



Application for Innovative Practices

Overview: Advancing Innovation in Adult Education

Advancing Innovation in Adult Education is a national project supported by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to identify, recognize, and disseminate innovative practices in adult education. Information on Advancing Innovation in Adult Education can be found at <https://lincs.ed.gov/state-resources/federal-initiatives/advancing-innovation>.

Instructions for Submitting Applications

Adult education programs that are nominating a practice must complete an application. A complete submission consists of three files:

1. The Application for Innovative Practices
2. A Letter of Support from the State Office
3. National Reporting System (NRS) Data

Completing the Application

The Application for Innovative Practices form should be completed in its entirety. Questions can be submitted to innovation@lincs.ed.gov at any point.

Note that this application requires a digital signature from your program. If you are unable to digitally sign the application, the application can be printed, signed, and scanned in order to email.

Please work with your state adult education office at the beginning of the application process to obtain a letter of support. A letter of support should indicate that:

- A program is in good standing with the adult education state office.
- The adult education state office supports the application of the program.

Programs should submit NRS tables 1–5 for the most relevant program year.

Submission

Please submit all three files electronically to innovation@lincs.ed.gov. Please name each file with the program name. Submissions must be received by **5:00 p.m. ET on September 30, 2019**.

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I. Program Information and Certifications

A. Applicant Adult Education Program: Complete the table below with the information about the adult education program, the adult education program director, and the person(s) completing the application.

Name of Applicant Adult Education Program:

Name of Administrative Agency (if different than name of program):

Program Street Address: **Suite No:**

City: **State:** **Zip Code:**

Name of Adult Education Program Director:

Telephone Number:

Email Address:

Program's Website Address:

Name(s) of Person(s) Completing Application:

Title(s) of Person(s) Completing Application:

B. Certifications: The director of the adult education program or authorized individual submitting the application must sign the following certifications as part of the application:

(1) The adult education program certifies that the information submitted in this application is accurate.

Name: **Title:** **Signature:**

(2) The adult education program agrees that OCTAE, Manhattan Strategy Group, and Abt Associates project staff can access and distribute the information and data provided in this application.

Name: **Title:** **Signature:**

II. Adult Education Program Context Information and Data

Summary of Adult Education Program: Describe the adult education program's community context, organizational base, and adult education services in the box below. Definitions of terms are provided.

- *Community context:* size of area served by the program; overview of demographic characteristics of community
- *Organizational base:* type of agency in which adult education is located (e.g., school district, community college, community-based organization); types of services this agency provides in addition to adult education (if applicable)
- *Adult education services:* types of adult education instructional and other services the program provides; number of adult learners served annually; number of full- and part-time staff that provide adult education services; key partners with whom the program has a relationship and the activities conducted with the partners

Summary

III. Description of Applicant Innovative Practice

Describe the innovative practice that the adult education program is submitting for review.

1. Is the practice a:

- Product (e.g., written curriculum, instructional materials) or Service (e.g., college and career advising)
- Process (e.g., online learning) or way of organizing services (e.g., concurrent enrollment)

2. Check the area(s) below that best represents your innovative practice.

Content of Practice

- Career pathways-related content, included STEM careers and in-demand industry sectors or occupations
- Civics education
- Digital literacy
- Family literacy
- Financial literacy
- Foundational skills (reading, writing, math and numeracy, English language acquisition)
- Workforce preparation activities
- Other:

3. If your practice relates to instruction, check the approach that represents your practice.

- Alternative pathways to a high school diploma and/or a recognized secondary credential
- Competency-based learning
- Concurrent enrollment in adult education and postsecondary education
- Integrated Education and Training (IET)
- Integrated English Language & Civics Education in combination with IET (IELCE)
- Learning in context
- Pre-Apprenticeship
- Strategies for assisting adults with disabilities
- Use of technology to increase access to, quality of, and/or amount of instruction
- Work-based learning
- Other:

Category of information	Provide Description
<p>Name of Practice (if practice has a name)</p>	
<p>Describe in what ways the practice is a new approach in adult education OR is an enhancement of an existing practice in adult education</p>	<p>Specify if practice is a new approach or an enhancement of existing practice.</p>
<p>Purpose(s) of Practice: what the practice is intended to achieve (e.g., prepare learners to obtain a secondary credential)</p>	
<p>Population(s) of adult education learners with whom practice can be used. Specify skill level, type of learner (ABE, ELL, or both), and other relevant learner characteristics.</p>	
<p>Description of how practice works or is implemented; describe each component if there are multiple components of activities for the practice</p>	

<p>Materials, equipment, and/or technology required to implement the practice, including costs for each type</p>	
<p>Length of time needed to implement practice (hours per week, numbers of weeks)</p>	
<p>Types of staff qualifications, experience, and/or training needed to implement practice</p>	
<p>Expected learner outcomes from use of the practice</p>	

Why do you believe this practice is innovative?

IV. Learner Outcome Data

In this section of the application, provide the data and information on the outcomes for learners who have participated in the innovative practice that is being submitted for review. Complete the information requested in A and B below.

A. Learner Outcome Data

Type of Outcome	Program Year(s) of Data Examined; Year Practice Began	Instrument and Data	Outcomes/Results
EXAMPLE 1: Reading skills	Years Data Reviewed: 2015-2016 (Prior Year) 2016-2017 (First Year) 2017-2018 (Second Year) Year Practice Began: 2016-2017	Instrument: TABE 9/10 Percentage of learners participating in reading instruction who progressed at least one EFL level on NRS Table 4b: 2015-2016: 33% 2016-2017: 35% 2017-2018: 39%	Of the learners who participated in the reading instruction, the percentage who progressed at least one EFL level increased by 2 percentage points in the first year that the practice began and increased by 6 percentage points in the second year.
EXAMPLE 2: Attainment of secondary credential	Years Data Reviewed: 2015-2016 (Prior Year) 2016-2017 (First Year) 2017-2018 (Second Year) Year Practice Began: 2016-2017	Instrument: GED® test Percentage of learners participating in the practice who took the GED® test and earned a GED® 2015-2016: 70% 2016-2017: 79% 2017-2018: 82%	Of the learners who participated in the practice, the percentage who took the GED® test in a program year and attained a GED® credential increased by 12 percentage points from 2015-2016 to 2017-2018.

B. Other Information about Learner Outcomes: In the *Learner Outcome* box, describe any outcomes that learners participating in the practice have demonstrated but are not measured by NRS data. List the instrument that was used to measure learners' outcome and describe the results.

EXAMPLE: Our program conducted a survey at the end of each session of a Career and College Awareness (CCA) Course that we offered during 2016-2017 and 2017-2018. About 125 learners completed the survey, which asked them whether the CCA course had influenced their goals for participating in the program or any of their interests for further education or work. One third of the learners who completed a survey reported that their goals had changed from earning a GED® to thinking about enrolling in further education and training.

Learner Outcomes: