NEDPC Conference
STATE TRAINERS' MEETING

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WELCOME AND INTRODUCTIONS

Please tell us

- who you are, and
- where you're from

In the Pipeline…

- Advisor/Assessor Certification Record & Instructions
- Training Cohort Tracker (Spreadsheet)
- Training Planner and Timeline
- Training Follow-Up Letter
- First Portfolio Review Policy (in review)
- T Trainer Updates
- National Training- observe to remain certified
- NEDP State Trainers’ Page on nedp.org

Updates to T Trainer

Current T Trainer:

13 Competencies

- Many completed independently outside of training
- Some sample client responses were ineffective for training purposes

Updated T Trainer

6 Competencies

- All can be completed within training
- Client responses selected to prompt discussion but be clearly D/ND

Updated T Trainer

	Comp Area	Competency	Rationale
1.	Financial Literacy	Household Budgets Activity A & IOC	Transferred from current T Trainer. Some auto-scored, opening uploaded spreadsheets.
2.	Consumer Awareness	Consumer Loans IOC	New to T Trainer. Evaluation of oral IOC and spreadsheets.
3.	Science	Scientific Method Activity A	Q1 & Q2 from current T Trainer; new responses to Q3 that are more easily evaluated.
4.	Health Literacy	Health Planning Activity A	Children's Health and Plan and Take Charge of One's Own Healthcare. Full of eval issues.
5.	21^{st} Century Workplace	Cover Letter IOC	New. Multiple eval criteria and "no errors", but without the complicated formatting of resume.
6.	Civic Literacy	The Legal System	Transferred from current T Trainer, with added criteria #4 (minor or no errors).

Updating T Trainer

- NEDP Item Development team will review
- State trainers and other experienced A/As will assess
- Consensus tables will be created based on the evaluation results
- T trainer activity sheets will be available on the State Trainers' page.

**In the meantime, use current T Trainer.

Evaluation Criteria

Previous PD focus had been new staff/new sites

New PD will expand focus to developing current sites/ staff

- Building National Inter-rater Reliability
- FAQs and Helpful Hints
- Guidance on “broad issues” in interpreting evaluation criteria

Sharpening our Tools

Team-approach to clarifying some evaluation criteria:

- State Trainers
- Other NEDP Advisor/Assessors
- State-Level Staff
- NEDP Item Development Team

Example One: The Big "AND"

According to the Resource, what are the three steps of successful stress relief?

1) Decide to make stress management an ongoing goal

2) Monitor your stress level

3) Identify your stress triggers

1b. *Required:* The following:

- Deciding to make stress management an ongoing goal, and to monitor your stress level
- Identifying your stress triggers
- Starting to think about strategies for dealing with them

Guideline: Other responses are acceptable if they can be verified in the Resource.

Questions about "and" in evaluation criteria:

1. Must all components be present to be "D," or could one alone count as "D"?

1. Could client split one evaluation bullet into multiple fields and count each as a D answer (see example)?

Example Two: TMI??

(client provides additional information in response)

2. Identify an educational program or course that could lead to the achievement of this goal; be specific. Some examples include: an accounting program, a course(s) in auto mechanics, and a wordprocessing class.

2. *Required:* Response must identify an educational program or course that could lead to the achievement of the previously stated goal.

Guideline: The educational program or course must be specific (e.g., accounting class). Any reasonable course of study is acceptable, whether it is career-related or for personal enrichment.

Other Evaluation Questions to be addressed later

Additional evaluation issues might include

- "Or" in guidelines
- "Examples" in guidelines
- "Including" in guidelines
- Guidelines that give additional descriptive information
- Criteria given in client instructions is not followed, but is not evaluated

Additional Guidance to be discussed/ requested

- What is and is not appropriate in *notes to client*?
- Other guidelines about when *notes to client* should be used
- Guidelines about how *IOC Notes* should be used
- Close competency areas after D/C?
- Guidelines on “few or minor errors”
- Guidelines on opening multiple competency areas
- When paper documentation is required, does PR have to see it as well?
- How does Assessor verify gov’t reps without client’s address?
- Others?

Next Steps

Survey will go out to state trainers, state leadership, and some other A/As

1. Gather feedback on how programs are managing the "*and*" and "*TMI*" issues
2. Prioritize other evaluation questions
3. Prioritize additional guidance requests
4. Take feedback to NEDP team and discuss how to move forward

Thank You for Attending!

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