



Getting The Most From Your AEL Dollar

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Covid 19 was tough on all of us.....

- Affected enrollment
- Affected IET enrollment
- Affected student persistence
- Affected performance gains
- Affected staff attendance
- A lot of us worked remotely
- Students did not have the hardware or software
- Some counties did not have the infrastructure to go remote
- And so much more

In a pre-COVID world.....

- YOU GET SICK.....
- What are you likely to do when you catch a cold?
- What are you going to do if you do not get better and how long are you going to wait before going to the doctor?
- What do you expect from your doctor visit?
- What if the medication that was prescribed does not work?
Now what?
- What if you still do not get better?
- Finally you get better because you have responded to the medication protocol.

How Things Change

- Usually a problem is recognized
- Action is Taken....right?
- This leads to a series of trial and errors, adjustments, some better, some worse....
- Or could it be taken care of through Informed Action?

Informed Action – Based on Science

- So how do we know what works versus all the wonderful marketing strategies that publishers and companies use to lure you to purchase their products?
- Anyone can set up shop....
- Buyer Beware....

Applying the Principles and Methods of Evidence Based Practices

- Integration of: Best Research Evidence, Best clinical experience, consistent with client values.
- Common Errors when Deciding which products to purchase for instruction:
 1. Reliance solely on individual anecdotes and remembered cases.
 2. Confusing client satisfaction with clinical improvement that has proof.
 3. Misattribution of the cause of change.
 4. Romancing by vendors
 5. Failure to truly evaluate program and its effectiveness.

What to look for when making curriculum purchasing decisions

- Treatments or intervention protocol that has at least some scientific empirical research evidence for its efficacy with its intended problems and populations.
- Evidence may be based on a variety of research designs such as: randomized clinical trials, controlled studies without randomization, open trials, pre-post, or uncontrolled studies, multiple, baseline, single case studies.
- The degree to which we are persuaded that the treatment support is effective will vary by the quality of empirical support such as the number of replications by researchers other than the treatment developers, sampling, sample size used, comparison treatments and effect size.

For Example: Is your medication researched?

- What do you expect your medication to have gone through?
- FDA approval?
- Experiments? On who?
- Research? By who?
- Trials? Who was involved?

Best Standard for Evidence

- Randomized controlled trials – participants are randomly assigned to either a treatment or a control group. This allows the effect of the treatment to be studied in groups of people who are the same, except for the treatment being studied. Any differences seen in the groups at the end can be attributed to the difference in treatment alone, and not bias to chance.
- Further Science- PEER REVIEWED RESEARCH: A process used to check the quality and importance of research studies. It aims to provide a wider check on the quality and interpretation of a study by having other experts in the field review the research and conclusions.

Your Original Grant Application Narrative

- What was originally written in it?
- What did you say you would do?
- Do you have proof it has been done?
- By who?
- Who keeps record of it?
- Where is it?
- Do you know your risk factors?
- Does your QA person conduct mock audits or are you planning for them?

Does Your Program Have a Plan?

- Does it include objectives that are specific, measurable, attainable, time bound and, most importantly focused on workforce preparation?
- Are they done on a yearly basis?
- How do you know what you are purchasing is working?
- How do you determine funding availability for specific objectives and goals?
- How did you figure out what was needed and where?

AEL Expenditures and Your Plan

- All goods purchased with AEL dollars must be directly tied to instruction and established performance gains.
- All personnel funded through AEL dollars must be accountable for performance improvement. How?

Summative Fiscal Evaluations

- Randomly select 30 purchases that were made from finance code functions that are tied to instruction and were for curriculum – based products such as:

1. Software
2. Books
3. Testing materials
4. Reading materials
5. Supplies for teachers

Etc

Summative Fiscal Evaluation continued

- Make a list of the vendors that purchases were made from and research what they market/sell. If the purchases were made through a wholesale distributor go by the specific item that was purchased.
- Classify the dollar amounts to the specific areas the purchases were made for.
- Randomly select students that were coded to the specific areas for which purchases were made and extract data from the MSG report and compare one year to the next for gains.

Data to Include

- Attendance, credentials, EFL gains, retention status, testing, teacher created benchmarks.

Fiscal Evaluation of Personnel

- Most often we are not comfortable doing this, but this is one thing that must be done to ensure your AEL dollars are going as far as they possibly can.
- Full time personnel actively working with your students, are you getting the most for your AEL dollar?
 1. What is their retention rate?
 2. What is their ADA?
 3. How many students did they serve in a year?
 4. How many gains did their students achieve in a year?
 5. How many post tested?
 6. What curriculum are they utilizing?
 7. How do they know how they did?
 8. What benchmarks help prepare students for gains?

Fiscal Evaluation of Personnel

- Create a summary report comparing the rate of earnings per full time instructional staff and what the data reveals from your evaluation.
- In this fashion you can make important decisions affecting your program based on empirical evidence and not assumptions.
- No one wants to do this, but times are tough, AEL dollars are stretched, we are a workforce training program, not just an ESL or GED program, does your staff know that?
- We must meet our measures.....goal is for every person we serve to eventually be self-sustaining.

Summary of Findings

- First and foremost always share with your staff that you are conducting a summative evaluation based on formative evaluation gathered.
- Explain the system and methodology
- Discuss data sources
- Explain mock audits
- Share that you will be making comparisons from year to year and report gains and losses
- Summarize expenditures to formulate your comprehensive needs assessment for the new year.

Where are you in your contract year?

Demonstrated Effectiveness

1. Know that you are expected to do what you said you would do in your grant application.
2. Know that you are expected to have demonstrated effectiveness throughout.
3. What is demonstrated effectiveness?

Demonstrated Effectiveness

- Performance data for all years
- Employment outcomes
- Credentials
- Transition to post-secondary education and training

Basically, are you doing what you said you would be doing, are you keeping track of it, is it working, and are your students becoming self-sufficient in time?

Questions?

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