DARK AGES - BAD OLD DAYS

- Open Entry/Open Exit
- Data Collection but No Reporting
- Conflicting Policies

Funding Formula Grants
- Funded by Contact Hour and Additional performance funding for Individual Progression and GEDs
  - Quantity over Quality
  - Performance Funding only put focus on a student progressing, not all students or meeting targets
MIDDLE AGES - DATA

Creating Data Focus

1. Data Access - Created Reports FY’04-05
2. Data Importance FY’06-07
   1. Training (Directors/Data Entry)
   2. Why/How of the Data
3. Data Requirement(s) FY’08-13
   1. Pre-Testing
   2. Persistence
   3. Post-Testing
   4. Progression
MIDDLE AGES - FUNDING

- Shift to Needs-Based-Budget FY’10
  - 90% of Budget Guaranteed
  - 10% of Budget Performance Based
    - 0-7% Progression
    - 0-3% GED/HSE

- Average Target Developed FY’10
  - Took All Federal Academic Targets and Averaged to Create Yearly Goal
    - Created Measure of All Students in Program (all student progression/all students)
    - Snapshot View
    - Simple
MIDDLE AGES - PROGRAMMATIC

- **Shift to Managed Enrollment**
  - Program Improvement Plan FY’08-09
    - Incentive Grant
    - Detailed Data Report Card
    - Piloted

- **STAR**

- **Policies FY’09-Today**
  - Policies Clear and Non-Distracting
AGE OF REASON

- Sophisticated Data Users
  - Directors and Teachers
  - Requirements Change
  - Data
    - Continual Oversight
    - Maintain Data Integrity

- Programs Compete
- Post-Sec and Employment
FUTURISTIC

- Environment
  - Policies
  - Support
  - Communication
  - Professional Development
  - Drives Behavior

- Tips
  - Take Long View
  - Plan but be Flexible Enough to take Advantage of Serendipity
Director Buy-In

Recognize that performance is critical to viability of program.

Understand the role of teachers in the data management process.

Willing to empower teachers with knowledge.
Professional Development

• Comprehensive Program
• Big Picture View
• Breakdown Each Target
• Describe Actions and Behaviors in the Classroom that Impact the Data
• Analyze Reports
Continuous Follow-Up

- Monthly Reports
- Director Follow-Up after Data Management Workshop
- Repeat Data Management Workshop
“It was beneficial to me as a new teacher to understand the importance of data management. It answered a lot of questions of ‘why are we doing this?’”

“I have a greater understanding of the big picture of data management.”

“Finally….I understand why I am asked to do things by my director. I wish I had know these things years before.”

“Very nuts and bolts—thing that can be used in the classroom today. One of the most relevant workshops I have ever attended. 20 years in this business!”
QUESTIONS?!