

Collaboration for Adult Learner Success: Advancing Adult Education Through Workforce, Postsecondary, and Employer Partnerships

NRS 2026 REGIONAL TRAINING

- JULY 28–30, 2026, DENVER, CO
- AUGUST 25–27, 2026, KANSAS CITY, MO
- SEPTEMBER 9–11, 2026, ARLINGTON, VA

GeMar Neloms | Carla Causey | Jeremy Rasmussen | Stephanie Cronen



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COLLABORATION FOR ADULT LEARNER SUCCESS

ADVANCING ADULT EDUCATION Through Workforce, Postsecondary, and Employer Partnerships

NRS 2026 Regional Training

- July 28 - 30, 2026, Denver, CO
- August 25 - 27, 2026, Kansas City, MO
- September 9 - 11, 2026, Arlington, VA

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WELCOME AND INTRODUCTIONS





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Agenda, Training Objectives, and Workbook Overview



Agenda



NRS Regional Training

Collaboration for Adult Learner Success: Advancing Adult Education Through Workforce, Postsecondary, and Employer Partnerships

July 28–30, 2026
 August 25–27, 2026
 September 9–11, 2026

| Denver, CO
 | Kansas City, MO
 | Arlington, VA

Participant Agenda

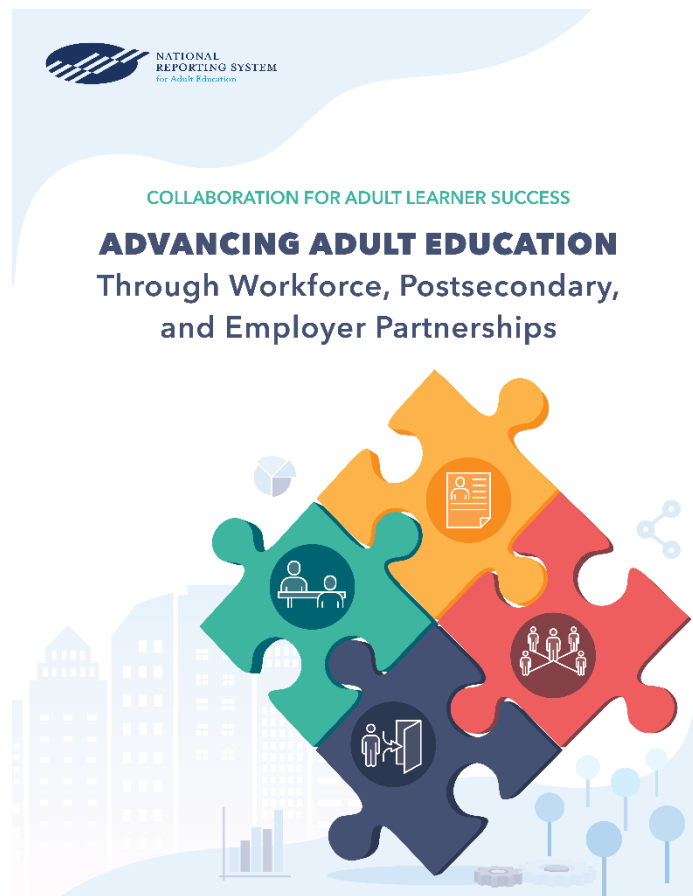


Day 1 9:00am-4:00pm

Time	Session
9:00–9:20 a.m.	Welcome, Introductions, Overview and Logistics
9:20–9:40 a.m.	Partnership Bingo
9:40–10:10 a.m.	Partnership Models for Adult Education
10:10-10:35 a.m.	Partnership Mapping: State Teams
10:35-10:50 a.m.	Break
10:50-11:40 a.m.	Partnership Mapping: State-to-State
11:40 –12:00 noon	State Spotlight Presentation
12:00 noon–1:00 p.m.	Lunch
1:00–2:15 p.m.	Data Sharing Part 1: Mutual Benefits and Return on Investment Rapid Round Data Exchange Simulation and Debrief Mutual Benefits and ROI Common Data Sharing Challenges
2:15-2:30 p.m.	Break
2:30-3:00 p.m.	Peer-to-Peer Activity: Partnership Data Snapshot
3:00-3:15 p.m.	Debrief and Summary
3:15-3:25 p.m.	Break
3:25-3:50 p.m.	Data Sharing Part 2: Partnership Through a Data Lens Using NRS and WIOA Data to Demonstrate Value



Training Workbook



Workbook Icon





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PARTNERSHIP BINGO



Partnership Bingo

Try to complete your bingo card!

Only one person's response can be represented for a square!

Responses can *not* be from your own state team.

Work to complete at least five squares with a state other than your own.



Partnership Bingo (Sheet A)

Bingo: Find Someone Whose Partnership (single or multiple) . . .

Was made possible by an introduction through a local provider	Served more than one region or county in the state	Is or includes a vocational rehabilitation agency	Is mandated through state legislation, policy or law	Ended in or under 2 years
Cohosted a job fair or hiring event	Is with a community college	Provides or collaborates with adult education around workplace literacy	Offers a credential	Provides one or more "wraparound" services
Has survived a change in leadership	Is a Title I partner	 FREE SPACE	Is with a four-year college or university	Is with a community-based organization
Has at least one private funding source	Has a unique service not offered by another partner	Has a formal data-sharing agreement	Is 4 or more years strong	Provides or supports services in a rural part of the state
Serves veterans	Provides an external champion for adult education and literacy	Is with an employer or industry group	Has included one or more statewide spotlights of adult education programs/initiatives	Took less than 2 years to formally happen



Partnership Defined

WIOA's partnership vision is a fully integrated, customer-centered workforce system where education, workforce, and human service partners align resources, share responsibility, and work collaboratively to deliver seamless services and improved outcomes for job seekers, workers, and employers.

Source: U.S. Department of Labor (2017); 20 C.F.R. § 679.300 (n.d.)





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PARTNERSHIP MODELS FOR ADULT EDUCATION



Adult Education Partnership Models

Workforce boards (state, regional, local)

- Example approaches/services:
Co-enrollment, career services,
integrated education and training
(IET), support services

Postsecondary education (community colleges, 4-year universities/colleges)

- Example approaches/services:
Dual enrollment, pipelines,
contextualized instruction

Employers, business, and industry

- Example approaches/services:
Employer-/industry-validated skills
alignment, workplace literacy, work-
based learning

Community-based organizations

- Example approaches/services:
Wraparound supports, recruitment
and retention pipelines



Indiana's Programs of Excellence

Indiana's Programs of Excellence is:

- a state-level quality and accountability framework for adult education
- a recognition model for high-performing providers
- an outcomes-focused approach measuring workforce and partnership results beyond instruction
- a driver of cross-sector partnerships (workforce, employers, training providers, community)

Source: [Characteristics of a Highly Effective Adult Education Program](#); [Indiana Department of Workforce Development](#)



Indiana's Programs of Excellence (Cont.)

The partnership structure does not mandate a specific partnership model. It provides certificates presented at the Indiana Association for Adult and Continuing Education Awards banquet and an Indiana Department of Workforce Development press release to programs that show:

- stronger outcomes
- innovation
- employer engagement
- and community collaboration

This creates incentive for local providers to build stronger external relationships, including with nonprofits and community organizations.

Source: [Characteristics of a Highly Effective Adult Education Program](#); [Indiana Department of Workforce Development](#)



Indiana's Programs of Excellence (Cont.)

Funding

Indiana's Program of Excellence is a recognition award from the Indiana Department of Workforce Development and does not include monetary awards as part of its structure.

Source: [Characteristics of a Highly Effective Adult Education Program](#); [Indiana Department of Workforce Development; Programs of Excellence 2024–25 metrics](#)

Data

Indiana collects Programs of Excellence data primarily through its statewide adult education management and reporting systems. Specific metrics track:

- enrollment growth
- measurable skill gains (MSGs)
- high school equivalency attainment
- IET participation
- workforce certifications
- **employer partnerships**
- digital learning participation
- transition outcomes



New York's Literacy Zone Model

New York's Literacy Zones use community-based partnerships designed to coordinate adult education, workforce development, family support, and social services in high-need communities.

Literacy zones were created for:

- embedding adult education in high-need communities
- coordinating social-service access
- using community organizations as service access and support points

They partner with:

- libraries
- housing agencies
- health organizations
- workforce agencies
- family welcome centers

Source: [Literacy zones & family welcome centers](#); [New York State literacy zones](#)



New York's Literacy Zone Model (Cont.)

The model is designed as a cross-sector service network—not just an adult education grant. This encourages partner collaboration through:

- shared goals across agencies, focused on improving educational, employment, and other community-level outcomes
- coordinated case management and referral systems that connect participants to partner services

Source: [Literacy zones & family welcome centers](#); [New York State literacy zones](#)



New York's Literacy Zone Model (Cont.)

Funding

- New York's Literacy Zones are a grant-funded initiative administered by the New York State Education Department through its adult education office.
- Eligible providers compete for and receive Literacy Zone grants through the state's adult education funding process under WIOA Title II and related state adult literacy funding.

Source: [Literacy zones & family welcome centers](#); [New York State literacy zones](#)

Data

New York uses their state Adult Student Information System and Technical Support (ASISTS) system for:

- evaluating providers
- monitoring performance
- supporting federal reporting
- informing funding decisions

This creates a statewide infrastructure for tracking outcomes across highly decentralized providers, including community-based organizations (CBOs).



Georgia's Workplace Literacy Program

Georgia's Workplace Literacy (WPL) program provides customized instruction to employers, delivered on-site, off-site, or virtually, to strengthen employee skills in reading, math, communication, digital literacy, and workplace safety.

Partnerships often include:

- manufacturers
- health care employers
- public agencies
- staffing firms
- military

Source: [Training on the GO and Workplace Literacy](#); [Workplace Literacy Guidance](#)



Georgia's Workplace Literacy Program (Cont.)

Georgia's WPL programs are structured as employer-collaborative training partnerships.

- Workplace literacy coordinators partner with businesses and employers to assess workplace literacy needs and develop tailored WPL programs.
- Staffing agencies also are used as labor market intermediaries, strengthening their access to businesses and industry.

Source: [Training on the GO and Workplace Literacy](#); [Workplace Literacy Guidance](#)



Georgia's Workplace Literacy Program (Cont.)

Funding

Georgia's WPL is funded through WIOA Title II Adult Education and Family Literacy Act grants. It is a no-cost service model for employers.

Data reporting

All WPL programs in Georgia must be entered into the Georgia Adult Learners Information System. Georgia reports WPL participants through the NRS to track:

- EFL gains
- MSGs
- credential attainment
- employment or postsecondary transitions

Source: [Training on the GO and Workplace Literacy](#); [Workplace Literacy Guidance](#)



Georgia's Workplace Literacy Program Cont.

Adult Education and Georgia military bases work together to deliver workforce-focused education and skills development opportunities for service members.

- Military partnerships are local partnerships.
 - State approves WPL
 - MOUs are signed between colleges and the bases
- Basic Skills Education Program is considered a work study assignment for employees on base.
- Bases provide facilities and ensure attendance, registration, and enrollment
- Adult Education provides WIOA funded instructor
- The Armed Forces Classification Test is used as milestone, though these programs opt to still use TABE for pre and post testing (e.g., wage increase; earning 110 General Technical for Job Advancement)





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PARTNERSHIP MAPPING ACTIVITY



Partnership Ecosystem

Section 1

- Who (and sometimes where!) is the partner?
- What do they contribute?
 - Adult education, state plan information, other (e.g., governor's initiative)
- What do they need?
- What are actual and potential shared outcomes?

Section 2

- What data can they share and do they need?
- What are the opportunities, challenges, and risks to partnering?



Bonus tip: The response to these questions can serve as a guide when developing a data-sharing agreement or data-sharing section in an MOU!



Activity: Partnership Mapping

Part 1:

- In your state teams, identify a minimum of three external partners, **one of whom *must* be a potential partner** and use the provided worksheet to **complete the questions in Section 1**.

Part 2:

- Working with your peer states, each state will **share its Section 1 responses for one of your identified potential partners**.
- Once everyone has shared, **discuss as a group the questions in Section 2 for each team's selected partner**.
- **Be sure to capture any ideas from peer states who have experiences with the same type of partner!** This is important as it may guide your team on additional data sets to draw on for both communication and action planning across current and potential partners.

Break



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Activity: Partnership Mapping

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Report Out





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STATE SPOTLIGHT PRESENTATION







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LUNCH



Rapid Round Data Exchange Simulation

Working in groups of 3-4, you are to role-play the assigned partner.

Your goal is to negotiate what data you need, can share and how often!

Draw on your pre-session assignments, and results from your partnership mapping and partnership data snapshot activities to help with your negotiation.

Your assigned role will include:

- Partner type
- One barrier to negotiation and one data-focused item you would want in a formal data-sharing agreement or MOU

Once the facilitator starts the round, **every group will have 12 minutes to negotiate** and a final **2 minutes to capture what was agreed on and what remained outstanding.**



Rapid Round Debrief

- ✓ Did any data need or request surface that had not yet been mentioned for any of the partners?
- ✓ What was it like to negotiate around each other's provided barriers?





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DATA SHARING PART 1:

Mutual Benefits and Return on Investment



Partnership Defined

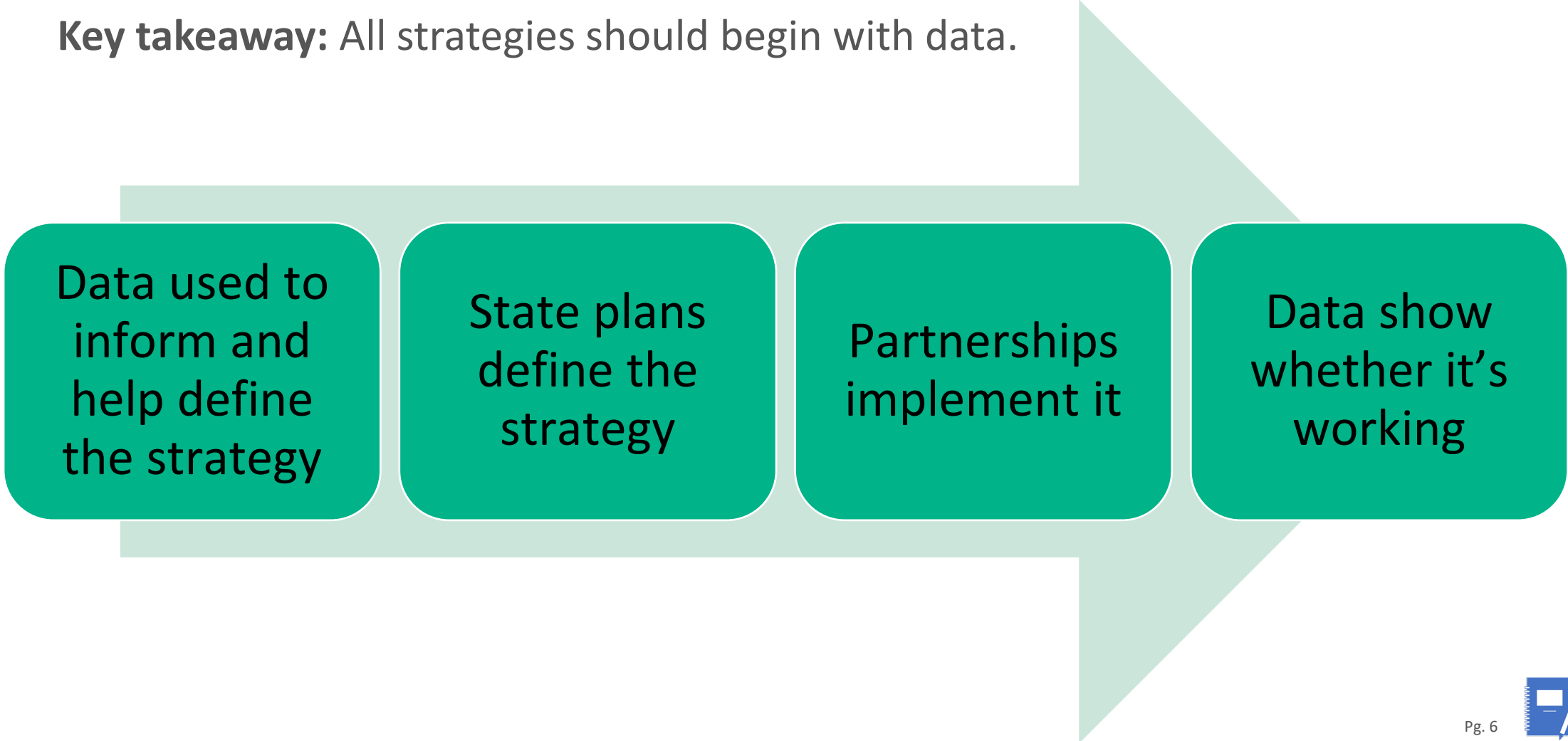
WIOA's partnership vision is a fully integrated, customer-centered workforce system where education, workforce, and human service partners align resources, share responsibility, and work collaboratively to deliver seamless services and improved outcomes for job seekers, workers, and employers.

Source: U.S. Department of Labor (2017); 20 C.F.R. § 679.300 (n.d.)



Transition: From Strategy to Outcomes

Key takeaway: All strategies should begin with data.



Data used to
inform and
help define
the strategy

State plans
define the
strategy

Partnerships
implement it

Data show
whether it's
working



Key Partner Responsibilities

- Referrals
- Funding
- Infrastructure costs
- Co-location
- Co-enrollment
- Other services
 - career navigation
 - employment
 - disability
 - other services



What's in Your WIOA State Plan

Key features:

- Sets the state's workforce vision and priorities
- Updated every 2 years to reflect changing needs and strategies
- Required to align education, workforce, and partner programs
- Developed with input from core partners and stakeholders

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education (2026).



State Plans Emphasize Alignment

- Cross-system collaboration
- Integration of programs

Goals:

- Align training with in-demand jobs.
- Reduce duplication.
- Improve outcomes.

Source: U.S. Department of Labor (2025).



Reflected in Practice

- Coordinate services → Partners need to work together to ensure participants move smoothly across programs, ensuring participants have what they need.
- Align outcomes and performance measures → Programs are increasingly judged based on shared outcomes—not just individual program success.
- Share responsibility for results → No single partner “owns” the outcome—it’s collective.



Mutual Benefits of Data Sharing

Data sharing enables partners to:

- Demonstrate program impact and return on investment (ROI).
- Support better decision making.
- Improve service coordination for participants.
- Help partners tell a shared success story.



What ROI Looks Like Across Partners

Partner	What they gain
WIOA and Perkins V Programs	Skill gains, credential outcomes, postsecondary transitions, employment and wage outcomes, credential alignment to labor market
Employers	Pipeline of skilled workers
State leaders	Evidence for funding and policy* *may also include the above data elements

Key takeaway: Partners may use data differently, but the same data set can support the needs across multiple partners.



Types of Data for Partnership Impact

- Participation (enrollment, co-enrollment)
- MSGs
- Credentials earned
- Employment outcomes (placement, retention)
- Earnings (postexit wages)
- Barriers to employment and demographics



NRS and Workforce Data Systems

- NRS is the primary accountability system for adult education.
- Workforce systems capture:
 - employment
 - wages
 - training outcomes
- Data systems together tell a full participant story.

Source: U.S. Department of Education (n.d.); U.S. Department of Labor, Employment and Training Administration (n.d.).



Partnership Model Example: Workforce

Integrated Education and Training

- IET is explicitly designed as a multipartner strategy combining:
 - adult education
 - workforce preparation
 - occupational training

Source: U.S. Department of Education (n.d.-b); Center for Law and Social Policy (n.d.).



Example: Documented Partner Roles—Workforce, Postsecondary, and Business/Industry

Partner	Evidence-based role
Adult education providers	Deliver literacy and workforce prep concurrently with training, AND in some cases, deliver occupational training in-house.
Community colleges/training providers	Deliver occupational skills training and credentials.
Local workforce development boards (LWDBs)	Must co-design programs aligned to labor market demand and workforce plans.
Employers/industry	Inform occupational content and ensure alignment to “in-demand careers.”

Source: Center for Law and Social Policy (n.d.).

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Partnership Model Example: Workforce and Employers

Preapprenticeship

- Include hands on training plus job readiness.
- Provide direct entry pathways into registered apprenticeship.
- Include formal partnerships with registered apprenticeship sponsors.
- Sustainability depends on multipartner collaboration across workforce, education, and employers.

Source: U.S. Department of Labor, Employment and Training Administration (2024a, 2024b).



Example: Documented Partner Roles—Postsecondary and Employers

Partner	Evidence-based role
Adult education programs	Provide foundational skills, workforce prep, and other services.
Community colleges/CTE	Provide technical training and credentials.
Employers/unions	Define entry requirements and provide pipeline into registered apprenticeship programs.

Source: Safal Partners (2025); U.S. Department of Labor, Employment and Training Administration (2024a).

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Common Data Sharing Challenges

- System incompatibility → Different platforms don't connect easily.
- Confidentiality → Restrictions on sharing personally identifiable information.
- Lack of agreements → No formal processes for sharing data.
- Limited capacity → Staff may not have time or expertise.
- Co-enrollment challenges → Hard to track participants across programs.

Source: U.S. Department of Education & U.S. Department of Labor (2016).



From Challenge to Opportunities

Challenge	Opportunity
Data silos	Integrated data systems
Compliance concerns	Clear agreements (MOUs)
Limited capacity	Shared data tools, dashboards, and shared responsibilities
Incomplete outcomes	Cross-program data matching



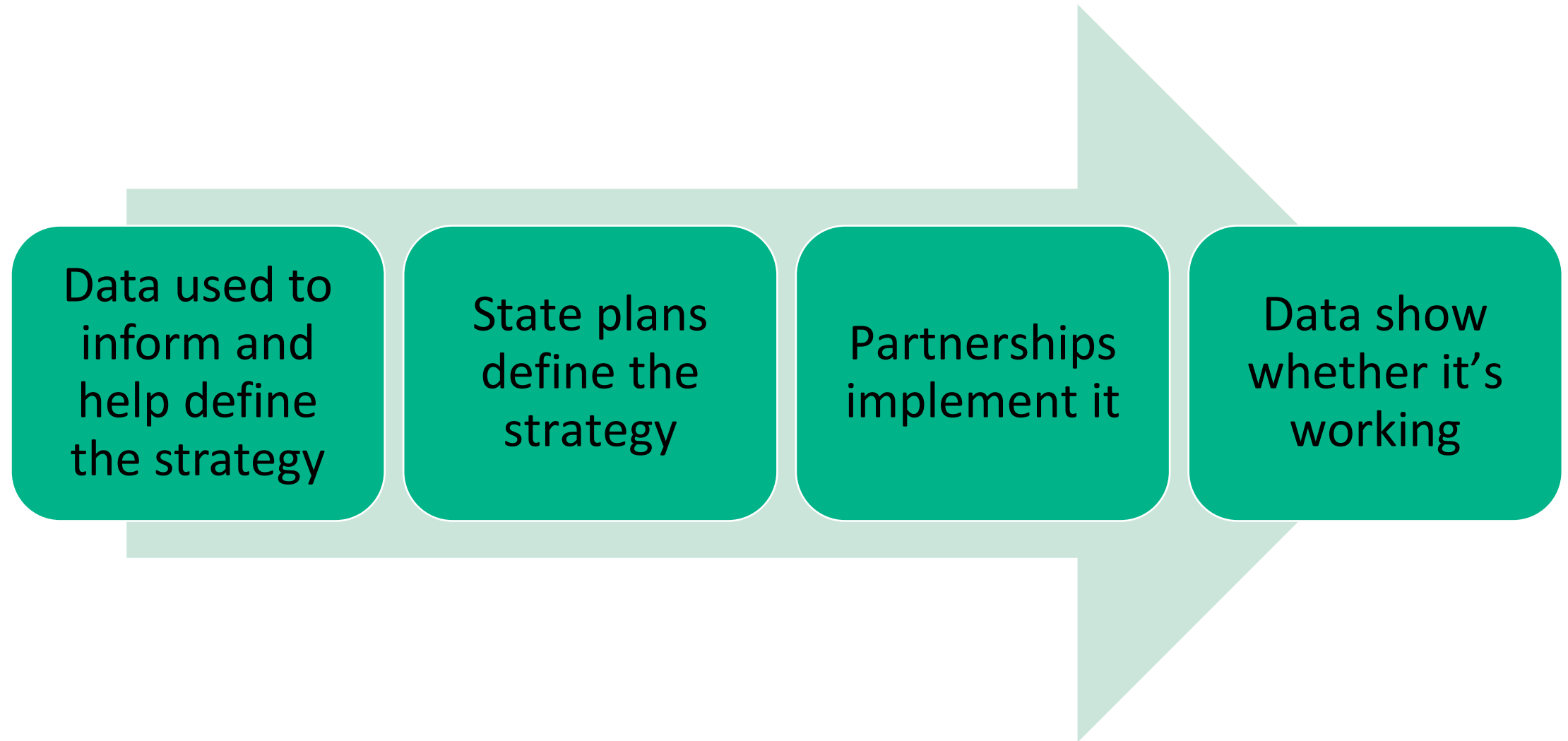
Across All Strategies

- Employers are central → Confirm demand and validate skills.
- Adult education is the entry point → Builds foundational skills for access.
- Workforce boards are conveners → Are required to align partners and strategy.
- Community colleges bridge to credentials.

Partnerships are required, not optional under WIOA.



Transition: From Strategy to Outcomes



Break



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Peer-to-Peer Activity: Partnership Data Snapshot

- Work in small groups.
- **Select one or two of your previously identified partners.**
- Complete Section 2 of the worksheet **with the specific data you collected in the pre-session** (Section 1). Each state will highlight their data and **discuss the following with their assigned peer states:**
 - How can the data be shared? What do these data reflect that may be of interest to the partner and/or help convey the value of adult education?
 - Do these data help you leverage or address the initially identified opportunities, challenges, and risks of partnering?
- **Prepare to report out.**



Debrief: What Did We Learn?

- ✓ What data are most valuable across partners?
- ✓ Where do needs and gaps align?
- ✓ What barriers are most common?
- ✓ What strategies could reduce risk and build trust?
- ✓ What is one action you will take next?



Break



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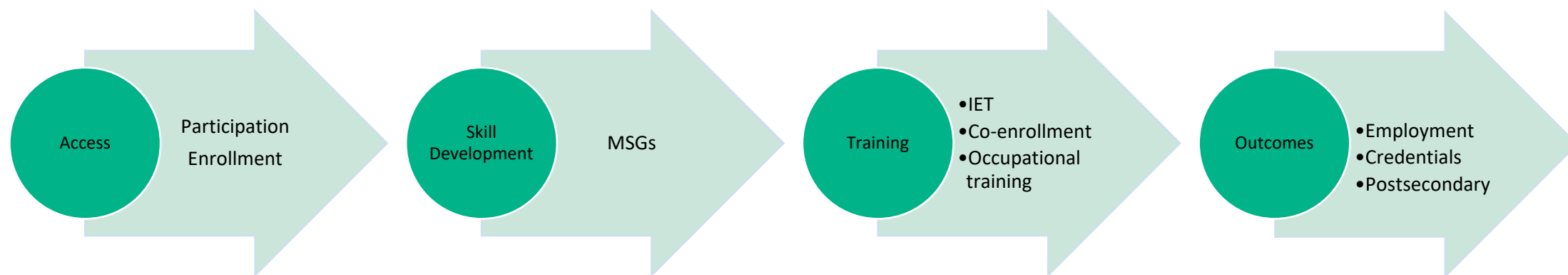
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DATA SHARING PART 2:

Using NRS and Other WIOA Data to Demonstrate Value



Adult Education's Role in the System



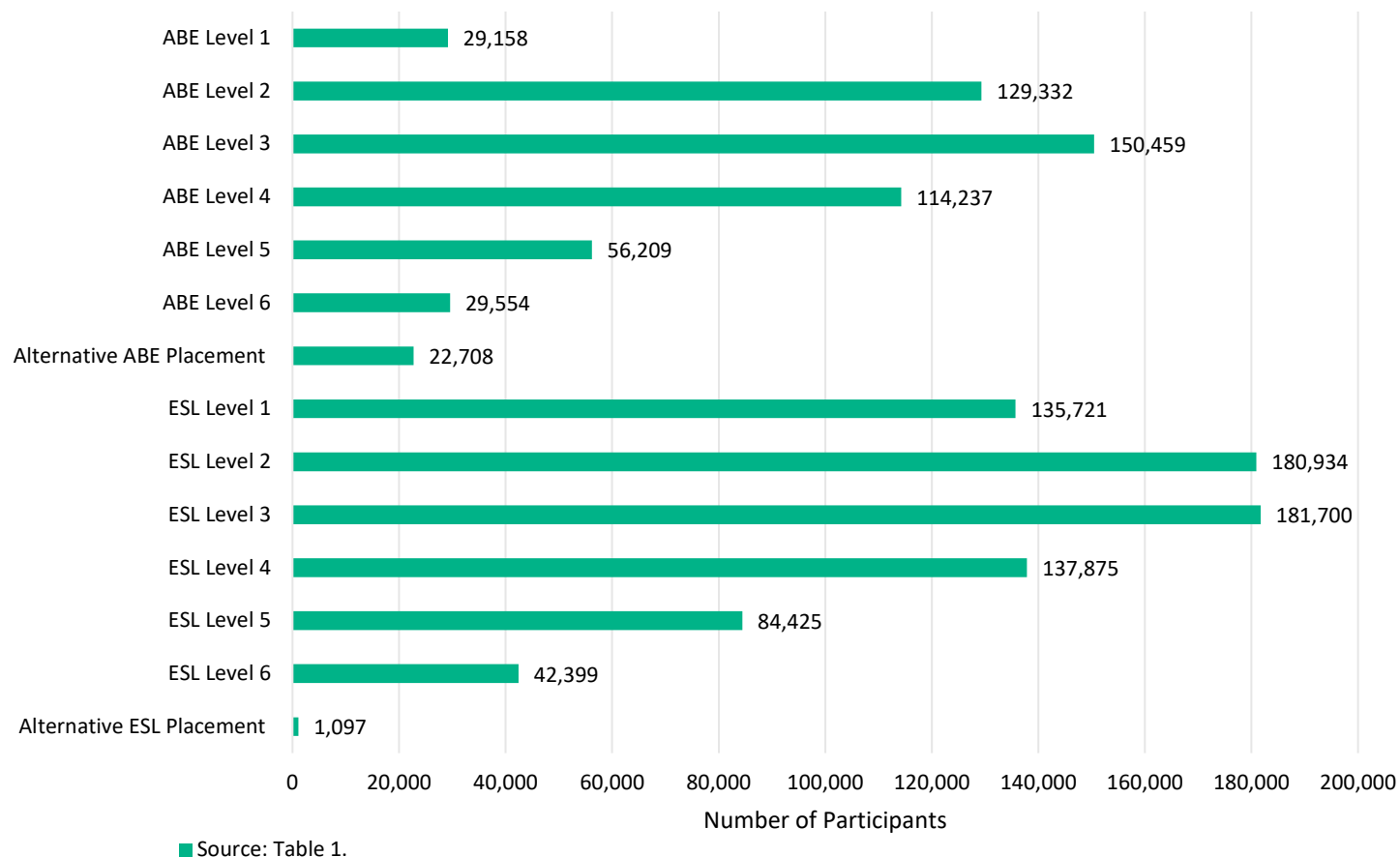
Data Lens Focused on Value

- Review pathway data.
- Pinpoint each partner's value.
- Align efforts to improve outcomes.



Access: Scale, Reach, and Who Adult Education Serves

Number of Participants by Entering Educational Functional Level



Source: NRS Tables 1, 2a, 3 and 6

Total Unique Participants
Served in PY 2024:

1,295,808

Reportable Individuals in
PY 2024: **343,168**

Percentage of PY 2024
Total Enrollment by
Program Type:

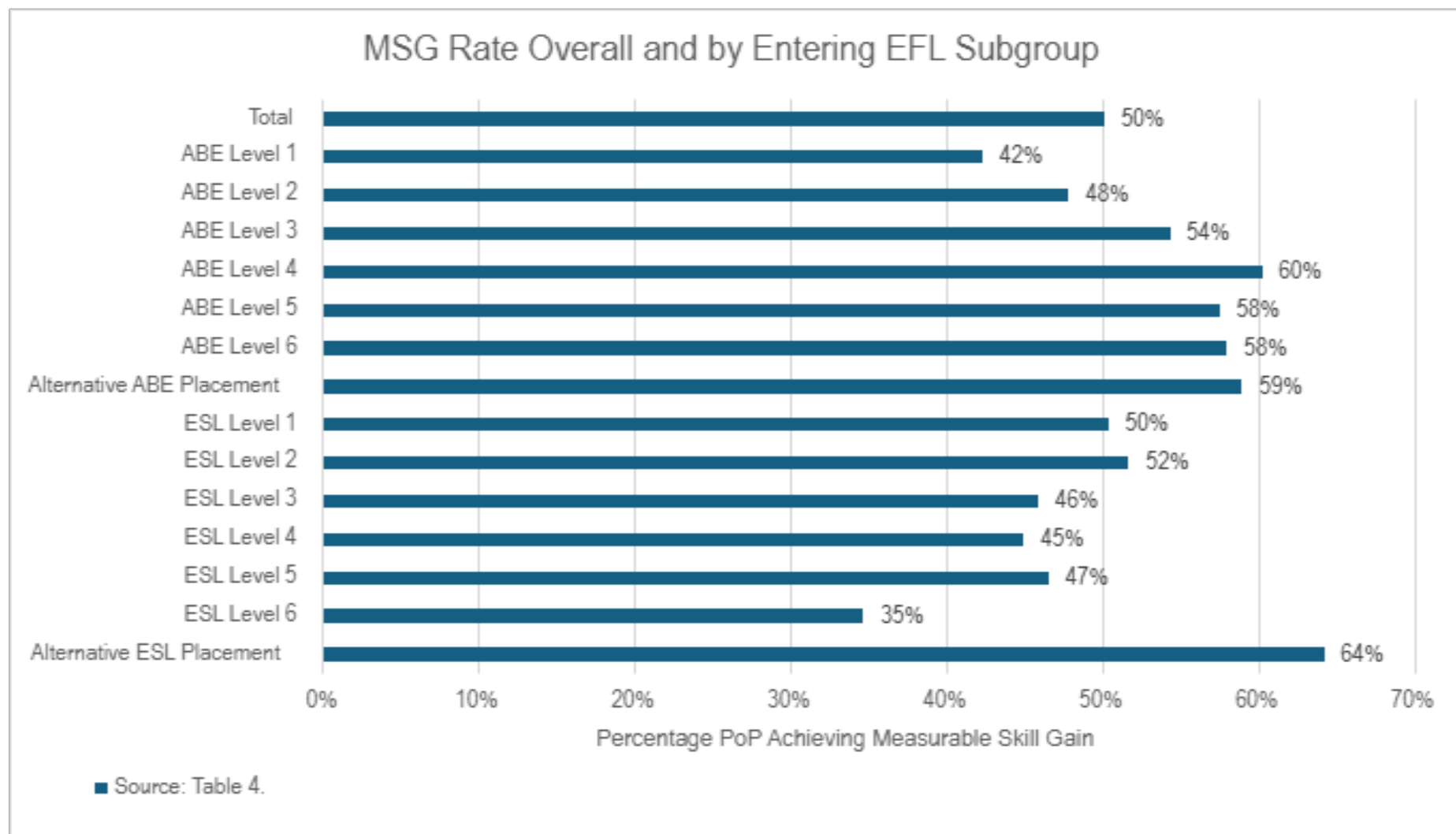
IELCE - **22%**

IET - **5%**

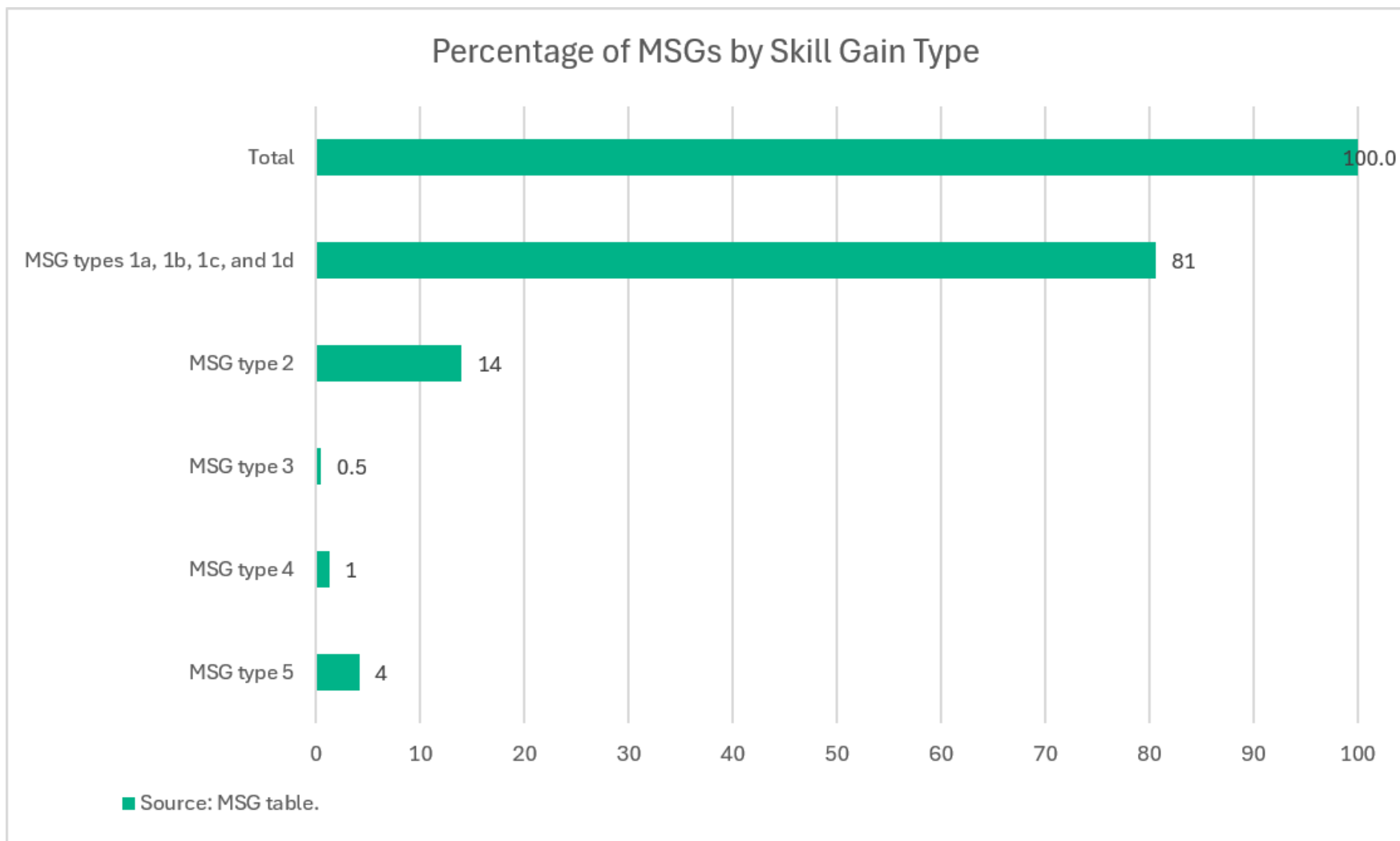
WPL - **1%**



Skill Development: Measurable Skill Gains

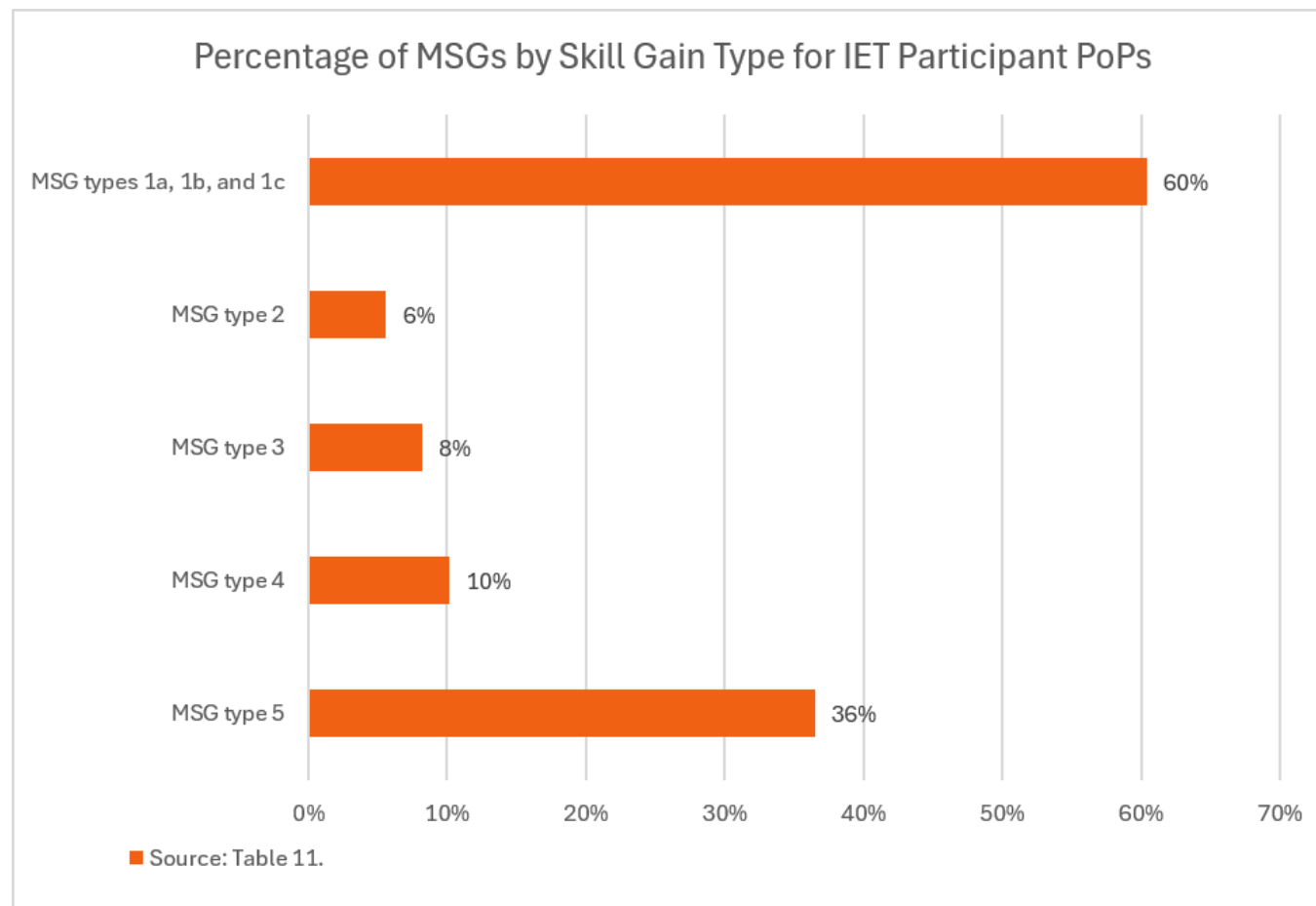


MSG Type Distribution



Training: Participation in Integrated Models

69,146 IET participants (NRS Table 3)

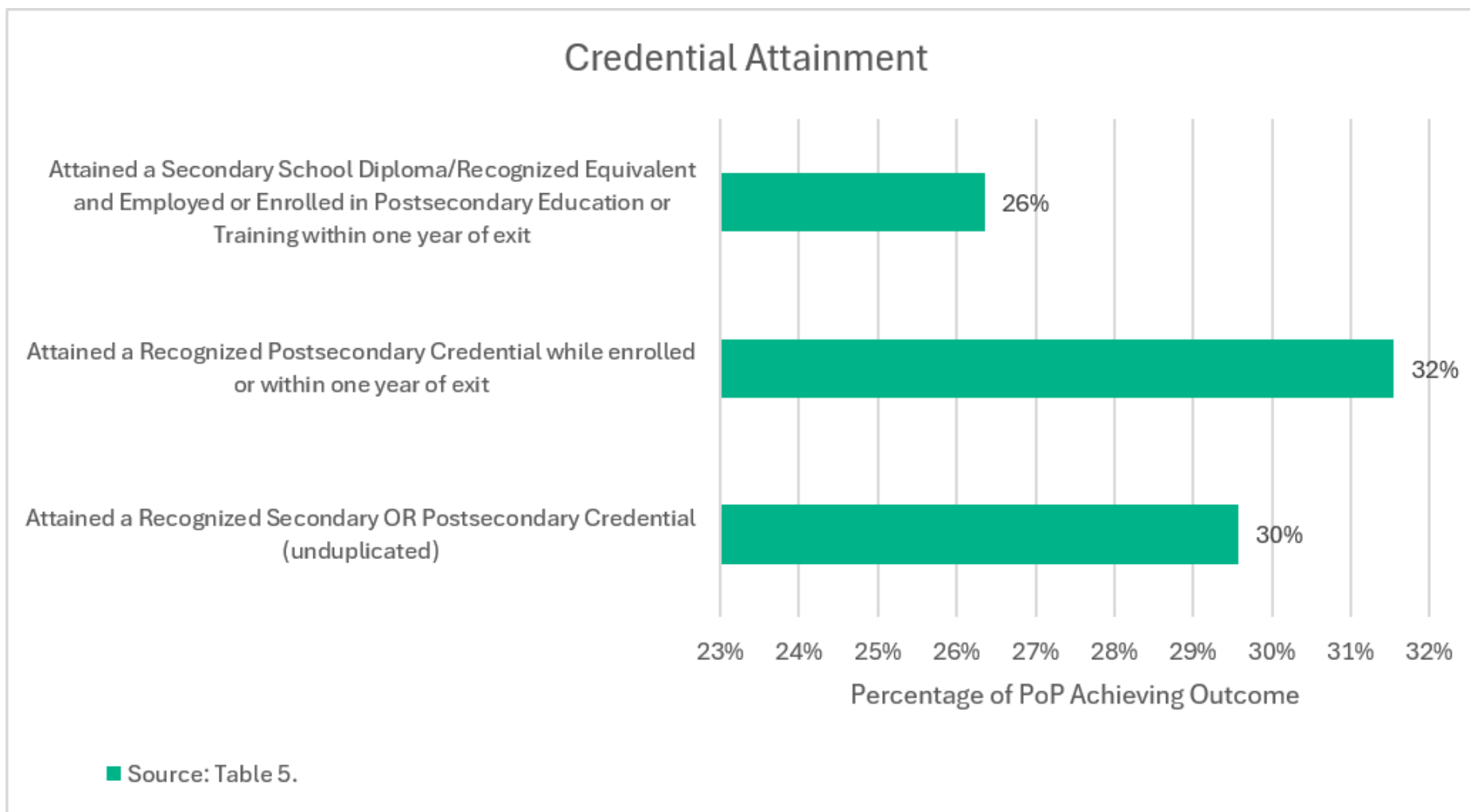


16,246 Workplace
Literacy
Enrollment

- State-/local-level data suggestion: Participating employer count



Outcomes: Credentials and Transitions



Additional Outcomes: Employment, Earnings, and Retention

Data points:

- **34%** Employment in Q2 after exit (unsubsidized)
- **34%** Employment in Q4 after exit (unsubsidized)
- Median earnings in Q2 after exit was **\$7,127.98**

Source: PY 2024 Statewide Performance Report



Other Data to Pair With NRS

- WIOA Joint Performance Reporting/PIRL (participant-level)
 - Co-enrollment rates – **7.21%** in PY 24
 - Time-to-exit and service sequencing (adult ed before training vs. concurrent)
- UI wage records/state wage interchange (for employment and earnings)
 - Wage growth for adult education participants vs. co-enrolled participants
 - Industry/NAICS of employment (if state wage data support)
- Postsecondary data
- Eligible Training Provider List performance data



Ways to Use the Data to Align With Partnership Needs

- Align career pathways and IET to labor market demand.
- Strengthen co-enrollment and braided services (Titles I and IV).
- Demonstrate ROI to employers (e.g., workplace literacy).
- Track performance management with shared WIOA indicators.
- Analyze to expand opportunity and access.



Day 1 Wrap-Up



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NRS Training Evaluation (Day 1)

- Please complete your evaluation for today.
- We use this information to inform our trainings and future resources and the support we provide to states.





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Welcome Back, Recap Day 1, and Overview of Day 2





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STATE SPOTLIGHT PRESENTATION







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Barriers to Partnerships and Strategies for Success and Sustainability



Common Barriers to Partnerships

- Different priorities and accountability measures.
- Collecting, sharing, and using data across systems (e.g., data privacy, secure platforms).
 - Data ownership
 - Data use and interpretation
 - Unclear roles and responsibilities (e.g., maintaining the system, data quality, approving data requests, funding ongoing work)

Source: [Cherewka & Prins \(2022\)](#); [Cronen et al. \(2023\)](#); [Nelson et al. \(2025\)](#); [Roddis et al. \(2024\)](#).

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Common Barriers to Partnerships (Cont.)

- Capacity constraints:
 - Extensive capacity coordination is required for some partnerships (e.g., IET, building career pathways).
 - Capacity resources include staff, multiple funding sources, and expertise.
- Some partners might not be included in cross-system planning and decision making.
- Funding silos and rigid funding rules can limit alignment across partners by keeping entities focused on their own allowable uses and budgets.
- Organizational culture differences (including differences in norms, pace, risk tolerance, and decision-making styles) can create friction even when partners share broad goals.
- Others?

Source: [Cherewka & Prins \(2022\)](#); [Cronen et al. \(2023\)](#); [Nelson et al. \(2025\)](#); [Roddis et al. \(2024\)](#).



Barriers Carousel

As you rotate through each barrier, select two or three of them and use the sticky notes to capture:

- a real-life example of this barrier
- impact on learners
- impact on partners
- bonus: Impact on adult education metrics

Place a sticky note on the barrier's chart in the corresponding row.

Once you're done, walk around and review the responses provided by other participants.



[illegible]

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Break



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Strategies to Address Barriers to Partnerships

- Lead with employer/partner needs and articulate the business value of adult education during initial contact with potential partner.
 - Share concrete examples and figures that address partner priorities directly, for example.
- Use local labor market data to align programs and show relevance to partners.
- Establish shared goals, language, and ways of working across partners early to reduce friction and improve alignment.
- Engage partners in co-design and shared decision making.
- Build internal staff capacity to navigate workforce systems and manage employer partnerships.

Source: [Behind Every Employer \(2023\)](#); [Urban Institute \(n.d.\)](#); [Wilson \(2015\)](#).



Strategies to Address Barriers to Partnerships (Cont.)

- Provide capacity-building expertise through an exchange of professional development opportunities.
- Plan regular outreach to prospective future partners and maintain regular communication with and potential entry points for previous partners who left with good standing.
- Coordinate and braid funding, in compliance with federal grant requirements, across sources to align resources with shared goals and support sustainability within partnerships.

Source: [Behind Every Employer \(2023\)](#); [Urban Institute \(n.d.\)](#); [Wilson \(2015\)](#).



Strategies for Success and Sustainability: Communicating the Value of Adult Education

- Use data to communicate:
 - adult education strengths
 - shared challenges and outcomes that adult education programs and services can address and provide, respectfully
 - shared dashboards, data visualizations and common metrics
- Define value proposition and, when possible, align with partner's propositions.
- Develop or regularly update a communication plan.
 - Identify the focus audiences.
- Communicate shared partnership successes.
 - Engage targeted partners and establish a process.
- Leverage communication channels use by current and potential partners that may be different from those used by adult education state teams and local providers.

Source: Hoying et al. (n.d.).



Strategies for Success and Sustainability: Funding

Funding for partnerships can include **braided funding** from multiple sources (expended and tracked in compliance with federal grant requirements) and **in-kind support** in the form of staff time, equipment, rooms, or other resources. In addition to WIOA Title II, other potential funding sources include:

- WIOA Title I: Adult, Dislocated Worker, and Youth Programs
- Carl D. Perkins Career and Technical Education Act (Perkins V)
- Workforce Pell
- State workforce or education funds
- Competitive federal or state workforce grants
- Community college or institutional funding
- Employers
- Foundations
- Other local government or private sources



Funding Example: IET in New Mexico

New Mexico has significantly expanded IET in recent years through state investment, with many IET programs housed at community colleges, university branch campuses, community-based organization, and corrections-based institutions.

Funding sources:

- **WIOA Title II:** Core funding for adult education providers implementing IET.
- **State funding:** Special legislative appropriation of \$2 million per year for FY25, FY26, and FY27 to expand IET programs statewide.
- **State-supported stipends (pilot):** Up to \$1,000/month for IET participants (for a lifetime maximum of 12 months per participant).
- **WIOA Title I (in some cases):** For eligible participants, co-enrollment may provide navigation and support services (e.g., childcare, transportation).
- **Institutional/college resources:** May support training delivery and participant costs.
- **Employers:** Provide in-kind support through curriculum input, site visits, and internships or hiring opportunities.

Source: New Mexico Higher Education Department ([2024a](#), [2024b](#), [2026](#)); [New Mexico Legislature \(2024\)](#).





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Strategy Roundtables



Strategy Roundtables



Each state team needs to divide themselves into two groups (or singles!) and decide which topic they will attend.

Round 1

- Each team member will attend one of the two Strategy Roundtables.
- Each roundtable facilitator will highlight evidence-based, promising and/or emerging strategies for that table's topic. Participants will then engage in discussion and capture ideas to bring back to their state team.

Round 2

- Participants will rotate and attend a different table, repeating the process from Round 1.



Strategy Roundtable Topics

Table 1: Getting to the Table

Table 2: Co-designing for Student Success



Report Out





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Action Planning Part 1: State Teams



Partnership Action Plan

Why?

- Moves potential or current partnerships from ideas to actual implementation.
 - Defines steps, manageable increments, clarity on roles to actualize.
- Defines your goals with individual and across multiple partners.
- Assists in identifying collaborative value and ROI.
- Supports alignment across partners and with partner audiences.
- Helps identify partnership wins.



Partnership Action Plan: State Teams

Using the “Partnership Action Plan—90-day” template, your team will complete a 90-day partnership plan with emphasis on the following:

- Priority partnerships (at least two) and why
- Goals and shared outcomes
- Key action step(s) for initial engagement
- Data-sharing steps
- Needed resources
- Potential barriers and mitigation strategies
- Success benchmarks

Work in your state teams on **Parts 1 and 2**.

Once you have your initial actions completed, then assign the timeframes* of

- Weeks 1–4
- Weeks 5–8
- Weeks 9–12

If something doesn’t fit in those timeframes, circle the “3-plus-month” option.

**You may use other time designations (e.g., months, quarters, specific dates, others) as long as the actions in the plan cover a minimum of a 90-day period.*

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Break



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Action Planning Part 2: State-to-State Peer Consultancy



Partnership Action Plan: Peer Consultancy

Round 1: Present (6 min)

- The presenting state will share two or three highlights from their plan. (5 min)
- They will then share one area or issue they would like feedback on from the peer consultant group. (3 min)
- The **area or issue should be phrased as a question** for the peer consultant group to respond to.

Round 2: Clarify (4 min)

- Peer consultants may ask clarifying questions to further understand the context of the presented question.

Round 3: Peer discussion with silent presenter (8+2 min)

- Peer consultants then discuss ideas among themselves and provide feedback to the presenting state.
- The presenting state may not speak and may only listen and take notes during this time.
- After 8 minutes the presenting state may ask questions and give a reflection on the feedback they received for 2 minutes.

We will repeat this sequence three times so that every team serves as both presenter and peer consultant.



Debrief

- What was it like to go through this process?
- What's one takeaway you received that will inform your Partnership Action Plan?



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Day 2 Wrap-Up



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NRS Training Evaluation (Day 2)

- Please complete your evaluation for today.
- We use this information to inform our trainings and future resources and the support we provide to states.





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Welcome Back, Recap Day 2, and Overview of Day 3





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Finalize Partnership Action Plan



Finalize Your Partnership Action Plan

Using the “Partnership Action Plan—90-day” template, your team will complete a 90-day partnership plan with emphasis on the following:

1. Work in your state teams on Part 3 if you have not already done so.
2. Complete or refine any outstanding items.

Once you have your templates completed, then post the template pages onto the “gallery walls” as instructed by the facilitators.

*If you have already completed Parts 1-3 for two partners and there is still time left then brainstorm:

- One line of messaging that incorporates actual data and highlights the value of adult education for the identified priority partners.





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Gallery Walk



Gallery Walk Review

As you review the gallery postings, take notes on the following:

- themes across the plans
- ideas from other plans that your state could consider incorporating into its own plan



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Gallery Talk (Share Out)

Each team will have 4 minutes to present the following:

- One (1) priority partner, the adult education goal(s) and potential shared outcomes with this partner [\[Part 1: Priority Partner Goals and Outcomes\]](#)
- Two (2) key action steps, responsible persons, and the data needed to inform or share in these action steps [\[Part 2: Action Steps\]](#)
- One (1) potential risk, the likelihood of the risk and a potential approach for addressing the risk [\[Part 3: Risk Analysis \]](#)





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Impact and Review



What Action Is Next?

Pause and reflect

- Where are we right now with this partnership?
- Is the original purpose for the partnership still relevant? If so, how?
- How do staff (state or local), local providers, and learners experience this partnership?

Source: Adam et al. (2022).



What Action Is Next?

Review

- What results or outcomes has the partnership produced in the last [year]?
 - Consider, for example, learner impacts, data, processes, visibility, or championing of adult education.
- Are expectations clear on both sides?
 - Clarify, for example, roles and responsibilities, communication between partners, meeting timelines/deadlines, and others.
- What resources are being used and are they being used well?
- What, if any, barriers/challenges have occurred and how have they been addressed?
- Does this partner champion adult education when we're not in the room?

Source: Adam et al. (2022).



What Action Is Next?

Recalibrate

- What should we continue to do, stop doing, or do differently to better meet . . . ?
 - Goals, learner needs, capacity or resource needs, and others, for example
- If we were starting this partnership today, what would we change from our original process, design, relationships, and so forth?
- What supports and resources does the partnership need to remain successful?



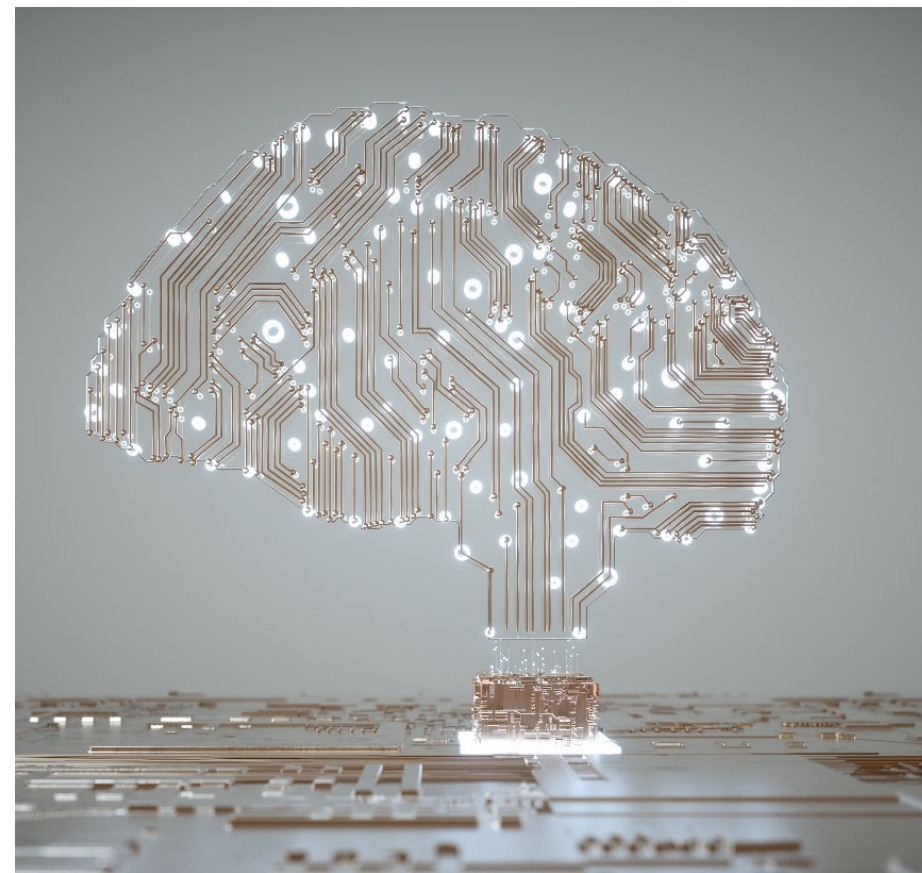
Activity: Impact and Review

Part 1: State Team Brainstorm

In your state teams, refer to your Partnership Action Plan as a guide and develop two questions for each of these categories:

- Pause and Reflect
- Review
- Recalibrate

For each question, name at least one or two elements you would look for to help understand the response to the question.



Report Out and Large Group Discussion



Part 2: Round Robin Report Out

Each team will share one question they developed for each of the categories.

If another state has already said one of your questions, do not repeat and select a different question.



Day 3 Wrap-Up



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NRS Training Evaluation-Day 3 & Overall

- Please complete your evaluation for today and the training overall.
- We use this information to inform our trainings and future resources and the support we provide to states.



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