

Defining State Technical Assistance Needs

Results from Regional Breakout Sessions 2008 National Conference for State Directors of Adult Education

States convened in regional meetings on the last day of OVAE's 2008 National Conference for State Directors of Adult Education to reflect on their conference experience and identify specific technical assistance (TA) needs. Discussion focused both on new areas and ongoing needs for TA. It dealt with administrative needs and mechanisms to provide TA, as well as topics that states would like to see addressed. States want technical assistance that is systemic, cross-functional, and hands-on to reinforce learning with practice in administration and instruction.

State-Identified Administrative Needs and Mechanisms to Provide TA

- States need more specific help on state policy development including:
 - manuals, templates, and examples of policy used by other states
 - opportunities to work on policy development in regional meeting formats, such as developing assessment policy to meet recent NRS regulations.
- States asked for assistance in sustaining initiatives already begun, such as:
 - training local adult education staff, perhaps using distance technologies
 - extending national professional development opportunities to local staff
- States asked for specific TA when reauthorization takes place, such as:
 - more individualized assistance in drafting their state plans
 - peer interaction on interpretation and application of AEFLA provisions
 - refined TA mechanisms, such as clear written policy guidance and policy forums on topics important to them
 - opportunities to work on topics of regional interest, perhaps related to OVAE's on-site monitoring instrument to measure compliance with the Adult Education and Family Literacy Act (AEFLA)
- States suggested more outreach to the field including:
 - additional *Shop Talk* regional teleconferences, perhaps on alternating months, addressing state agenda topics
 - updating *Shop Talk* formats to make better use of available technologies including videoconferencing
 - including more grants' management topics in *Thursday Notes*, OVAE's weekly electronic newsletter on adult education

State-Identified Topics for TA

States suggested a wide variety of topics for future TA. Topics are listed below, ordered from most frequently to least frequently mentioned:

- Grant administration basic training
 - States requested more basic training in the Adult Education and Family Literacy Act (AEFLA), National Reporting System (NRS), Education Department General Administrative Regulations (EDGAR), and Office of Management and Budget (OMB) Circulars
- Postsecondary transition models for adults
 - States asked for more best practice models and research specific to adult learners
- English language learning (ELL) to Adult Basic Education (ABE) transition
 - States need information on best practice models and research similar to that available for postsecondary transition
 - States need clarification on assessment policies and NRS reporting for transitioning students
- Performance-Based Funding
 - States need assistance in streamlining processes to put performance based funding in place.
 - States are interested in comparing performance based funding formulas.
- Learning Disabilities
 - States are looking for the “next generation” of *Bridges to Practice* material to guide practitioners from screening to intervention
 - States need resource and referral guides, link to disability organization, and ways to explore universal design
- Ways to promote instructional quality
 - States want help moving beyond the GED, particularly in the area of math instruction
 - States need more math professional development for adult education teachers
 - States are looking for information on managed enrollment and increasing intensity of service
 - States want help with serving adults at lowest levels of literacy

➤ Youth Programming

- States want best practice models for dealing with out-of-school youth who participate in adult education

➤ Business Partnerships

- States need models of workplace literacy delivery, including fee-based programs