Detailed Project Plan (DPP) and Professional Development Plan (PD Plan)

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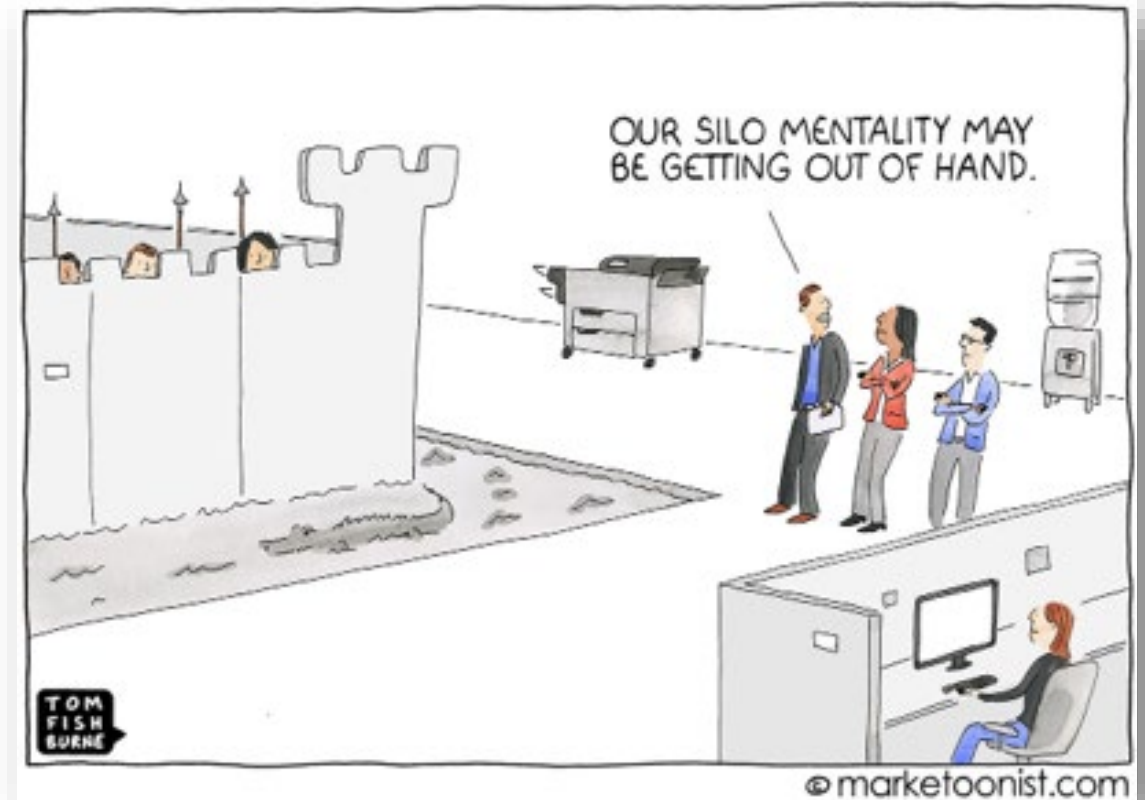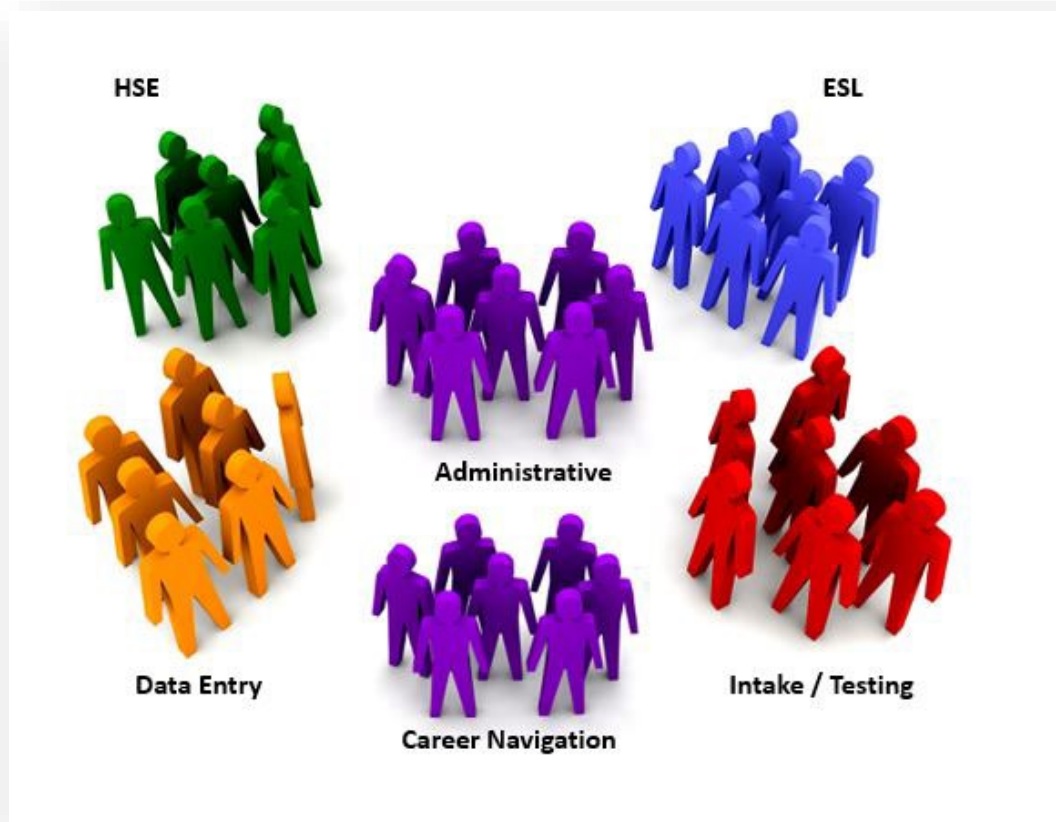
Agenda

- What these documents are

- Why the change

- Document changes:
    - PD Plan
    - Detailed Project Plan (PY 23-24)

- Timeline

Objectives

- Understand how Organizational Goals and PD can be better aligned

- Be able to use the Detailed Project Plan and PD Plan as tools for goal achievement

- Initiate planning for the new program year

When Things Are Siloed Versus Collaborative
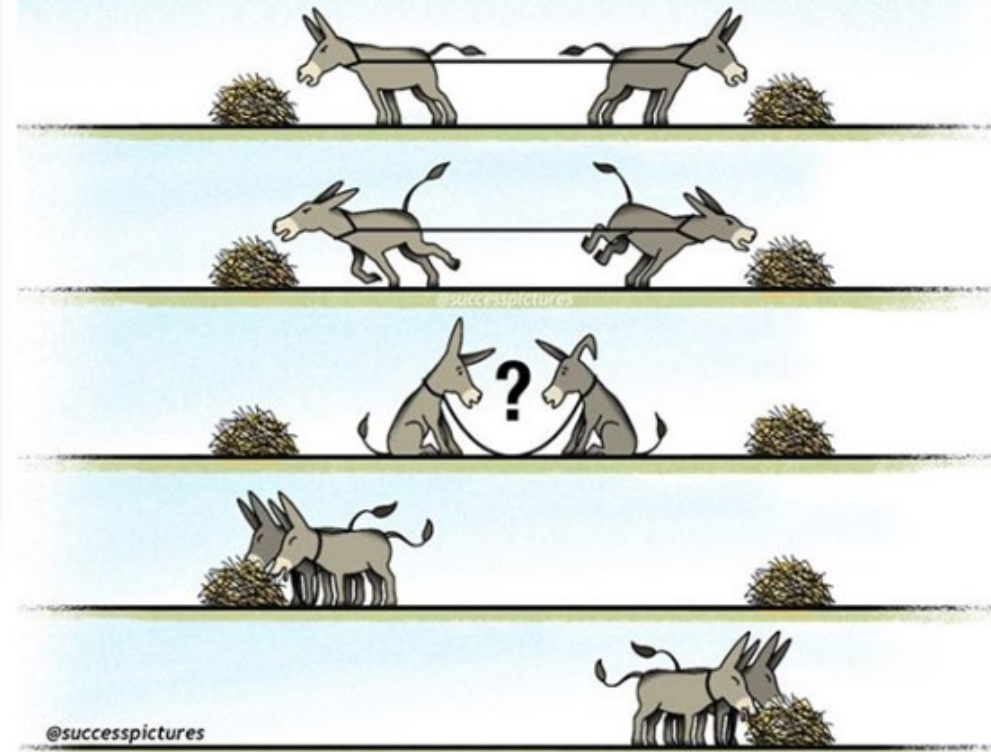
Working Collaboratively and in Tandem

What these documents are

- Detailed Project Plan (Deliverable)

- PD Plan (Deliverable)

- PD Plan Follow-Up (Ad Hoc Doc. Will be changing to a deliverable starting July 1, 2024).

What these documents are used for

- Detailed Project Plan
  - Reporting on grant performance

- PD Plan
  - Implementation of PD with a systemic framework

- PD Plan Follow-Up
  - Review of PD Plan mid-year for completions, revisions, and PD still needed.

Detailed Project Plan

Detailed Project Plan

- Intake/Orientation
- Instruction
- Career Navigation
- Testing
- Workforce Prep / College Prep
- Follow Up / Document Collection
- Data Entry
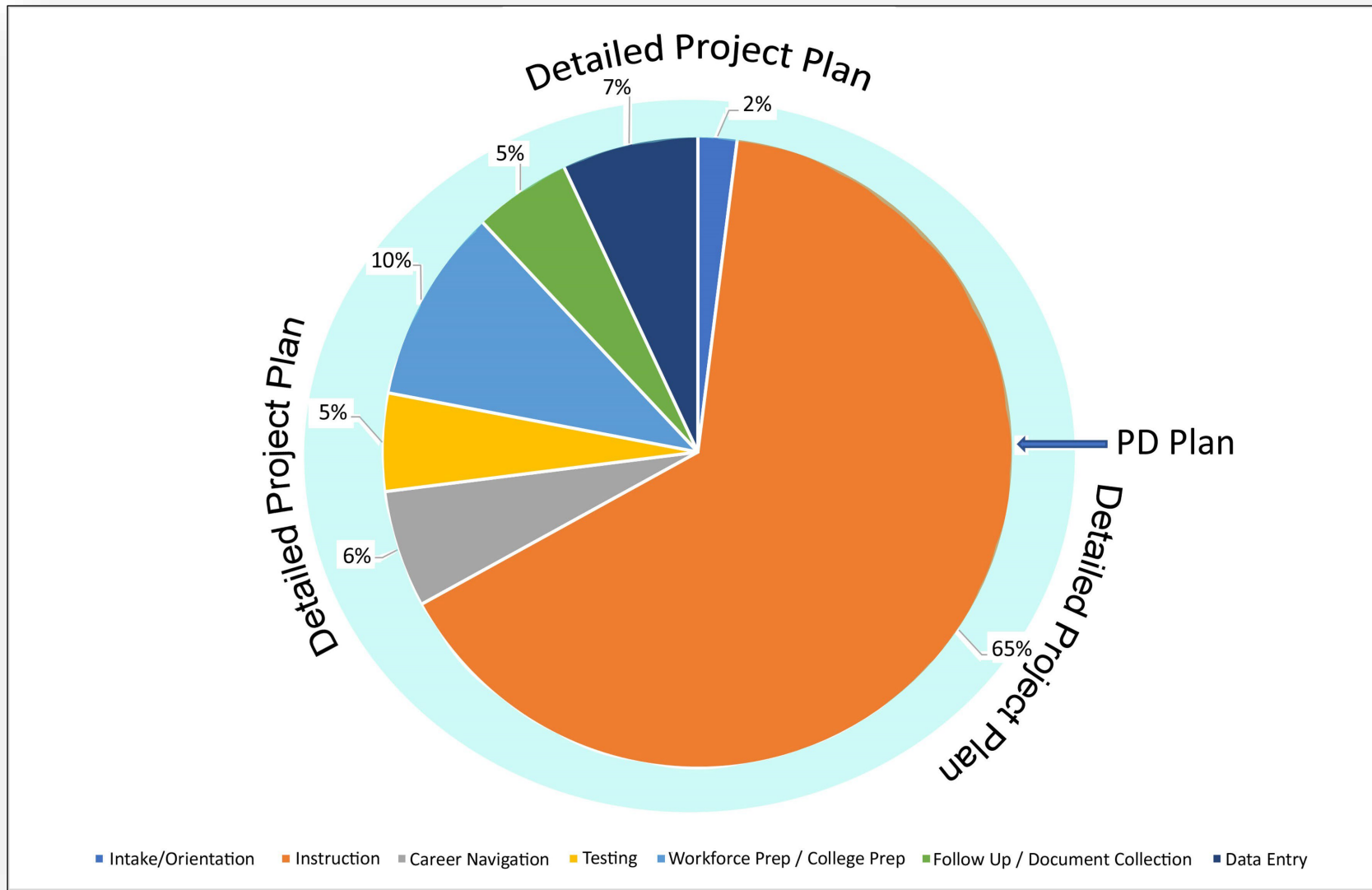
Why the Change?

- Detailed Project Plan and PD Plan Alignment

- Align with New Way of Working

- Adjustments to make documents more robust

- Adjustments to make documents more user friendly

New Way of Working

- Webinar May 11, 2023, @ 10:30 a.m. Register in the PD Portal

- It's not business as usual for the TWC AEL Technical Assistance team starting July 1, 2023. Join the TWC TEAM as we introduce our New Way of Working which will better equip TWC staff in providing TA to the state, as well as, giving programs the access needed to information more readily.
    - Recommended audience – Director and staff filling grant-required positions.

New Way of Working: Resources

- Regional Assignments

- Tools / Webinars

- Desk Aids

- New Director Training

Purpose of the Detailed Project Plan

- Went from a "check the box" deliverable to a tool that can be used for program review and improvement

- Can be used for goal setting to achieve organizational goals

- Can be used to improve communication with TWC and the program specialist and grant manager

Document Changes

Current DPP (PY 22-23)

- Excel Document
- Targets
- Expenses
- Focused on Compliance
- 4 Quarterly Reports
- 1 Final Comprehensive End of Year Report

Updated DPP (PY 23-24)

- Fillable PDF Form
- No Targets
- No Expenses
- Focused on Planning
- Reviewed by Program Specialists and Contract Specialists
- 3 Quarterly Narratives
- 1 Final Comprehensive End of Year Report (includes 4th quarter updates)

Timeline

- The PY 23-24 Detailed Project Plan (DPP) is officially due in August of 2023

- The template will be available no later than June 1, 2023

- Submission will be accepted as early as June 30, 2023

- 3 Quarterly Narratives with Monitoring Reports are due to last day of the month after the end of the first 3 quarters

- A Comprehensive End of Grant Report and 4th Quarter Monitoring Report will be due August 31, 2024

Detailed Project Plan Preview

- Fillable Form

- Removed targets and spending – These are provided on the Monthly Report Card

- No longer need to wait for targets to fill the document out

- Table of Contents
  - Detailed Project Plan (Annual Goals and Grant Specific Requirements Implementation)
  - Quarterly Reports – (3) Narratives and (3) Monitoring Reports)
  - Comprehensive End of Grant Report with Quarter 4 Monitoring Report

Detailed Project Plan: Identify Annual Goals

Texas Workforce Commission
Detailed Project Plan

Adult Education and Literacy Program

Grantee Name: Contract Number:

DETAILED PROJECT PLAN

IDENTIFY ANNUAL GOALS

Directions

- Establish your program goals for this Program Year. PD in the Professional Development Plan should be mentioned in the benchmarks if it applies to reaching these goals.
- Fill out Table 1: Annual Goals below following the example provided. When establishing goals for the program year, use the SMART (Specific, Measurable, Achievable, Relevant, Timely) goal format.
- Under the 'Staff Supporting This Goal' column, list who is responsible for leading this goal.
- If more space is needed for additional goals, add rows as necessary.
- If assistance is needed in writing these goals, please contact your TWC AEL Program Specialist and/or Contract Specialist.

Table 1: Annual Goals

Goal	Benchmarks	Deadline to Implement	Staff Supporting this Goal
Example: Increase IETs by 20%	IET Training for Instructors	April 30, 2023	Career Navigator
	Create MOU with party for IET	May 31, 2023	AEL Director
1.			
2.			

Page 2 of 15

- Header will require the Grantee Name and Contract Number

- Program Goals for the Year

- SMART Goals (Specific, Measurable, Achievable, Relevant, and Timely).

- PD to reach these goals should be included

- Who is responsible for these goals

- If needing assistance with goals contact your Program Specialist

Detailed Project Plan: Grant-Specific Implementation Requirements

Table 2: Grant Specific Requirement Implementation

Milestone Activity	Date Range	Completion	Comments
Full Implementation of comprehensive assessment (5.12)			
Full implementation of syllabus (5.13.2)			
Orientation at no less than 2-week intervals (5.13) Provide planned or key dates.			
Implementation of established Local Workforce Development Board Memorandum of Understanding and Infrastructure Funding Agreement (5.26)			
Employ all integral grant staff including required staff (5.7.3)			
Disseminate and train program and partner staff on SOPs (5.8.2)			
If applicable, negotiate and execute subrecipient agreements (6.6)			

- Grant Specific Implementation Requirements

- These questions were kept from the previous Detailed Project Plan and are required to be answered

Quarterly Reports

QUARTER 1 REPORTS

6.12 QUARTER 1 NARRATIVE REPORT DIRECTIONS

Please write a narrative below that addresses the following questions:

1) Were the planned goals that were shared in the annual plan met for this quarter?
    a. If not, what are some obstacles or challenges that the program faced in meeting them?
    b. What are some solutions to these challenges?

2) Has the program experienced staff turnover in this quarter?
    a. If yes, how has this impacted the program and services?
    b. What plans are there to work through any issues created by this change?

3) Does the program have a waitlist?
    c. If yes, for how many people and for what services?
    d. If students are on a waitlist for an extended period of time, what can be done to overcome this from happening?

4) Are services being provided in all counties listed in the Request for Application (RFA) proposal (includes: instruction, counseling, professional development, recruitment, etc. as applicable to the grant) for this quarter?
    a. If not, what are the challenges the program is experiencing?

5) How are you ensuring that direct costs for Career Services and Training Services are being recorded in Cash Draw Expenditure Reporting (CDER)?

- Quarterly Reports are reviewed by the Program Specialist and Contract Manager to prepare for Quarterly Meetings with Grant Recipients.

- Questions are tailored for the period which is being reported.

- Some questions may be the same or new.

- Feel free to add any details that go beyond the questions asked.

Quarter 1 Report Monitoring Report Directions

6.7 QUARTER 1 MONITORING REPORT DIRECTIONS

Insert the names of all partners or subrecipients in the section provided.

List all subrecipients/partners and identify accordingly:

Enter subrecipients/partners here.

Provide a narrative that includes the information requested below in section **6.7 Subrecipient Monitoring Report Quarter 1 Narrative.**

- Review of all criteria as proposed in your Monitoring Plan.
- Areas of concern addressed that consisted of an error rate higher than 10% with subrecipient.
- Review of expenditures for the quarter.
- Review of enrollment targets for this quarter.
- Share a plan to improve areas that are non compliant, if necessary.

- List sub-recipients/partners and identify them accordingly

- Follow the instructions provided

Comprehensive End of Grant Report

▲ COMPREHENSIVE END OF GRANT REPORT

6.12 COMPREHENSIVE END OF GRANT REPORT DIRECTIONS

Please write a narrative below that addresses the following questions:

1) Were the planned goals shared in the annual plan met for this quarter?
   a. If not, what are some obstacles or challenges that the program faced in meeting them?
   b. What are some solutions to these challenges?
2) Was the program able to overcome the obstacles mentioned in the previous quarter?
   a. If so, please elaborate on how this was accomplished?
3) Was enrollment for all targets (Total enrollment, Intensive and IET) met for the year?
   a. Please share any obstacles or challenges that may have contributed to not meeting the targets.
4) Was the budget fully expended for the year?
   a. Please share any obstacles or challenges that may have contributed to not fully expending the budget.
5) What program highlights/accomplishments would you like to share?
6) Are there any lessons learned for the year that stand out for the program?
7) Are the any best practices that you wish to share?
8) Are there any recommendations for how TWC can better assist the program to reach it goals?

- The Comprehensive End of Grant Report will include reporting on Quarter 4 as well as for the year

- Please do not limit yourself to the questions that are being asked. If there is information you would like to share, please include that

- A Quarter 4 Monitoring Report follows this section

Purpose of the PD Plan

- To support the goals of the program.

- Planned professional development helps increase the competence of instructors and other staff in their positions.

- This competence contributes to program success with MSGs and other deliverables.

PD Recommendations

- PD Specialists collaborate with the PD Coordinator to create PD Recommendations starting in May

- Recommendations are based on:
  - ✓Data analysis,
  - ✓Program SMART goals, and program input,
  - ✓Input from TWC Program Support Specialists,
  - ✓Statewide PD Needs Survey,
  - ✓Input from the Distance Education and Career Pathway PD Centers

- PD Specialists will reach out for meeting times to discuss the recommendations while creating and then deliver them

PD Plan and PD Plan Follow-Up

PD Plan

- Program's PD Team work together to create the plan using the PD Recommendations, the DPP, and other data as needed
- PD Specialists will be available for assistance and collaboration as needed

PD Plan Follow-Up

- PD Specialists and the Program's PD Team evaluate PD completed and still in progress
- Plan for PD for the rest of program year created

PD Plan Process and Timeline

✓ By June 1, 2023: PD Plan Template sent to programs from TWC

✓ By June 1, 2023: PD Recommendations from TCALL PD Specialists sent to all programs

✓ By June 30, 2023: PD Plan due to TWC Contracts

✓ By February 15, 2024: PD Plan Follow-Up due to TWC Contracts

Document Changes to the PD Plan

Current PD Plan

- Non-specific goals and examples
- Phase 4: Identify Resources to Meet Goal

Updated PD Plan

- PD team members identified
- SMART Goals focused and alignment with the DPP
- Clearer examples for Goals and Activities sections
- Removed Phase 4

Local Professional Development Plan – Page 1

Texas Workforce Commission
Adult Education and Literacy

Local Professional Development Plan

Grantee Name:

AEL Contract Number:

Completed By:

Purpose

This template is to be used to complete AEL Deliverable 6.2, Local Professional Development Plan. This is a three (3) phase process to assist in the development and implementation of a locally designed Professional Development (PD) Plan that focuses on continuous quality improvement through an organized and systematic framework, which supports and is in alignment with the organization's overarching goals and objectives as identified in the Detailed Project Plan (AEL Deliverable 6.1). This framework should be the result of collaboration between all levels of local AEL staff, including the provider's PD Coordinator. The framework includes two primary activities:

- Measuring and assessing the performance of your organization(s) through the collection and analysis of data and
- Conducting quality improvement PD initiatives and acting where indicated, including the design of PD specifically relative to improvement of existing services.

Instructions

Director and PD Coordinator(s) should designate a team to analyze PD needs within your area. Some recommended members include the Director, Program Coordinators, PD Coordinator, Instructional Lead, Lead for Distance Learning, TCALL PD Specialist, and TWC Program Support Specialist. If a consortium, plan development might include representatives from all sub-providers. You should plan a regular meeting with your designated team, at minimum a quarterly meeting to review and revise the needs of the plan as warranted based on data analysis, feedback, or need.

Fill out each phase of the plan below, if a section is not applicable, place "NA" in the space dedicated.

Submit to *aelcontracts@twc.texas.gov* and copy your TWC Program Specialist and your TCALL PD Specialist. **Please place contract number and deliverable name in subject line.**

Deliverable_ 6.2 Local Professional Development Plan

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Local Professional Development Plan – Page 2

Texas Workforce Commission
Adult Education and Literacy

Program's PD Team:

Name	Title	Email

Phase 1: Identify Improvement Goals

Identify the needs of your program by examining such sources of information such as TEAMS student data, including performance data, monthly performance reports, TABLEAU data, enrollment, average contact hours, gains across all domains, HSE attainment, enrollment and completion in postsecondary education or training programs, and employment. Other data including data from college or workforce partners can be included.

- Look at the data from different perspectives i.e. Program, Provider, Site, Class, etc.
- Look at data in terms of class type i.e. ESL, ABE, Transitions, IET, EL Civics, Work-based Literacy, etc.
- Look at data in terms of funding source i.e. Basic AEL (AEFLA), Work Based (AEFLA), IET (EL Civics), EL Civics (AEFLA), TANF etc.

Then identify specific SMART goals associated with improving in areas of concern or need. You may want to use the goals created for your Detailed Project Plan that apply to professional development for this phase.

Phase 2: Determine Professional Learning Activities to Support Each Goal

As you think about the activities you will implement to support each goal, consider the initial training or activities you will put in place as well as any follow-up activities that will help deepen the learning and/or apply the learning to practice (e.g. mentorship from another program, committees specific to improving in each area, peer networking, classroom observations, etc..).

Phase 3: Determine Your Plan for Implementing Professional Development Activities Required in Rule

The state rules for professional development are found in §805.21, these are meant to be requirements for specific positions to support quality PD in areas related to job function. It is up to your leadership team to determine how to meet these mandated requirements in the context of achieving improvement goals. All goals should have a specific timeline and activities should address the availability of staff to meet individual goals as they pertain to overall program enhancement and improvement.

Deliverable_ 6.2 Local Professional Development Plan

2

Local Professional Development Plan – Page 3

Texas Workforce Commission
Adult Education and Literacy

Plan Development

1: Improvement Goals

Instructions: Below is an *example* of how to complete the fields. Erase the example and input our own language as it relates to your identified goals. Create as many rows as needed to properly address each goal with corresponding activities. Use your Detailed Project Plan SMART Goals that apply to Professional Development to assist in this section.

Goal No.	SMART GOALS	STAFF	RATIONALE	SPECIFIC RESOURCES NEEDED
1	Improve student retention/persistence by 20% measured by number of participants reaching 12 hours by 3rd quarter	Coordinators, Supervisors, Instructional Leads, Career Navigators	We are losing hundreds of students before they get to 12 hours. Need to determine why this is happening and improve program quality	Trainer with knowledge and proven strategies in this area. Committee with combination of instructors and coordinators and career navigators. Orientation/Intake appraisal and revision if needed
2	Improve MSG 1A attainment in ABE/ASE by 20% by increasing instructional content knowledge. Evaluate MSG data each quarter after training.	Instructors and Instructional Leads	Data shows that 75% of students with enough hours to post-test are not making a gain in these areas when post-tested. Need stronger, more effective contextualized curriculum to support academic success	Curriculum evaluation; Instructor training in content areas – either through TCALL or local trainers.

Local Professional Development Plan – Page 4

Texas Workforce Commission
Adult Education and Literacy

2: Professional Learning Activities

Instructions: Below are some *examples* of activities that may relate to identified goals. Erase the examples and input your own language as it pertains to your planned activities. Create as many rows as needed to list all activities specifically associated with meeting your identified goals.

Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Schedule retention focused PD event for September and January –contract with trainer Be specific with the training being requested	Hold program wide meeting 2 weeks after activity for report out discussion and committee building
1	Using Self-Assessment for Improvement	Develop and send out student satisfaction surveys regularly. Go over results in committee meeting and develop next steps for using information to improve student retention
2	MTA English Language Arts Modules, one a month, starting in September until all 6 are complete	Instructors, Instructor Leads, and collaborative teams will view and reflect on how the modules are improving classroom instruction based on MSG data.
2	<Activity related to meeting Goal 2>	Follow up activities
3	<Activity related to meeting goal 3 >	Follow up activities
3	<Activity related to meeting goal 3 >	Follow up activities
3	<Activity related to meeting goal 3 >	Follow up activities

Local Professional Development Plan – Page 5

3: PD Required by Rule

Instructions: Below are some *examples* of areas of PD that are required for some staff positions. Please list all the PD activities/events that you will schedule to ensure that all staff meet state requirements per §805.21. Attached you will find a Staff Qualifications and Training document to help you plan based on staffing levels across all positions.

| State-mandated PD Hours |
| --- |
| Principles of Adult Learning   -- *Ex: Schedule 3 F2F trainings throughout year (October, January, and April)* |
| Content Specific Learning—*Ex: Math, Reading, Writing and Language –Schedule 6 F2F trainings* |
| TEAMS training—*Ex: Schedule a F2F TEAMS for Teachers, promote various online options for data entry staff* |
| Proctor attunement—*Ex: Schedule 2 opportunities each for TABE 11/12 and Best Plus/Literacy* |
| |

Director Signature/Date: _____

Example of a PD SMART Goal and Matching Activity

- **Goal:** Improve MSG 1A attainment in ABE/ASE by 20% by increasing instructional content knowledge. Evaluate MSG data each quarter after training.

- **Activity:** MTA English Language Arts Modules, one a month, starting in September until all 6 are complete

PD Plan and Detailed Project Plan Timeline
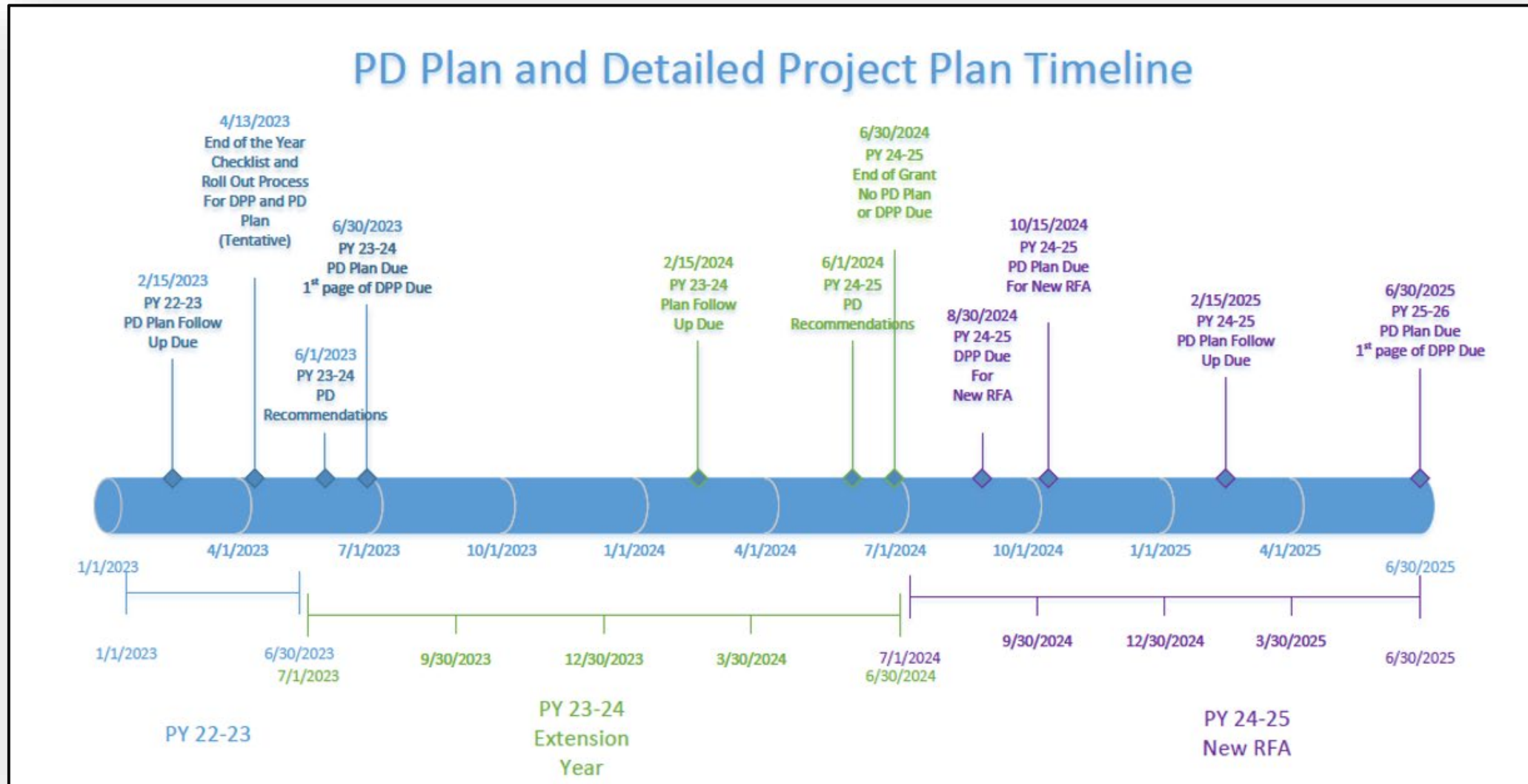
Recap

- Changes to the Detailed Project Plan and PD Plan

- Learned about each document (what they are, how to use them, timeline)

- How they work in tandem to support organization, service, and instruction goals

Who to Contact for Additional Information

- DPP – Program Specialist

- PD Plan – PD Specialist