



ADULT EDUCATION  
INNOVATION  
DESIGN LAB

July 2, 2024

# Introduce Yourself

- Name
- Organization
- What makes your proposal unique or innovative?

# Leveraging Data to Identify Gaps & Evaluate Success



# Today's Objectives

- Review core and secondary performance measures included on application.
- Discuss potential methods to capture secondary performance measures.
- Provide resources to evaluate program data and improve enrollment and completion rates.





ADULT EDUCATION  
INNOVATION  
DESIGN LAB

Think Big. Take Risks. Transform Tomorrow, Today.



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



# Design Lab Workshops & Coaching Schedule

	Date	Time	Coaching Session Dates
<b>Workshop 1</b>	Tuesday, June 11	9:00 am – 3:00 pm	June 12 – June 17
<b>Workshop 2</b>	Tuesday, June 18	9:00 am – 3:00 pm	June 19 – July 1
<b>Workshop 3</b>	Tuesday, July 2	9:00 am – 3:00 pm	July 3 – July 16
<b>Workshop 4</b>	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.**

# Clarifying Questions

## What is innovation?

- New to you and your community
- Reach new populations
- Engage new partners

## Is this an all-or-nothing process?

- If proposal is strong but needs a few tweaks, it will be approved with modifications
- If not, you can incorporate feedback and reapply in Round 2 (if funds remain)

## How detailed do our proposals need to be?

- You don't need to have everything figured out but should be able to articulate what you're doing, how you'll do it, and how this is innovative for you.
- Post-award support will help fill in the gaps.





# Today's Agenda

Welcome and Introductions	20 min
<b><i>What Performance Measures are Included?</i></b>	<b><i>20 min</i></b>
Designing a More Holistic Measure	60 min
Break	10 min
Discussion	40 min
Lunch	30 min
The Nuts & Bolts of Data Analysis	110 min
Break	10 min
The Nuts & Bolts of Data Analysis	60 min



# What Does Success Look Like?

“Define the **anticipated enrollment and completion targets** to be achieved through each innovation activity or service, including but not limited to **at least one of the following core measures** and **one or more secondary measures:**”

## CORE PERFORMANCE MEASURES



High School Diploma  
Attainments



High School Equivalency  
(GED or HiSET) Attainments



Enrollment in Postsecondary  
Education or Training



Postsecondary Credential  
Attainment



Achievement of English  
Language Proficiency



Educational Gain



Employment

## SECONDARY PERFORMANCE MEASURES



Achieve Citizenship Skills



Register to Vote



Increase Involvement in  
Community Activities



Leave Public Assistance



Increase Involvement in  
Children's Education



Other (Please Specify)

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# Developing a Strong Proposal

Part 3. Logic Models & Selecting Measures

TalentFirst Design Lab — July 2, 2024





## What We Will Cover Today

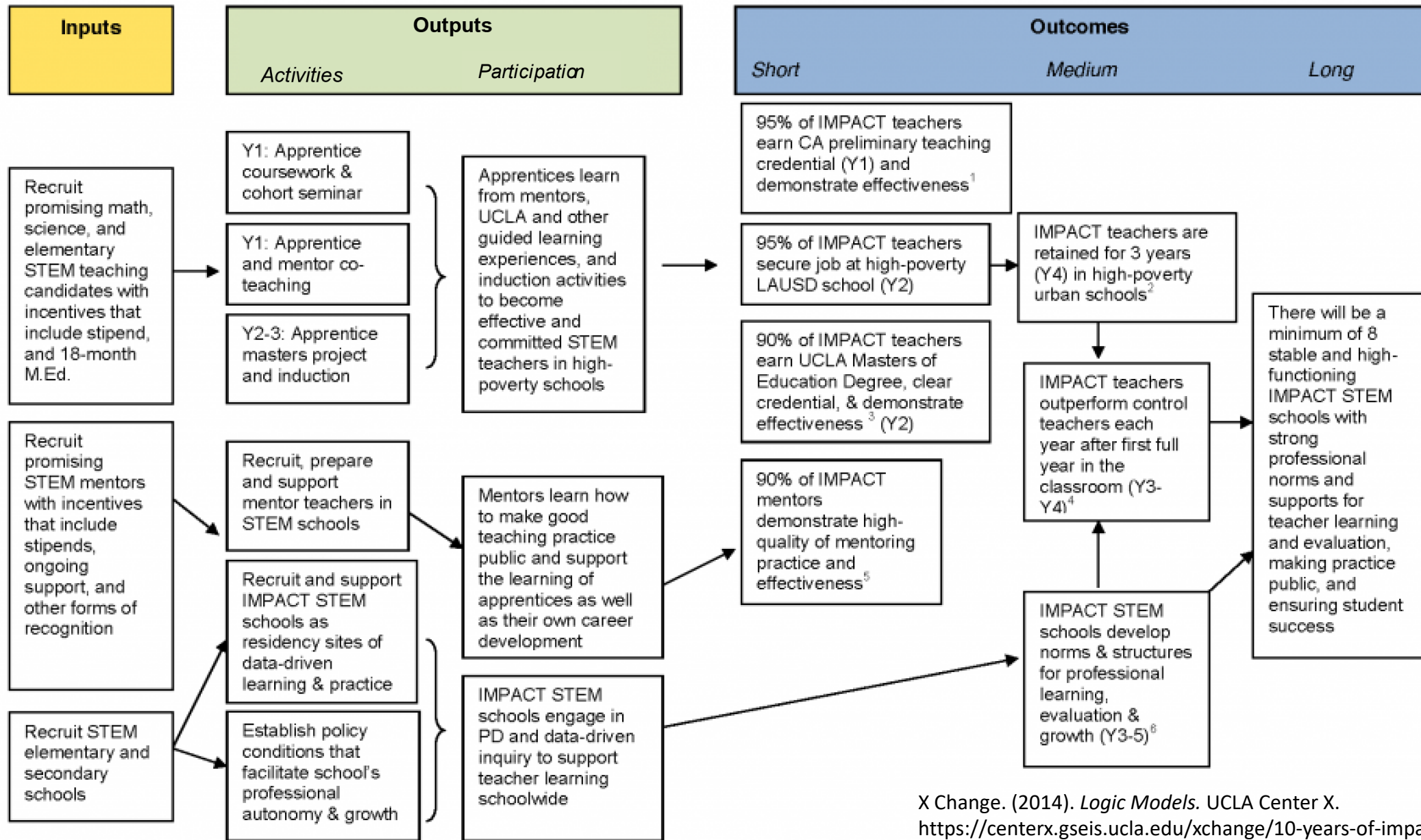
- Developing a logic model
- Selecting and refining measures to track progress
- Measuring innovation
- Developing a monitoring and evaluation plan (can be part of post-award support)



# What is a logic model and why create one?

- Logic models are visual tools that define inputs, outputs (activities and audience reached) and outcomes of a program to explain the program's theoretical rationale and ensure a deliberate flow from activity to results.
- They also help program developers see the way in which the individual pieces (e.g., Inputs, activities) fit into larger program objectives and goals.

# UCLA IMPACT Phase 2 Logic Model







## Steps to Create a Logic Model

1. Identify the problem and program goals
2. Determine key program inputs
3. Describe key program activities and outputs  
What will your program do with the inputs?  
Who will be involved?
4. Identify program outcomes  
There should be some evidence linking these outcomes to the types of activities and outputs the program will undertake.  
\*It is also good practice to track your assumptions and any anticipated external factors





# A Template to Use for Practice

PROBLEM:  
PROGRAM:

INPUTS	OUTPUTS		OUTCOMES - IMPACT		
WHAT WE WILL INVEST	ACTIVITIES — WHAT WE WILL DO	PARTICIPATION — WHO WE WILL REACH	SHORT-TERM RESULTS	MEDIUM-TERM	LONG-TERM

**Assumptions:**

**External Factors:**



**Would you rather: 1) work through an example as a group, or 2) split up into your teams?**



# Selecting Measures Using Your Logic Model

You can identify relevant indicators and measures from each section of your logic model:

- Inputs: How closely did your actual resources come to your initial plan?
- Did you achieve all of your planned activities and reach the key audience(s)/enrollment targets?
- What outcomes can you measure, and did they align with your plan?

**Process measures** provide information about the scope and quality of activities implemented by measuring inputs and outputs; these are considered monitoring indicators.

**Performance measures** provide information about progress towards the goal by measuring outcomes; these are considered evaluation indicators.



## Selecting Measures, Continued

**Process measures** are unique to the program because they measure its specific activities

- Exp. 1: For development of an asynchronous course, you may measure the effort put in to developing the course and progress towards launch
- Exp. 2: For a marketing and recruitment effort, you may track the number of ads placed and in what markets

**Performance measures** can focus on the long-term goal(s) as well as interim outcomes (i.e., short-term and medium-term)

Measures in the RFP are likely appropriate long-term goals, but you may want to set additional interim outcomes

- Exp. 1: You may also want to track demand for such a program to anticipate impact once launched
- Exp. 2: You may want to ask new incoming students where they learned about the program (to track marketing effectiveness)



**SIDEBAR:**  
**Why are some  
indicators  
SMARTer than  
others?**

**Specific:** The indicator accurately describes what will be measured and does not include multiple measurements in one indicator.

**Measurable:** Regardless of who uses the indicator, consistent results can be obtained and tracked under the same conditions.

**Attainable:** Collecting data for the indicator is simple, straightforward, and cost-effective.

**Relevant:** The indicator is closely connected with each respective input, output or outcome.

**Time-bound:** It includes a specific time frame.



## Establishing a Reference Point and Setting Targets

Two common reference points:

1. Baseline data
2. Control groups

When establishing targets, consider:

- Baseline data or reference point
- Stakeholder's expectations
- Recent research findings
- Accomplishments of similar programs



**SIDEBAR:  
Measuring  
innovation can  
be tricky**

Attempts at innovation fail most of the time. Value comes from the the successes *and* what we can learn from the failures.

For this reason, metrics focused on innovation should be designed to accomplish these goals:

- Logic Model → • Establish evidence of a program's theoretical rationale
- Process Measures → • Support the iterative development of the most essential program components for implementation
- Plan to document any changes you make to the program and why → • Support collection of lessons learned through iteration



# Developing a Monitoring and Evaluation (M&E) Plan

*For the application you just need to be able to describe the metrics you plan to track and provide justification for why those are appropriate for your program.*

*The full M&E plan can be completed post award.*

## Key components of M&E plan:

- *Program Overview* including logic model and selected measures
- *Timeline:*
  - Description of when and how data will be collected (Roles and Responsibilities)
  - Description of each staff member's role in M&E data collection, analysis, and/or reporting
- *Reporting:*
  - Overview of analysis plan and a proposed reporting template
- *Dissemination Plan:*
  - Description of how and when M&E data will be disseminated internally and externally



Public Policy Associates



Questions?

Public Policy Associates



THANK YOU!

517-485-4477  
[publicpolicy.com](http://publicpolicy.com)



# Let's Take a Break



# Today's Agenda

Welcome and Introductions	20 min
What Performance Measures are Included?	20 min
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# What do you think?

1. What **innovative strategies or approaches** are you considering incorporating into your proposal?
2. Have you drawn any **lessons from past experiences or other programs** that have influenced your proposal?
3. How will you know your innovation has been successful **2 years** from now?  
What about **5 years** from now?
4. What **specific metrics or indicators** are you considering to measure success?

1.

2.

3.

4.

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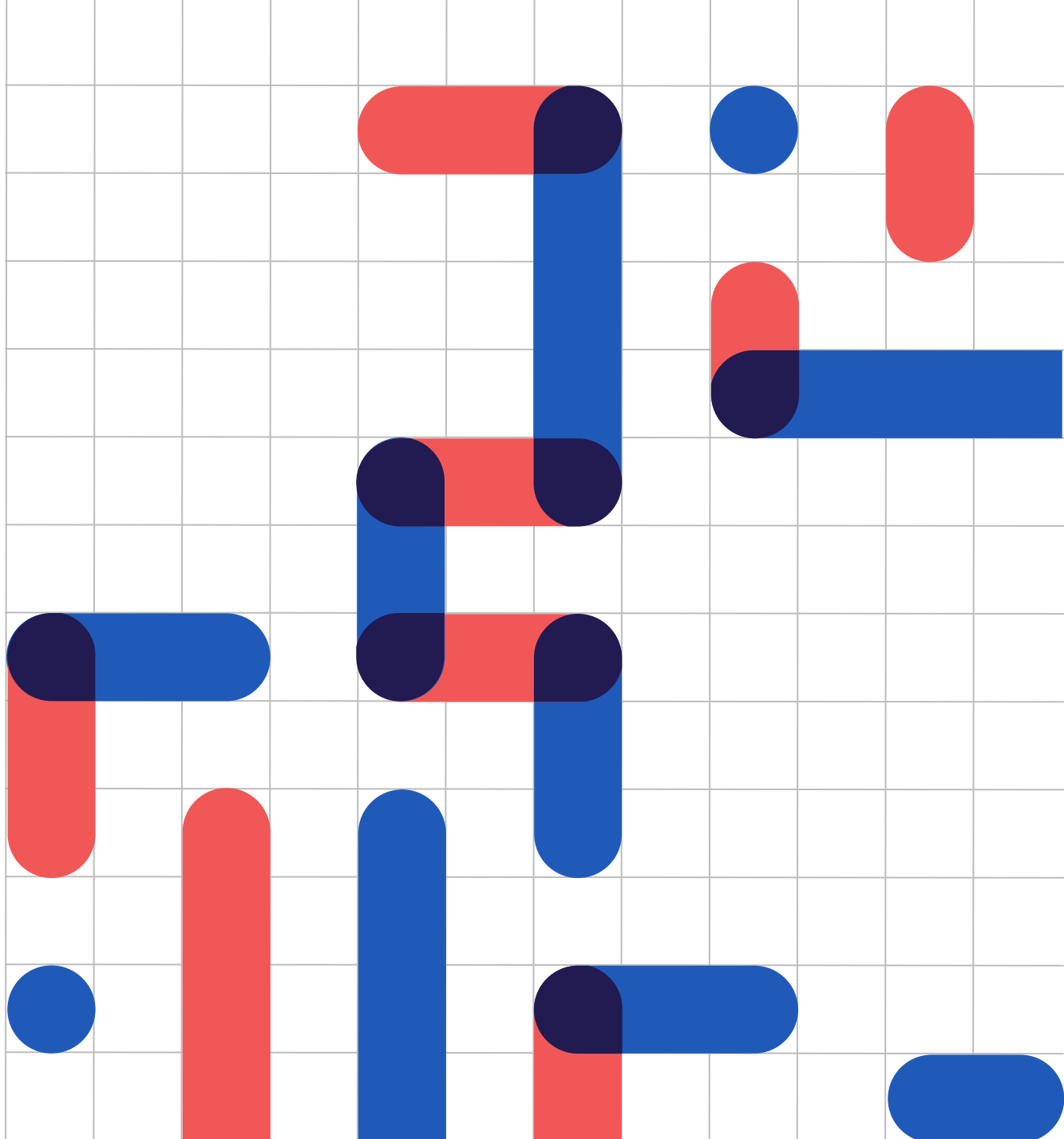


# The Nuts and Bolts of Data Analysis

Doug Weimer & Ahu Moser

July 2, 2024

Adult Education Innovation Design Lab  
- Workshop 3





# Hello! I'm Doug.

Deputy Director, Adult  
Education and Literacy Services  
Maryland Department of Labor



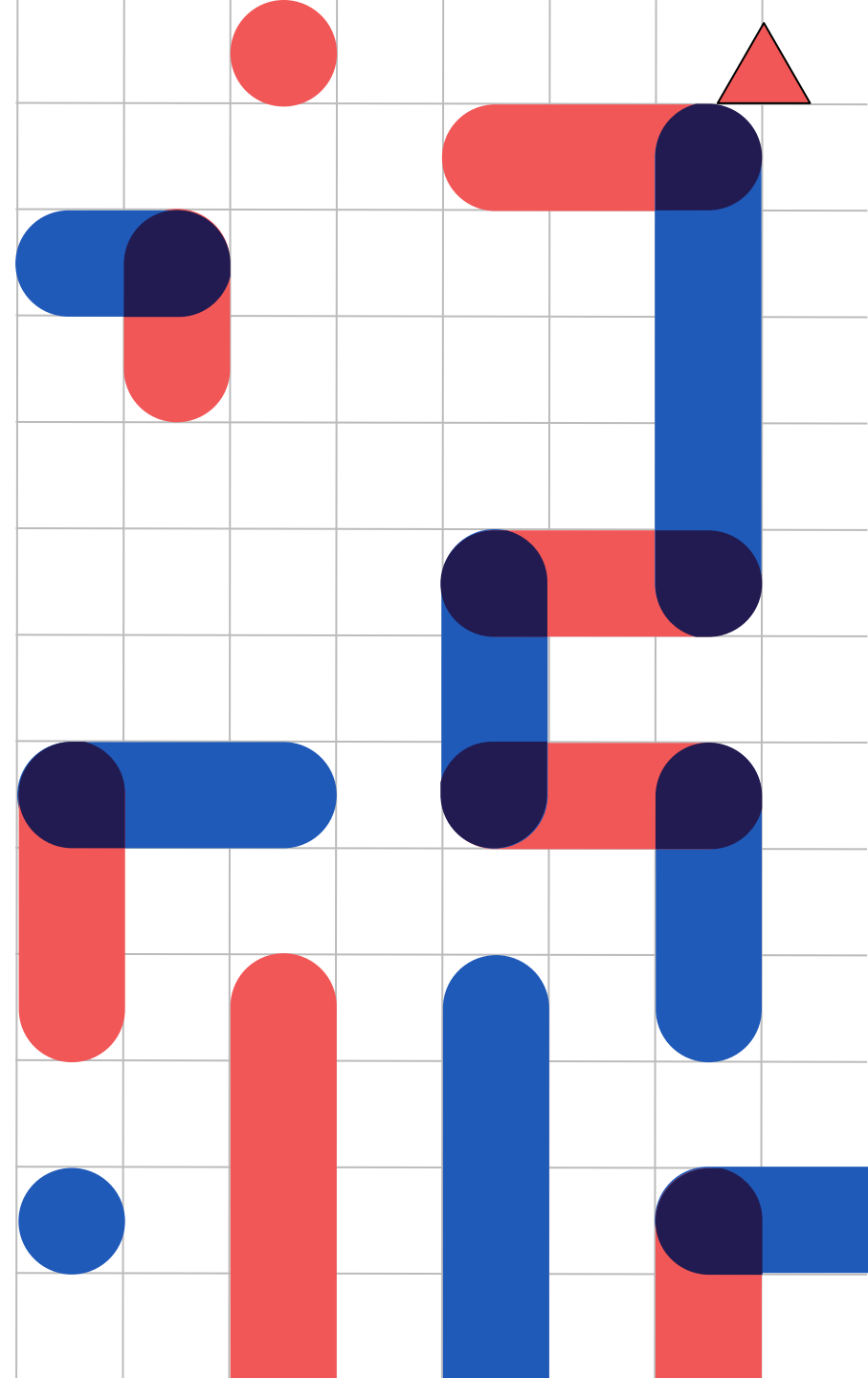
# Hello! I'm Ahu.

Adult Education Program  
Specialist  
Maryland Department of Labor



# Agenda

- Introductions
- Success in Adult Ed
- Trend Data Analysis
- Group Data Activity
- Break
- Group Data Activity (Continued)
- Debrief & Questions



## Disclaimer:

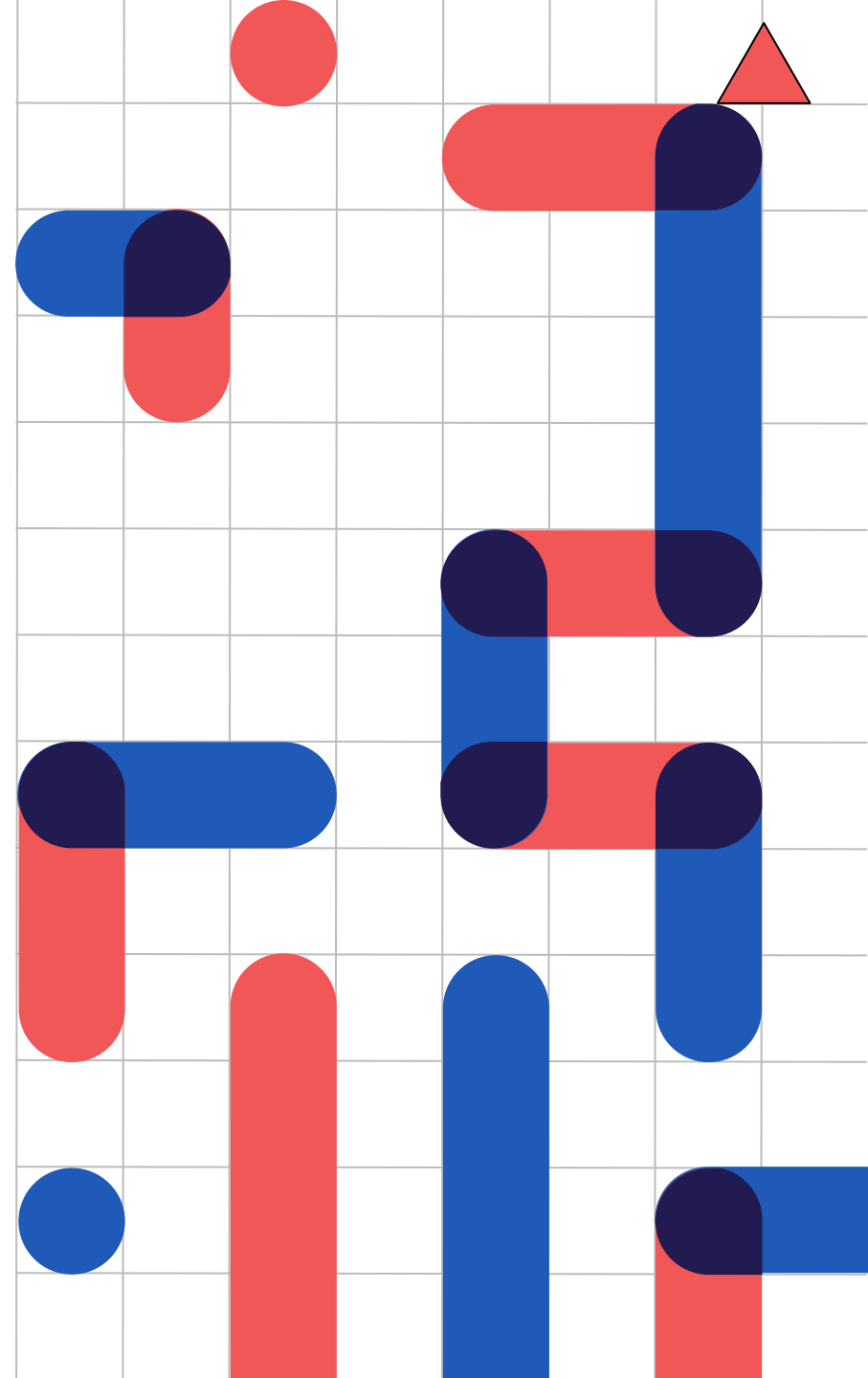
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For program funding details in compliance with the Stevens Amendment, please visit:  
<http://labor.maryland.gov/employment/dwdalfederalprogramfunding.shtml>.

# Let's Get to Know Each Other





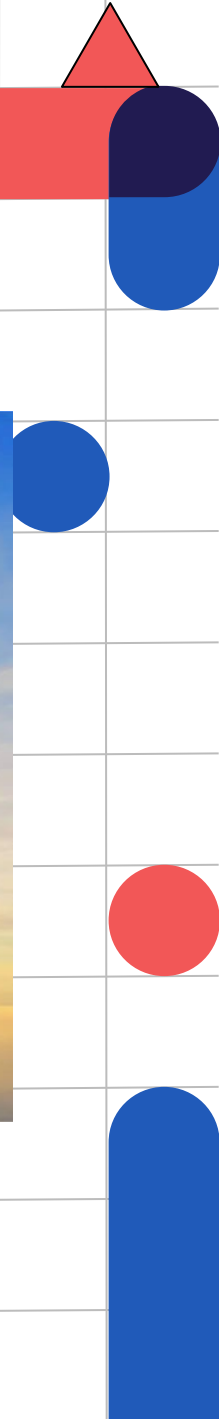
# Maryland Department of Labor

## WIOA Oversight

- Title I & III (Workforce)
- Title II (Adult Education)

## Other Services

- Unemployment Insurance
- Governor's Workforce Development Board



# Ahu Moser



- 28+ Years in Education
- EFL Teacher in Istanbul, Turkey (8 years)
- Various roles in Title II (Adult Education) in Maryland (18 years)
- State Title II Staff (2.5 years)
- Quality PD and Skilled Immigrants

# Douglas Weimer



- 20+ Years in Education
- ESL Teacher in Japan (3 years)
- Middle School Math Teacher (5 years)
- ESL Coordinator/Director at Community College (7 years)
- State Title II Staff (5 years)





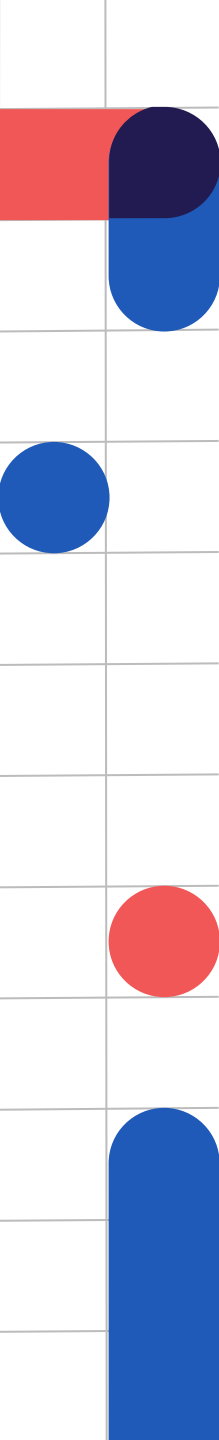
# Poll Everywhere Link

[Pollev.com/douglasw538](https://Pollev.com/douglasw538)

or

Text: douglasw538

to 22333



# What is your role in Adult Education?

Program Administrator/Director



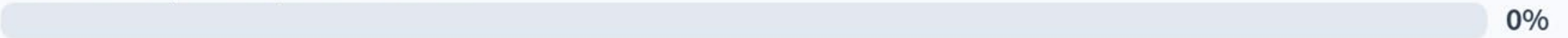
Instructional Specialist/Curriculum Developer



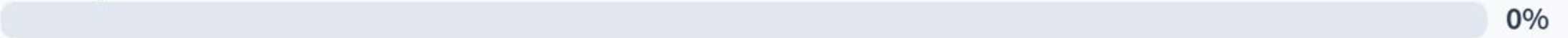
Intake/Assessment Specialist



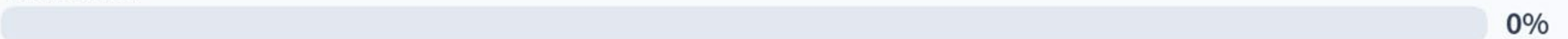
Transition Specialist/Career Coach



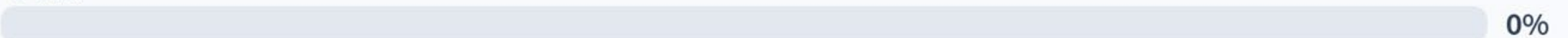
Data Specialist



Instructor



Other

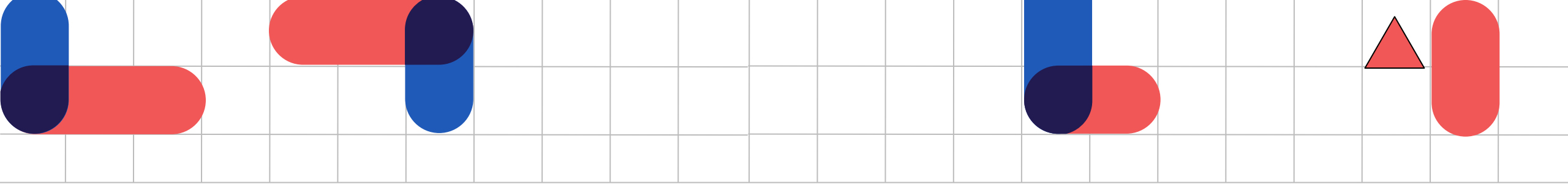


# Flow of The Session

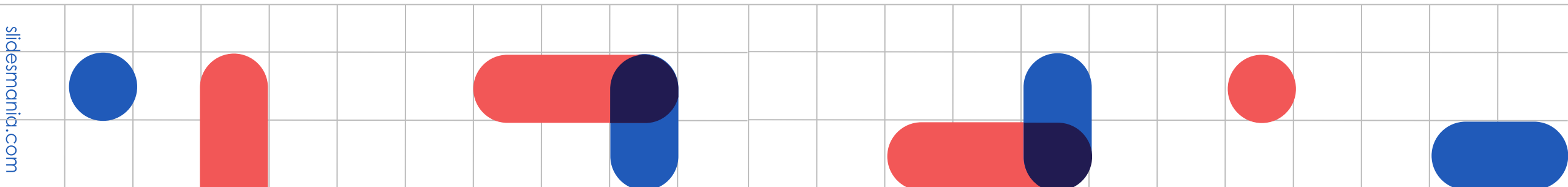
- Activities will take place in the room and online.
- Online participants can follow along using our Padlet. <https://shorturl.at/U16y2>
- All files/documents will be available for all participants on the Padlet after the session.
- Feel free to use the Zoom chat to interact.

Padlet:





# Measuring Success



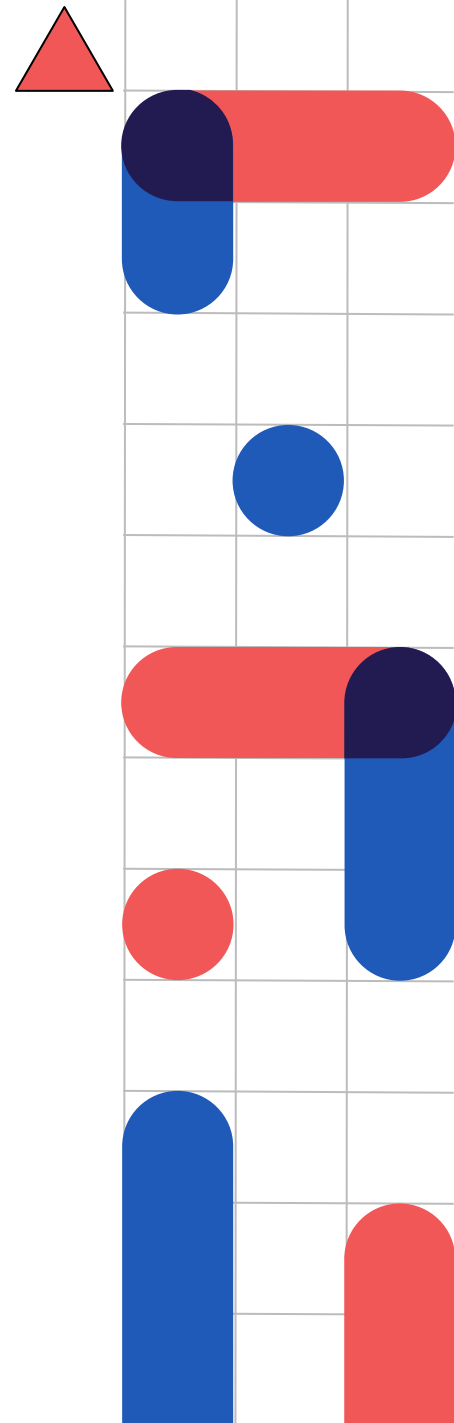
# What is Success?

## *In-Person:*

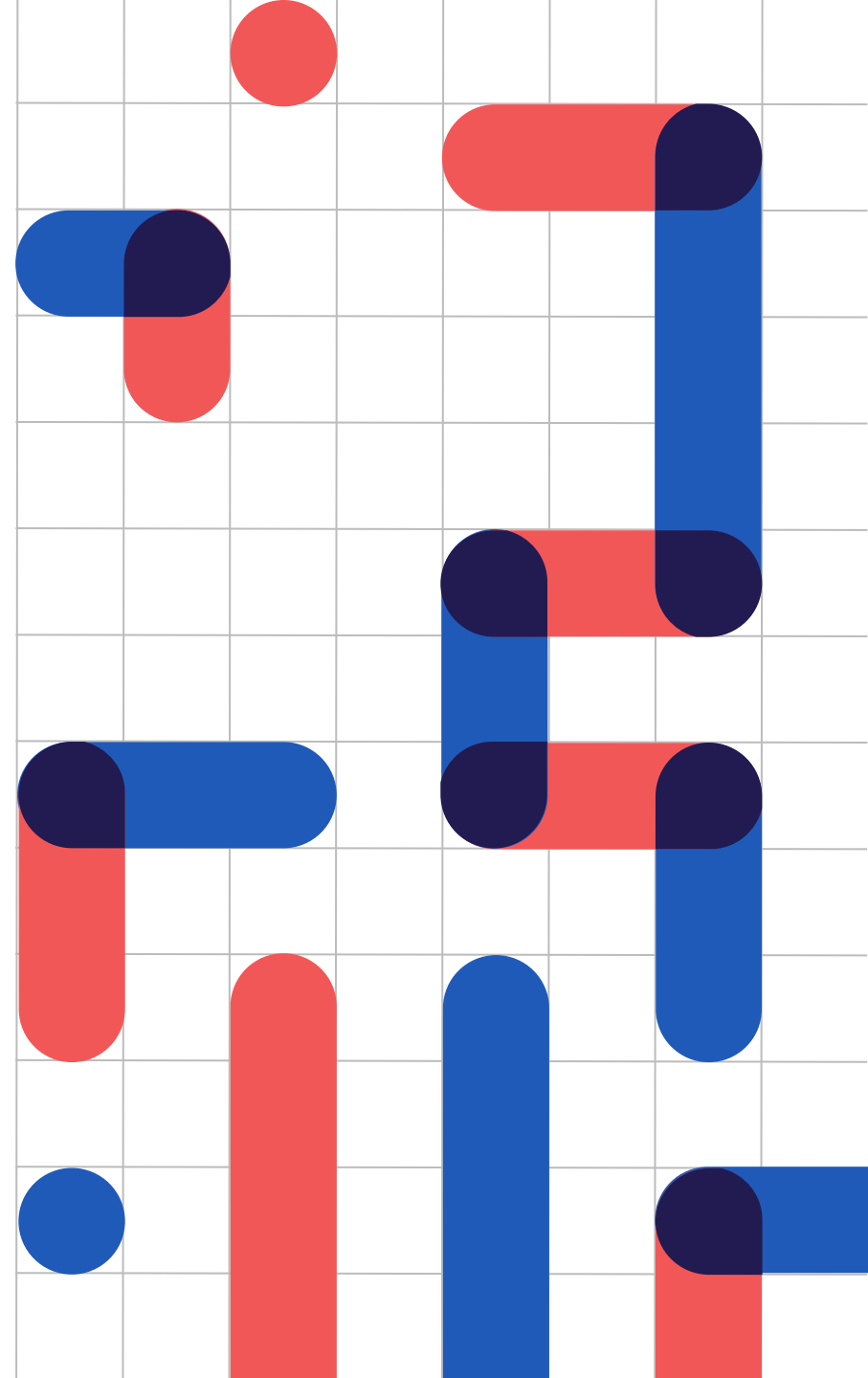
- Turn to someone next to you
- Introduce yourself (Name/Program/Job)
- Ask each other “What is a Successful Adult Literacy Program?”

## *Online:*

- Introduce yourself and answer this question in the chat.  
“What is a Successful Adult Literacy Program?”



# Data Sources



# How do we MEASURE Success?

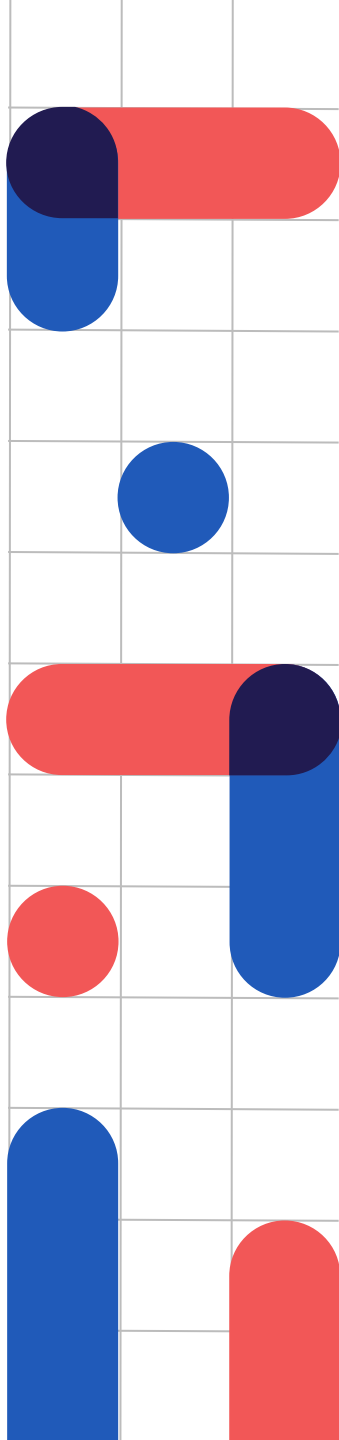
## *In-Person:*

- At your table, develop a list of all the ways you measure your programs.

## *Online:*

- Using the chat, list the ways you measure your programs.

No wrong answers - list every measurement you take!





# Various Data Sources

## Title II

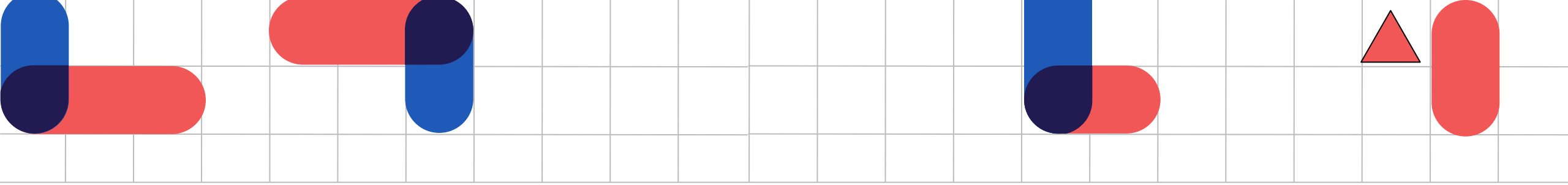
- NRS Tables
- Table 4 & 4B

## Program Sources

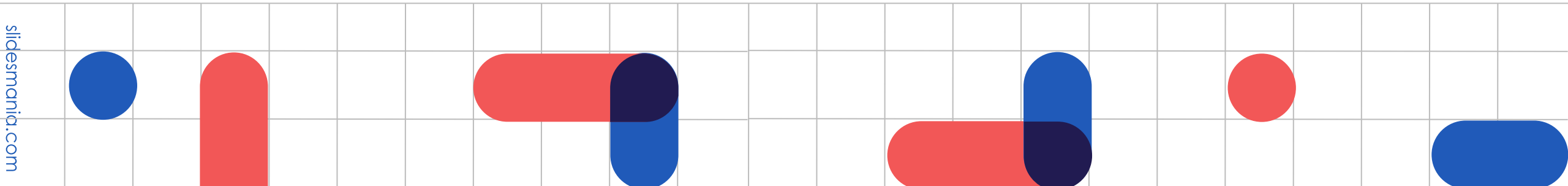
- FTE Reports (Colleges)
- Student surveys
- Assessments (CASAS/TABE)
- Attendance Data
- Sign-In Sheets
- Proxy Hour Reports
- Program Demographics
- Retention/Persistence Data

## External Sources

- Longitudinal Data Systems
- National Student Clearinghouse
- Wage Data Matches (UI)
- SWIS



# Trend Data Analysis



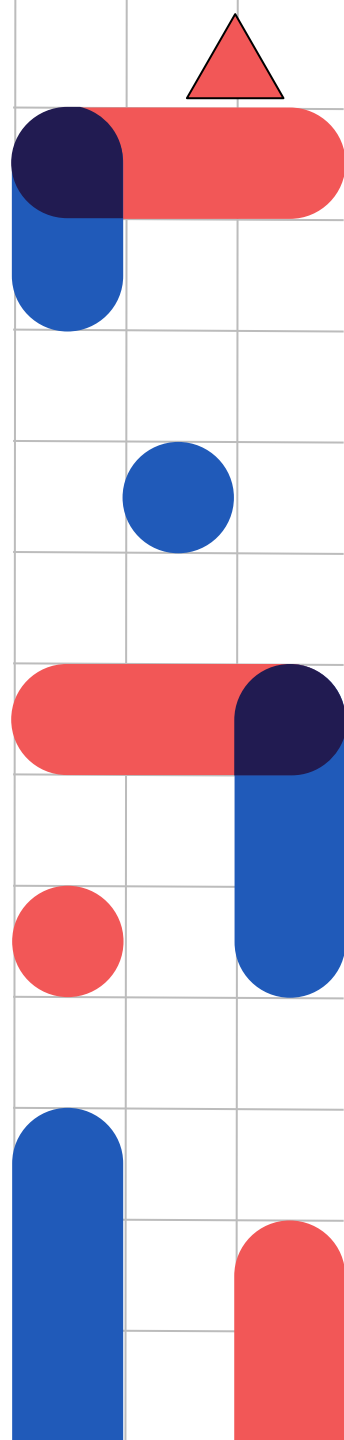


**Data at one point in time does not tell the full story. Data over time can tell a richer story.**

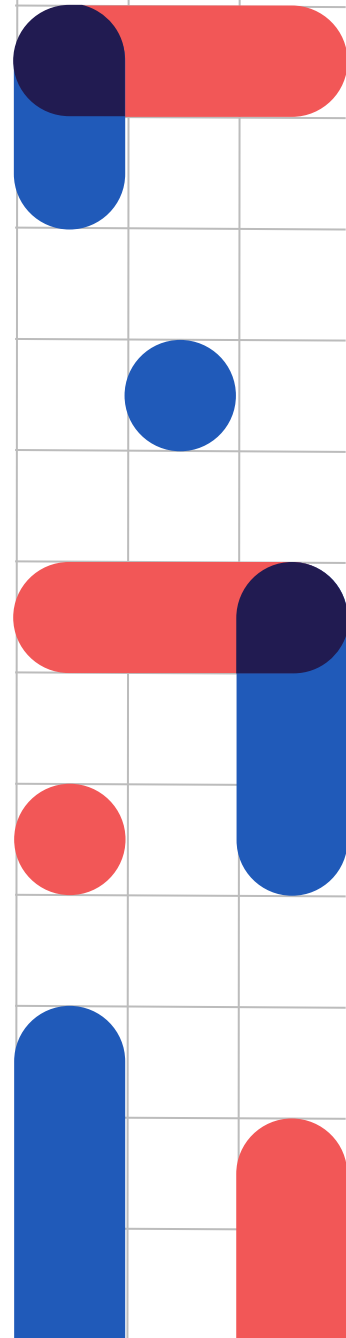
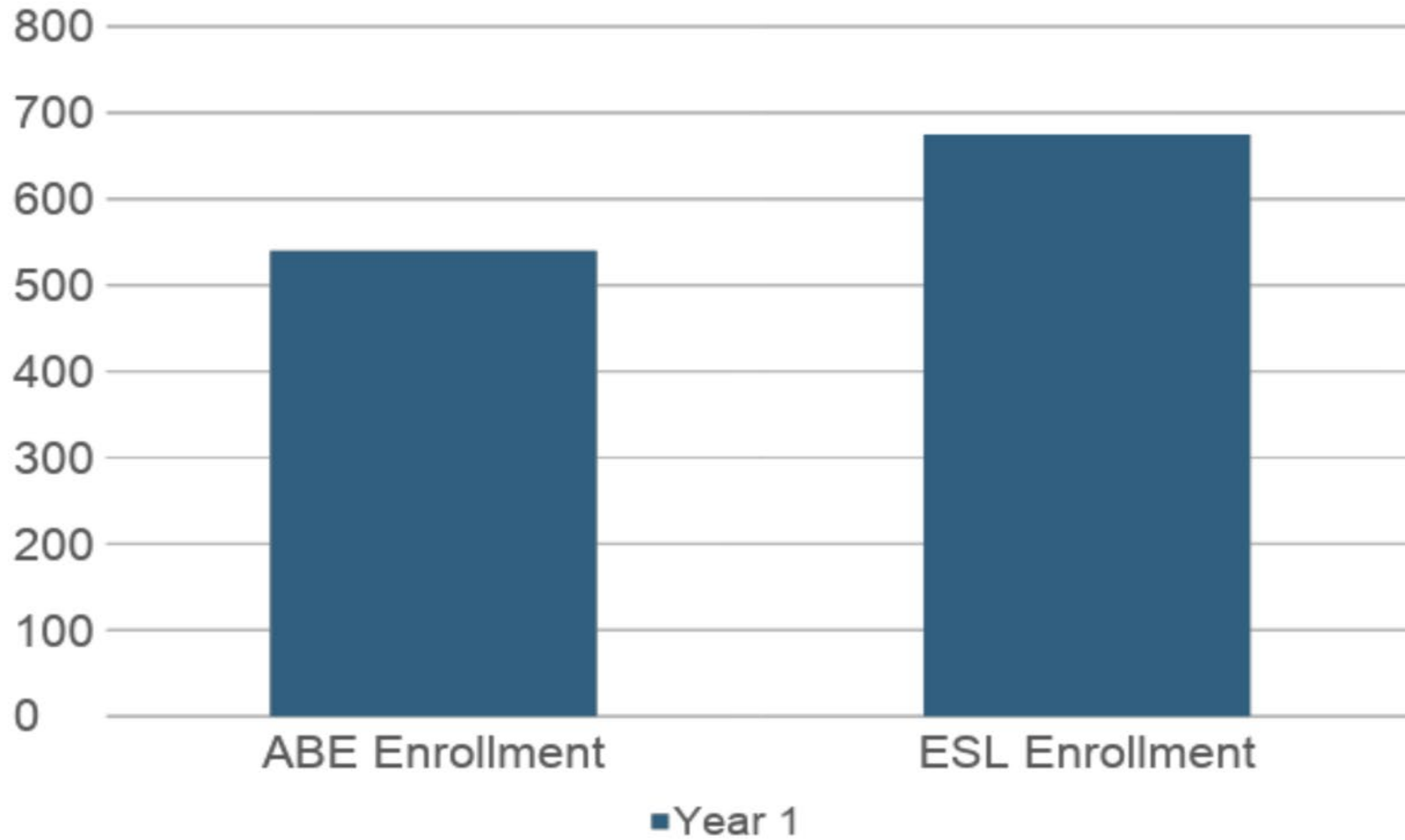
## Instructions for Following Slides

- What information is presented?
- What do you know about this program?
- What would be your recommendation for this program?

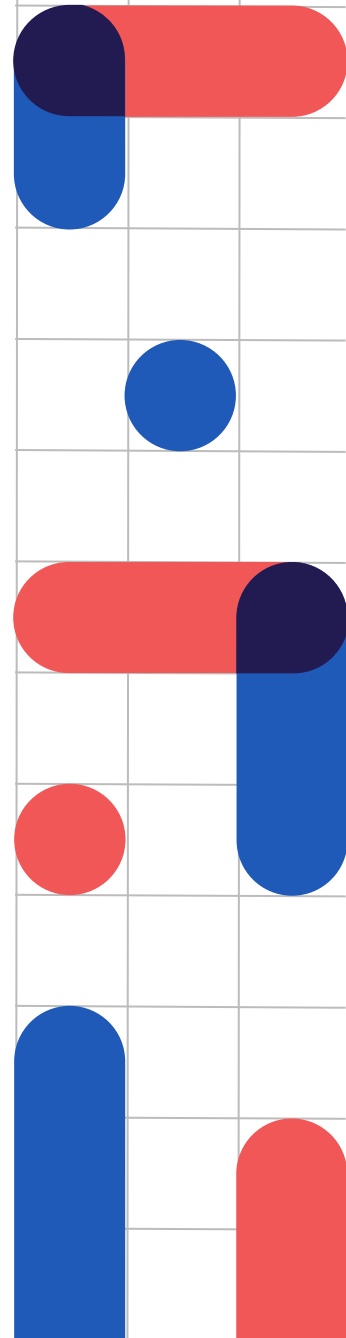
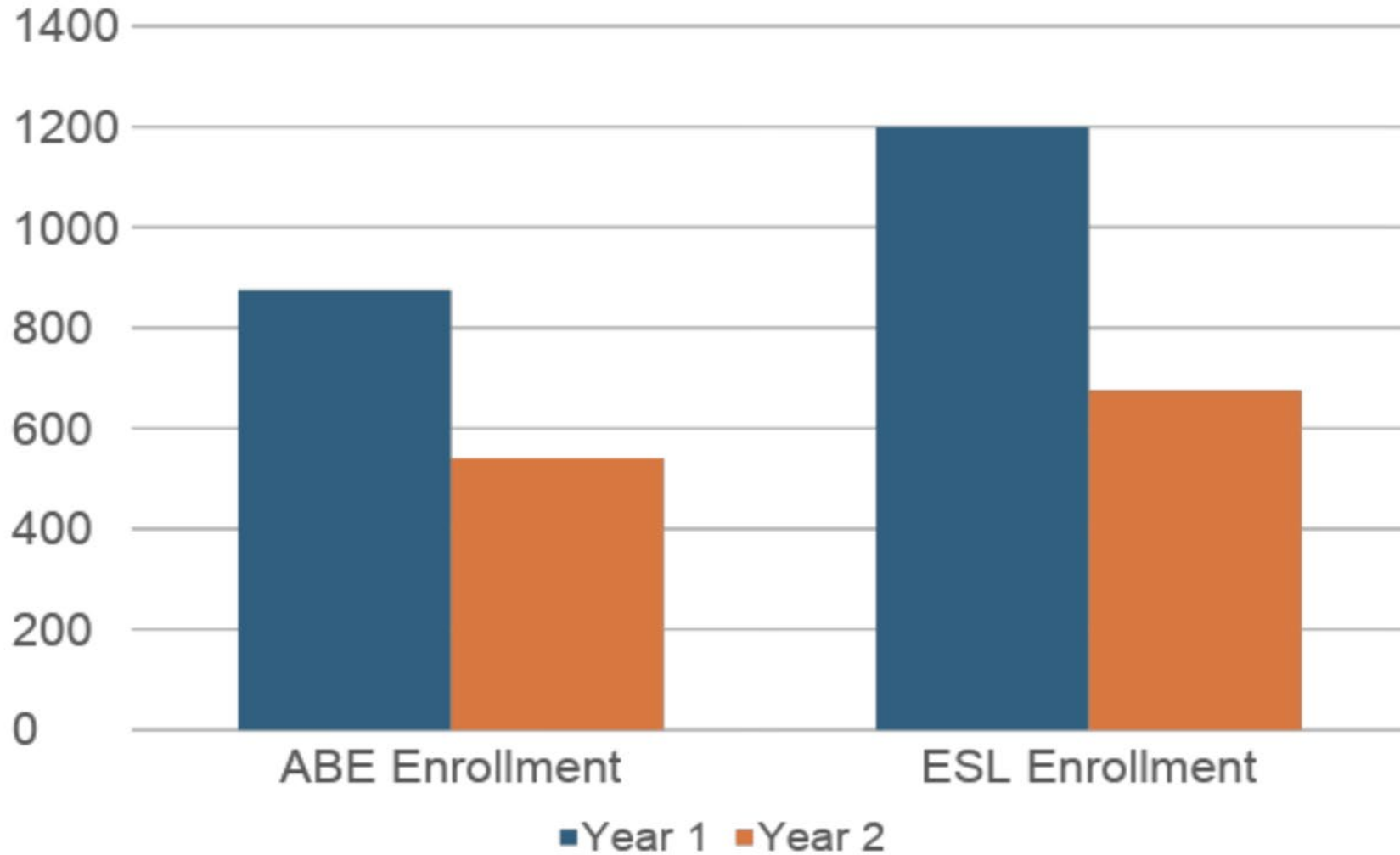
*Online: Answer in chat.*



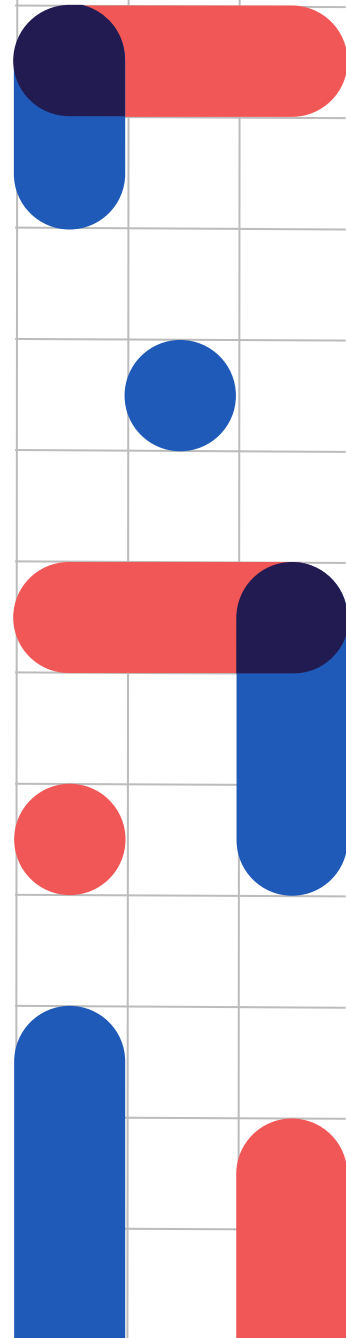
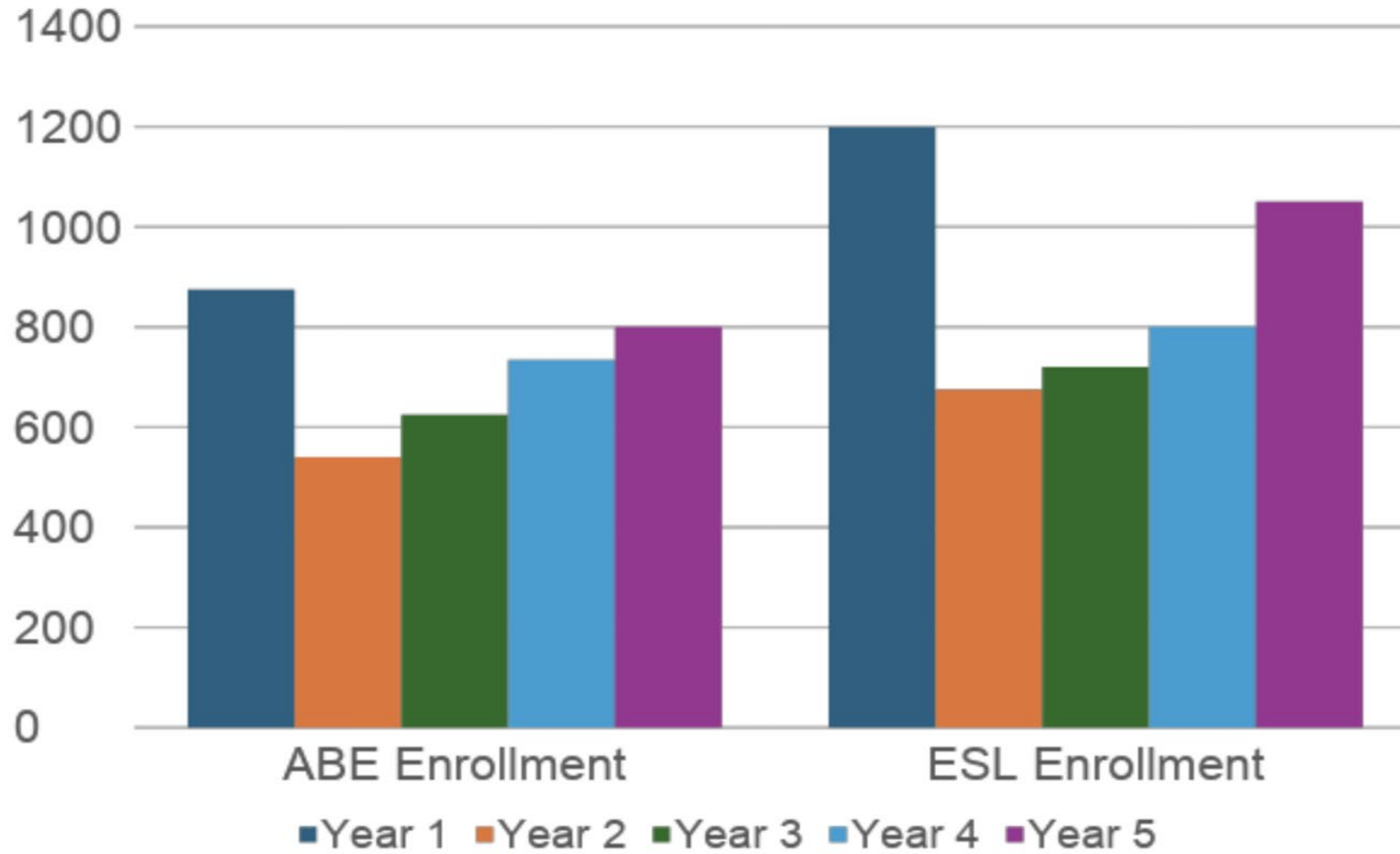
# Enrollment Chart 1



# Enrollment Chart 2

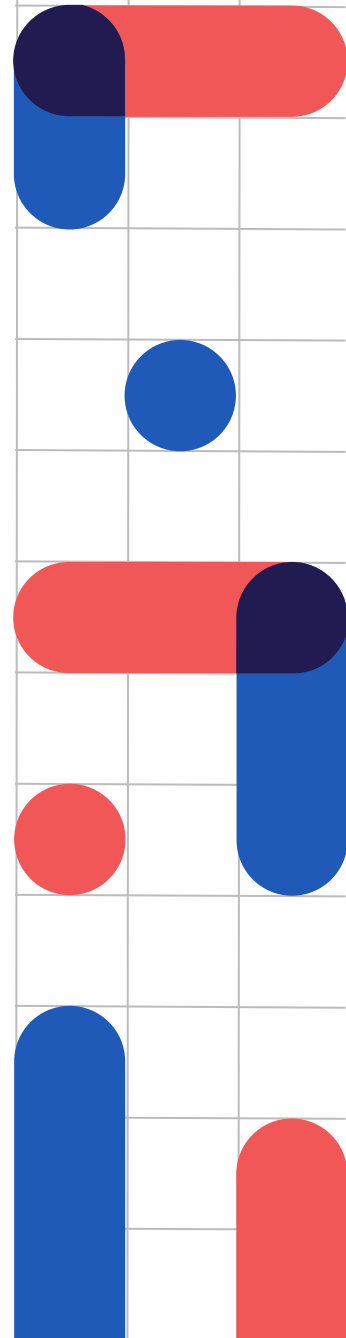
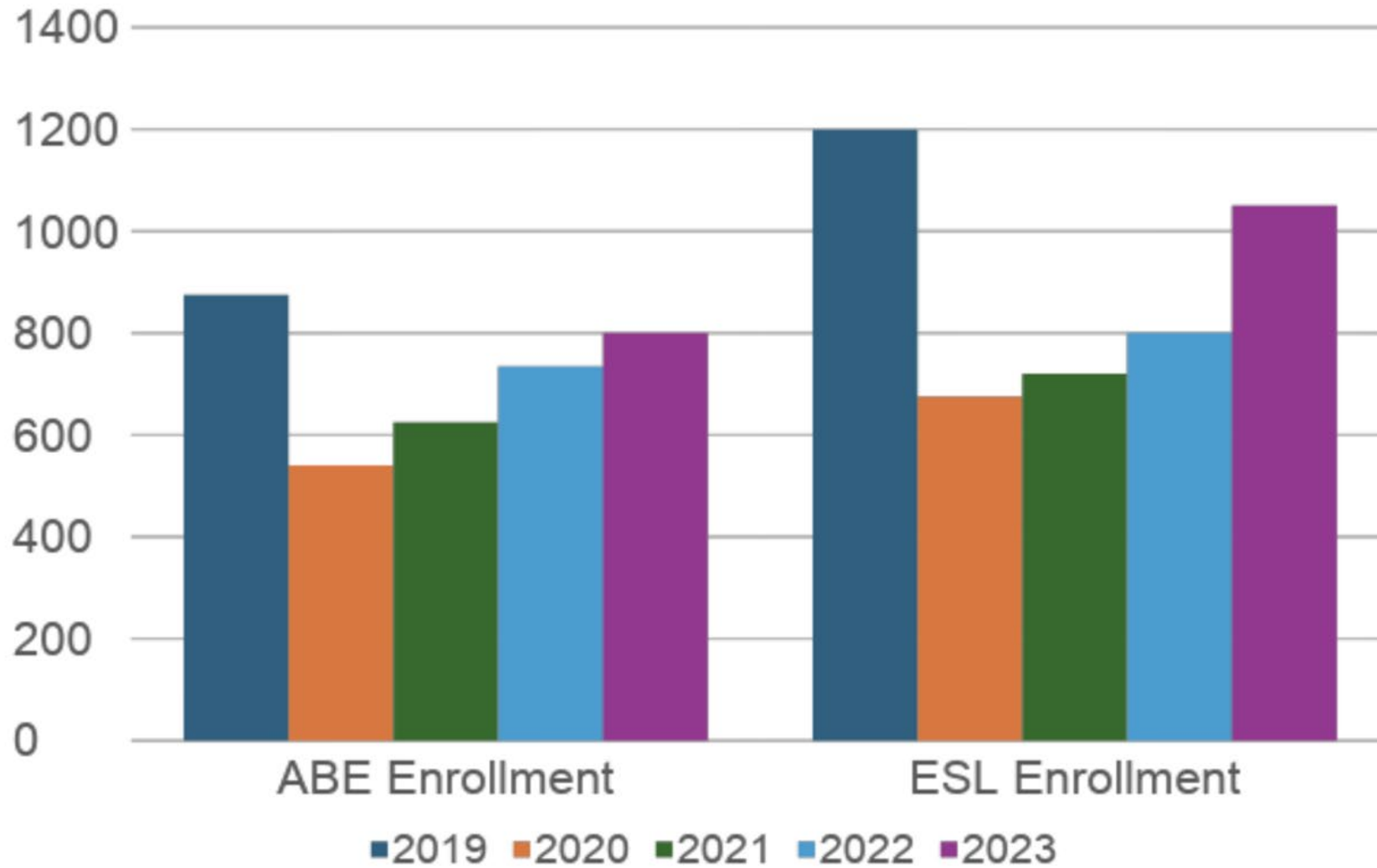


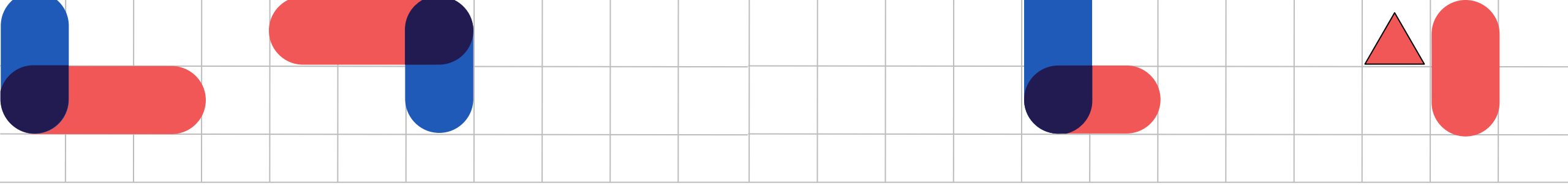
# Enrollment Chart 3



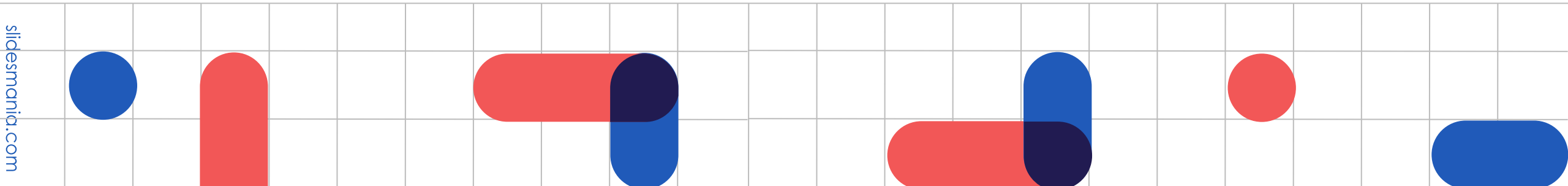


# Enrollment Chart 4



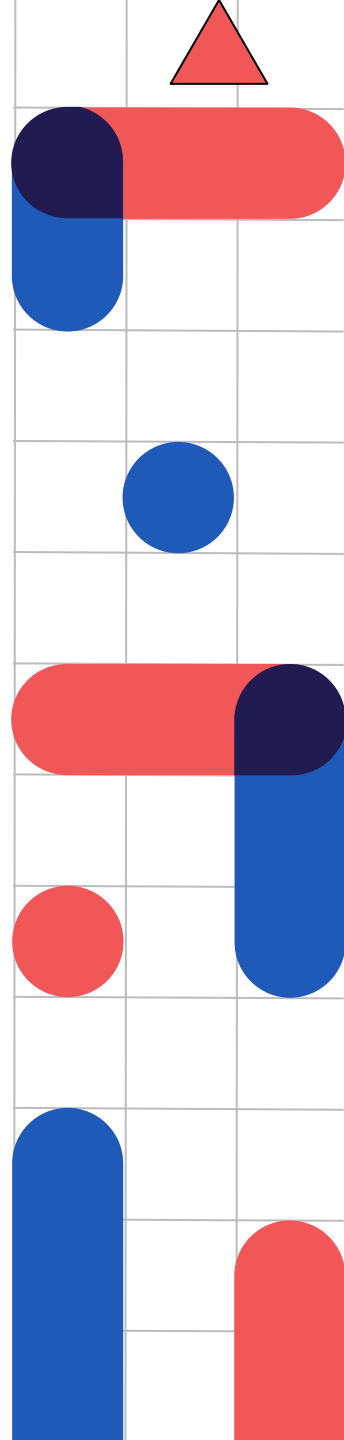


# What have we LEARNED?



## What have we learned?

- Data at one point in time tells a shallow story.
- Trend data (data over time) helps to understand what is and is not working.
- It is easy to make assumptions.
- It is important to give data context.



# Trend Data Group Activity

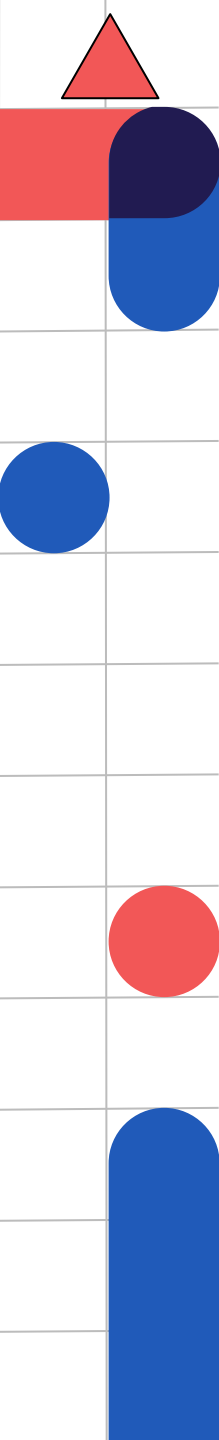
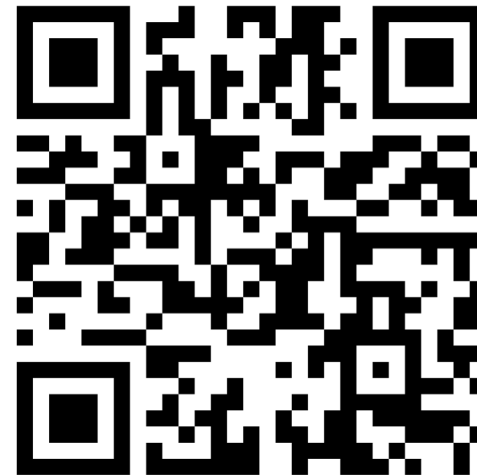
# Group Work Instructions

## In-Person:

- We will break you into groups.
- You will be given a data sheet and chart paper to work from.

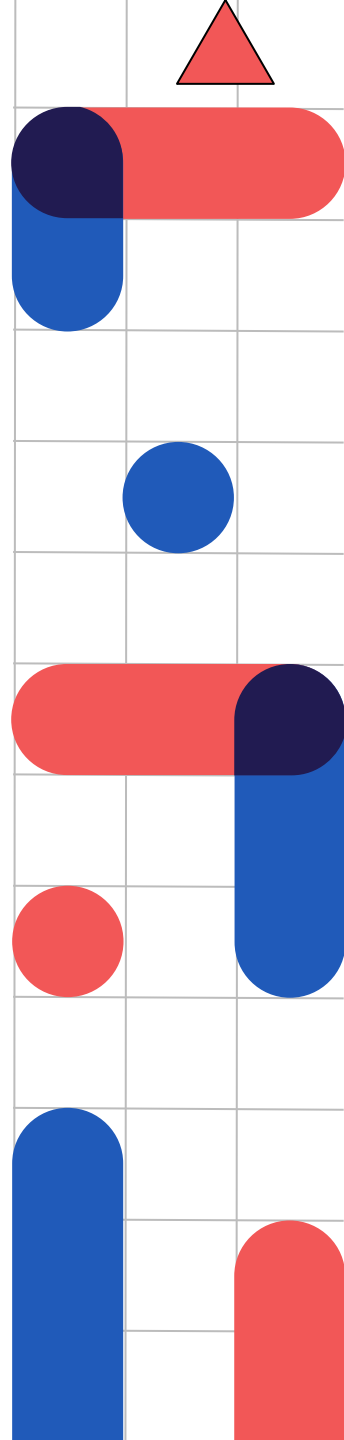
## Online:

- Zoom will separate you into breakout rooms.
- Each breakout group will have a column on the Padlet that will have your data sheet and space for your comments.



**THE PROBLEM: Your local elected official wants to award you additional funds. Using the data given, for what ONE purpose would you like to use these funds?**

- Look over the data you are given.
- Create a trend data chart to display your data.
- Write one or two sentences analyzing your data.
- For what ONE purpose would you like to use these funds?
- Online: Feel free to use Excel/Google Sheets/Etc. To make your chart.
- 15 Minutes!





# Group Share-Out

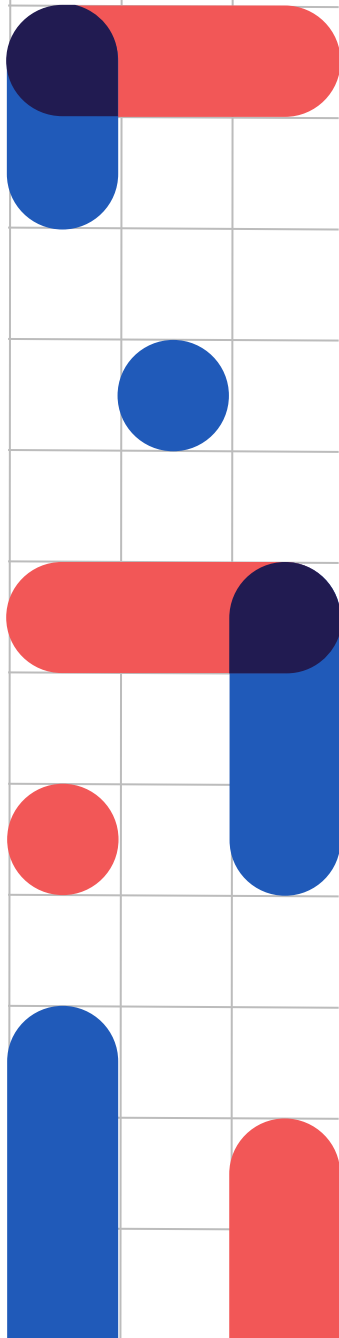
**Did we come to the same conclusion?**





## Tunnel Vision in Data

- How does our position impact what data we pay attention to?
- What is important for instructional staff vs intake staff vs program administrators vs ABE team vs ESL team?
- What is important for instructors?
- How do we create a common vision?

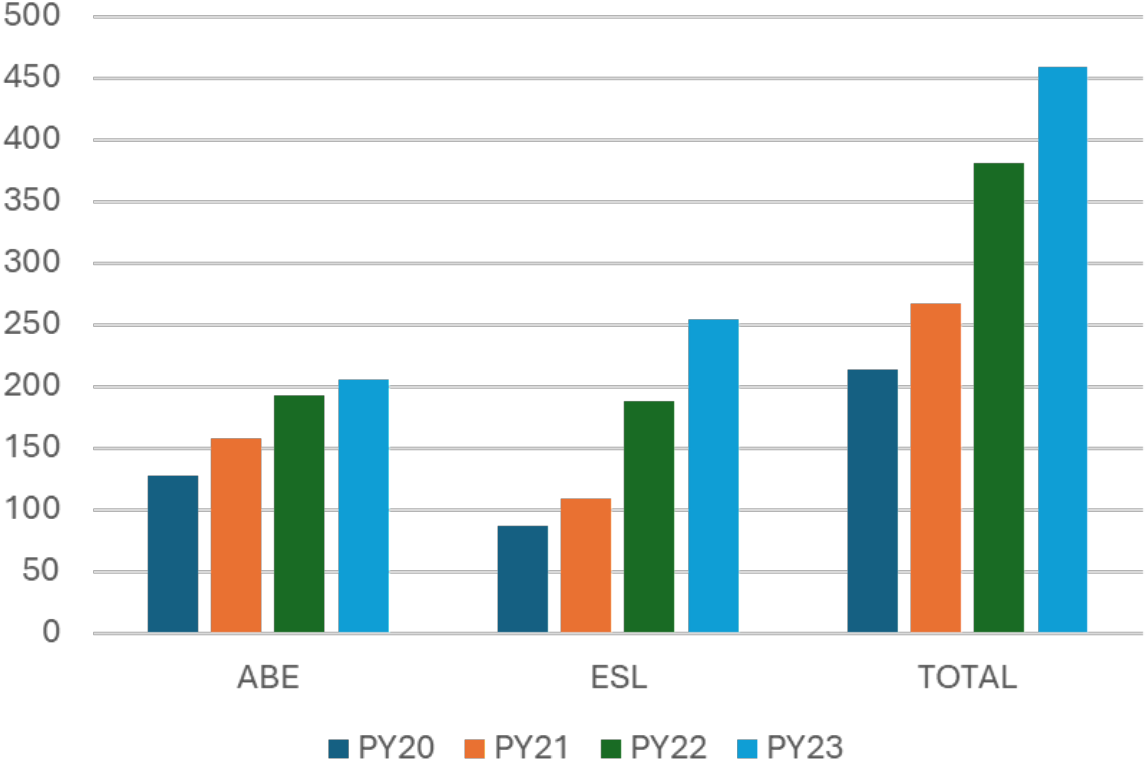


# Displaying Data - Same Data, Different Impact

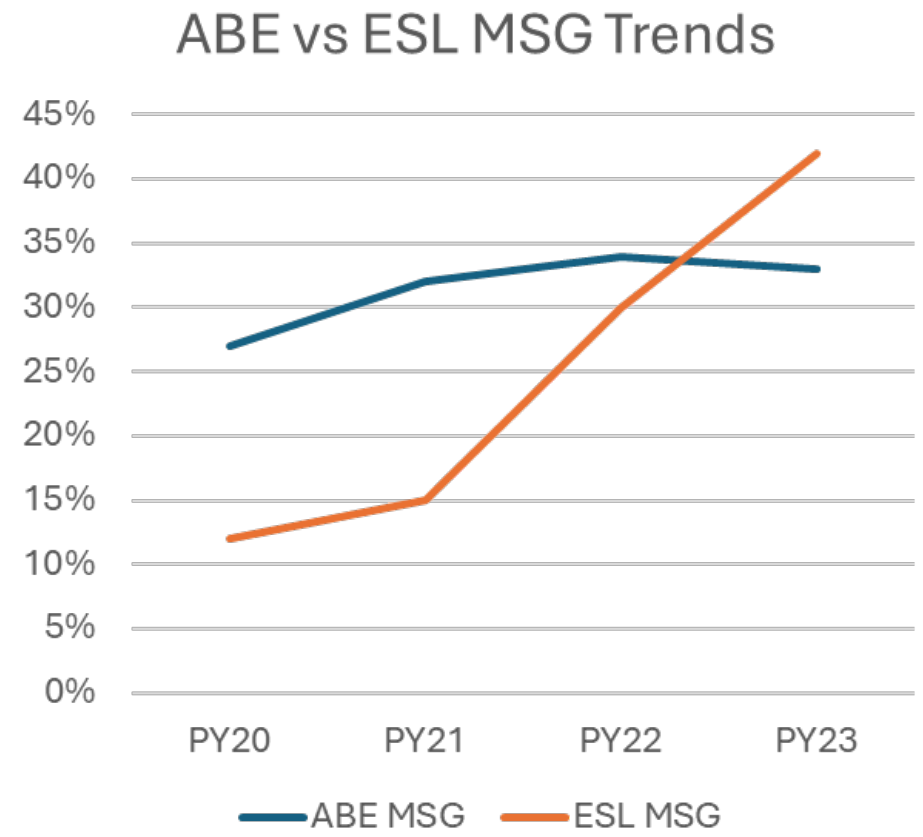
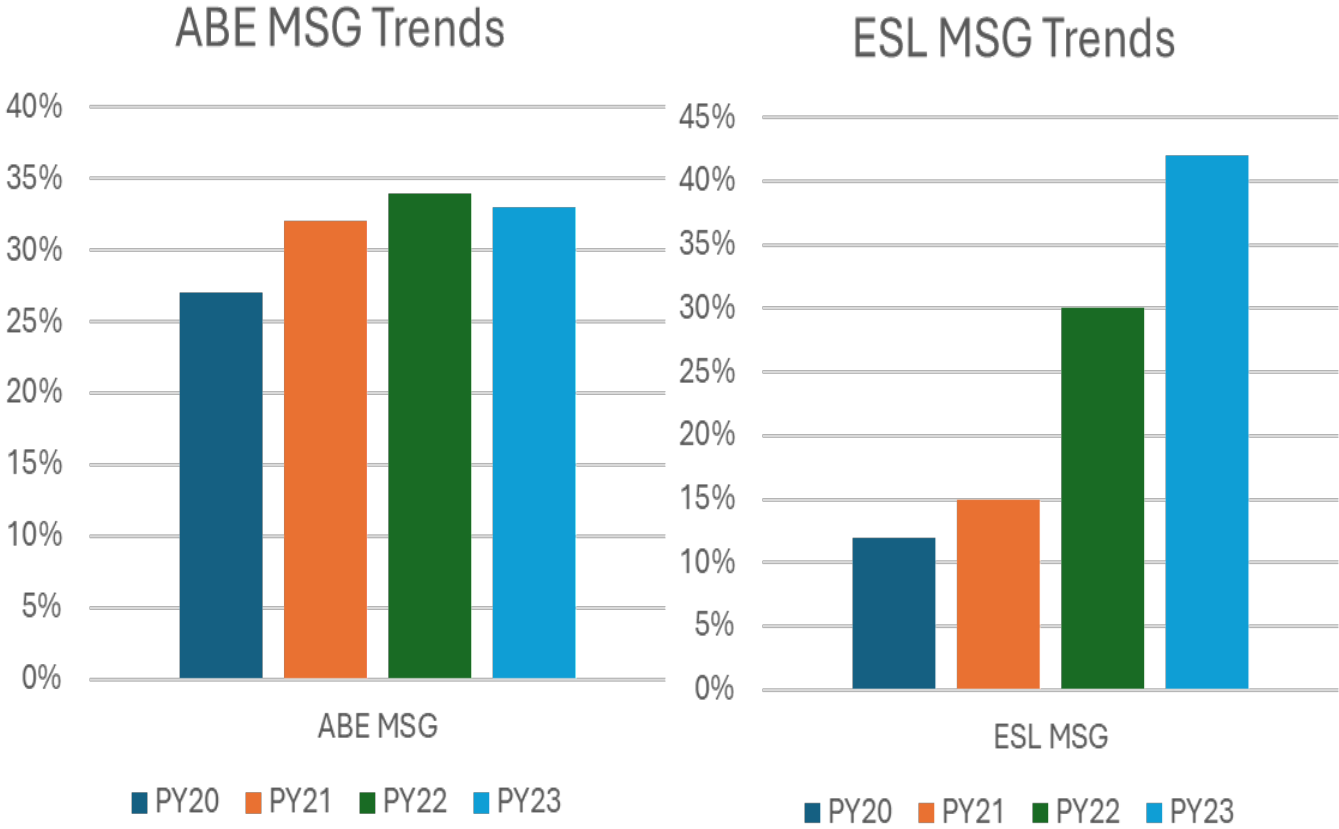
Four Year Enrollment Trend  
PY20-PY23

	PY20	PY21	PY22	PY23
<b>ABE</b>	<b>127</b>	<b>158</b>	<b>193</b>	<b>205</b>
<b>ESL</b>	<b>87</b>	<b>109</b>	<b>188</b>	<b>254</b>
<b>TOTAL</b>	<b>214</b>	<b>267</b>	<b>381</b>	<b>459</b>

Four Year Enrollment Trend  
PY20-PY23

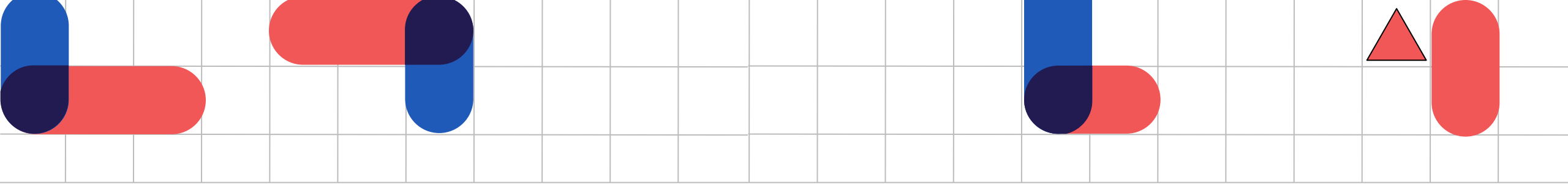


# Displaying Data - Same Data, Different Message

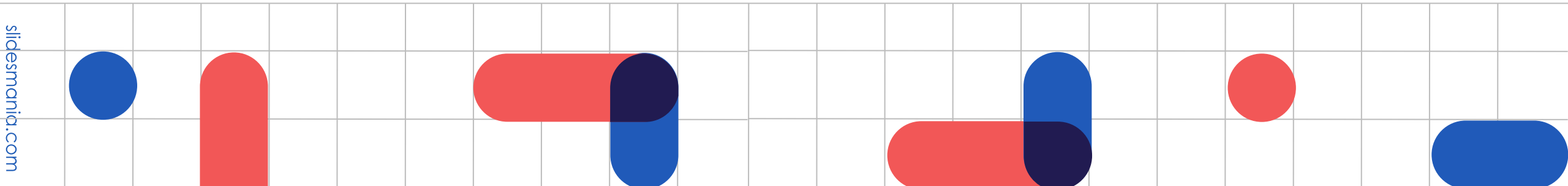


# When Analyzing Data, consider the following:

- Audience (Funders, leadership, team, instructors)
- Time frame (long enough for trends, short enough to reduce variables)
- Scope (entire program, certain instructional/demographic/geographical areas)
- Validity of data
- Message
- Biases



# Group Data Dive



# Analysis Tools

## Microsoft Excel

- Most recognized.
- Great for beginners and experts.
- Lots of online tutorials.

## Google Sheets

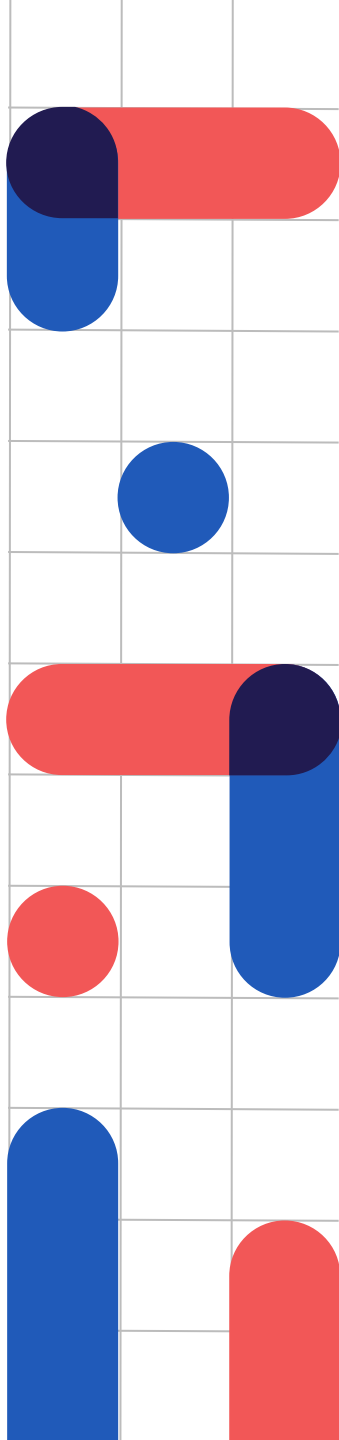
- Part of Google Suite.
- Simpler than Excel.
- Less powerful than Excel.

## Tableau / Power BI / Data Visualization Software

- Capable of top of the line professional quality visualization.
- Steeper learning curve.
- Can have a high price tag - \$\$\$

# Group Data Activity

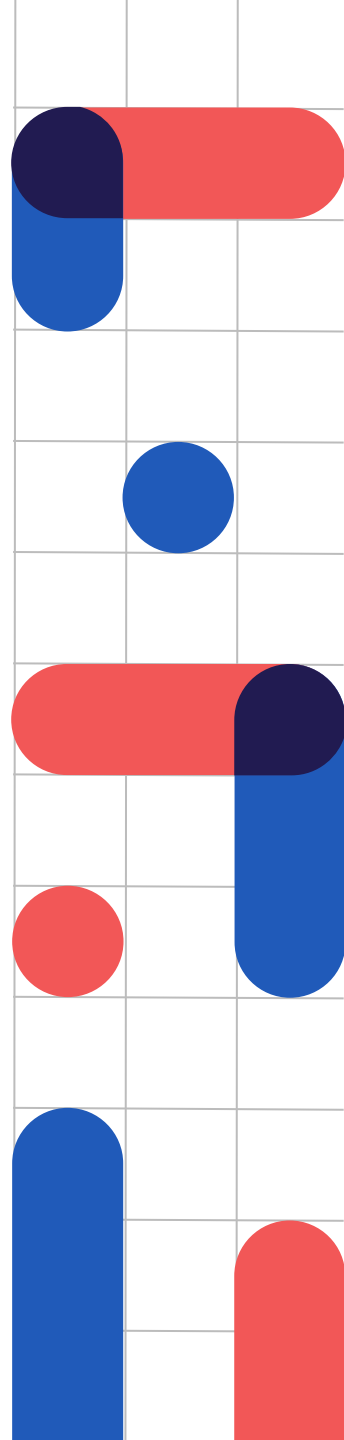
Charm City Literacy Council



# Charm City Literacy Council

The Charm City Literacy Council (CCLC) is facing public scrutiny on their effectiveness as a provider of Adult Education. The Mayor and City Council want to support CCLC, but a recent news article has been released claiming that CCLC has been ineffective.

Your job is to review the data you have, make an argument on the effectiveness of your programming and the steps you will take going forward to continue to serve your community.

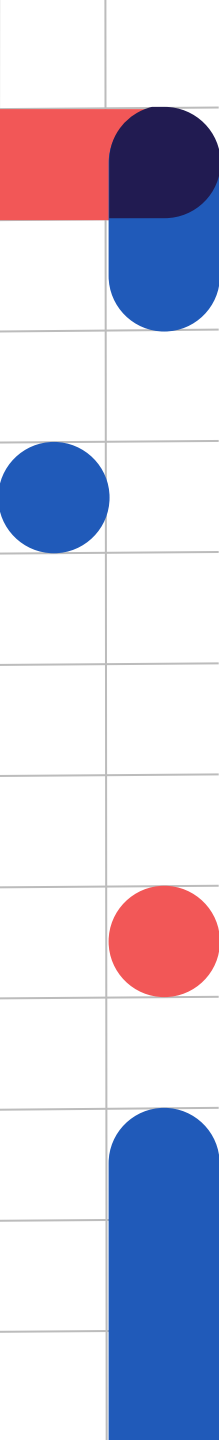
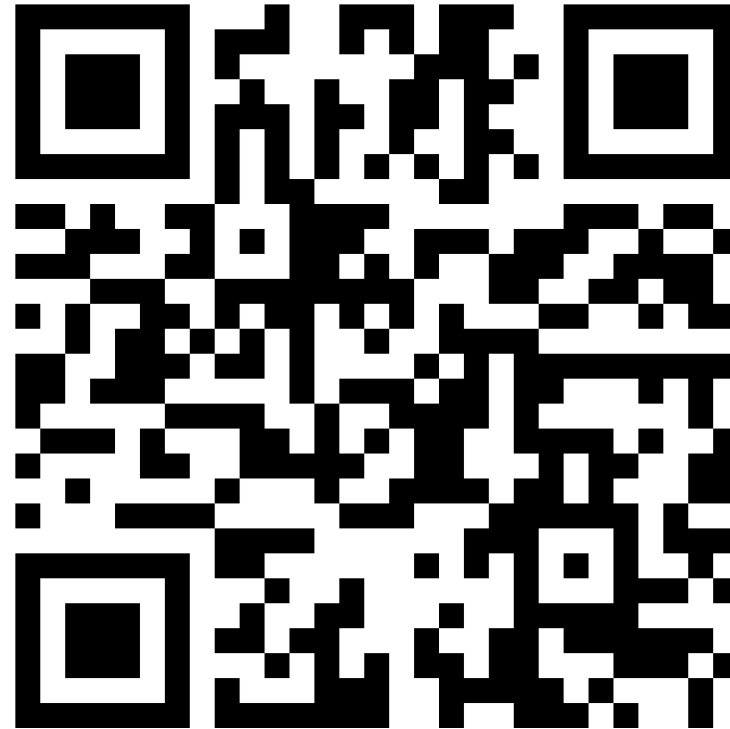




# Data You will receive

- CCLC NRS Table 4 (3 years)
- CCLC Student Satisfaction Survey (ABE & ESL)
- CCLC Post-Test Rates (3 years)
- National Digital Literacy Assessment (3 Years)

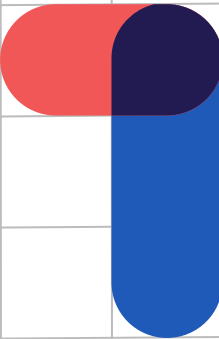
Padlet:



# NRS Table 4 Review

Shows data on all participants that have at least 12 hours of instruction

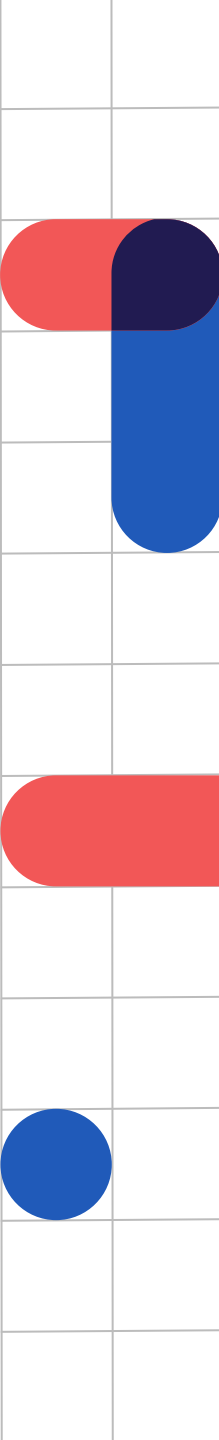
Entering Educational Functioning Level (EFL)	Number of Participants	Total Attendance Hours for All Participants	Number Who Achieved at Least One EFL Gain	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program Without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains
ABE Level 1	0	0	0	0	0	0	0%



## Post-Test Rates

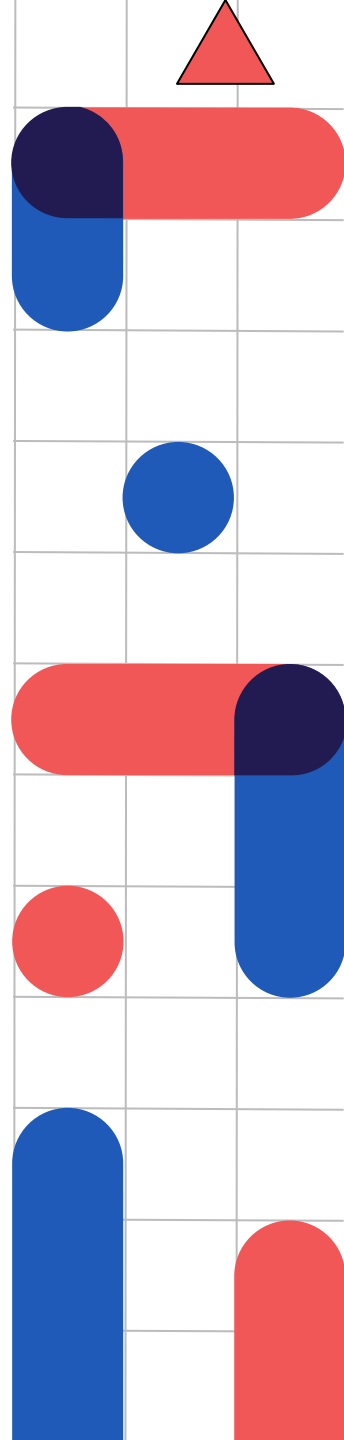
The percentage of enrolled participants with 12 hours or more of attendance that have both a pre- and post-test.

This is the population that have persisted to the completion of a course and post-tested. NRS Table 4 shows all students with 12 or more hours, regardless of if they post-tested.



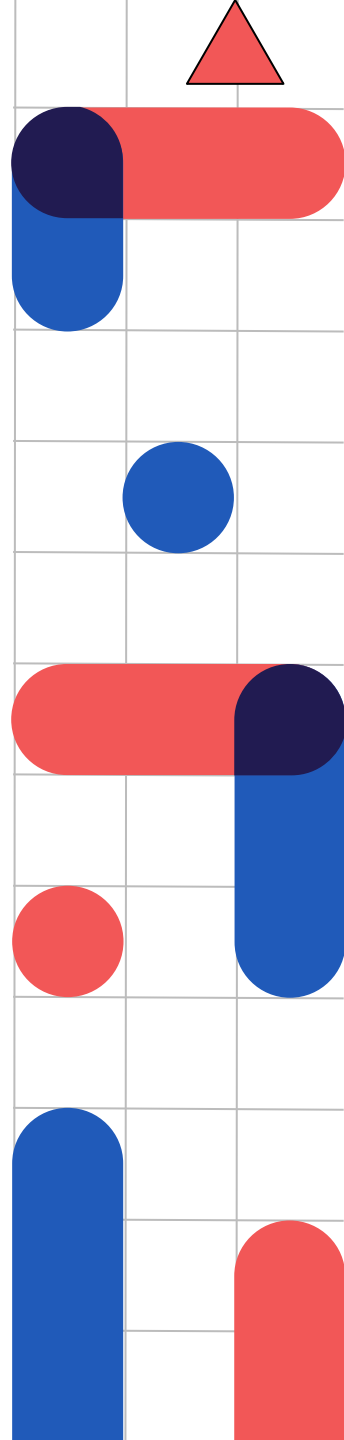
# National Digital Literacy Assessment Data

- Started in PY 22-23 (2 years worth of data).
- Assesses students on their progression in digital literacy skills learned.
- Similar to the Northstar Digital Literacy Assessment.



## Student Surveys Data

- Student satisfaction survey given to learners in Nov/Dec of 2023.
- First time this kind of survey has been given (no trend data available).
- Given separately to the ABE and ESL populations with slightly different questions.



# Conditions

## Assumptions

- **Feel free to make reasonable assumptions about your program, national trends (like COVID), or other additions to tell your story.**
- **DON'T make up things that would run counter to the data provided.**

## Tools

- **Use chart paper, Google Suite, Excel, etc. to create any trend data you think would be useful or to tell your story appropriately.**

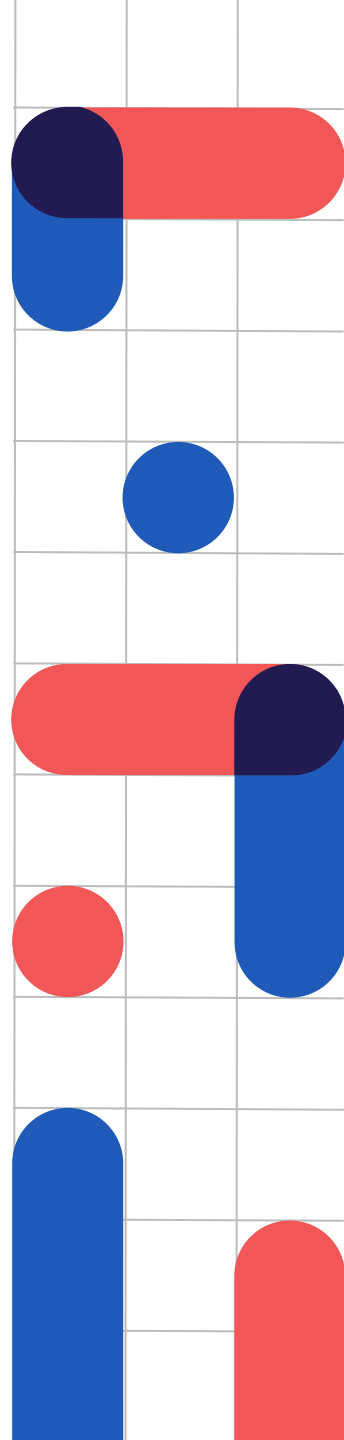
## Audience

- **Mayor and City Council have granted you an audience to make your case privately before any message is released to the public. Be honest but savvy.**

# Your Task

- Look over your data!
- Create any trend data/data displays/etc. that tell the story accurately and appropriately for your audience.
- Create a narrative that showcases your program and your plan of attack for any gaps.
- *Online* - You will be in the same groups as before. You will utilize the Padlet to find your data and to organize your thoughts.
- Approximately 40 minutes with a break in between.

Padlet: <https://shorturl.at/U16y2>





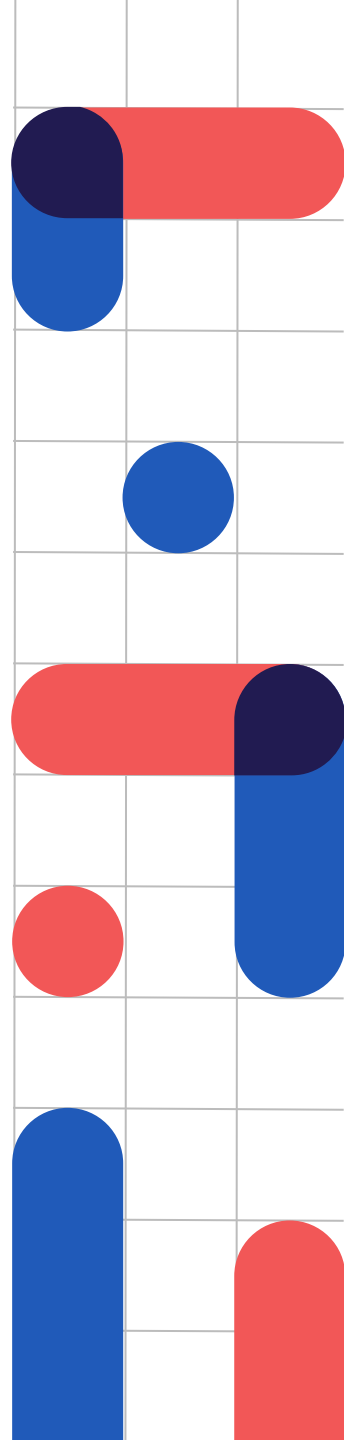
# BREAK

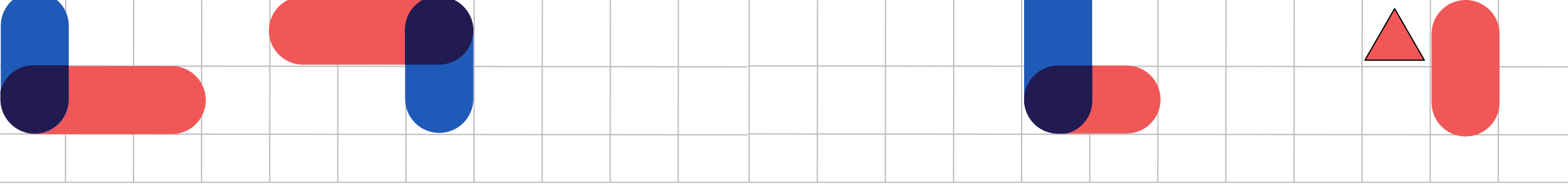


# Your Task

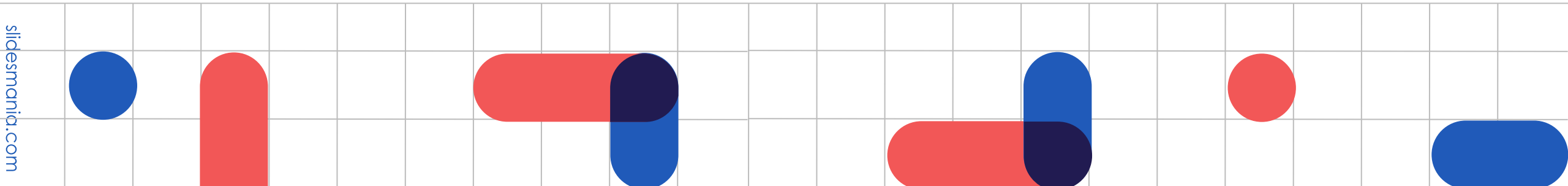
- Look over your data!
- Create any trend data/data displays/etc. that tell the story accurately and appropriately for your audience.
- Create a narrative that showcases your program and your plan of attack for any gaps.
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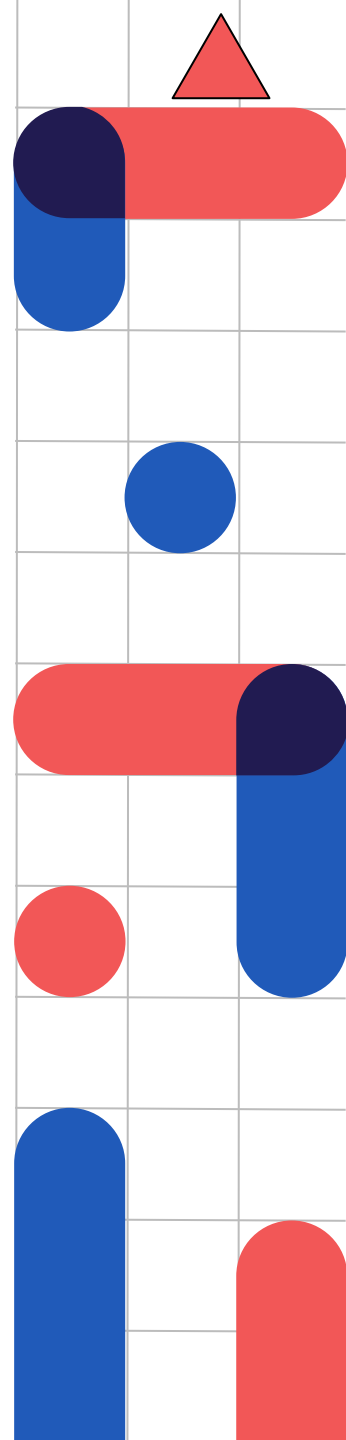


# Group Presentations



# Charm City Literacy Council Group Presentations

- Introduce yourself to the Mayor and City Council (the rest of the audience).
- Make your case! (5 minutes max).
- Q&A from the audience.

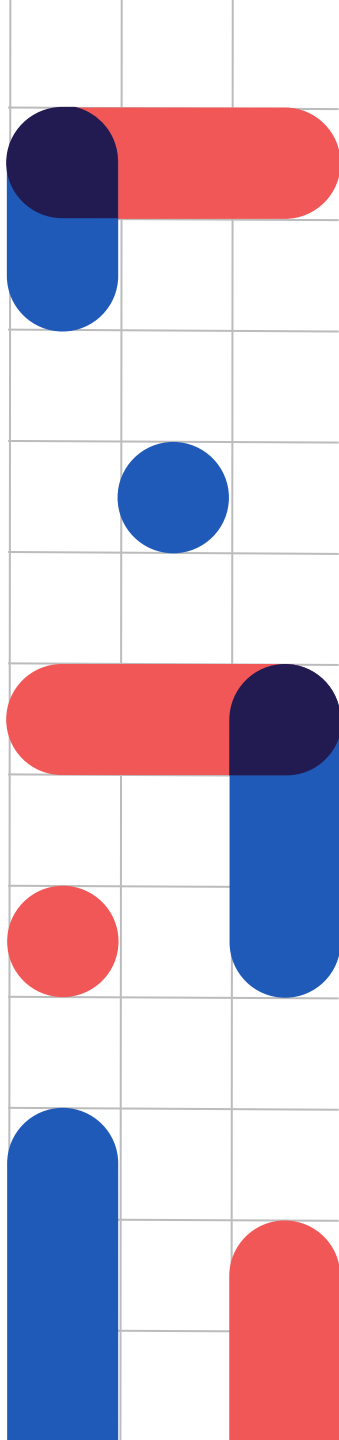


# Debrief

**What did we LEARN?**

**What Questions do you still have?**

**What resources do you need?**



# Thank You So Much!!!

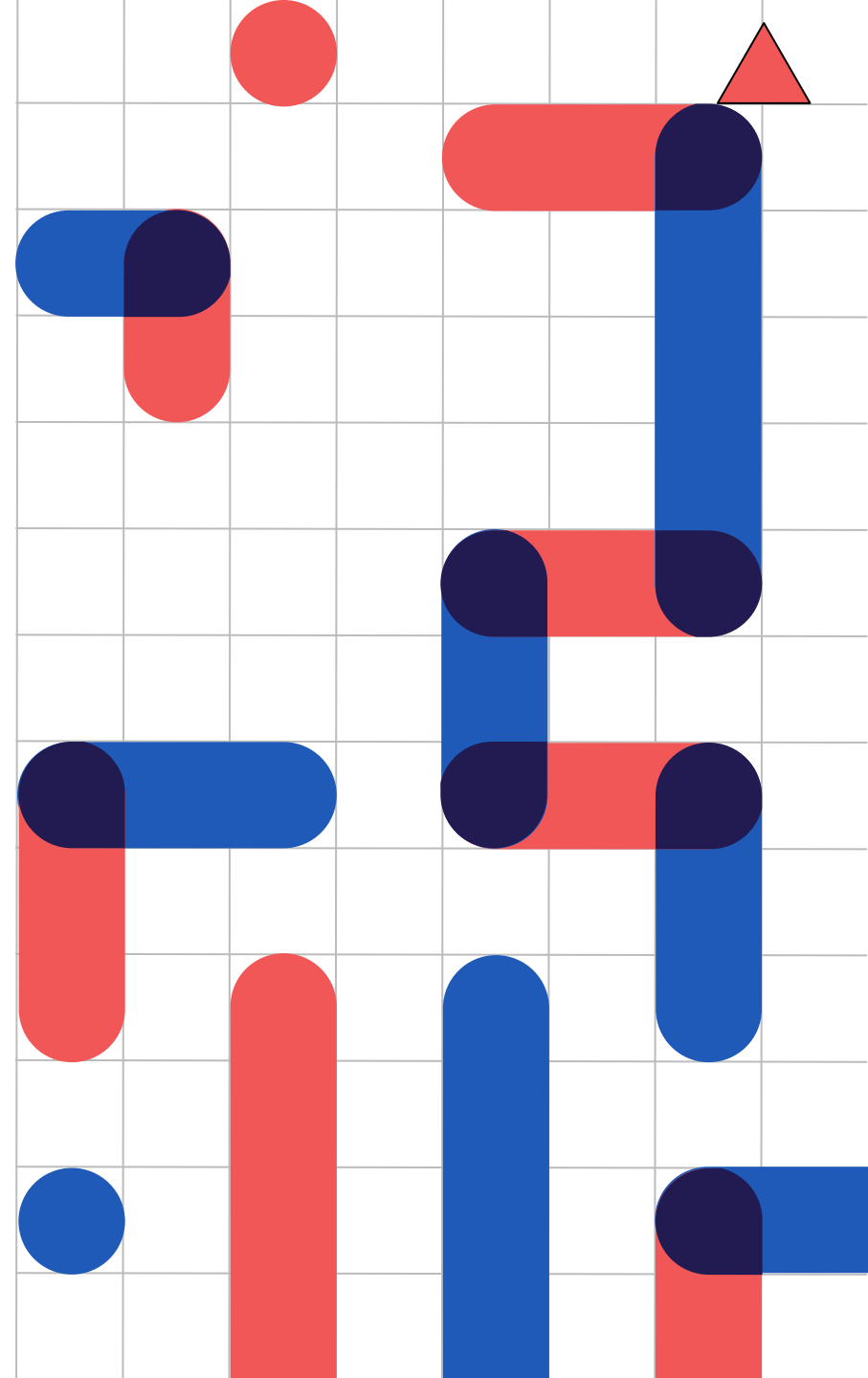
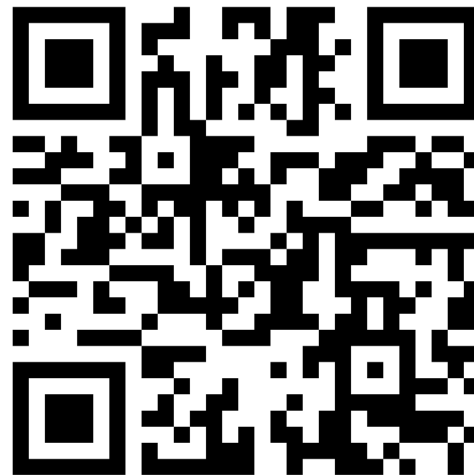
## Douglas Weimer

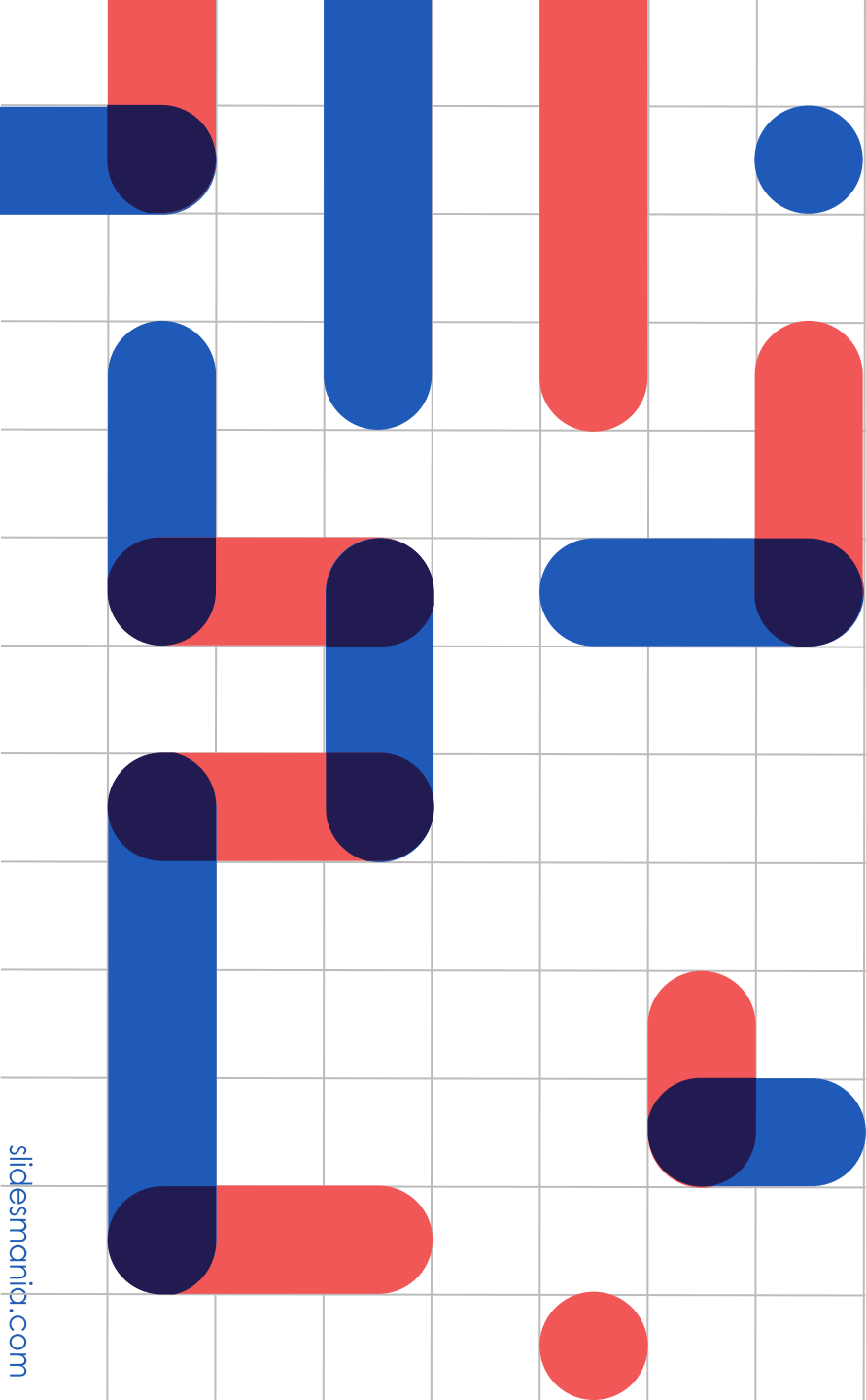
[douglas.weimer@maryland.gov](mailto:douglas.weimer@maryland.gov)

## Ahu Moser

[Ahu.Moser@maryland.gov](mailto:Ahu.Moser@maryland.gov)

<https://shorturl.at/U16y2>





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# Next Steps

1. Sign Up for Coaching Session 3
2. RSVP for Workshop 4 (July 17 in Mt. Pleasant)





