

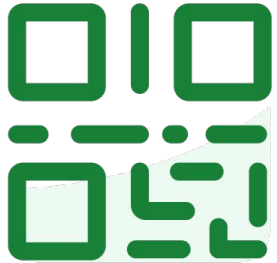


# Tough Convoos Lead to Good Data

**Data VLC  
November 2023**

*The recording and slides will be available on the Data  
VLC page of the Excellence in Adult Education  
website within 48 hours.*

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Join at [slido.com](https://slido.com)  
#3559766



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# Why?

Our funding is affected by whether we gather rather sensitive information about our learners.



# What?

Let's explore the specific data that may require difficult conversations.



# Two Areas of Focus for Today

## Barriers to Employment

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This data is marked in DAISI and provides a performance adjustment that benefits programs. These do not require data-matching. They must be identified and documented by programs.

## Co-Enrollments

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“Concurrent enrollment or co-enrollment refers to enrollment by an eligible individual in two or more of the six core programs administered under the Act.”

-FY24 Provider Manual



It's time to play...

# Name That (WIOA) Title



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# What is WIOA Title I?

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# What is WIOA Title II?

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## **Want to brush up on your WIOA Titles?**

You can visit the following website to access a short course.

<https://ilwioapd.org/>



# How?

Today will we look at using multiple touchpoints to have difficult conversations with learners.



# Data Touchpoints

IN ADULT EDUCATION

## 1 Orientation & Intake

This is the first opportunity to collect data from students.

## 2 Classroom

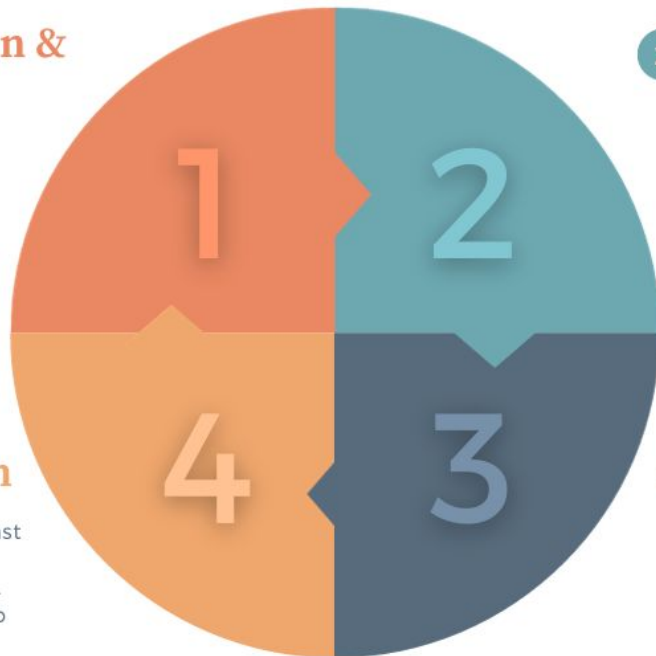
Faculty have the benefit of building trust with students; they may have access to important data.

## 3 Testing

Whether students go to a testing site, use the Assessment Hub, or test in the classroom, this is a good time to review their data.

## 4 Separation

This may be the last chance to update data on a student. Use any contact to also verify the student's data.





# Agenda

Sensitive conversations:

1. At intake
2. With non-intake staff
3. With advisors/faculty
4. Next steps



# Today's Presenters



Amy Hesselbacher

Highland Community College



Lindsey  
Larson

Spoon River College





# 01

## At Intake

How can we do this effectively and with sensitivity?





# What time do you want your classes? Morning or evening?



*"I can't take morning classes  
because I am a single  
mother and need to take my  
kids to the bus stop."*



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**What follow up questions should we ask? (Think carefully about the wording.)**



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# I need to ask about employment. Do you have a job?



*"No, not anymore. I used to drive a forklift before the accident"*



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**What follow up questions should we ask? (Think carefully about the wording.)**



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# General characteristics

Do you know what helps you make your point clear?  
Lists like this one:

- They're simple
- You can organize your ideas clearly
- You'll never forget to buy milk!

And the most important thing: the audience won't miss the point of your presentation



# 02 With non-intake Staff



GED  
Orientation  
at Highland  
Community  
College



# Introduction

- Coordinator Student Support Services Adult Education Program
- We are a rural community located in Freeport which Northwest part of IL
- Can be scaled up for larger communities in a variety of ways  
– be creative!





# Goals – we all have them



- Our goal is to have 150 NRS reportable students this year
- We started the survey this school year and 1<sup>st</sup> quarter increased 10%
- **Helping our students as a whole person increases retention**

# During Orientation



- We have recently used the word orientation instead of intake. We have found the word intake is more institutionalized where as orientation is more welcoming and related to education
- 2 day Orientation and the 1<sup>st</sup> day is when we gather information and the main goal of the survey is the get the student ready for class and succeed

# Written vs Verbal

- We have our students fill out a written survey because asking questions out loud can be intimidating for some of our students.
- Areas in your department may not have a lot of privacy – cubicles etc.



# First Day of Orientation

- Our administrative assistant starts off with enrollment card, contract and release form.
- I introduce myself and what part I play in their education and pass out the survey.
- Yes we do need data but remember to **SMILE!**



# Gather Survey

- The first question is if they need ear plugs or would like to test in a part of the room with no distractions. Test administrator prepares for this.
- While she is doing this, I take our students on a campus tour.



# Evaluating Survey

- While students are taking their test, I will look over the survey and take notes - who needs help getting an ID, transportation etc.

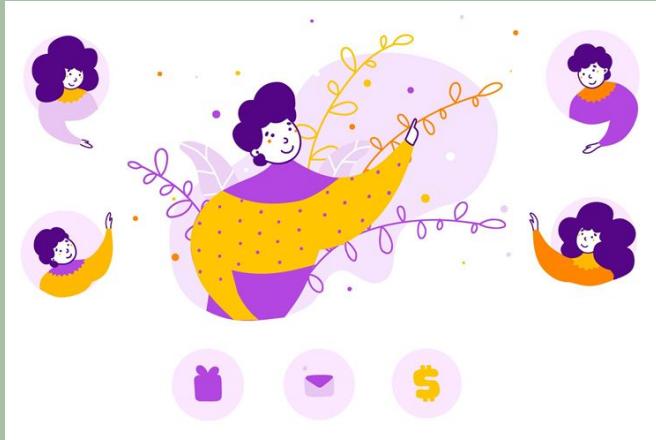


# Ultimate Goal

- Why do you want to earn your GED?
- The student's **Ultimate Goal!**



# Referring Students

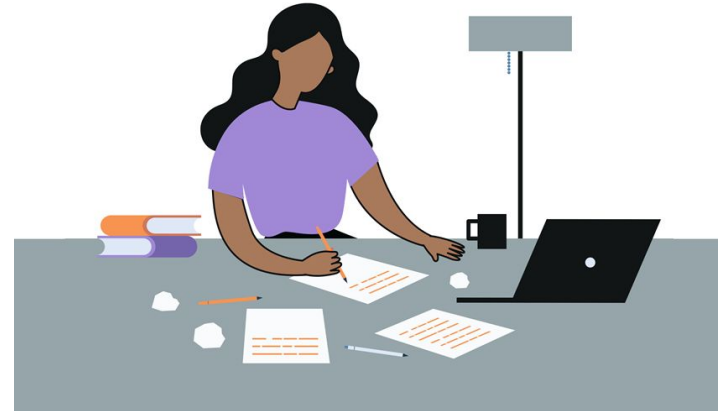


- Help pay for transportation
- Give them information accommodation for GED  
[https://ged.com/about\\_test/accommodations/](https://ged.com/about_test/accommodations/)
- How to get an ID



# Work-Based Learning

- Resume
- Interview questions
- Budgeting



# Hurdles

- Hurdles Stand in your Way?



# ALL Students have Strengths

- What strengths do your students have?



# Questions?

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02

With  
advisors/  
faculty



# Spoon River College

## Canton, IL

- Small program of about 200 enrollees annually
- 3 Advisors (also instructing), 3 PT instructors
- Very rural with no public transportation
- 16.9% of the adult population live in poverty
- 20.6% receive public assistance

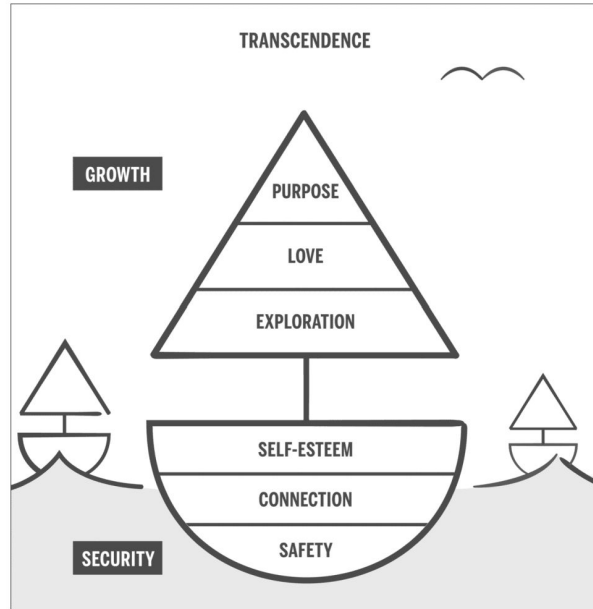
# Rely on Rapport

- Small program allows for more 1:1 time with students.
- Instructors with “lived experience” are able to connect with students.
- Student-centered with focus on mental health and overall well-being.
- Students are more than a data point to be earned.
  - Qualitative data gives them a voice.

# Student Surveys

- Initial survey given after the first two weeks of classes.
  - Responses are more honest and transparent
  - Completed voluntarily
- Results show individual responses and can also provide program-wide info.
- Allows us to present questions in a non-threatening, non-judgemental way.
- Gives us an understanding of student motivations, interests, and info on living situations as we strive for equity and accessibility





Source: "Transcend: The New Science of Self-Actualization," by Scott Barry Kaufman

- We can obtain wrap around services for those who need it.
  - In-house
  - Community (IRIS)
- Focus on building community within the classroom.
  - Get to know the student aside from their data.
  - Educate without judgement.

# Now What?

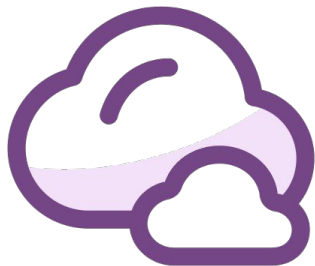
- Information is shared with appropriate staff as needed
  - Instructors, program admin, SRC Homeless liaison, Student Success Coaches, etc.
- Develop a “midterm” survey to learn how they feel about the program, and to check in to see if they need more support.
- Develop an “end-of-year” survey as a program evaluation.
- Use the qualitative data to help us make classroom and program decisions.

# Questions?

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# What topics would you like to see in upcoming Data VLCs?



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# Thanks!

Do you have any questions?

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