

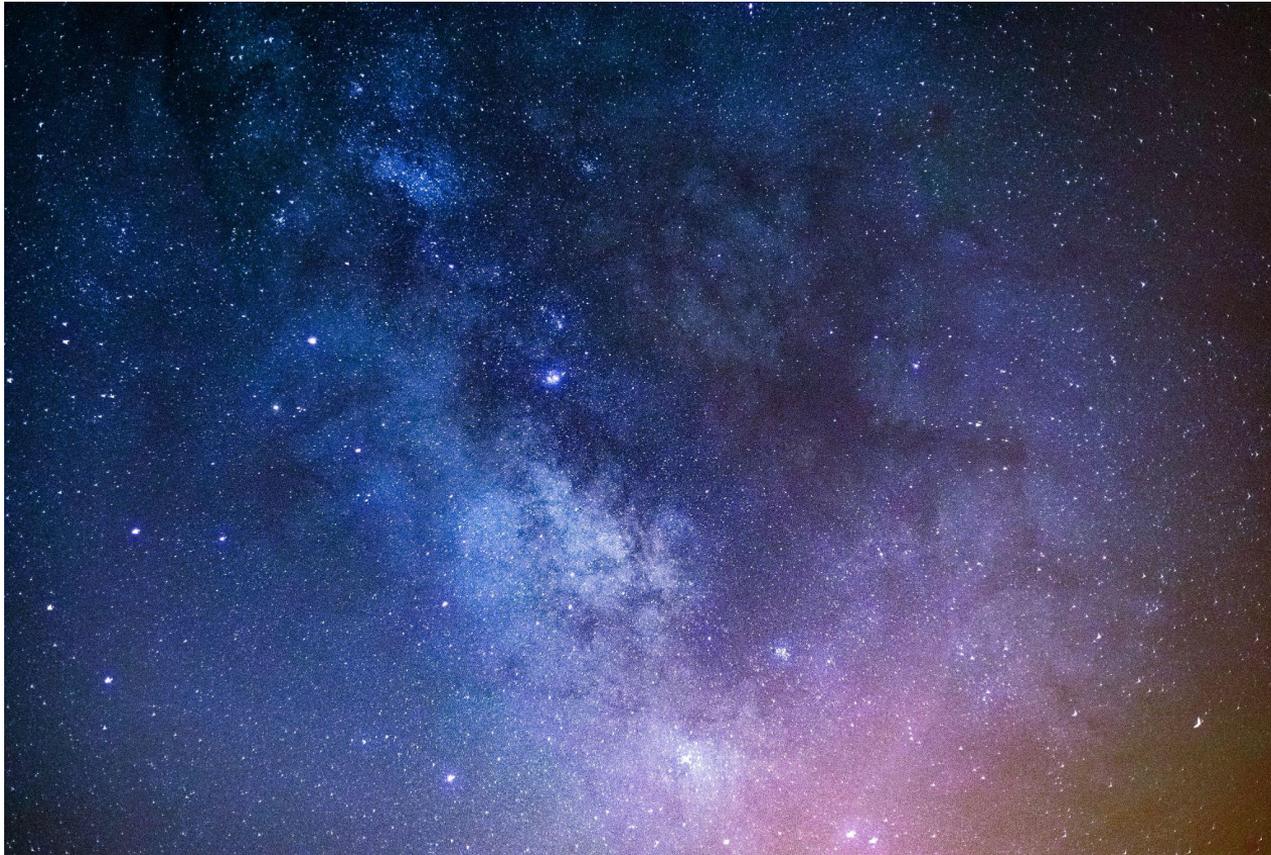
Getting Strategic With Data

November 24, 2022

cesba  Conference

Agenda

1. **Introductions**
2. **Objectives for this Session**
3. **Data and the Adult and Continuing Education Ecosystem**
 - a. Our work with CESBA
 - b. The State of Data
 - c. Opportunities to get Strategic
4. **What does this mean for School Boards?**
5. **Questions and Discussion**



“We are surrounded
by data, but starved
for insights”
- Jay Baer



Social enterprise with offices in Houston and Montreal

Works with governments, non-profits, and funders to design strategies that **increase the availability and utility of their individual & combined data.**

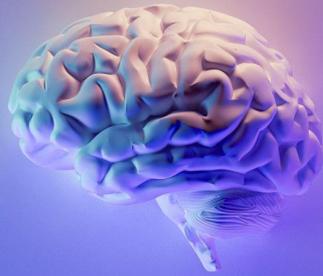
Assists non-profits in designing and implementing strategies to measure social impact through better **integration, use, and sharing of data.**

Helps to solve systemic problems, create & manage collaborations, **build long-term solutions**, and develop sustainable governance frameworks.



GIVING
TUESDAY





“Data is a tool for
enhancing intuition”
- Hilary Mason

Today's Objectives

1

The state of data in the adult and continuing education space

2

Specific strategic opportunities to create more value from the data that exists

3

Ideas about how to start this work

4

Making this a reality at your School Board



“Data are just summaries of thousands of stories”
- Dan Heath

Project Goal

Develop a system-level data strategy for the adult & continuing education space in Ontario.

Objectives:

- Review & strategize on CESBA's internal data use, as well as how to incorporate secondary data sources into their data strategy
 - Focus on feasibility and providing value to CESBA & key stakeholders
 - Develop implementation requirements & operational implications
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I. Discovery

- Goal: Learn about the Adult and Continuing Education space, its data needs, and available data assets.
 - Review Key Documents
 - Interviews with selection of stakeholders across Adult and Continuing Education
 - Survey
 - Review of existing data systems

II. Develop Potential Use Cases

- Goal: Develop High-Level use cases for how data can be used to advance the field
 - Analysis of data obtained in the discovery phase
 - Identify how existing data systems can be used differently
 - Identify missing data systems



III. Refinement

- Goal: Refinement of high-level use cases into specific use cases
 - Validation with CESBA staff
 - Deeper analysis on context and data capacities

IV. Recommendations

- Goal: Set of specific recommendations for how this work can start across the Adult and Continuing Education field
 - Roadmap development
 - Balance long-term value with quick-wins
 - Start from the beginning

- 1. Administrative vs. Strategic Data** - data is predominantly viewed as an administrative tool, rather than as a strategic tool that can be used to help school boards and the Adult and Continuing Education sector achieve its objectives
 - 2. Multiplicity of Data Systems** - Numerous data systems for different components of Adult and Continuing Education, and across different school boards makes standardized data work more complex and costly
 - 3. Need Data to Advocate, need to advocate for data** - Data is needed to inform awareness raising and advocacy efforts, but awareness raising and advocacy efforts are also needed to ensure data work is well resourced
 - 4. Large Differences in Capacity and Bandwidth** - Generally speaking, there is a need to increase capacity and resourcing to use data strategically
 - 5. Centering Relationships** - This is not a zero-sum game, everyone can win, but must centre trusting relationships in order to have success
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1 Mapping the System

2 Measuring Impact

3 Advocacy and Awareness

4 Understanding Trends

Mapping the System

What

Stakeholders need a basic mapping of the Adult and Continuing Education sector

- Who is providing services, where, and to whom?
- Directory of service providers, and experts
- Basic data about services

Examples

Wayfinding for CESBA, School Boards, and Ministry to know who to reach out to across the province for an inquiry

Directory of experts to support networking and PD for CESBA members

Possible Data Sources

1. No single source of data exists
2. Much of this data exists at CESBA and individual school boards
3. Opportunity for annual data collection

Other Considerations

- Need for a streamlined “self-serve” process for data collection and dissemination
- Accuracy and timeliness of school board data

Measuring Impact

What

Utilizing data and analysis to understand the impact that the Adult and Continuing Education sector has on students, school boards, and the Province.

- Impact of CESBA on Adult and Continuing Education as well
- Needed at individual school board and provincial levels

Examples

How does Adult and Continuing Education lead to improved graduation rates?

What is the economic value that Adult and Continuing Education provide to the Province of Ontario?

Possible Data Sources

1. ONSIS, CAMS, HARTS, Edge4, etc. for student data
2. Education and Labour Market Data Platform (ELMDP), LinkedIn, Open Data portal for outcome data

Other Considerations

- Consistency of student data across school boards and systems
- Bandwidth and Capacity for this analysis at CESBA and school boards

Advocacy and Awareness

What

Multiple layers of awareness raising and advocacy needed

- Advocate for Adult and Con Ed within individual School Boards
- Advocate for Adult and Con Ed with Ministry Partners
- Advocacy and Awareness about CESBA's role

Examples

Using impact data to advocate for more, and more sustainable (core) funding

Using aggregated (and demographic data) to raise awareness of size and reach of Adult and Con Ed

Possible Data Sources

1. ONSIS, CAMS, HARTS, Edge4, etc. for student data
2. ELMDP, LinkedIn, Open Data portal for outcome data
3. Member survey for school board and CESBA data

Other Considerations

- Multiple use cases for similar data sources, prioritization needed
- Need to match timeliness of data collection with advocacy needs

Understanding Trends

What

Some school boards are using student and demographic data to identify trends in student population and needs

Need to ensure this sort of demographic and need data is captured and used at school boards across province, and in aggregate

Examples

Using Demographic data of students to identify populations not being reached to inform recruitment

Using student performance data to inform program design

Possible Data Sources

1. ONSIS, CAMS, HARTS, Edge4, etc. for student data
2. Stats Can Community Data reports
3. Open Data

Other Considerations

- Need to focus efforts on small number of use cases to start
- Bandwidth and Capacity for this analysis at CESBA and school boards

What does this mean for School Boards?



“No data is clean,
but most is useful”
- Dean Abbott

Best Practices

- Not everyone needs to be a data expert, but **everyone needs to be data literate**
- Data capacity is missing from across the A&CE ecosystem - **identifying data experts and champions already within the ecosystem is vital**
- Leverage this expertise and common questions to **design dedicated data literacy professional development**. Toolkits and templates allow for more advanced data work
- **Build core data capabilities** and hire/buy to complement
- Data competence is a muscle, it needs **frequent exercise to get and remain strong**
- Clear **processes, practices, and inventories** are required

Long-term and sustained success requires that CESBA and the A&CE ecosystem develop its data capacity alongside this roadmap.

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- This sector is at the beginning of their data maturity with a long way to go to expand this portfolio - ***change won't happen overnight, and missteps are inevitable***
 - Develop a ***clear understanding of how challenging the data strategy will be***
 - They've approached this in a strategic way without jumping straight to technology
 - Adult and Continuing Education System is unique, in that there are ***standard shared data systems*** in place that can be leveraged
 - While the system is complex, it is not dissimilar from other sectors that are struggling with building data in a strategic manner

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- Adult and Continuing Education *has responsibility for part of the sector.*
 - Overlapping and tangential sectors, such as colleges, employment services, etc. complicate this work → as they move forward this complexity needs to be accounted for and there needs to be acknowledgment of the “missingness”
 - *Lack of internal capacity* needs to be accounted for
 - Shifting Political Climates

Questions and Discussion



“Torture the data
and it will confess to
anything”
- Ronald Coase

1

What is the “state of data” at your School Board? What do you use data for?

2

What do you wish you could do with your data, that you aren't doing now?

3

What blockers do you have at your School Board that limit what you can do with data?
