



The Texas Professional Development System for Adult Education and Literacy

I. Purpose

This paper describes the Texas Workforce Commission's (TWC) system for professional development (PD) and program support services (Texas PD System) intended to enhance and expand Adult Education and Literacy (AEL) services to benefit students by improving local program performance outcomes.

II. Local Control, State Direction

The Commission believes that local communities are best situated to address local education and workforce needs. The Texas PD System described in this overview aims to support a PD system with increased local control and flexibility while maintaining the Commission's direction to guide AEL services to support students' employment, educational, community, civic, family, and support needs.

State AEL performance—and innovation-driven implementation of professional development and program support—will rely on close coordination and communication between AEL grant recipients¹, TWC, the Texas A&M University TRAIN PD Consortium at TCALL² and a statewide network of contract trainers³. The Texas PD System is built on expectations derived from direction from the Commission, stakeholder feedback, and a review of past system performance and research, including research from the business community on fostering and driving innovation in large complex systems.⁴ The Texas PD System is based on the following points:

- performance improvement will derive from instructional and program management change;
- effective PD and program support should be informed by data-driven program evaluation, research-based treatments, stakeholder feedback, and local wisdom;
- transformative instructional and program management change relies on an interplay of local stakeholder input and buy-in to research-based models;
- innovation flourishes when approaches combine simplicity, convenience, accessibility, and affordability; and
- local program instructional leadership will have varying expertise to develop local continuous improvement plans and will require varying levels of support.

¹ More at: <http://www.twc.state.tx.us/news/press/2014/100814press.pdf>

² The Texas Research-based Adult Instruction Network Professional Development Consortium (TRAIN PD) is the state TWC contractor for professional development and support services. Based out of the College of Education and Human Development at Texas A&M University, TRAIN PD delivers innovative approaches to professional development service delivery to more than 2,500 adult education and literacy professionals statewide. TRAIN PD consists of eight partner institutions: the Texas A&M University, Texas Center for the Advancement of Literacy & Learning (TCALL), Alamo Colleges, Austin Community College, College of the Mainland, El Paso Community College, the Houston Community College System, South Texas College, and Tarrant County Community College District. More at: <http://www.twc.state.tx.us/news/press/2014/071614press.pdf>

³ Contract trainers are individual subject matter experts with expertise in different areas relevant to adult education practice who meet objective training and professional criteria related to adult education and provide professional development services as independent contractors.

⁴ Christensen, C. M., & Eyring, H. J. (2011). *The innovative university: Changing the DNA of higher education from the inside out*. San Francisco: Jossey-Bass; Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Boston, Mass: Harvard Business School Press.



The Texas Professional Development System for Adult Education and Literacy

III. **Innovation, Efficiency and Effectiveness**

The Texas PD System is a significant departure from past practice and reflects a delivery model seen in other state adult education systems, public education, and business and industry.

Texas has a diverse mix of student populations and service delivery structures which address rural and urban demands. One-size-fits all approaches often do not work. PD services are delivered by a wide variety of skilled individuals, from professional organizations to individual experts in the field, volunteer organizations, professors, workforce professionals, trainers, and administrators. This variability matches the uniqueness of AEL local programs and student populations.

The Texas PD System seeks to align resources with a development and delivery system that provides a centralized, state-directed structure to assure alignment with TWC direction, local flexibility to respond to performance data, community needs, and effective use of shared resources. Online delivery options will open access, responsiveness, and cost-savings for PD services.

The Texas PD System distributes responsibilities across three entities directed and supported by TWC AEL staff:

- **AEL Grant Recipients** have a contractual responsibility to deliver local day-to-day training and continuous improvement strategies and training based on a local analysis of performance and staffing needs to effectively support the Commission's strategic priorities. Each AEL grant recipient is required to staff a PD Coordinator⁵ position to direct local PD activity.
- **The TRAIN PD Consortium** is responsible for delivering state-directed training, including training-of-trainer events, an informational clearinghouse and other resources to support local programs, students, and stakeholders, and online options aimed to build access and responsiveness to training content. PD Specialists⁶ within the consortium are responsible for deploying statewide PD activities, identifying and recruiting additional contract trainers, developing and delivering training throughout the state, including training for digital delivery, and assisting local grant recipients with local PD planning and services.
- **Contract Trainers** will work as subject matter expert trainers delivering services under contract AEL grant recipients or the TRAIN PD to bring responsive, research-based, and cost effective services to local programs.

The distributed model (Appendix 1) relies on a strategic interplay of analysis, leadership, and PD delivery from grant recipients aligned and coupled with centralized direction and support from TRAIN PD and TWC to ensure that training services and support are:

- customized to address local needs;
- based on data-driven demands;
- timely;
- designed to balance costs with results;
- delivered by best-in-class trainers delivering evidence-based models and approaches; and
- responsive to state direction and varied expertise of local areas.

⁵ See Appendix 3 for further information on the role of PD Coordinators.

⁶ See Appendix 3 for further information on the role of PD Specialists.



The Texas Professional Development System for Adult Education and Literacy

One of the primary objectives of the TRAIN PD during the first year of new AEL grant recipient contracts will be to provide immediate and responsive services to new grantees and their networks.

IV. **Three Tier Training Model**

To clearly delineate training responsibilities in the model, training topics and associated delivery strategies and personnel are aligned across three tiers, or levels:

Tier 1, or Core Training, represents training that Grant recipients must deliver as part of their TWC contract for local AEL services. Grant recipients may use in-house local subject matter expert staff or Contract Trainers.

Tier 2, or Adult Learning Training, is training coordinated by the TRAIN PD to deliver adult learning and advanced instructional services designed to assist in program improvement and implementation of innovative service models. TRAIN PD Specialists and Contract Trainers, contracted by the TRAIN PD, will deliver this training. Grant recipients and the TRAIN PD will work together to determine training topics and logistics.

Tier 3, or Specialized Training, is sponsored by the TRAIN PD with TWC approval. Tier 3 events are offered by trainers who either have a unique skill set, national or international expertise, or specialized certifications. Examples would include training associated with Office of Career, Technical, and Adult Education (OCTAE) initiatives or the OCTAE sponsored LINCS network.

Appendix 2 outlines the relationship between the three tiers in more detail.

V. **Summary**

This Texas PD Model represents a vision and forecast for locally responsive PD and program support during the onset of statewide Adult Education and Literacy implementation at TWC.

TWC expects there will be adjustments and additions to this model over the next year as newly contracted Grant Recipients ramp up, new needs and opportunities arise, and collaborating organizations, including Local Workforce Development Boards and community-based organizations engage as full and active partners in Texas Adult Education and Literacy.

VI. **Contact**

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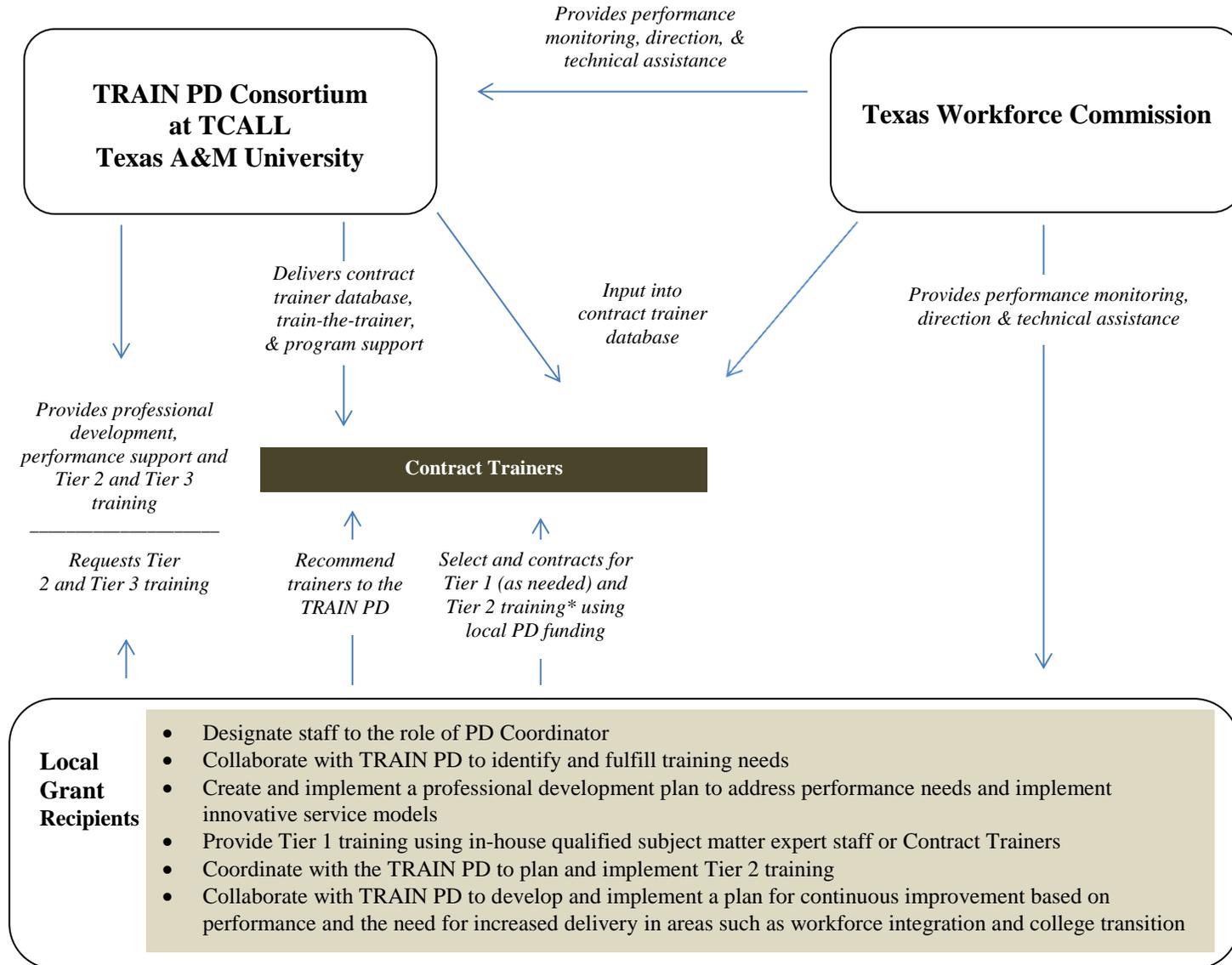
Toll Free: 855-594-0012

<http://www.twc.state.tx.us/svcs/adultlit/adult-basic-education.html>



The Texas Professional Development System for Adult Education and Literacy

Appendix 1: TEXAS PD SYSTEM



* Local grant recipients are permitted to contract for their own Tier 2 training but will be responsible for any payments for trainers.



The Texas Professional Development System for Adult Education and Literacy

Appendix 2: PROFESSIONAL DEVELOPMENT TIER DESCRIPTORS

Category	Description	Who primarily delivers training?	Who provides quality control?	Example Topics
Tier 1: Core Training	Training that grant recipients must deliver as part of their TWC local service contracts.	Grant recipients, through qualified in-house staff or contract trainers	Grant recipients will ensure the competence of qualified in-house trainers. TRAIN PD will review quality of contract trainers. TWC will monitor local AEL Local Provider Tier 1 training contract deliverable.	<ul style="list-style-type: none"> • Test administration • Basic training on Texas Educating Adults Management Center (TEAMS) • Student intake, enrollment, and orientation • Goal setting • Career awareness • Other topics, including those typically defined as Tier 2 trainings, where local staff have subject matter expertise and meet local needs and support program management, performance, or innovative service delivery.
Tier 2: Adult Learning Training	Training that assists instructors and programs in improving instructional and service outcomes and implementing innovative service models.	TRAIN PD Specialists or Contract Trainers	The TRAIN PD will ensure that sufficient, qualified TRAIN PD Specialists and Contract Trainers are available to meet the demand.	<ul style="list-style-type: none"> • Workforce integration training • Career pathways • ESL instruction • Reading/writing instruction • Numeracy instruction • Contextualized instruction • GED 2014 • College and training transitions • GED to college models • Adult learning principles • Community needs analysis • Program management • Partnership development • Distance learning • Program improvement • Implementing Adult Education and Literacy standards • Advanced training on the Texas Educating Adults Management System (TEAMS) • Other training in topics as recommended by TRAIN PD
Tier 3: Specialized Training	This training is offered by trainers that have a specialized skill set, curriculum or district qualifications.	Specialized Training Contractors TRAIN PD Specialists	The TRAIN PD identifies needs and seeks approval from TWC to offer Tier 3 Training	Examples would include training on specialized or proprietary curricula, such as those offered through the Office of Career, Technical and Adult Education (OCTAE) LINCS network, or Adult Education and Literacy and Workforce Development research organizations.



The Texas Professional Development System for Adult Education and Literacy

Appendix 3: What is the difference between a PD Coordinator and a TRAIN PD Center Specialist?

	PD Coordinators	TRAIN PD Specialists
Employment	Hired by one of the 35 AEL Grant Recipients or Consortia	Hired by TRAIN PD Consortium Partners – 2 on staff of TCALL/TAMU and 1 on staff of each of the 7 TRAIN PD Consortium member community colleges
Funding	Funded out of AEL Grant	Funded with TRAIN PD Consortium contract or subcontract to community colleges
Percent Effort	Must be minimum 20% FTE dedicated to PD	Each is 100% FTE dedicated to TRAIN PD activities
Accountability	Reports to Director of the Local AEL Grant Recipient or Consortium	Reports to TRAIN PD Consortium leadership team (Federico Salas-Isnardi, Harriet Smith and Debra Hargrove) for full-time TRAIN PD activities; also accountable to local supervisor for local host institution policy compliance.
Duties Independent of Each Other	<p>Works at the local AEL grant recipient on tasks including:</p> <ul style="list-style-type: none"> • Planning, implementing, and documenting PD for teachers and staff of the AEL grant recipient and other local providers. Documentation responsibility includes: <ul style="list-style-type: none"> • Ensuring that local data entry personnel enter into TEAMS all local Tier 1 PD activities and all local staff PD hours (at all 3 Tiers) and • Maintaining backup documentation of all staff PD hours entered. • Utilizing local PD funds to facilitate local delivery of Tier 1 training needed by teachers and staff, using qualified trainers • May also deliver Tier 1 training locally in areas where he/she is qualified to do so 	<p>Works on statewide PD activities as assigned/directed by TRAIN PD leadership team, including but not limited to:</p> <ul style="list-style-type: none"> • Planning, implementation, and documentation* of Tier 2 and 3 training events throughout the state • Identifying and recruiting additional contract trainers to be included in Texas AEL Contract Trainer & Training Database • Delivering Tier 2 (and occasionally Tier 3) training throughout the state, as assigned by TRAIN PD leadership and as qualified • PD curriculum development, acquisition, and/or curriculum conversion (to digital delivery) as assigned by TRAIN PD leadership • Dissemination of best practices, including participation in TRAIN PD email-lists and other virtual communities, and writing original content and soliciting writers from the field for <i>Texas Adult Education and Literacy Quarterly</i> • Supporting, participating in, facilitating logistics for, and/or presenting sessions at statewide conferences and meetings for TWC Adult Education and Literacy
Duties in which the 2 Roles Interact	<p>Works with TRAIN PD Specialist assigned to their program on:</p> <ul style="list-style-type: none"> • Assessing local PD needs • Contributing local input to statewide PD needs assessments • Developing local PD Plan for Continuous Improvement, based on analysis of program’s data and needs • Requesting Tier 2 and 3 PD to be delivered and funded by TRAIN PD, in accordance with local and statewide PD needs assessment data 	<p>Works with “case load” of AEL Grant Recipient PD Coordinators as assigned by TRAIN PD leadership team (via site visits, email and phone) on:</p> <ul style="list-style-type: none"> • Assisting with development of local PD Plans For Continuous Improvement, based on analysis of program’s data and needs • Recommending delivery of Tier 2 and 3 PD funded by TRAIN PD, in accordance with local and statewide PD needs assessment data • Facilitating logistics of TRAIN PD-funded Tier 2 and 3 PD with local programs/host sites under leadership of TRAIN PD, including location planning, presentation equipment and materials, documentation* of attendance and evaluations

* **Documentation** referenced in regard to TRAIN PD Specialists is only that which is required for meeting TRAIN PD Consortium contract deliverables. TRAIN PD or TWC AEL staff will enter TRAIN PD Tier 2 and 3 PD activities into TEAMS but local program data entry personnel enter the PD hours for their staff. TRAIN PD Specialists are NOT responsible for TEAMS entry of local program staff participation in PD events.