult Education

Shared Goals

Visibility and respect

Undervalued and Misunderstood

- Increased knowledge of adult education services
- Elevated position in the overall education workforce development field

2/3 of providers do not feel respected by K-12

94% of providers think K-12 and adult education differ significantly

88% said adult education instructors should have specialized training

76% agreed to a great extent that adult education is a fundamental part of career pathways

Awareness and capacity

Getting the Word Out

- Currently only serving 3.6% of population in need
- Marketing by word-of-mouth (friends and family) is not enough
- Need to overcome capacity limitations

53% of providers said most their learners find out about them from family or friends

81% have sufficient outreach for current capacity

10 of 29 indicated space prevents them from expanding

9 of 29 staffing is a barrier to growth

11 of 29 said dedicated funding would help them expand

Employer engagement

Partnership Potential

- Incentivizing learning
- Providing a place for instruction
- Better connections to employment and advancement

52% feel very little or no respect at all from the business community

38% currently partner with for-profit businesses

17% offer classes at an employer's site

52% say that very little or none of employer input is incorporated into curriculum

Consistent, equitable services

Reaching All Learners

- Service accessibility
- Format and schedule flexibility
- Effective curricula

72% offer hybrid

72% offer fully remote

75% offer classes in summer

10% offer classes on the weekend

21% said curricula needs improvement

Learner persistence

Whole Learner, Human-Centered

- Transportation and childcare supports
- Contextualized learning
- Peer support

69% said learners have challenges with a work-life balance

56% assist with transportation

8% assist with childcare

56% have challenges keeping learners motivated

Meaningful data

Data that Reflects the Complex Context

- Metrics that account for different learner types and goals
- Tracking of students over time and learner stage
- Data sharing across systems, like postsecondary and employment outcomes

Resource expansion

Underfunded and Constrained

- More funding to improve services
- Greater funding flexibility:
  - Who can receive funds
  - What funds can be used for

78%

1997-2001	$80 million a year
2002-2016	$20-$22 million a year
2017-2019	$30 million a year

Research-Driven Strategies for Michigan

Research-driven strategies

Systems Integration

Align existing resources, maximize partnership potential, and improve data quality

Educator Supports

Increase compensation and legitimacy of workforce (credential); more opportunities for professional development

Funding

Increase funding and spending flexibility; encourage outcome-based funding (beyond WIOA measures)

Learner Services

Increase access to adult education programs and tailor programs to individual barriers and goals

Every adult deserves a solid foundation

Foundational skills (literacy, numeracy, digital skills) lead to **better quality of life**, **economic mobility**, and **access to postsecondary education** (Reconnect, Going Pro, etc.).

Life, Family, Community

Every adult has the foundational skills to:

- Access healthcare
- Manage their finances
- Engage in the community
- Be politically active
- Navigate social services
- Support their children (school, work, life)

Employment + Continuing Education

Every adult has the foundational <u>and occupational</u> skills to:

- Find and maintain a good paying job
- Access postsecondary education
- Advance in their careers

Access the report

SCAN ME

Restoring the Promise of Adult Education

Strategies to Make Michigan a Leader in Preparing All Adults to Succeed in a Knowledge-Driven Economy

March 2023

Today's Agenda

Welcome and Introductions   30 min

Section 107a Grant Opportunity   45 min

What is the Design Lab?   15 min

Break   10 min

Restoring the Promise of Adult Education in Michigan   50 min

Lunch   *30 min*

Adult Learner Variability   110 min

Break   10 min

What is a Needs Assessment?   60 min

Today's Agenda

Welcome and Introductions	30 min
Section 107a Grant Opportunity	45 min
What is the Design Lab?	15 min
Break	10 min
Restoring the Promise of Adult Education in Michigan	50 min
Lunch	30 min
Adult Learner Variability	***110 min***
Break	10 min
What is a Needs Assessment?	60 min

Adult Learner Variability

Digital Promise®

Powered by
The Learner Variability Project

Presented by

Jessica Jackson
Director of Professional
Learning Learner Variability
Project
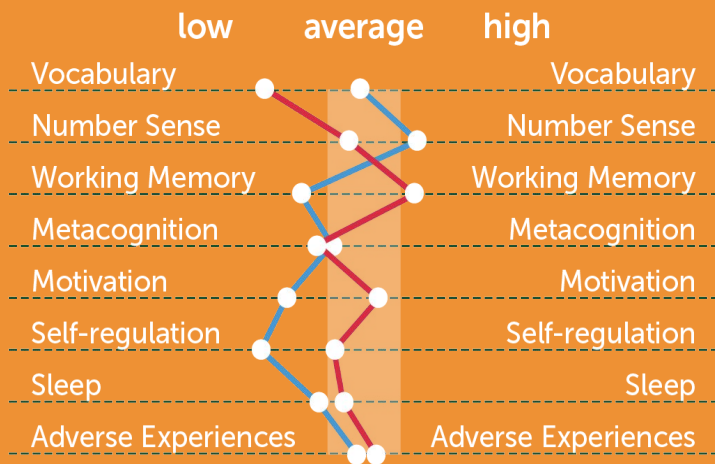
Powered by

The
Learner Variability Project

at Digital Promise®

Overview

- What is learner variability?
- What does it mean for adult learners?
- How to use the Learner Variability Navigator
- Deep Dive on Factors that impact adult learners
- Examples of strategies in practice for adult learning
- Scenario based Discussion

What is Learner Variability?

Each learner is <u>unique</u>

|	low	average	high
Vocabulary			Vocabulary
Number Sense			Number Sense
Working Memory			Working Memory
Metacognition			Metacognition
Motivation			Motivation
Self-regulation			Self-regulation
Sleep			Sleep
Adverse Experiences			Adverse Experiences

Learner variability is the recognition that each student has a unique set of strengths and challenges across a whole child framework that are interconnected and vary according to context.

Powered by

The Learner Variability Project

at Digital Promise

What is Learner Variability?

Each learner is <u>unique</u>

	low	average	high	
Vocabulary				Vocabulary
Number Sense				Number Sense
Working Memory				Working Memory
Metacognition				Metacognition
Motivation				Motivation
Self-regulation				Self-regulation
Sleep				Sleep
Adverse Experiences				Adverse Experiences

Learner variability is the recognition that **each** student has a **unique** set of **strengths** and challenges across a **whole child framework** that are **interconnected** and **vary according to context**.

Powered by

The Learner Variability Project

at Digital Promise
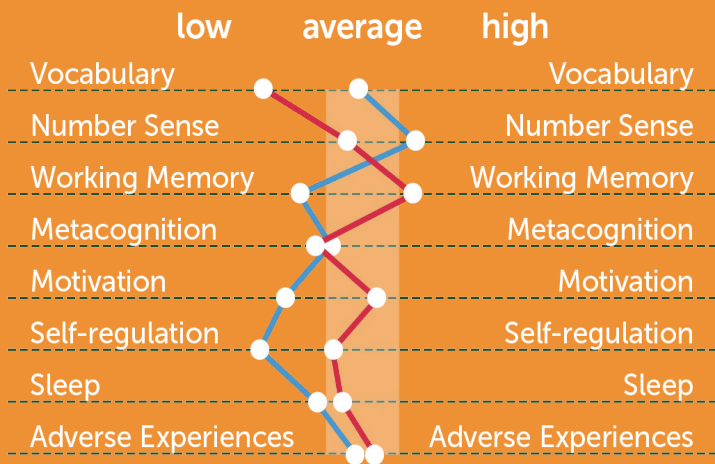
The Context Principle

When two introverts meet
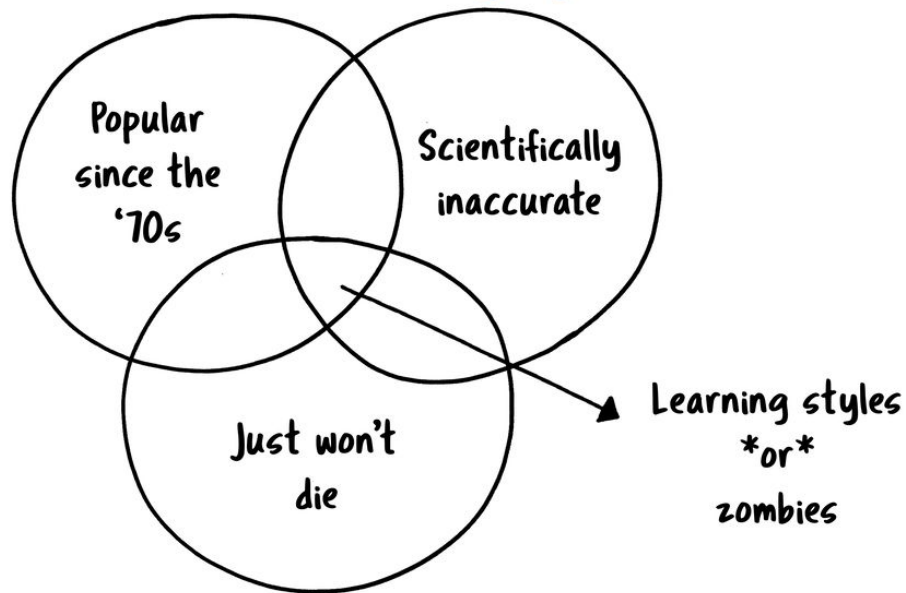and ironically act like
extroverts with each other

Powered by

The Learner Variability Project

at Digital Promise®

The Myth of Learning Styles

Learning Styles

Popular since the '70s

Scientifically inaccurate

Just won't die

Learning styles *or* zombies

barefootTEFLteacher.com

Digital Promise®

"When we understand learner variability, instructional challenges become a design problem, not a learner problem."

Photo credit:Photo by Allison Shelley
for EDUimages
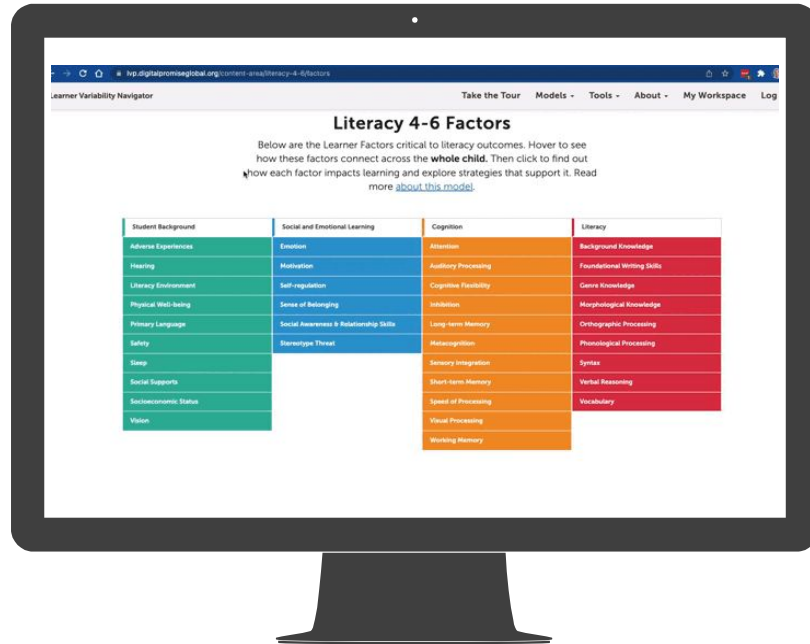
Powered by

The Learner Variability Project

at Digital Promise

What the Research Says

1. Continuous learning is a part of our everyday lives and include the need to develop 21st century skills

2. Adults must see the benefit of learning tasks to fully engage.

3. Adults bring many assets to their learning including extensive background knowledge.

The science of adult learning:
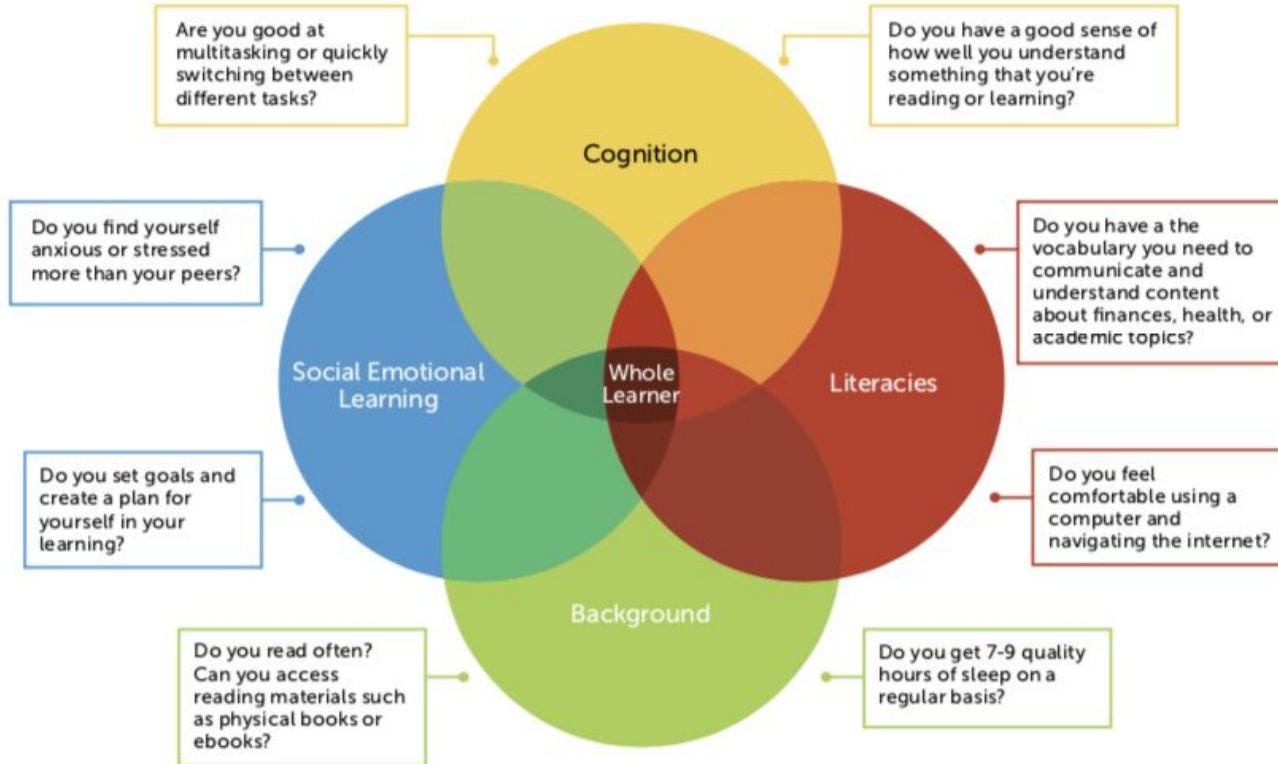Understanding the whole learner

Medha Tare, Ph.D., Sarah Cacicio, & Alison R. Shell, Ph.D.

Digital Promise

Meet the Learner Variability Navigator

lvp.digitalpromiseglobal.org

Powered by

The Learner Variability Project

at Digital Promise

How do you experience learner variability?

Are you good at multitasking or quickly switching between different tasks?

Do you have a good sense of how well you understand something that you're reading or learning?

Do you find yourself anxious or stressed more than your peers?

Do you have a the vocabulary you need to communicate and understand content about finances, health, or academic topics?

Do you set goals and create a plan for yourself in your learning?

Do you feel comfortable using a computer and navigating the internet?

Do you read often? Can you access reading materials such as physical books or ebooks?

Do you get 7-9 quality hours of sleep on a regular basis?

Cognition

Social Emotional Learning

Whole Learner

Literacies

Background

Designing for the Whole Learner

- Consider personal motivations, content knowledge, cognitive traits, prior schooling experiences, and linguistic and cultural resources.

- Help participants make meaningful connections by providing different options for sharing their experiences and giving opportunities to reflect on their learning as it relates to their own goals.


Digital Promise®

1. **Promote Instructors' Mindset toward Equity**

Focused on creating an **inclusive learning environment**, with emphasis on how to cultivate empathy, deepen your own cultural awareness, and create a sense of belonging.

2. Support Learner Mindset

This set of strategies is focused on fostering **growth mindset** in adult learners, including engaging in productive struggle.
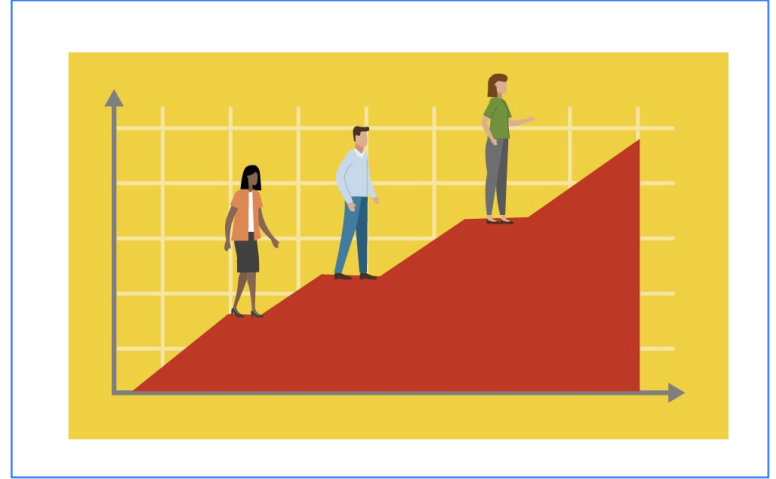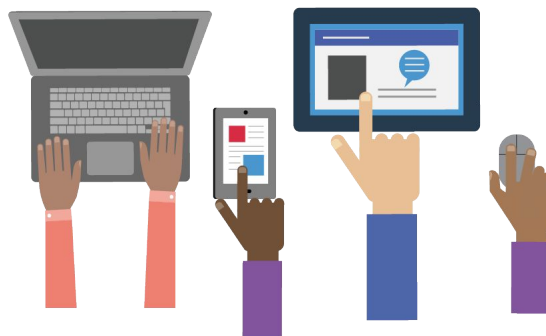
3. Support Reflection on Learning

This set of strategies is focused on ways to support learners in **setting and monitoring goals**.

4. Explicit Instruction on Digital Skills

This set of strategies is focused on building **basic computer skills**, including supporting online reading.

5. Promote Active Learning

This set of strategies is focused on **learning-by-doing**, or experiential learning.

Examples of Experiential Learning In Action

Examples of Experiential Learning

01   Case Studies

02   Role Plays

03   Create Documents

04   Creating Art

Learner Profile 1: Rosa, Advanced English Learner

Rosa is a 22-year old advanced English Learner who is working to complete her high school equivalency diploma in English. She has been in the U.S. since she was 16 years old and aspires to work as a nurse. Rosa's speaking and listening in English is very advanced, but she still seems to struggle with reading comprehension. She has disclosed that she was diagnosed with ADHD in high school but did not receive many services apart from English as a Second Language classes. She often seems distracted in class and needs things to be repeated. She often offers to model basic skills you've demonstrated but has frequently missed the explanations, and struggles to demonstrate them. She is a very eager and motivated learner and often encourages her classmates but sometimes expresses a lack of confidence. She is very skilled in using her Smartphone but is intimidated by laptop applications.

What stood out to you about Rosa's story?

Rosa is a 22-year old advanced ==English Learner== who is working to complete her high school equivalency diploma in English. She has been in the U.S. since she was 16 years old and ==aspires to work as a nurse==. Rosa's ==speaking and listening in English is very advanced==, but she still seems to ==struggle with reading comprehension==. She has disclosed that she was ==diagnosed with ADHD== in high school but did not receive many services apart from English as a Second Language classes. She often seems ==distracted in class== and ==needs things to be repeated==. She often offers to model basic skills you've demonstrated but has frequently missed the explanations, and struggles to demonstrate them. She is a very ==eager and motivated learner== and often encourages her classmates but sometimes expresses a ==lack of confidence==. She is very ==skilled in using her Smartphone== but is intimidated by laptop applications.

Potential Strategies to Support Rosa

Reference the Guide for strategies or share new ones.

- **Cultivate empathy through "empathy interviews":** Set up one-on-one meetings with Rosa to learn more about her life and experiences. Try to gain a deeper understanding of what motivates her and how you might support her in focusing on the skills she needs to meet her goals.

- **Build basic computer skills**. Assign practice lessons and activities to help her build skills so she can be more successful in class demonstrations.

- **Create a community of practice**. Create small groups of learners to always work together to help each other and share struggles to help boost her confidence and tap into her encouraging approach to others.

- Learn about **accessibility** strategies for the classroom on the PANDA website.

Questions

Jessica Jackson,
Director of Professional Learning

jjackson@digitalpromise.org

Digital Promise®

Let's Take a Break

Today's Agenda

Welcome and Introductions	30 min
Section 107a Grant Opportunity	45 min
What is the Design Lab?	15 min
Break	10 min
Restoring the Promise of Adult Education in Michigan	50 min
Lunch	30 min
Adult Learner Variability	110 min
Break	10 min
What is a Needs Assessment?	*60 min*

Public Policy Associates

Adult Ed Innovation proposal at-a-glace

PROPOSAL SECTION	PTS
Participating Agencies & Key Personnel	10
Needs & Priorities	10
Program Overview	20
Participant Outreach & Access	10
Performance & Outcomes	10
Timeline of Grant Activities	10
Project Management	5
Capacity & Prior Experience	10
Sustainability	5
Risk Mitigation	5
Disclosure of Subcontractors	5
TOTAL	**100**

Public Policy Associates

As coaches we provide advice on technical and methodological aspects of your proposal

Such as:

- Needs Assessments

- Root Cause Analysis

- Asset Mapping

- Process & Work Plans

- Setting goals & establishing timelines
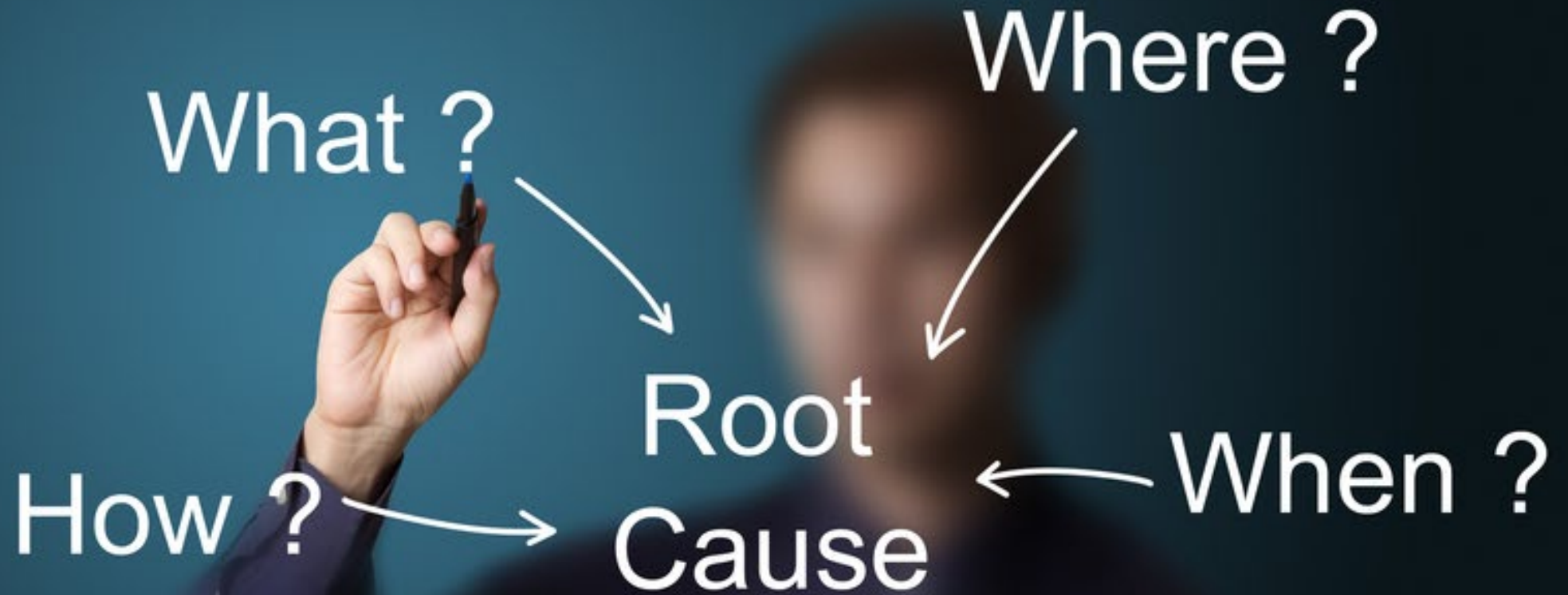
- Sustainability plans

Public Policy Associates

Getting started: Conduct a needs assessment

- A needs assessment is a **systematic examination** of the gap between the current state and desired state and the factors causing that gap. It's also:

  - A **tool** for stakeholders to understand the context and constraints of the system.

  - An **opportunity** to discover strengths and challenges to inform growth and improvement.

  - A **process** to successfully identify and understand the root cause of educational challenges so they can be effectively addressed.

Elements of a successful needs assessment

Public Policy Associates

- Built around an organizing framework that defines the problems to be addressed.
- Reflective of local organizational context.

- Multiple data types and sources: quant/qual, inputs, outputs, demographics
- Data are valid, reliable, clean and trustworthy

- Diversity of perspectives sought and integrated throughout the entire process
- Establish respect, transparency, and buy-in

- Determining themes and priorities is a group effort
- Representatives from all levels within a community are included to share perspective.

Needs-Driven and Context-Specific Approach

Rigorous Data Analysis

Stakeholder Engagement

Collaborative Identification of Improvement Needs

*Source: State Support Network Needs Assessment Guidebook

Public Policy Associates

What ?
Where ?
How ?
Root Cause
When ?

Root Cause Analysis

Public Policy Associates

Root Cause Analysis

A helpful tool for solutioning around needs

1. Clearly **define the problem** you are trying to address.

2. Gather and **analyze data** from various sources to better understand gaps between current and desired future state.

3. Brainstorm to **identify possible causes** to the problem.

4. Analyze possible causes to **identify their roots.**

5. **Develop solutions** that address the root causes.

6. **Implement** proposed solutions, **monitor** their effectiveness, and **adjust** over time, as necessary.

Public Policy Associates

"Five Whys" Exercise	"Fishbone" or Ishakawa Diagram	Circle Map
Causal Factor Charting	Forcefield Analysis	Diagnostic Tree
Affinity Diagram	Is—Is Not Exercise	Pareto Diagram

There are many approaches to root cause analysis

Today we will introduce you to two:

1. The "five whys" exercise
2. The "fishbone" or Ishakawa diagram

Simple example: Imaginary County ISD's GED classes

Data we have:

- Number of students requesting classes

- Number of students enrolled/capacity

- Student demographics, characteristics, & experiences

- Number of instructors

- Instructor demographics, characteristics & training

- Completion rates

What we interpret from that data:

- Enrollment capacity roughly matches demand

- Instructors are high quality but prefer teaching in person and have limited availability during non-traditional work hours

- 40% of all students complete their GED, but this percentage varies by demographics

- Only 20% of working students complete their GED

Clearly there is something going on for working students, but how do we identify an appropriate solution?

Root Cause Analysis for ICISD's GED Program

Purpose:

Identify root causes of low completion rates for working students to identify opportunities to innovate and improve.

Problem statement:

Program completion rate is low for all students, but especially for working students.

Public Policy Associates

Example 1. The "five-whys"

Why is the completion rate low?	Students drop out
Why do students drop out?	Time constraints
Why do they face time constraints?	Many work more than full time
Why does work affect their participation?	Class scheduled during work hours
Why are classes scheduled during work?	No evening classes for working adults

Example 2. The "five-whys"

Public Policy Associates

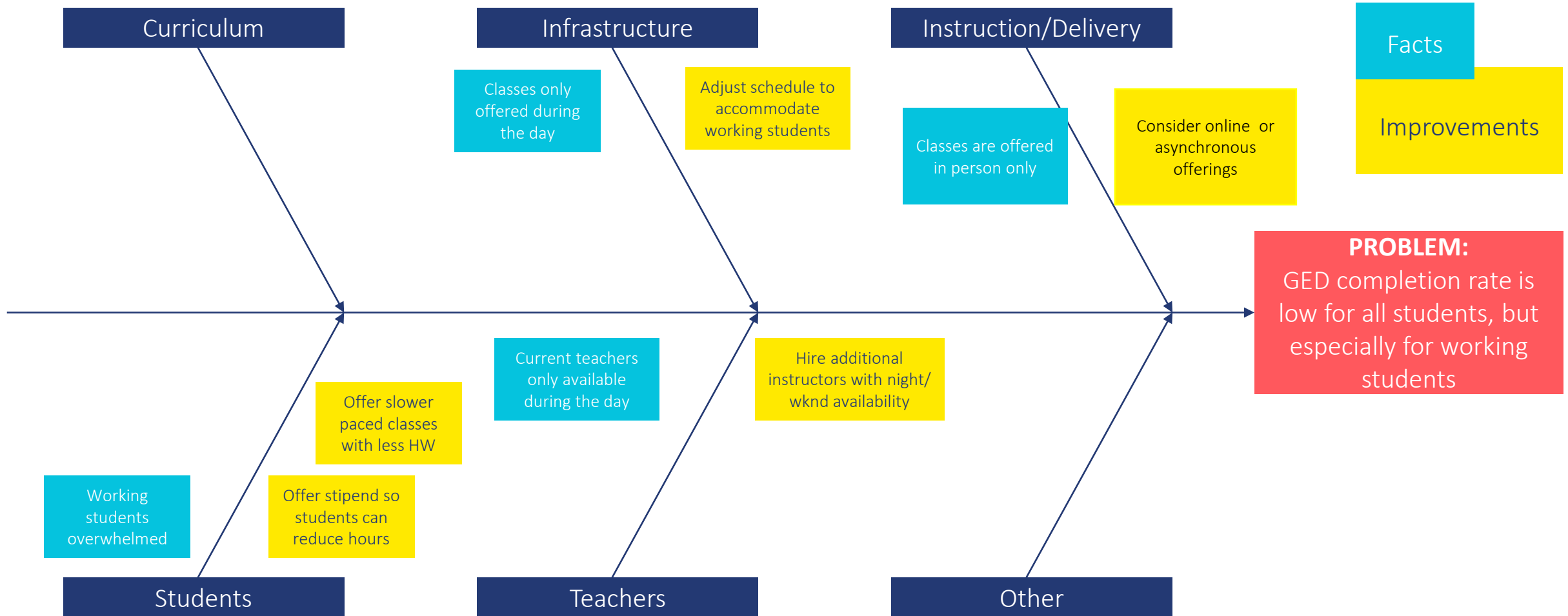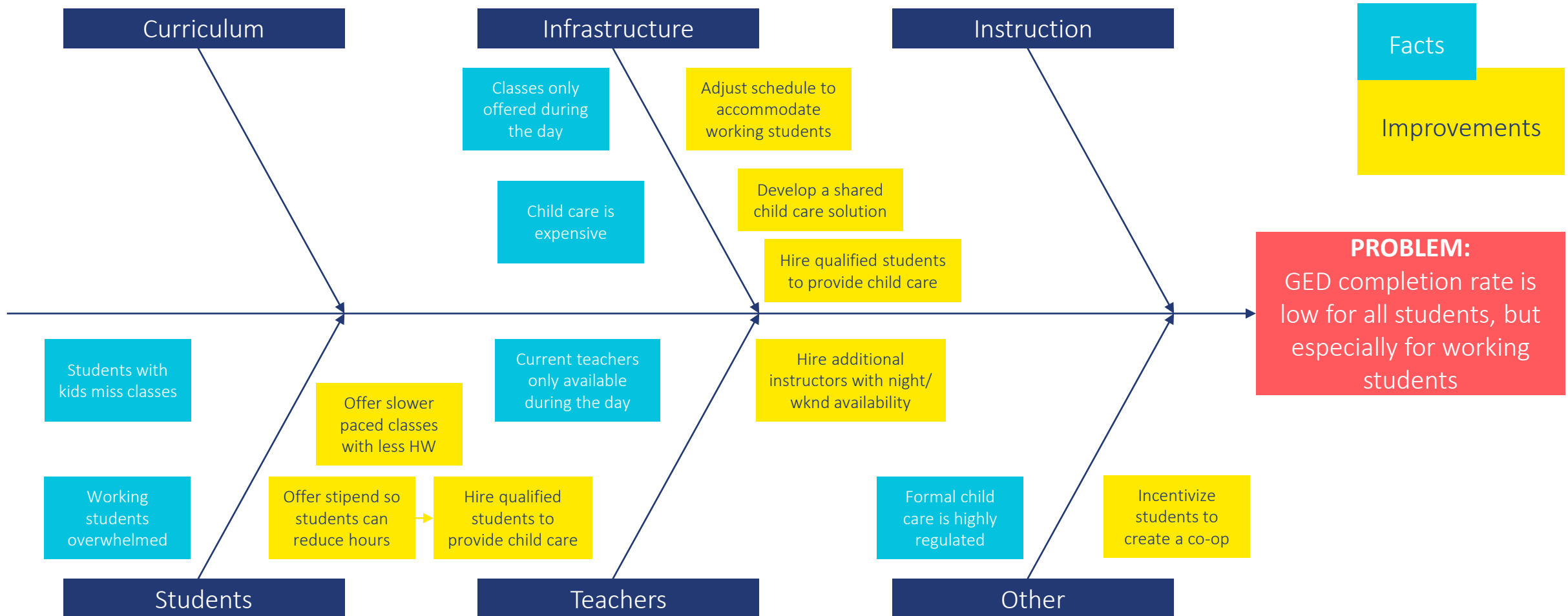|	
Why is the completion rate low?	Students drop out
Why do students drop out?	Time constraints
Why do they face time constraints?	Many work more than full time
Why does work affect their participation?	Students are overwhelmed with work
Why do students have to work so hard?	Can't afford to reduce work hours

Your turn!

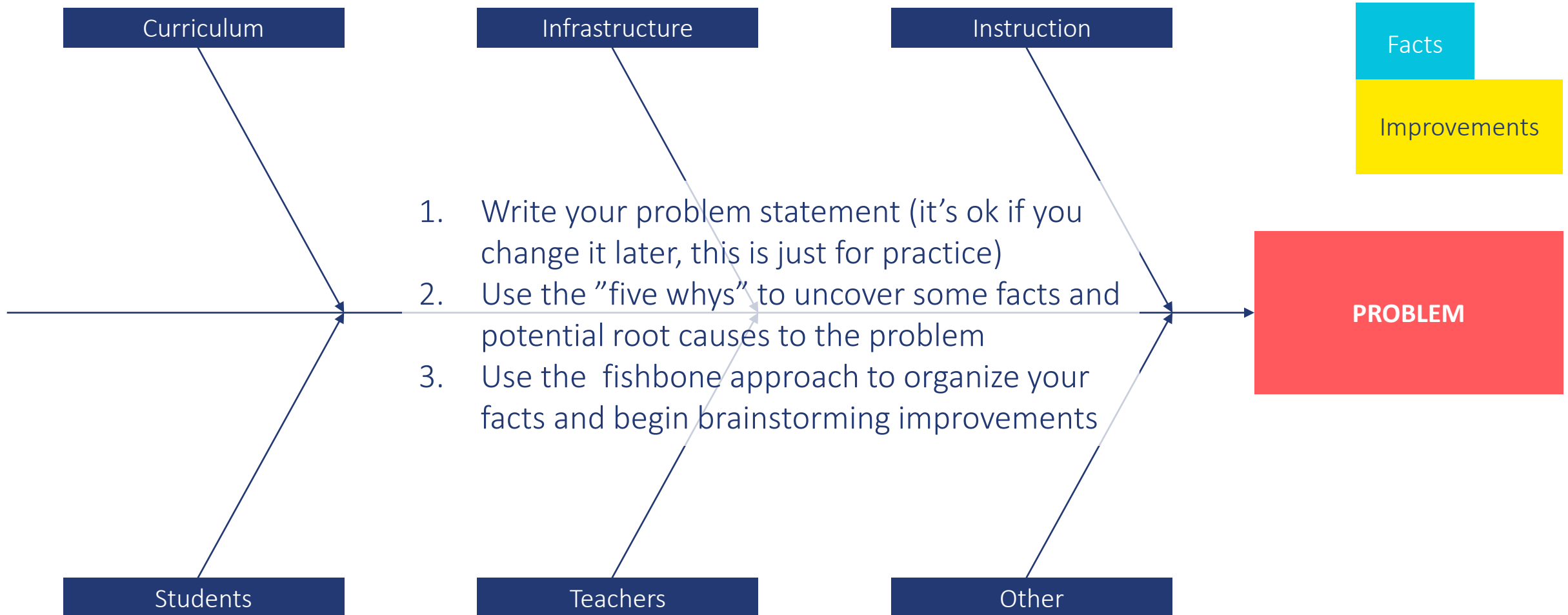Public Policy Associates

| Curriculum | Infrastructure | Instruction |

Facts

Improvements

1. Write your problem statement (it's ok if you change it later, this is just for practice)
2. Use the "five whys" to uncover some facts and potential root causes to the problem
3. Use the fishbone approach to organize your facts and begin brainstorming improvements

PROBLEM

| Students | Teachers | Other |

Public Policy Associates

Key takeaways:

1. A successful needs assessment requires more than just one or two people behind closed doors; it requires active and meaningful engagement of all concerned stakeholders

2. Root cause analysis identifies the areas where innovative solutions can be implemented

3. Others?

Public Policy Associates

THANK YOU!

517-485-4477
publicpolicy.com

Next Steps

1. Sign Up for Coaching Session 1

2. RSVP for Workshop 2 (June 18 in Grand Rapids)

3. Refine your root cause analysis

Zoom Info (if partners are virtual)

Meeting ID: 881 5959 5696

Passcode: 296675