

2018 National Training Institute

**October 22-25, 2018**

**Savannah Marriott Riverfront, Savannah, Georgia**

**NTI Session Organizer**

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The **NTI Session Organizer** is a tool to help participants organize their questions, notes, new information learned and follow-up actions pertaining to each topic presented at the NTI. In addition, links to relevant resources for each topic are provided. The **NTI Session Organizer** is designed to be used by participants before, during, and after the NTI.

**Prior to attending the NTI**: Participants are encouraged to preview the Focus Questions for each session and record any questions they may have on that topic. Participants are also encouraged to note any examples from their state to share during the NTI sessions.

**During the NTI**: Participants can record additional questions, notes, comments, new information learned, and ideas for follow-up actions for each topic presented.

**After the NTI**: The Organizer can be used to refer back to information and resources on a specific topic and can also be used to track progress on any follow-up/actions required.

**Session 1: NRS Performance Reporting Review**

**Session Overview:** This 90-minute session presented by the American Institute for Research (AIR) will provide a review of reporting of State Performance Report (SPR) and new National Reporting System (NRS) reporting tables for the 2019 Program Year (PY), including calculation of the WIOA indicators of performance. Issues related to periods of participation (PoPs) and assessment carryover procedures across PoPs and program years will also be reviewed.

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| **Focus Question 1:** What topics do you need further clarification around performance reporting and reporting policy? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 2:** What aspects of data collection and reporting in your state are working well and why? What needs improvement? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 3:** What technical assistance and professional development resources do you need to foster further understanding among your state and local staff? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Performance Reporting examples from my state to share (complete prior to session):** | |
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**Resources**

NRS TA Guide and NRS Reporting Tables:  
<https://www.nrsweb.org/policy-data/nrs-ta-guide>

LEAP NRS Training on WIOA Reporting:  
<https://www.nrsweb.org/training-ta/f2f-training/2016-leap-wioa>

WIOA and NRS Resources on Accountability and Reporting:  
<https://www.nrsweb.org/policy-data/wioa-and-nrs-resources>

**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 2: Research Underway**

**Session Overview:** This 90-minute session is a moderated discussion with researchers from AIR and Mathematica about adult education national research projects that are underway or in the pipeline. This session will address the key questions being addressed by each project and how the findings might inform national and state decision-making, as well as how this information could inform the WIOA evaluation requirements placed on states.

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| **Focus Question 1:** What do you expect to learn from national research projects related to national and state-level decision-making? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 2:** How might states use information from national research projects to inform WIOA evaluation requirements? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 3:** What adult education intervention (program, activity or service) should be considered for a future impact evaluation, including those in widespread use and those that could be expanded to more sites? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Research questions from my state to share (complete prior to session):** | |
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**Research Projects Discussed in Session**

*PIAAC Small-Area Estimates*: Currently, PIAAC estimates are only available at the national level. New data files will be released in early 2020 that allow users to estimate literacy and numeracy skills at the state and county levels. These small-area estimates will be an invaluable resource to use in state and local planning for targeting services where needed most.

*National Study of the Implementation of Adult Education (NSIAE) Under the Workforce Innovation and Opportunity Act (WIOA)*: NSIAE, administered by the U.S. Department of Education’s Institute of Education Sciences (IES) and funded through the Office of Career, Technical, and Adult Education (OCTAE), represents the first step in the national assessment of adult education under WIOA. The implementation study is intended to describe how states and local providers are responding to the changes in adult education practices intended under WIOA, and the challenges they are experiencing in implementing those changes. This session will include information about the planned data collections for the study, and the types of analyses and reports that will be produced. State leaders will be informed about how the study will impact them and their local providers, how they will be asked to help, and what they can expect to learn from the study.

*Assessing Evidence of Effectiveness in Adult Education*: As part of meeting WIOA’s legislated mandate for a national assessment of adult education, the U.S. Department of Education’s Institute of Education Sciences (IES) is examining the feasibility of conducting impact studies to assess the effectiveness of promising adult education strategies and services, under funding from the Office of Career, Technical, and Adult Education (OCTAE). This session will provide a preliminary description of the study’s goals and activities and will elicit participant input on the types of strategies and services that would be most valuable to study.

NRS Regional Training: *Evaluating Program Effectiveness.* Last summer, the NRS regional training sessions focused on evaluation methods and ways to implement evaluation methods in states as a method of program improvement and to prepare for evaluation requirements of WIOA. Using a logical model approach, state staff from the 40 states and territories attending the training identified a topic to evaluate and developed research questions, programmatic changes and outcomes to answer the research question. This session will summarize the training and the topics identified by the states for evaluation. We will discuss the implications for future research and additional training needs.

**Resources**

PIAAC Study site: <https://nces.ed.gov/surveys/piaac/>

PIAAC Gateway site: <http://piaacgateway.com/>

Study Description for the National Study of the Implementation of Adult Education Under WIOA: <https://ies.ed.gov/ncee/projects/evaluation/pathways_wioa.asp>

NRS Summer 2018 Data Training: [Materials and presentations from the 2018 NRS regional training](http://click.icptrack.com/icp/relay.php?r=1095347399&msgid=32003749&act=HMXE&c=110903&destination=https%3A%2F%2Fnrsweb.org%2Ftraining-ta%2Ff2f-training%2F2018-regional-training)

**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 3: Washington Update**

**Session Overview:** John Colbert (Capitol Hill Partners) will present an update on government relations from a federal perspective and will provide an opportunity for questions.

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| **Focus Question 1:** What public information efforts are you currently aware of at the federal level? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 2:** How can states best support public information and government relations efforts? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **State-level public information efforts from my state to share (complete prior to session):** | |
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**Resources**

Capitol Hill Partners, providing government relations consulting for COABE and NASDAE:  
<https://www.caphillpartners.com/>

**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 4: Beyond the WIOA Core: Partnering & Leveraging Resources**

**Session Overview:** We know that partnerships are vital to state and local adult education programs. This session will focus on four states’ work to establish partnerships and leverage resources that will benefit the adult education student. The panelists will discuss the various partnerships with other federal and state programs including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Vocational Rehabilitation, Disabilities Employment, and others. Session attendees will have an opportunity ask questions and learn from the experiences of these states.

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| **Focus Question 1:** Describe partnerships that currently exist in your state. | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 2:** What challenges has your state faced in establishing and maintaining partnerships? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 3:** What successes has your state realized due to strong partnerships and leveraged resources? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 4:** What lessons have you learned regarding partnerships under WIOA? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Partnership examples and resources from my state to share (complete prior to session):** | |
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**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 5: Part 1- State Implementation of WIOA   
Part 2- Determining Demonstrated Effectiveness**

**Session Overview:** This half-day session presented by the Office of Career, Technical, and Adult Education (OCTAE) will explore State implementation of WIOA through the lens of OCTAE’s AEFLA Monitoring and Technical Assistance Reviews. Part One will provide a general overview of progress related to performance accountability, state leadership, competition for funds, financial, and joint WIOA provisions. Part Two will provide an in-depth training on applying the requirements for determining if an applicant is an eligible provider of demonstrated effectiveness.

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| **Focus Question 1:** What level of knowledge do I possess about OCTAE regulations on demonstrated effectiveness? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 2:** What did I learn from my State’s approach to applying demonstrated effectiveness criteria in my State’s first WIOA competition? What worked well? What would I do differently? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Demonstrated Effectiveness issues and/or examples from my state to share (complete prior to session):** | |
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**Resources**

AEFLA Resource Guide: Competitions and Making Awards under Subpart C of 34 CFR Part 463:

*Who is eligible to apply for a grant or contract for adult education and literacy activities?*

<https://www.ecfr.gov/cgi-bin/text-idx?SID=f284d9f4d8e105d9b4ccbc1dfc7c5fc6&mc=true&node=pt34.3.463&rgn=div5#se34.3.463_123>

*How must an eligible provider establish that it has demonstrated effectiveness?*

<https://www.ecfr.gov/cgi-bin/text-idx?SID=f284d9f4d8e105d9b4ccbc1dfc7c5fc6&mc=true&node=pt34.3.463&rgn=div5#se34.3.463_124>

**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 6: IET/IELCE- Beginning with the End in Mind**

**Session Overview:** This half-day interactive session presented by OCTAE will explore common implementation challenges concerning integrated education and training (IET). Based on lessons learned from its Building Opportunities technical assistance project, OCTAE staff will review common challenges faced by local IET providers (including Integrated English Literacy and Civics Education providers) and then facilitate problem-solving activities with participants.

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| **Focus Question 1:** What implementation challenges have you observed among your local IET providers? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 2:** How would you characterize the design process that your local providers used to create their IET programs? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 3:** What approach to multidisciplinary curriculum integration have your local providers used to design their IET programs? Their IELCE programs? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **IET implementation issues and/or examples from my state to share (complete prior to session):** | |
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**Resources**

Integrating Curriculum Brief (NIFL, 2010): <https://lincs.ed.gov/publications/pdf/IntergratingCurriculum2010.pdf>

**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 7: Connecting to Apprenticeships**

**Session Overview:** This 90-minute session provides opportunities for participants to acquaint themselves with pre-/apprenticeships. An overview and featured presenters will assist in stimulating thoughts and possible dialogue as to next steps in forging connections with pre-/apprenticeships.

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| **Focus Question 1:** How can adult education effectively partner in pre-/pipeline apprenticeship programs? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 2:** What are the initial steps for adult education to consider in forging apprenticeship connections? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 3:** Are there ways to provide co-enrollment apprenticeship opportunities in correctional settings? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 4:** How should adult education approach partnerships when an apprenticeship requires a high school diploma or equivalent? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Apprenticeship and Pre-Apprenticeship examples from my state to share (complete prior to session):** | |
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**Resources**

**United States Department of Labor** provides a plethora of links to resources, including becoming an apprentice, starting an apprenticeship program, sector-specific sections (e.g., advanced manufacturing, hospitality, construction, etc.), and examples of apprenticeship expansion across the nation: <https://www.dol.gov/apprenticeship/>

**WorkforceGPS** provides featured articles, promising practices, examples, blog conversations, related announcements, etc. related to apprenticeships: <https://apprenticeshipusa.workforcegps.org/>

**ApprenticeshipUSA** offers multiple links to apprenticeship-related sites, including by-state information and industry- and occupational-specific links, etc.: <http://apprenticeship-usa.com/>

**Jobs for the Future (JFF)/Center for Apprenticeship & Work-Based Learning** provides a resource database, including tool kits, reports, series and for different stakeholders: <https://www.jff.org/what-we-do/impact-stories/center-for-apprenticeship-and-work-based-learning/>

**Survey**: US adults think apprenticeships, not college, make them more employable, Valerie Bolden-Barrett, August 2018:   
<https://www.hrdive.com/news/survey-us-adults-think-apprenticeships-not-college-make-them-more-employ/529809/>

**Brookings Report**: Expanding Apprenticeship Opportunities in the United States, Robert Lerman, June 2014:  
<https://www.brookings.edu/research/expanding-apprenticeship-opportunities-in-the-united-states/>

**Additional Resources**

<Add other resources here that you learn about during the session>

**Session 8: Adult Education Funding Models**

**Session Overview:** This session will provide participants with the opportunity to discuss current funding models, review research, and explore performance-based funding models. Concepts such as equity, efficiency, accountability and program improvement as related to funding models will be discussed.

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| **Focus Question 1:** What formula/model is used in your state to provide AEFLA funding under WIOA? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 2:** Is your state addressing performance-based funding? Why or why not? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **New Information** | **Follow-up/Action Required** |
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| **Focus Question 3:** What are some unintended consequences that may occur under performance-based funding models? How might these be addressed? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Focus Question 4:** What are the most challenging performance measures to measure? Why? | |
| **My Questions (complete prior to session)** | **Notes and Comments** |
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| **Funding Model from my state to share (complete prior to session):** | |
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**Resources**

OCTAE Fact Sheet Series: Performance-Based Funding in Adult Education

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/performancefunding.pdf>

OCTAE Report, submitted by MPR Associates (2007): Performance-Based Funding in Adult Education

<https://www.rti.org/sites/default/files/resources/performance_based_funding_in_adult_ed.pdf>

Research Report, Steven G. Klein, RTI (2015): Using Performance-Based Funding to Incentivize Change

<https://files.eric.ed.gov/fulltext/ED556038.pdf>

**Additional Resources**

<Add other resources here that you learn about during the session>