

Connecting & Engaging.  
It's What We Do!

# Indiana's Professional Development Network

## Everyone Wins – Simple Ways to **BOOST** Your State's NRS Metrics

October 23, 2019

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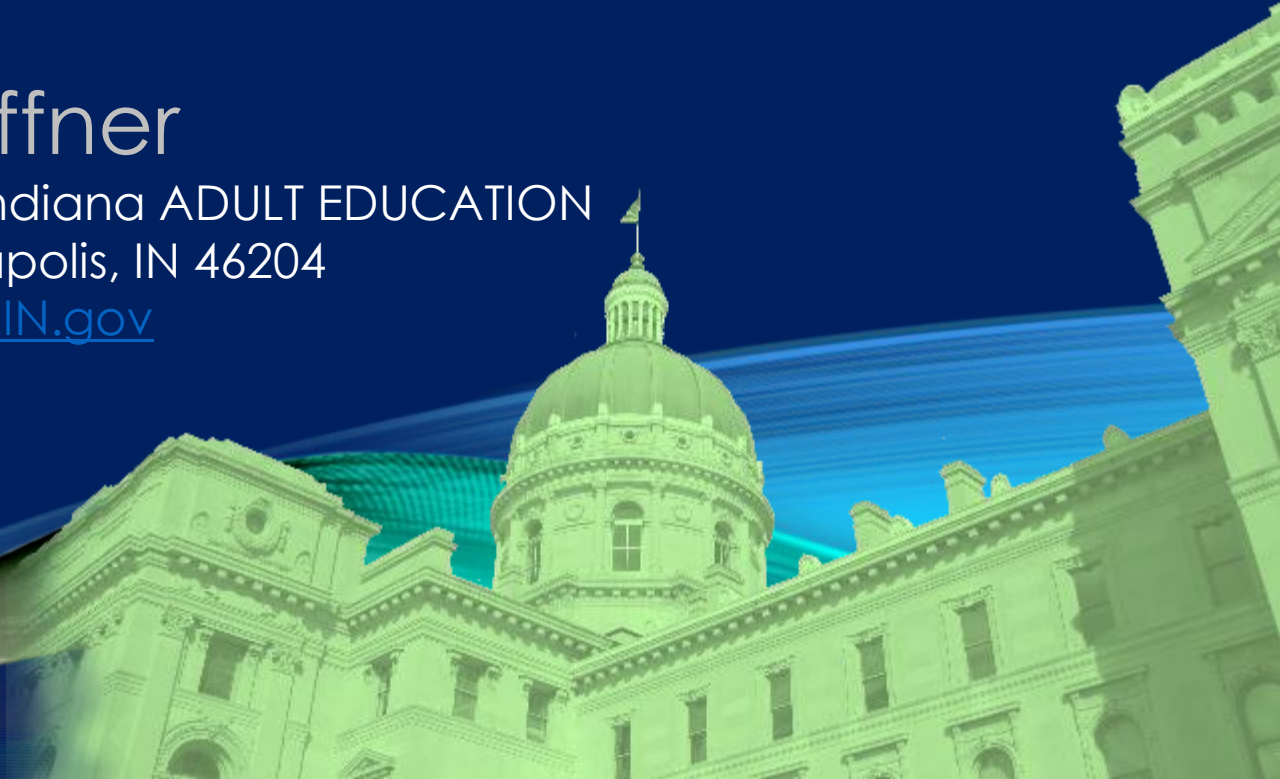
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National Association of State  
Directors of Adult Education



# INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

## THE BASICS

“Get the fundamentals down and the level of everything you do will rise.”

– *Michael Jordan*

“First master the fundamentals.”

– *Larry Bird*

## ADULT EDUCATION

*Check and  
Adjust (often)*

What did we do right? ■ What can be improved?

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Adjust (often)*

## *Professional Development Facilitator Background*

The Indiana **Professional Development Facilitator** (PDF) Network was established under the premise that the most effective PD is developed and implemented at the local, program level.

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**#1. Implemented Program Level.**





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## *Professional Development Facilitator Background*

Each local program director chooses a part-time teacher to assume the role of PDF. Consulting with the director and selected staff, each PDF develops a local professional development plan, with goals and strategies that support continuous improvement of program performance and enrollment.

### *#2. Development Local PD Plans.*



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## *Professional Development Facilitator Background*

PDFs spend time performing responsibilities such as –

- (1) Offering training or contracting other professionals to do so;
- (2) Continually assessing local program performance;
- (3) Surveying teacher/student needs, which would determine appropriate PD training activities; and
- (4) Sharing state and national training opportunities.

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### *#3. PDF Roles and Responsibilities.*



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## #4. Outcome Driven

### *Professional Development Facilitator Background*

PDFs create quarterly reports to report outcomes of the trainings.

#### *Examples include –*

- (1) Demonstration of improved performance;
- (2) Enrollment;
- (3) Attendance; and
- (4) Student/teacher satisfaction.

## *2017*

In 2017, the PDF Network was enhanced.

The current model is similar to its initial inception, except more *rigorous* caveats were added.



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## Large Programs

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## ELL Students

For larger programs that enroll significant numbers of ELL students, a **second PDF** is granted so that more specific emphasis can be placed on the needs of this population.



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INDIANA  
Professional  
Development  
Facilitator



*Selection*

#1

NRS performance of potential PDF candidates is reviewed to determine if they are *effective* teachers. If a PDF candidate does not meet basic requirements, the director is asked to recommend a *different* candidate.

#2

Potential candidates are required to complete an *application* and be *interviewed by* the state professional development team.



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## Development of Local Professional Development Plans

The PDF, director, and selected staff design a local professional development plan. Programs review demographics and data in order to address their local goals as PD plans are developed.

## *Indiana's PD Model*

- ▶ The state professional development team reviews local plans to ensure goals align with state goals such as – NRS Table 4 performance; separation rates; attainment of HSEs and IETs; and enrollments.
- ▶ Once the plan meets all required alignment, it is approved by the state professional development team.

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## State Goals

Pre-determined state goals are required to be addressed in conjunction with program goals in local PD plans.

► **Goal 1** – Local programs will increase enrollment in the number of students who obtain less than 12 hours by a minimum of 5 percent.

- **RETENTION**

► **Goal 2** – Local programs will have an NRS Table 4, Column I, of 64 percent or more.

- **MEASURABLE SKILL GAINS**

► **Goal 3** – Local programs will increase the number of HSEs earned by 5 percent.

- **HIGH SCHOOL CREDENTIALS**

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#1

PDFs are required to complete quarterly reports reflecting the status of the local professional development plan.

#2

PDFs are to submit at least one success story quarterly with the report.

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#5. *Quarterly Reports. Success Stories.*





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Emma Shrout was a pregnant teenager who dropped out of high school at the age of 17.

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## Living Paycheck to Paycheck

She became a single mother and started working to support her son. Waitressing full time paid \$2.45 an hour plus tips, and she knew she was not going to make it if she didn't improve her situation. She was able to pay her rent and childcare but was constantly juggling from one bill to the next. She decided she needed to make some changes and take control of her life.

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She enrolled in high school equivalency (HSE) classes at Area 30 Adult Education and earned her HSE diploma. She was then eligible to apply for jobs that required a diploma, but she didn't know what she wanted to do to earn a living and care for her son.

With the help of her instructors, she researched college and career pathways. Looking into the local job market and earnings helped Emma decide to enroll in a workforce



Emma Shrout

certification course for Computer Numerically Controlled (CNC) Machine Operators. The Area 30 adult course allowed Emma to work her full-time job while she took the class. Emma immediately began interviews and was hired as an entry level CNC Machine Operator at Dixie Chopper. Her new full-time position paid \$14.50 per hour with a lot of overtime that paid \$22 an hour. Her health insurance costs dropped from

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CNC Machine Operator



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*"I am only 20 years old and I can honestly say I love my job! Because of my education and training I can finally support myself and my son Ayden all on my own."* – Emma Shrout

more than \$150 a month to only \$3 a week. When Dixie Chopper closed a few months later, she became a dislocated worker and was approved to take more CNC courses through Ivy Tech, this time utilizing TAA funds. Upon graduation, she had added six more NIMS certifications. Emma is now working as a CNC Machinist at GE Aviation and her income continues to rise in a high demand career.





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## *PDF Network Stipends*

### Personal Professional Development

PDFs are awarded stipends - **\$2,500** - to offset time spent on developing, implementing, and monitoring local PD plans. Stipends are added to local provider contracts in two installments, mid- and end-of-year. In turn, when the program receives the installment, it is expected to immediately pay the teacher.

In addition, PDFs are offered up to **\$1,000** reimbursement for personal PD of their choosing. This amount is added to local provider contracts mid- **or** year-end, depending when the PDF's professional development occurred.



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## *Examples of Local PD Trainings Offered by PDFs*

With guidance of their directors, PDFs offer local PD trainings that support the program's state approved local professional development plan.

Examples Include – (1) Working as a mentor with low performing teachers; conducting staff trainings on NRS and TABE 11/12; (2) involvement in assessing and enhancing local program standards such as student intake, follow-up, and data collection; (3) and classroom management.

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## *Personal Reflections Shared by PDFs and Directors*

► “The follow-up activities validated and supported our role as PDFs in our programs. Having specific goals provided three (very) important benefits.

1. We had a **focus** – we knew the end goal.
2. We were **strategic** in the actions we took.
3. We shared the goals with staff, giving them the opportunity to take **personal responsibility** to contribute to the accomplishment of our program goal.”

► “Our PD plan relied heavily on training teachers how to share resources so that we can use those resources to attain measurable skills gains.”

► “PDFs have worked with lower performing teachers and sites, observing classes, examining data, and sharing **best practices** to try to rectify the situation.”

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**#6. Shared Program Goals.**



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Adjust (often)*

## *Personal Reflections Shared by PDFs and Directors*

► “Many teachers did not know how to read **Table 4 numbers** until our focused professional development. We spent a lot of time working with teachers and data people to ensure better communications which enabled an increase in Table 4 percentages.”



**#1** “What did we do right?”

**#2** “What can be improved?”

► “It is always good to take the time and not only look at data, but also what was *driving* the data.”

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Regional Trainings  
Networking Opportunities

## Share best practices

- Directors and PDFs required to attend

- ▶ Regional trainings and networking are offered three times a year. During these meetings, the state professional development team, PDFs, and directors ask questions and share best practices.
- ▶ All adult education directors and PDFs are required to attend. Review of statewide data and expectations are set at this meeting.
- ▶ Time is allowed for networking among directors and PDFs.

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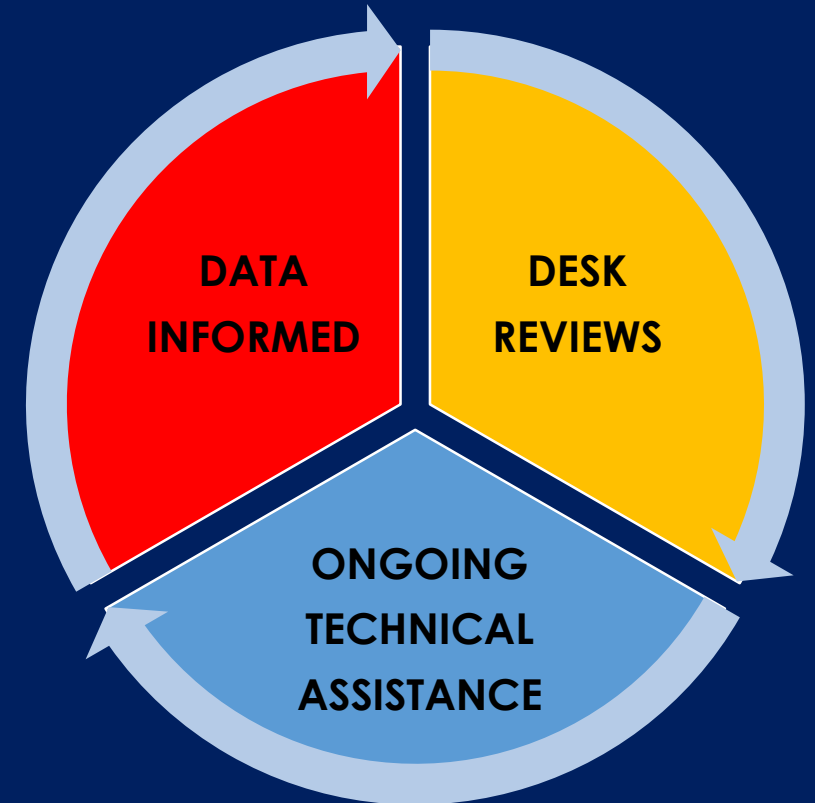
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## Follow Up – Professional Development Plans

Monthly, statewide performance data of all programs is shared so that PDFs and directors become data informed.

The state professional development team continually conducts desk top reviews of programs' performance to ensure that data reflects the PD plan goals.

The state professional development team regularly schedules site visits to offer technical assistance to help **struggling programs** reach local and state goals. In turn, visits are also made to acknowledge **program successes**.





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## Follow Up – Teacher Professional Development Requirements

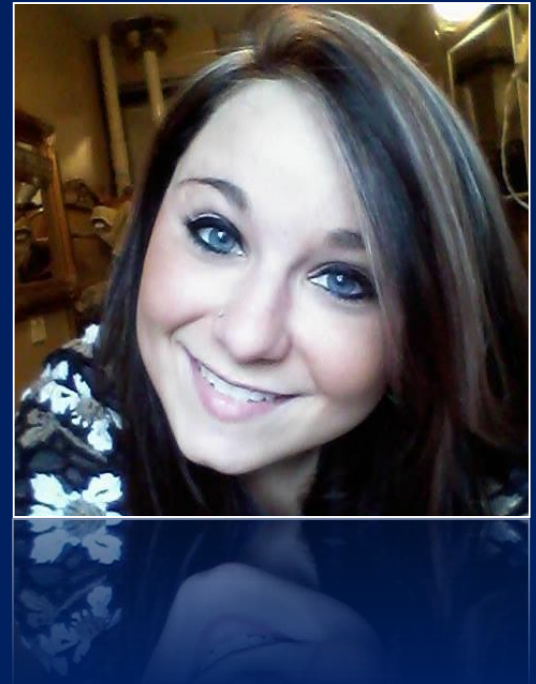
Teachers and instructional aides working nine (9) or more hours per week must complete a minimum of one (1) DWD adult education sponsored professional development initiative annually.

Each DWD professional development initiative will be a minimum of 10 hours in length, will be extended over time, and will be either job embedded or require participation in a community of practice.

### FOOTPRINTS

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

- Marian Wright Edelman



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## *Follow Up – Teacher Professional Development Requirements*

### Additional Professional Development Expectations

The majority of Indiana's adult education teachers are part-time. Approximately 20 percent teach less than nine (9) hours per week; however, although the state's Professional Qualifications and Development Policy exempts those teaching less than 9 hours from PD requirements, the state highly recommends that these teachers take part in professional development.

## INDIVIDUAL TEACHER PERFORMANCE

The state desk monitors local program and **individual teacher performance**. The state will contact directors and PDFs if low performing teachers are identified.



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## *Follow Up – Teacher Professional Development Requirements*

Local adult education programs are expected to set aside professional development funds for staff PD. Teachers are typically paid stipends or hourly rates to attend local staff trainings and state/regional PD offerings.

## TRACKING Professional Development

*“Don't let your own thoughts of not being able to succeed hold you back.”*



Professional development is entered and tracked in Indiana's data system (InTERS) for all staff.

Any amount of professional development regardless of hours worked for all staff is entered in order to get an understanding of what type of professional development is being utilized.



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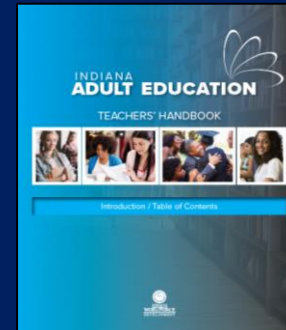
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## Indiana contracts in-person and webinar trainings to supplement the PDF project

- Addressing Racism in the Classroom
- Evidence-Based Reading
- Integrated Education and Training | Workforce Education Initiative Training
- New Teacher Training

Administrator and teacher handbooks are posted on Indiana's adult education site [Amplifyae.org](https://amplifyae.org).

These new editions will be utilized in future new teacher and director trainings.



**Amplify AE**  
Indiana's Adult  
Education  
Professional  
Development Site

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## RESULTS *Speak*

How does the PDF Network Stack Up?  
Can the PDF Network's Impact be Measured?

- Measurable Skill Gains
- Retention
- High School Equivalencies

Investment  
**\$112,000**

32 PDFs

**\$2,500**  
Stipend

**\$1,000**  
Individual PD

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## BEFORE

MSGs

57.60%

Separation  
Rate

36.36%



## Measured Results Professional Development Facilitator Network

Before the establishment of the PDF Network –  
NRS Table 4 performance for 2016-2017 was

57.60%

Separation rate for 2016-17 was 36.36%



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## Today

(2018-19)

MSGs

**67.09%**

Separation  
Rate

**28.29%**



## Measured Results

*Professional Development Facilitator Network*

MSGs – **9.5** Percentage Point Increase in  
Three Years (2016-17 – 2018-19)

Separation Rate – **8** Percentage Point  
Decrease in Three Years (2016-17 – 2018-19)

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## State Enrollment

# 8.34%

## Three-Year DECREASE

(2016-19)

**26,993**

(2016-17)

**26,370**

(2017-18)

**24,740**

(2018-19)

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STEADY

High School  
Equivalencies

4,932 (2018-19)

4,989 (2017-18)

4,870 (2016-17)

## State High School Equivalencies

14,791 Three-Years

Three-Year State Average

# 4,930 HSEs



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INDIANA  
High  
School  
Equivalencies

STEADY  
*numbers but . . .*  
HSE pass rate  
increased from  
**77% to 79%**  
(2016-17 – 2018-19)

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Did the PDF Project Contribute  
*Solely* to Indiana's Rise in State

Performance?

Probably Not.



Transparency  
Transparency  
Transparency  
Transparency  
Transparency  
Transparency

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*Then  
What Did?  
Combination of  
FACTORS*

## Other Likely FACTORS

- ▶ Concerted effort to increase measurable skill gains | Improve retention
- ▶ Monthly state webinars
  - Share data | Summarize state progress to date
- ▶ Everyone sees everyone's (program) data monthly | Teacher buy-in
  - Comparisons same time, year ago



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## Other *Likely* FACTORS

- ▶ State scrutinizes program data
  - Adult education coordinators | Data team | Professional development team
- ▶ Monitor program-level data daily
  - Individual teacher-level data
- ▶ Individual visits to low performers
  - Frank discussions | Technical assistance
  - Professional development

## \$\$ FUNDING \$\$

75% PERFORMANCE-BASED | REST COMPETITIVE

“Perform or go Home.”

“Let’s do what’s best for students; it’s not all about the \$\$.”

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## 1<sup>ST</sup> STEP

ADMIT  
Problem  
Exists

Do directors *and* instructional staff realize there is a problem with performance?

*“But our students are different.”*

Granted, most students come to adult education with multiple barriers.

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## 2nd STEP

Isolate  
the  
Problem

Can directors  
*and* instructional  
staff isolate the  
problem(s)?

DATA DETECTIVE

*State Staff  
Can Pinpoint  
Problem Areas  
Based on Data*

But May Not Know the *Real* Problem.  
Or Have the *Rest* of the Story.



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## 3rd STEP

Identify  
the  
Problem

Can directors  
*and* instructional  
staff identify  
*specific*  
problem(s)?

### DATA DETECTIVE

1. *Retention*
2. *Instructional*
3. *Assessment*
4. *Data Collection*
5. *Follow-up*

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## 4th STEP

Identify  
Potential  
Solutions

Can directors  
*and* instructional  
staff identify  
*potential*  
solutions?

### DATA DETECTIVE

- *Is the center welcoming?*
- *Are instructors and staff a right fit for adult education?*
- *Do teachers target instruction based on assessment results?*
- *Are there breakdowns in data collection and follow-up?*

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## 5th STEP

Implement  
Solutions &  
Evaluate  
Results

Can directors  
*and* instructional  
staff implement  
changes?

DATA DETECTIVE

*Check and  
Adjust (often)*

*Are Changes *Moving*  
the Needle?*



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## DATA DETECTIVE

### Local Programs

- ▶ Are we developing shared goals? *"Quality is Job #1."*
- ▶ Are we teaching the right stuff? *Targeted Teaching.*
- ▶ Are we post-testing? *Results Matter.*

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*"Quality is Job #1." Targeted Teaching. Results Matter.*

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## DATA DETECTIVE

### Local Programs

- ▶ Are we utilizing a data gate keeper? *Finger on the Pulse.*
- ▶ Are we sharing data with all staff monthly? *Data Informed.*
- ▶ Are we providing the right technical assistance and professional development? *Move the Needle.*

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*Finger on the Pulse. Data Informed. Move the Needle.*



INDIANA  
DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

PDF Forms

Teacher-Director Handbooks

[Amplifyae.org](https://amplifyae.org)



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# Thank you

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