



2019 National Training Institute

October 21-24, 2019

Edgewater Hotel, Seattle, Washington

NTI Session Organizer

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: Effective IET/IELCE Models

Session Overview: Chris Coro, U.S. Department of Education, OCTAE

Pathways to Living Wage Careers: IET, IELCE, and High School Completion, Washington State:

IET/IELCE IET & IELCE programming function cooperatively to create the foundation of pathways to living wage careers for basic skills students. High school completion is integrated into the pathway. This session focuses on the pathway approach taken by Washington State to use IET & IELCE to increase the number of basic skills students who earn postsecondary credentials and enter the workforce with living wages.

IET + IELCE= Empowering Immigrants to Realize their Full Potential, Georgia:

This session will explore Savannah Technical College's Adult Education program's journey in developing three IETs designed to serve IELCE students: Hospitality, Entrepreneurship, and Microsoft Office Specialist. Often, ESL students fail to fully engage economically because they lack language, legal knowledge, confidence, and/or a network of support. Savannah Technical College has developed three IETs in an IELCE context that provide participants a chance to develop skills, confidence, and connections that promote their economic self-sufficiency.

Illinois' IELCE Toolkit:

The IELCE Committee of the Illinois Community College Board Adult Education Advisory Council has developed an IELCE Toolkit for programs that receive Section 243 Integrated English Literacy and Civics Education (IELCE) funds. This session will focus on the components of the Toolkit and its intended uses. Additional resources that will assist in moving forward in the process will be shared.

Effective IET Models and Ability to Benefit, Arizona:

This session will share lessons learned in implementing Integrated Education and Training models to meet the needs of ABE students and English language learners at a variety of skill levels. Come learn about the infrastructure, partnerships, and training we needed to have in place to develop, implement and sustain IBEST programming;

learn how we leveraged the IBEST model to set up a system to utilize Ability to Benefit at our college; then learn why and how we expanded IET offerings to our new Early IBEST model; learn about our approach to developing Early IBEST programs with short, industry-recognized credentials and stackable training opportunities for our lower-skilled students; and learn how we work with workforce partners to identify in-demand career pathways, collaborate in program development, and braid funding to ensure students have the supports and services needed to succeed in training and transition to employment.

Focus Question 1: What topics do you need further clarification around effective IET/IELCE models?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Focus Question 2: What implementation challenges have you observed among your local IET / IELCE providers?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
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
New Information	Follow-up/Action Required
IET/IELCE examples from my state to share (complete prior to session):	

Resources

- Washington State Board for Community & Technical Colleges, I-BEST <https://www.sbctc.edu/colleges-staff/programs-services/i-best/>
- Washington State Board for Community & Technical Colleges, Ability to Benefit: <https://www.sbctc.edu/colleges-staff/programs-services/student-services/ability-to-benefit.aspx>
- Resources on Ability to Benefit, CLASP: <https://www.clasp.org/resources-ability-benefit>
- U.S. Department of Education, Federal Student Aid, Approved Ability to Benefit Tests: <https://ifap.ed.gov/eannouncements/o62415ATBTests.html>
- Allowable Use of Adult Education and Family Literacy Act Funds for Integrated Education and Training Programs – Frequently Asked Questions: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-2.pdf>
- Integrating Curriculum Brief (NIFL, 2010): <https://lincs.ed.gov/publications/pdf/IntergratingCurriculum2010.pdf>
- National Skills Coalition <https://www.nationalskillscoalition.org/resources/publications/file/Integrated-Education-and-Training-Policy-Toolkit.pdf>
- <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Integrated-Education-and-Training-A-Career-Pathways-Policy-Practice.pdf>
- <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>

Additional Resources

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

Session 2: Integrated Service Delivery: Partnerships & Braided Funding

IET Partnerships, Georgia

This workshop will present an overview of a collaborative adult education and workforce development initiative to serve out-of-school youth in Northeast Georgia. Athens Technical College's Adult Education division in partnership with the Northeast Georgia Regional Commission, has created Bridge to Success, a comprehensive career training and job placement program that focuses on developing employability skills, paid internships/apprenticeships, workforce education and training, and providing career guidance while creating a pipeline of skilled labor for regional workforce needs. In this workshop, participants will learn about out-of-school youth program design and implementation strategies, best practices for serving the needs of priority populations, and lessons learned from working with unemployed and under-employed youth. The partnership's success also led to the establishment of an adult program serving veterans, participants transitioning from foster care, transitioning from corrections, and participants who are SNAP eligible. Additionally, the Athens Technical College program has secured funding from Georgia Mountains Regional Commission, East Central Georgia Regional Commission, Appalachian Regional Commission, and the Georgia Department of Corrections to provide training to participants in the eleven-county service area.

Mississippi Works: Working Together for Effective and Sustainable IET Programs

No one entity can implement IET Programs alone. It takes working partnerships between industry, training providers, and regional and state workforce professionals. In this session, participants will learn how to effectively and efficiently implement IET programs geared to move unemployed or underemployed Mississippians to living wage employment. Presenters will share policy changes, programmatic implementation, braided funding, and results from a synergetic partnership between Hinds Community College, Southcentral Mississippi Works, and Industry Partners.

Funded Pathways to Living Wage Work: Equity in Funding for Basic Skills Students

Our programming is only as good as our students' ability to afford it. Washington State has developed a comprehensive funding plan that includes state supports combined with Ability to Benefit to enable students to earn certificate and degrees that lead to living wage careers. This session will detail that plan and offer a template for developing a statewide funding plan and resources.

Focus Question 1: What topics do you need further clarification around effective Integrated Service Delivery and Braided Funding?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Focus Question 2: What challenges has your state faced in establishing and maintaining partnerships?	
My Questions (complete prior to session)	Notes and Comments

New Information	Follow-up/Action Required
Focus Question 3: What successes has your state experienced due to strong partnerships and leveraged resources?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Integrated Services: Partnerships and Braided Funding examples from my state to share (complete prior to session):	

Resources

- [Wilkes Welding to Work Program](#)
- <https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.gpb.org%2Fblogs%2Fgeorgia-at-work%2F2017%2Fo6%2Fo1%2Funemployed-buying-new-home-less-year&data=02%27C01%27Csbenson%40athenstech.edu%27C9coe3412dade4fo4f3fco8d6969804b1%27C4ob6c5ff66cd4af7b50266191f582932%27C1%27C0%27C636861976985036599&data=Oiiw5TYWztDGPuBeWBZoOlovMo2QrvhoORMIEbe4mw%23D&reserved=0>
- <https://www.youtube.com/watch?v=dxR4GGZ5ogg&feature=youtube>
- Employment Security, Washington State: <https://esd.wa.gov/ISD>
- Workforce GPS: https://rc.workforcegps.org/resources/2017/08/04/12/16/Integrated_Service_Delivery_Toolkit
- https://dcworks.dc.gov/sites/default/files/dc/sites/dcworks/publication/attachments/COP_Partnerships.pdf
- <http://acceleratingopportunity.org/field-guide/braided-funding>
- <https://icsps.illinoisstate.edu/wp-content/uploads/2016/02/IL-WIOA-Braided-Funding-JFF-2.22.16-edited.pdf>
- https://wdr.doleta.gov/directives/attach/TEGL/TEGL_04-15_Acc.pdf

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.

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
New Information	Follow-up/Action Required
Focus Question 2: How can states best support public information and government relations efforts?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
State-level public information efforts from my state to share (complete prior to session):	

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: Using the Competition Process to Drive Innovations

Session Overview: Conducting a multi-year competition to award funding to local providers is a requirement under WIOA. This session will include a panel of four state directors who will describe how their states utilized the competition process as a mechanism to drive changes and move the adult education system in innovative directions.

Focus Question 1: What topics do you need further clarification around the RFP Competition?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Focus Question 2: What challenges has your state faced in developing and implementing the RFP process?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
RFP examples and resources from my state to share (complete prior to session):	

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 5: Innovations in Professional Development & Distance Learning

Session Overview: Concurrent Sessions

Excellence in Adult Education, Illinois

The Illinois Instructional Professional Pathway system was developed by the IL Professional Development Network to build a more structured approach to professional development as well as to provide credentials for instructors attaining higher levels of professionalism. This system provides for unified professional development across the state for instructors with a goal of increasing learning outcomes. Specialists comprise a team in programs to support administrators with curriculum development, instructional practices, and mentoring of instructional staff.

Adult Education and eLearning, Louisiana

In 2014 Delgado Community College's WorkReadyU program launched the first version of eLearn. The program, which has evolved and experienced tremendous growth and award recognition, was designed reach those adult learners with limited access to programs, often due to the obstacles they encounter navigating the complex social and economic systems of the 21st century: Family and work responsibilities, transportation issues, and the negative history that many have had with the traditional education system. By creating online learning opportunities, Delgado sought to remove several traditional barriers and work towards educational equity in our communities and state.

With support from LCTCS, Delgado began to scale eLearn in January 2017 and has grown to serve over 5000 students across 15 providers with considerable progress we will share in this presentation. In the Spring of 2019, a state-wide initiative was launched to ensure that all Louisiana WorkReadyU students have access to eLearn. With this initiative it is our goal to improve student retention and completion and our faculty preparedness to facilitate online learning.

Taking CCRS Training from face-to-face into the digital age!

The presentation will present participants with information on how the State of Kansas partnered with 'T3' to create an on-line training platform where users from across the state can access and complete College and Career Readiness Standards (CCRS) training (either Math I – III or ELA I - III). This platform access allows users to complete the training on their own schedule from their own office, mobile device, laptop etc.

The Innovative Aspects of Professional Learning Communities

This session will explore the use of professional learning communities (PLC) within the service provider network. Kentucky Skills U (KYSU) is embarking on its second year of employing professional learning (PL) opportunities using PL coaches/facilitators to unite program staff to generate customized solutions to programmatic issues. The first year of implementation coincided with the first year following the most recent Request for Proposal and communities focused on recruitment and retention strategies. This year providers, with the guidance of their coaches, will identify program-specific issues using data and other evidence-based information and collaboratively produce strategies (keeping innovation in mind) to address one or more (considering timeframe) areas: recruitment, retention, results, and/or referrals [transitions from e.g., postsecondary education and training and career opportunities (and to adult education, e.g., probation and parole)].

Everyone Wins – Simple Ways to Boost Your State's NRS Metrics

Establishing a **Professional Development Facilitator** network is a simple way to boost your state's NRS metrics. By allowing teachers to drive professional development based on local needs, Indiana Adult Education is increasing measurable skill gains for learners at much higher levels than ever before. Those early wins for students often lead to greater victories including high school equivalencies, participation in short-term training, certifications, and more.

Focus Question 1: What topics do you need further clarification around Professional Development and/or Distance Learning?

My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required

Focus Question 2: What challenges has your state faced in developing and implementing Professional Development and/or Distance Learning?

My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required

PD Innovations / Distance Learning examples from my state to share (complete prior to session):

Resources

- Link to the IL Instructional Professional Pathways and PD Checklists
<http://www.excellenceinadulthood.com/professional-development-offerings/professional-pathways/>
- <https://lincs.ed.gov/state-resources/professional-development-center>
- <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeprofdev.html>
- https://mpb.pbslearningmedia.org/collection/ketpd_adulthood/#.XaS5a1VKjm4
- <https://www.floridaipdae.org/>
- <http://www.paadulthoodresources.org/>
- <https://www.sabes.org/resources>
- <https://kyskillsu.ky.gov/Educators/Pages/default.aspx>

Additional Resources

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

Session 6: Round Table Discussions

Session Overview: This session will provide an opportunity to share and discuss specific topics of interest with your colleagues. This session will provide an opportunity to share and discuss specific topics of interest with your colleagues. Topics will include:

- State Plan Revisions
- Ability to Benefit
- Perkins V
- RFP Competition - Demonstrated Effectiveness
- Corrections Education
- Funding Formulas under AEFLA

Focus Question 1: What topics do you need further clarification around Ability to Benefit?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Focus Question 2: What topics do you need further clarification around Perkins V?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Focus Question 3: What topics do you need further clarification around State Plan Revisions?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required

Focus Question 4: What topics do you need further clarification around RFP Competitions?

My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required

Focus Question 5: What topics do you need further clarification around Corrections Education?

My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required

Focus Question 6: What topics do you need further clarification around AEFLA Funding Formula?

My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required

Examples and resources of best practices from my state to share (complete prior to session):

Resources

- **OCTAE, Ability to Benefit Guidance:** <https://sites.ed.gov/octae/2015/06/05/new-guidance-on-ability-to-benefit/>
- **Carl D. Perkins Career and Technical Education, Act:** [https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006\(not-in-effect\).pdf](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006(not-in-effect).pdf)
- **Perkins V Resource:** <https://www.napequity.org/public-policy/frontline-legislation/strengthening-career-and-technical-education-for-the-21st-century-act/>
- **Demonstrated Effectiveness, TA Guide:** <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeffa/demonstrated-effectiveness-ta-guide-final.pdf>

Additional Resources

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

Session 7: Exit to Success: Improving Data Collection of Employment and Credential Indicators

Session Overview: This session will review requirements for collecting the WIOA post-exit employment and credential indicators. States will discuss the challenges they face collecting these indicators and the presenter will discuss strategies for improving the collection of Social Security numbers for data matching for the employment measures. We will also discuss ways to collect data using supplemental data collection methods, specifically surveys and methods for designing and conduction surveys. There also will be discussion of potential state policies for improving SSN and post-exit indicator data collection. The session will include a general question-answer session on these issues and other NRS accountability requirements.

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
New Information	Follow-up/Action Required

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
New Information	Follow-up/Action Required

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
New Information	Follow-up/Action Required

Resources/Examples from my state to share (complete prior to session):	

Resources

- Guide for Collecting Postexit Indicators <https://nrswb.org/resources/nrs-tips-collecting-data-post-exit-indicators-practice>
- Link to a ToT webinar to be held September that includes activities to use with local program staff: <https://nrswb.org/training-ta/webinars/increasing-posttesting-improve-MSG>
- NRS TA Guide: <https://nrswb.org/policy-data/nrs-ta-guide>

Additional Resources

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

Session 8: Federal Monitoring – State Perspective

Session Overview: In this session you will hear from four State Directors about their experiences during the OCTAE monitoring visits. They will share strategies on how to prepare for the event, discuss what they learned while going through the process and answer questions.

Facilitator: Sandy Crist, State Director of Adult Education, Mississippi

Panel Members:

- Jennifer Foster, Deputy Executive Director, Illinois
- Alex Harris, State Director of Adult Education, Iowa
- Sheryl Hart, Deputy Associate Superintendent, Arizona
- Trena Miles, State Director of Adult Education, Arkansas

Focus Question 1: What topics do you need further clarification around Federal Monitoring?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Focus Question 2: What challenges do you foresee or have experienced with Federal monitoring?	
My Questions (complete prior to session)	Notes and Comments
New Information	Follow-up/Action Required
Federal monitoring experience from my state to share (complete prior to session):	

Resources

DAEL's Monitoring Process

<https://custom.cvent.com/F8C578BBFC6D4F8EA289284C163DB9CA/files/903c63294d154c8c98e0a49709a3e7ad.pdf>