

**Three-Year Professional Development Plan  
for the  
Adult Literacy Delivery System**

**Submitted by  
State Council for Adult Literacy Education Services**

**VISION**

The State Employment Training Commission's State Council for Adult Literacy Education Services (SCALES) and the New Jersey Department of Labor and Workforce Development in conjunction with its partners and stakeholders will design and implement a high quality professional development system that provides opportunities that enhance the ability of adult literacy educators and One-Stop personnel to meet New Jersey's goals to develop a high skilled workforce and to better prepare adults to carry out their roles and responsibilities as workers, parents, and community members.

This plan should result in instruction that is learner-centered and focused on real world outcomes. Teachers should work with their students to develop meaningful activities that can be supported by texts, workbooks, and software, rather than relying exclusively on these resources as a curriculum.

**CORE CONSTRUCTS OF THE PROFESSIONAL DEVELOPMENT SYSTEM**

- State policy to guide development, implementation, and evaluation of professional development resources.
- Pre-service training that orients the new practitioners to the profession and clarifies roles, relationships, and expectations that may be different from their previous educational experiences.
- System's training that equips every practitioner with the knowledge, skills, and abilities to implement state reporting, assessment and accountability systems.
- Responsive professional development options that engage and support the practitioner in identifying and developing an individual professional repertoire.
- Opportunities for each practitioner to share with peers knowledge and learning gained through professional development activities.
- Opportunities to be engaged systematically in a cycle of self-evaluation, program evaluation and continuous improvement.
- Creation of a culture of learning among adult education community.

*(Lennox McLendon-  
National Adult Education  
Professional Development  
Consortium, Inc.)*

## **Background**

In the *Strategic Five-Year Unified State Plan*, New Jersey asserts that “attainment of fundamental levels of literacy and basic skills lies at the heart of the workforce investment system.” In its continued effort to streamline this system and improve its outcomes, the state has consolidated and is fully integrating adult literacy education programs into the One-Stop service delivery system. Under this consolidated system, ABE, GED, ESL, Civics, and workplace literacy programs are being integrated into a unified system of service delivery, which focuses on meeting customer needs and providing high quality services and is coordinated at the state-level by the Department of Labor and Workforce Development and at the local level by the Workforce Investment Boards (WIBs).

Although work-related goals are among the reasons why adults choose to participate, the newly consolidated One-Stop system must recognize and plan to deliver services, not only to those who seek improved literacy skills and education credentials to enhance their employability, but also to those who want to fulfill a variety of other personal goals, e.g., learning for self-fulfillment, citizenship and achieving family literacy.

To acknowledge the broad goals of adult literacy education and to build consistency and quality, New Jersey has adopted the Equipped for the Future Content (EFF) Standards that “define the core knowledge and skills adults need to effectively carry out their roles as parents, citizens, and workers.” Because these three contexts are holistically integrated, it follows that effective literacy service delivery should not be confined narrowly to the “ABC’s” of the workplace, but a broader definition of what adults need to know and be able to do to succeed in these three contexts. Workers from healthy families, for example, are better workers. Likewise, healthy communities attract business investment and workers who have good jobs are better able to contribute to both their families and their communities.

## **GOALS**

EFF is the foundation on which the adult literacy delivery system and professional development for this system is being built. As such the overarching goal for this professional development plan is as follows:

**To provide support and build capacity for a standards-based system—developed around the nationally recognized Equipped for the Future Content Standards.**

The goals and strategies that follow build on this overarching goal and outline a three-year plan to move this goal forward.

1. To develop a statewide infrastructure for professional development and technical assistance to support the planning and delivery of adult literacy services in the One-Stop system.
2. To build capacity of adult educators and other key stakeholders in the adult literacy delivery system:
  - . to provide strong and effective leadership for the adult literacy delivery system;
  - . to identify and respond to the needs of adult literacy customers by providing training that focuses on what all One-Stop personnel need to know about adult literacy to better serve their customers;
  - . to assist local WIBs in the development of effective well integrated systematic plans for the delivery of high quality literacy services into the One-Stop system; and
  - . to ensure state and local program accountability and continuous improvement by assessing the effectiveness of professional development opportunities as well as their impact on customers (students), programs, and the system.

### **GOAL 1:**

To develop a statewide infrastructure for professional development and technical assistance to support the planning and delivery of adult literacy services in the One-Stop system.

## **STRATEGIES**

### **1. Enhancement of Local-Level Literacy Delivery System**

Local WIBs will be provided with capacity-building opportunities including dissemination of information regarding adult literacy delivery system development and, when appropriate, training and technical assistance to aid them in the development of effective plans that include addressing the systematic delivery of high quality literacy services as an integral part of the One-Stop system.

TASKS	TIMELINE
Identify and disseminate information that will enhance local WIB area literacy planning process and help improve the quality of services.	Ongoing
Conduct statewide forums to envision system improvements and to discuss best practices. SCALES White Paper (to be developed) will serve as a focal starting point for this task.	Ongoing
Provide training as appropriate for WIB literacy committees.	Ongoing

**2. State-Level Coordination**

The Department of Labor and Workforce Development (LWD) and the State Employment and Training Commission (SETC) will collaborate to establish and coordinate a state-level function to promote professional development for the adult literacy education delivery system and to improve planning and policy development for the system. Together, the staff of these two agencies will function as the Center for Adult Literacy Professional Development. This does not suggest the creation of a new bureaucratic unit, but a collaborative enterprise. The SETC, through consultation with SCALES, will have lead responsibility for professional development policy, while budget approval will rest with LWD. Staff of these two agencies will work collaboratively to design a professional development system and make available high quality professional development opportunities.

Although coordination of the Center will be a collaborative effort, LWD will assign staff to coordinate the day-to-day work of this enterprise. All staff assigned to coordinate this state level function will have background in adult education and experience in professional development and administration and be responsible for implementing this plan. LWD and the SETC will consult with the State Council for Adult Literacy Education Services (SCALES) and interested parties in coordination of this function.

TASKS	TIMELINE
Designate personnel to coordinate professional development function (Center staff). LWD SETC	4/05
Develop and have approved by LWD and SETC an annual operational plan based on the three-year professional development plan.	3/05
Coordinate activities as designated in the plan and report to LWD and SETC.	Ongoing

**GOAL 2:**

To build capacity of adult educators and other key stakeholders in the adult literacy delivery system:

- a. to provide strong and effective leadership for the adult literacy delivery system;

- b. to identify and respond to the needs of adult literacy customers by providing training that focuses on what all One-Stop personnel need to know about adult literacy to better serve their customers.
- c. to assist local WIBs in the development of effective well integrated systematic plans for the delivery of high quality literacy services into the One-Stop system; and
- d. to ensure state and local program accountability and continuous improvement by assessing the effectiveness of professional development opportunities as well as their impact on customers (students), programs, and the system.

**STRATEGIES**

**1. Needs Assessment**

The Center will develop a training and development assessment plan to identify the needs for adult literacy practitioners and other One-Stop personnel required to have a working knowledge of aspects of adult literacy services to better serve their customers. As part of this plan, through LWD, an online survey to assess needs will be developed and administered to all One-Stop Career Center personnel and adult literacy and education service providers in the One-Stop system. The Center will conduct initial and subsequent periodic needs assessments to determine the specific professional development needs. Training will build from the State adopted content standards for adult education (EFF), but focus on specific topics identified by the State and/or through the needs assessment.

The assessment will also identify other factors that impede or facilitate access to professional development activities. Information from the needs assessment will be used to develop the operational plan, which will include a schedule of yearly training activities, and revise the three year plan. SCALES will serve as an advisory group to facilitate the assessment and analysis of needs.

Additionally, staff will identify policy and procedural information that needs to be disseminated through the Center’s professional development infrastructure and will be included as part of the yearly training offerings.

<b>TASKS</b>	<b>TIMELINE</b>
Develop needs assessment plan.	2/05
Analyze data from the GSETA survey; and if appropriate, survey the field to assess their professional development needs.	3/05
Use assessment data to develop operational plan.	3/05
Conduct periodic needs assessment, including an online survey.	Ongoing

**2. Institute for Adult Literacy Educators**

Develop and deliver a sequential training curriculum, which can be offered in short segments, e.g., 3 hour blocks, for teachers in adult education programs that focus on effective adult education instructional practice build on the EFF standards and

adult education research. Training will be offered in a variety of formats (day and evening), including multiple short seminars and distance learning, so that all practitioners, including the mostly part-time instructional staff, have access. Although training will be coordinated at the state-level, it will be offered both through centralized state as well as regional programs.

This training should be offered at no cost to participants or programs and count as professional development hours. A certificate should be issued for completion of the institute and a college credit option should be available with the cost borne by the participants. A design team made up of practitioners, faculty with expertise in Adult Education, an expert in EFF and representatives from SCALES, LWD, DOE, and SETC should design the curriculum. Existing professional development models and curricula will be reviewed as part of the development process. The curriculum should focus on knowledge and skill for effective adult literacy education instruction and serve as pre-service training for new adult education instructors and in-service for experienced practitioners. Ongoing support may be available.

- **Pre-foundational Seminars** for Workforce Learning Link staff will provide a clear vision for instructional practice that supports a standards-based system, and outline the policy and procedures for delivering literacy services in the Workforce Learning Link environment.
- **Foundations Seminar(s)** will provide an introduction to adult literacy education for Title II and Workforce Learning Links practitioners. The seminar(s) will emphasize the theory of andragogy (a model for adult learning), EFF, the teaching learning cycle, and baseline information about effective practice in adult literacy education. This seminar will be the initial prerequisite course in the institute training curriculum. It should be a requirement for all adult education teachers and a pre-service for those wanting to enter the field.
- **Advanced Seminars** will focus on topics that improve the skills of experienced teachers to implement a standards-based approach (EFF) to adult education and to better deliver a learner centered instructional program.
- **Leadership Seminar** for program administrators of Title II and Workforce Learning Links and will focus on the programs' role in supporting a standards-based system. This seminar will provide an overview of EFF and explore ways in which administrators and directors can work collaboratively with teachers to implement a standards-based system.

TASKS	TIMELINE
Convene design team and develop curriculum and delivery strategy.	3/05
Deliver training as a pilot program.	2 <sup>nd</sup> half 2005
Evaluated and revise program as necessary.	Fall 2005
Make training available to all adult educators.	1 <sup>st</sup> Q 2006

### 3. EFF Pilot Expansion Training

Building upon the experience of the EFF pilot training and the individuals who received that training, the Center will expand and modify this training to include up to 30 individuals per year. Ongoing support (e.g., technical assistance via e-mail and phone conference) may be available. The training will focus on the following competencies and activities:

- . developing proficiency in the EFF standards and the teacher/learning cycle,
- . incorporating the EFF standards and the teacher/learning cycle into participant teachers' instructional practice,
- . assisting their programs in integrating EFF across the curriculum,
- . participating in a limited number of training or technical assistance activities to assist other programs in integrating EFF across the curriculum.

To select participants for this training, the Center will use a competitive process. Programs will be asked to identify one to two interested teachers, preferably full-time, to participate in EFF training. The Center will develop guidelines for selecting participants. Current pilot participants who successfully completed the first round of training will be given priority, providing these teachers and their programs meet the selection criteria and are interested and committed to the project. This training for each of the three years one standard will be selected to illustrate in detail how to deliver instruction based on the standards. However this training will provide a model for instructional practice based on any of the 16 standards. The training will consist of 3 to 4 onsite sessions and an online course. Participants must attend all sessions and complete the online course.

Programs will be asked to make a commitment for teachers to attend training and to work with others teachers within the program to implement EFF across the curriculum. The State will cover the cost of the EFF training and provide successful programs with a small training grant to help defray the cost of teachers attending training and conducting in-house training for staff. Programs will also be expected to leverage their funding to support these training activities. To the extent possible, courses should be made available during public school district staff development days (paid for by local school districts). For those outside of the K-12 system, the credit requirements and specifications for professional development, and support for same, should be included in the Notice of Grant Opportunity. Graduate credit option should be available with the cost borne by participants.

TASKS	TIMELINE
Develop and implement process for selecting participants for EFF expansion pilot training.	2/05
Develop and deliver EFF expansion pilot training for up to 30 people coordinated through Rutgers University and delivered through the University of Tennessee, EFF Center for Training and Technical Assistance, Center for Literacy Studies. The training will be delivered through both onsite instructor-led and distance learning formats.	3/05

#### 4. EFF Facilitators Training

To support EFF implementation and continuous improvement the State will develop a cadre of in-state EFF trainers. In addition to at least one staff person from the center, participants for this training should be selected from individuals who are participating in the training outlined in the EFF Expansion Pilot Training as well as individual affiliated with organizations (e.g., the state’s higher education institutions) that are well positioned to support these professional development goals. Initially, training and ongoing support to programs will be provided by EFF experts affiliated with the University of Tennessee’s Center for Literacy Studies. As expertise is developed over time, this function will be assumed by in-state EFF trainings.

TASKS	TIMELINE
Develop guidelines for selecting EFF training candidates.	2/05
Select 5-9 candidates.	5/05
Initiate facilitator training.	6/05

#### 5. Professional Development Website

The Center with input from SCALES will develop a statewide professional development webpage as part of the overall LWD Website design initiative. This site should serve as a vehicle for keeping the field informed, providing opportunities for discussion and delivering training. For the first year of the project, the center should contract with Rutgers Graduate School of Education (Adult Education) to help manage site content, update material, and respond to inquires.

TASKS	TIMELINE
Convene workgroup to initiate website development planning and connect this effort with the larger LWD website redesign initiative. The plan will at a minimum include a strategy for maintaining and updating site and identification of staff to maintain the site.	2/05
Create and maintain website.	Ongoing

#### 6. Training Delivery

Training will be offered in a variety of formats, including multiple short seminars and distance learning, so that all practitioners, including the mostly part-time instructional staff, have access. Although training will be coordinated at the state-level, it will be offered both through centralized state as well as regional programs.

- . **Distance Learning Opportunities** that appropriately support the goals of this plan and that are cost-effective will be recommended for inclusion in this plan. This task will be included as part of a proposed white paper. The report will recommend specific distance learning programs and strategies that could support the goals of this plan.
- . **Statewide Conferences** based on an analysis of the needs by SCALES and state professional development coordinating staff, training areas that may be appropriately addressed at various agency and organization conferences will be identified. The center will work with these agencies and organizations to



design workshops and presentations at their annual conferences that respond to identified need areas.

- c. **On-Site Training** will be offered when a face-to-face format is desirable and effective. Training plans will be developed the project teams and trainers will be selected for their expertise in the training topic and their ability to deliver the training in an appropriate format and in a way that is consistent with the goals of the training and this professional development plan.
- d. **Additional Training in Specific Topic Areas**, based on an assessment of needs, that further builds the expertise of adult educators at the local level and enables them to respond to the varied learning needs and interests of their customers will be offered through appropriate training formats. This training will also build on the EFF framework to consistently reinforce the standards and teacher/learning cycle. The Center for Adult Literacy Professional Development will establish project teams on an as needed basis to respond rapidly and appropriately to training needs and requests. Project teams will consist of subject matter experts, EFF experts, practitioners, and state staff and will be charged with developing training proposals, identifying trainers, and suggest the delivery format for the training. The center will develop guidelines for and convene project teams on an ad hoc basis to address specific training needs.

TASKS	TIMELINE
Work with DOE to develop adult literacy workshops at their annual Generation Next conference and with the SETC at its annual One-Stop conference.	Ongoing
Establish agreements with non-governmental statewide organizations which represent professionals that support the literacy delivery system to develop workshops related to adult literacy to conduct at their annual conferences.	Ongoing
Examine distance learning professional resources to identify appropriate professional development opportunities to support the goals of this plan. (Included as a task in the proposed White Paper to be developed by SCALES.)	Ongoing
Make available selected distance learning opportunities.	2006
Develop guidelines for establishing training project teams.	4/05
Establish teams as necessary to identify or develop training programs and deliver those programs.	Ongoing

## 7. Training Support Fund

A training support fund will be established to set aside dollars to help support costs of participants' involvement in professional development activities. Although the state is responsible for the direct costs of the training it offers, it recognizes that there are additional costs such as participants' salaries and travel that are not

covered and which may be a barrier to participation. The Center will seek guidance from the field as part of a needs assessment and consult with SCALES to develop strategies to improve access to training for full- and part-time practitioners. For year 1 of this plan, LWD will set aside a reserve fund to support approved strategies to improve access. Additional funding may be sought in year 2 and 3.

<b>TASKS</b>	<b>TIMELINE</b>
Establish a training support fund	3/05

### 8. Literacy Awareness Training for One-Stop Personnel

The Center for Professional Development will work with GSETA and local areas to determine what One-Stop front-line staff (outside of the Workforce Learning Link) need to know about adult literacy to provide effective services to customers. Learning opportunities for One-Stop personnel to enhance their ability to serve customers with literacy needs will be developed.

<b>TASKS</b>	<b>TIMELINE</b>
The Center in conjunction with SCALES and GSETA identify what One-Stop personnel need to know about literacy.	3/05
Develop a strategy to help One-Stop personnel acquire this information. GSETA and SETC conferences should be one vehicle for implementing this strategy. This strategy also should be incorporated into LWD's comprehensive training plan as it is developed.	5/05

### 9. Training Assessment

The state will develop an evaluation tool to assess the effectiveness of professional development opportunities including individual and collaborative training sessions. Results from these sessions will be analyzed and the results used to improve the professional development offerings and will be included as part of the annual professional development report.

<b>TASKS</b>	<b>TIMELINE</b>
Develop evaluation tool.	2/05
Evaluate training programs.	Ongoing
Analyze data and make program improvements.	Ongoing
Include data in a professional development evaluation annual report.	Aug. (yearly)

### 10. Program Assessment

The Center in collaboration with the SCALES Professional Development subcommittee will periodically review the impact of these opportunities on customers (students), programs, and the system, using data based on established professional development performance measures, and prepare an annual professional development report. Both process and (teacher) outcome measures will be developed collaboratively by the Center and SCALES Professional Development subcommittee. The NRS student outcome measures will be utilized in longer-term

assessments. These data will be analyzed and the results used as part of an overall continuous improvement model at the program level and in the development of future professional development opportunities.

<b>TASKS</b>	<b>TIMELINE</b>
Review performance data.	Ongoing
Establish outcomes.	Ongoing
Submit annual professional development evaluation report.	August each year