



Policy Planning, Implementation, and Evaluation (PPIE©) Process For State Transition Policies in Adult Education

PLANNING

1. Determine Goal or Issue that Policy is to Address

- a. Review Workforce Investment Act, state legislative requirements to identify missing practices or policies.
- b. Analyze data from learners, current transition activities, annual program reports, monitoring site visits, and other sources to determine issues/problems in programs that could benefit from new practices/policies.
- c. Examine state data, state context for national or state issue that a policy could address.

2. Research/Review/Analyze

- a. Identify research and information about the issue:
 - Relevance of transition issue to state adult education system
 - Political climate regarding the issue
 - Related policy initiatives that may affect development of transition policy
 - Potential "good" practices that could be included in policy
 - Possible barriers to implementing policy/practices
- b. Review:
 - Other states' adult education transition policies
 - State partners' policies to facilitate transition
- c. Analyze:
 - Data that will be used as benchmark(s) in implementing policy
 - Whether potential practices related to transition policy will work in the state

3. Prepare Framework/Paper on Transition Issue

- a. Synthesis of need for policy
- b. Justification for practices that policy will address
- c. Key "messages" about transition policy that should be communicated



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POLICY DEVELOPMENT

4. Prepare Draft Policy

- a. Use state formats/mechanisms if required.
- b. Provide overview of state context for policy.
- c. Specify the requirements of the policy
 - Activities to be undertaken and any conditions for activities
 - Who is to conduct the activities
 - Where activities are to be conducted
 - Timeline for activity
- d. Write policies that are clear and concise.
- e. Specify life of policy (e.g., until this date, until further notice).
- f. Develop processes for review and editing.

5. Consult with Internal Agency Stakeholders (adult education office, offices within state agency)

- a. Provide justification for policy development.
- b. Ensure that key stakeholders understand importance of policy.
- c. Identify stakeholder(s) who can communicate the need for the policy within the institutional hierarchy.

6. Consult with External Stakeholders (local adult education providers, other state agencies, governor's office, state councils, other key stakeholders)

- a. Provide rationale for policy early in policy development process.
- b. Gather support and address challenges from variety of local providers and other stakeholders.
- c. Circulate drafts of documents for review and comment.
- d. Develop process for responding to questions and comments.

7. Finalize Policy

- a. Revise policy based on feedback from internal stakeholders.
- b. Revise policy based on feedback from external stakeholders.
- c. Communicate to stakeholders that their feedback was considered in development of final policy.



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POLICY IMPLEMENTATION

8. Test/Implement/Monitor Policy

- a. Conduct pilot test
 - Develop pilot test of policy with sample of service providers.
 - Provide professional development on intent of policy, processes for using policy.
 - Provide ongoing technical assistance on use of policy.
 - Collect data about use of policy in pilot test.
 - Revise policy based on pilot test.
- b. Implement policy
 - Provide professional development regarding intent of policies, processes for using policy, consequences of not following policy.
 - Provide ongoing technical assistance on use of policy.
 - Update policy as needed.
 - Provide easy access to current version of policy.
- c. Monitor use of policy
 - Develop processes for collecting and analyzing data and program practices related to policy.
 - Identify extent to which policy is being implemented and barriers to the use of the policy.
 - Conduct feedback sessions at provider meetings.
 - Communicate with state partners' about progress of policy use.

POLICY EVALUATION

9. Evaluate results from policy

- a. Collect, review/analyze data related to policy
 - Learner characteristics and outcomes
 - Staff characteristics and outcomes
 - Operation of program services
 - Program performance outcomes
- b. Assess quality of program practices addressed by policy.
- c. Determine whether policy needs to be revised or whether a new policy is needed.