

DESCRIPTION OF ACTIVITIES AND INTENDED OUTCOMES OF NATIONAL CAREER AWARENESS PROJECT

PURPOSE

The overall goal of the Career Awareness Project was to increase and improve adult learners' career awareness and planning throughout all levels of the ESOL, ABE, and Adult Secondary Education spectrum by helping adult education program staff incorporate career awareness and planning into their instruction and counseling activities. State teams consisting of a state team leader and two teachers/counselors from each of four local programs participated in an online course followed by an implementation phase. During the implementation phase, local program staff incorporated career awareness and planning into instructional and counseling activities. State team leaders collected input from team members to develop a plan for disseminating career awareness curriculum and professional development statewide.

APPROACH

The approach to professional development used in this project is based on what we know about effective professional development:

- **Sustained over time:** minimum involvement of six weeks
- **Focus on subject matter knowledge:** career planning models and resources
- **Collective participation of teachers from the same program:** two teachers/counselors per program
- **Active learning, ideally job-embedded:** incorporation of online course material directly into classroom/counseling practice with support from peers and project staff
- **Coherence—alignment with program/state policies and standards and teacher beliefs:** State teams that inform planning for future training and dissemination and ensure alignment with state standards

PROJECT DESIGN

The project offered state teams the opportunity to explore the career planning process using the *Integrating Career Awareness into the ABE/ESOL Classroom (ICA)* curriculum. The ICA curriculum guide provides classroom-ready, flexible lessons, handouts, and online resources to prepare instructors and counselors to guide adult students through a career awareness and planning process. Team members developed a customized approach to implementing the curriculum guide with the support of a group of peers and facilitators/advisors with expertise in the area of career exploration and planning.

The Career Awareness Project had two consecutive phases that built on each other. States applied to participate in one of two rounds, January–June 2011 or July–December 2011.

Phase I: Online Course (January–February 2011 or July–August 2011)

All members of the state team (state team leader and program staff) participated in a 6-week online course that provides:

- An introduction to the ICA curriculum guide and career planning concepts
- The opportunity to explore and assess local and online resources to complement the lessons
- A process for program staff to select and prepare a set of lessons to incorporate into instruction and/or counseling activities
- A process for the state team leader to gain familiarity with the material to consider content selection for statewide dissemination plan.

Phase II: Job Embedded Implementation (March–June 2011 or September–December 2011)

To qualify for Phase II participating program staff had to successfully complete the online course work. Building on Phase I:

- Program staff incorporated selected lessons into instruction and/or counseling with the aim of assisting all students enrolled in targeted classes and/or counseling workshops to complete well-researched career and education plans as appropriate to the level and intensity of contact hours offered by program.
- State team leaders participated in a virtual Team Area created by NCTN and convened additional forums to gather team input and recommendations for best practices and content selection to include in a statewide dissemination plan.
- State team leaders worked with NCTN staff to support their local program staff and to develop a written plan for disseminating career awareness curriculum and professional development within their states.

INTENDED OUTCOMES

The project was intended to have a positive impact on four levels of system reform: 1) ABE/GED and ESOL teachers and counselors; 2) ABE/GED and ESOL learners; 3) ABE/GED and ESOL programs; and 4) state level professional development entities. Our assessment questions were designed to evaluate project outcomes for these four groups of beneficiaries using Guskey's four phases of professional development evaluation:

1. Participants' reaction
2. Participants' learning
3. Organization support and change
4. Participants' use of new knowledge and skills

ABE/GED and ESOL Teachers and Counselors

Phase 1 (online course): The assessment focused on their satisfaction with the course; knowledge and skills gained; changes in beliefs and attitudes about integrating career awareness activities in their instruction or counseling (Guskey's levels 1 and 2).

Phase 2 (job embedded implementation): These assessment questions centered on gains in knowledge and confidence, impact on practice; and barriers and supports to continuing and/or expanding integration of career awareness lessons into to their teaching or counseling repertoire (Guskey's level 4). We also asked staff to describe any improvements they observed in their students' progress or achievement.

ABE/GED and ESOL Learners

For the adult learners who participated in the implementation phase, the assessment questions focused on changes in their knowledge, skills, and confidence related to career awareness and plans. We also asked whether they had completed a written career plan, and if so, what impact it will have on their motivation to continue their studies. We also asked adult learners to describe their short term goals.

ABE/GED and ESOL Programs

Key to achieving and assessing organization change beyond the individuals involved is the program's leadership. Successful participation will require commitment from the adult education center's leadership to plan for long-term integration of career planning instruction across the program. At the end of the project, we asked local program directors to describe the actions that they have taken or plan to take within four months.

State level Professional Development Entities

The desired outcome at the state level is that the state professional development entities are prepared to replicate and adapt the training and related materials. To this end, the team leader from each participating state would gain familiarity with the ICA curriculum and work closely with WEI and the participating program staff from their state to capture lessons learned, identify state-specific materials and information to compliment the ICA curriculum, and develop a dissemination and training plan for their state. Ideally, the

participating program staff from each state would incorporate into the plan in-state co-presenters and/or mentors to other programs or some other way.

SUMMARY OF PROJECT OUTCOMES

ABE/GED and ESOL Teachers and Counselors	
Proposed Outcomes	Actual Outcomes
<p>120 teachers and counselors participate in the online course</p> <p>90% of those who complete the course evaluation rate the course favorably.</p>	<ul style="list-style-type: none"> • 132 staff from 16 states enrolled in the online course. • 124 successfully completed the course. • 113 course completers responded to online course evaluation survey. • In all questions related to quality of and satisfaction with the course, the average rating was 4.5 on a 5-point scale. That is, 100% of those that completed the evaluation rated the course favorably.
<p>80% of the teachers and counselors complete the online course and develop an implementation plan.</p>	<ul style="list-style-type: none"> • 124 out of 132 enrolled (94%), completed the online course, which requires completion of an implementation plan.
<p>50% (60) of the online course participants elect to continue to Phase II (the implementation phase).</p>	<ul style="list-style-type: none"> • All but 2 of the 124 staff (98%) who completed the course continued to the implementation phase of the project. • 89% of those who continued to the implementation phase completed all of the phase 2 activities: implementation of customized lesson plans, posting to online log, administration of student assessment, and completion of staff assessment.
<p>75% of the practitioners who complete the post-assessments demonstrate increased knowledge, skills and confidence related to integrating career awareness in instruction or counseling.</p>	<ul style="list-style-type: none"> • 109 of the 124 (88%) course completers participated in the full slate of phase 2 implementation activities, log posts, administration of student assessment; and their own staff assessment.
ABE/GED and ESOL Learners	
Proposed Outcomes	Actual Outcomes
<p>600 - 900 students participate in ICA curriculum lessons and activities.</p>	<ul style="list-style-type: none"> • 826 students completed the post-assessment, indicating that at least that many participated substantially in the lesson implementation phase.
<p>70% of students who complete the pre-/post-assessment demonstrate increased knowledge,</p>	<ul style="list-style-type: none"> • When asked to rate their knowledge about how to conduct a variety of steps in career research

skills and confidence related to career readiness.	and planning, before and after the lessons, there was an increase of 40-50 percentage points from “I knew a lot” (before) to “I know a lot”(after). Similarly, there was a substantial shift in response from “I knew nothing” (before) to “I know a little” or “I know a lot” (after).
60% of students who complete the implementation semester also complete a career plan with short- and long-term goal statements and action steps needed to reach those goals.	<ul style="list-style-type: none"> • 93% of the students who completed the post-assessment reported that they completed a written Career and Education Plan. • 57% of the students who completed a post-assessment reported that writing a Career and Education Plan was “very helpful” and 32% found it “somewhat helpful”
ABE/GED and ESOL Programs	
Proposed Outcomes	Actual Outcomes
75% of programs commit to sustaining the use of the ICA lessons and activities beyond the project.	<ul style="list-style-type: none"> • 56 out of 64 local program directors responded to 2-question online survey. The great majority responded that participation in the project met or exceeded their expectations.
State Level Professional Development Entities	
Proposed Outcomes	Actual Outcomes
All participating states (16) will work with WEI to develop a plan for disseminating ICA curriculum and training.	<ul style="list-style-type: none"> • All 16 states have completed draft dissemination plans and are in early stages of implementing them. Although the project has ended, state leads still look to NCTN and NCA Project Director to advise on elements of implementation.

OUTCOMES DETAILED

ABE/GED and ESOL Teachers and Counselors

Satisfaction with Online Course

One hundred and twenty four (124) staff from 16 states successfully completed the course and 113 of the course completers responded to the online course evaluation survey. In all questions related to quality of and satisfaction with the course, the average rating was 4.5 on a 5-point scale. That is, 100% of those that completed the evaluation rated the course favorably.

Examples of Course Evaluation Questions:

- *The course content is well organized and easy to understand.*
- *The activities in this course helped me to learn the course content.*
- *This course met or exceeded my expectations*
- *I would recommend this course to others.*
- *The instructor’s contributions to course activities added value to my learning.*

Following the implementation phase, participants were asked how much developing an implementation plan during the online course helped them to implement the career planning lessons and 58% responded that this activity helped “very much” and 38% replied that it helped “enough”.

Increased Knowledge

Staff were asked to rate how much they knew before and after project participation about how to conduct a variety of career planning activities. In all cases, there was a significant increase in percentage of respondents who reported “knowing a lot” about a topic after participation. The following represents the increase in percentage of respondents who said they “know a lot” after the project in each category:

- identify elements of the career planning process (+75%)
- identify components of a goal setting framework (+62%)
- use the lessons and handouts in the ICA curriculum guide (+79%)
- list the type of information that should be gathered and ways of obtaining it (+65%)
- locate, compare, and evaluate some online resources for gathering career and educational information (+58%)
- locate, compare, and evaluate some paper and online inventories for self-assessment of skills, interests and values (+55%)
- describe the general features associated with the concept of Career Pathways, and locate information about specific career pathways and educational requirements (+62%)
- help students research and develop a written Career and Education plan (+51)

In every category, the vast majority of participants shifted from “knew nothing” or “knew very little” (before the project) to either “know something” or “know a lot” (after the project).

Change in Practice and Attitudes

To understand change in practice and attitudes, staff were asked how likely it was that, as a result of participation, they would do take a variety of steps within four months of completing the project, such as:

- seek opportunities to increase instructional or counseling time for career planning
- recommend to director that all staff incorporate career planning lessons
- investigate community resources to support career planning
- participate in planning and/or giving a training to other staff on career planning
- have students write goals and action steps
- share their implementation plan and outcomes with other colleagues
- use implementation plan again with new group of students

In almost all categories, 50-65% responded that they were “very likely” to take these actions. Respondents were only slightly less likely to participate in planning or giving a training (45%) and seek opportunities to increase career instruction time (48%). Between 26%-40% were “somewhat likely” to take action in all of the categories.

Barriers and Supports to Change

To understand staff perceptions of the potential impact on program-wide change, participants were asked to anticipate and rate potential barriers and supports to integrating career planning instruction in a more comprehensive way across their program.

The factors most frequently identified as both “strong supports” and “occasional supports” were:

- Level of buy-in and leadership of program director (71%)
- Respondents’ level of interest in career planning (61%)
- Freedom and power to make changes in how I do my work (43%)
- Availability of career planning materials (42%)

- State office of adult education (40%)

The factors most frequently identified as “occasional barriers” were:

- Program staffing (42%)
- Student skill level (35%)
- My work responsibilities (32%)
- Other program or curricular objectives and priorities (29%)
- Available time for joint staff and program development activities (28%)

Staff did not perceive many factors as a “strong barrier.” Following are those that were most frequently identified:

- Work responsibilities (15%)
- Program staffing (14%)
- Other program objectives and priorities (13%)

Effect on Teaching

We asked staff how their participation in the National Career Awareness pilot affected their teaching, counseling, or advising practices with adult learners and to give specific examples of changes they’ve made as a result of this project. Following are examples of responses:

I like the fact that I got to know my students better and help guide them in planning for their future endeavors.

Being involved in this initiative has afforded me the opportunity to place a new and all-important emphasis on the across-the-board instruction that I provide for my students. Regardless of the subject material that I engage them in, I now incorporate some degree of vocational relevance to that subject material.

The information from this course elevated my awareness tremendously. I constantly saw my students in the statistics - in both their needs and the barriers they face. I now see how much more career education they need and plan to incorporate it into my teaching from orientation on through when the students exit my class. Specific examples include adding pieces of the material to orientation, more one-on-one conversations with students about their career goals, increased computer time in class and more online referrals for students to follow up at home. I am more confident in talking with students about their career goals, knowing I have an arsenal of information on hand to help them. In the past, I knew an answer existed; now I know where and how to find it. That is empowering!

Prior to this project, even as a transitions counselor, I had a difficult time reaching out to beginning ESOL students with career information. .. I have great presentations and concepts to teach/show the lower level ESOL students. As a result of NCA, I am much more confident with working with all levels of ESOL students.

The greatest change I believe I have made with this group of students is giving them options. Transitioning into employment has been a happy accident with some of our students, this project has put that in the scope of my staff as something that has to be addressed. Job seeking is more than filling out applications and skills are more than those things you did in previous employment. I hope I broadened some visions of possibility.

I felt like the NCA pilot was helpful in offering activities for occasional use, however, overall, I did not feel like it was useful in the everyday classroom setting. Much of the lesson ideas and worksheets and coursework recommendations were too drawn out, and not realistic for my students...with only 1.5 hours per week with each class.

Through my brief teaching experience, I found that students were very interested in this information, but a lot still seemed over their heads with computer use and language skills. I believe Level 4 ESL is too low to effectively make use of the crucial materials like the SMART goals and the Career and Education Plan without strong guidance and a whole lot of class time.

I think it has completely changed my outlook on teaching. It has made me think about teaching in the long run, not just for the test. I know I implement many of the aspects of this program into my everyday classroom teaching.

The pilot was very time consuming. I had to change the schedule of my work load to complete the project .I was unable to do my normal duties because of my commitment to the Career Awareness Program. I had to work overtime to insure my commitment was met and completed. Overall, the experience was very rewarding to myself and the students.

OUTCOMES DETAILED

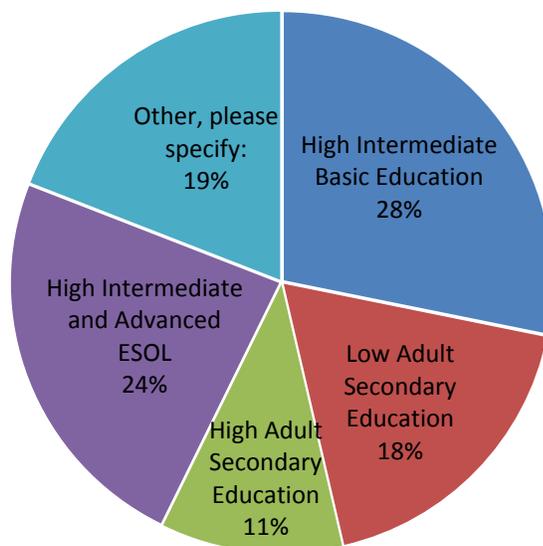
ABE/GED and ESOL Learners

Eight Hundred and twenty-six (826) students completed the post-assessment, indicating that at least that many participated substantially in the lesson implementation phase.

Staff were also asked to report how many students participated in the bulk of the lesson implementation:

- Sixty-nine staff (63%) reported that 5-15 students participated in the classes in which they implemented their career planning lessons.
- Twenty-three percent (23%) reported that more than 21 students participated in the classes.

The following chart represents the distribution of students by type of class and level of instruction in which the career lessons were implemented:



Other = family literacy, job readiness, college transition, career pathways, multi-level classes.

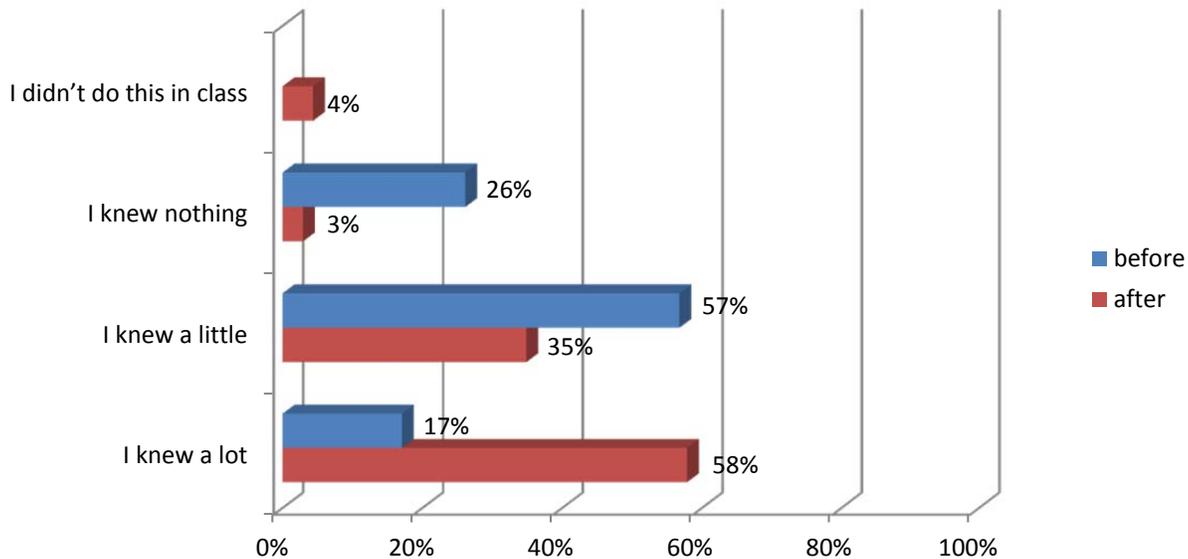
When asked to rate their knowledge about how to conduct a variety of steps in career research and planning, before and after the lessons, there was an increase of 40 percentage points from “ I knew a lot” (before) to “I

know a lot”(after). Similarly, there was a substantial shift in response from “I knew nothing” (before) to “I know a little” or “I know a lot” (after).

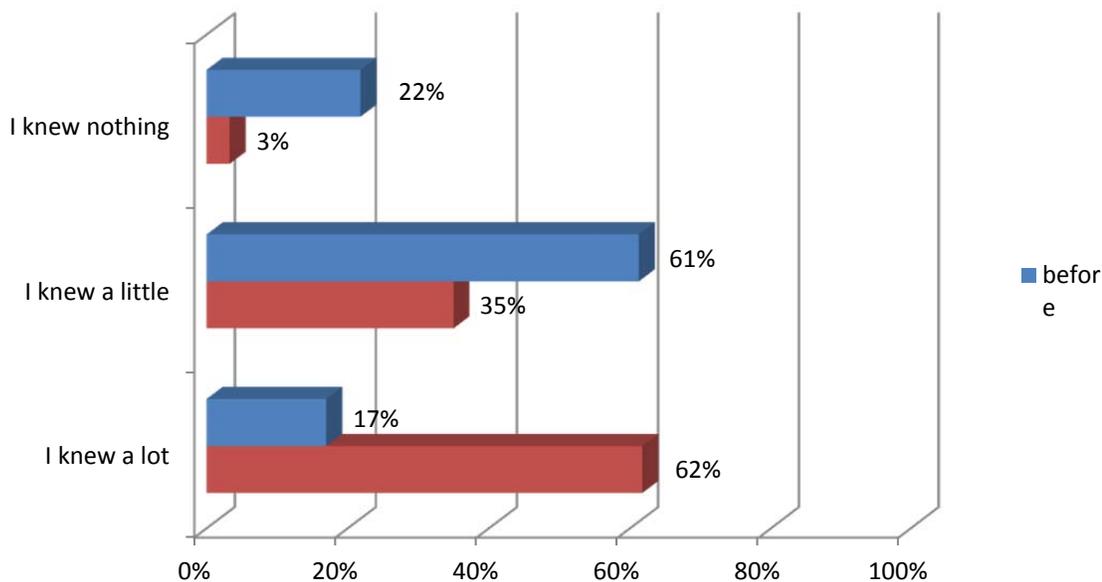
The following two charts are examples of students’ self-rating of their knowledge of career planning steps before and after the lessons:

Think about what you knew about career planning before you took these career planning lessons and what you've learned since. For each question choose the answer that best describes how much you knew about the topic before and after career planning lessons.

How to research information about jobs and careers.



Think about a career that you are interested in and rate how much you knew about this career before/after the career planning lessons:

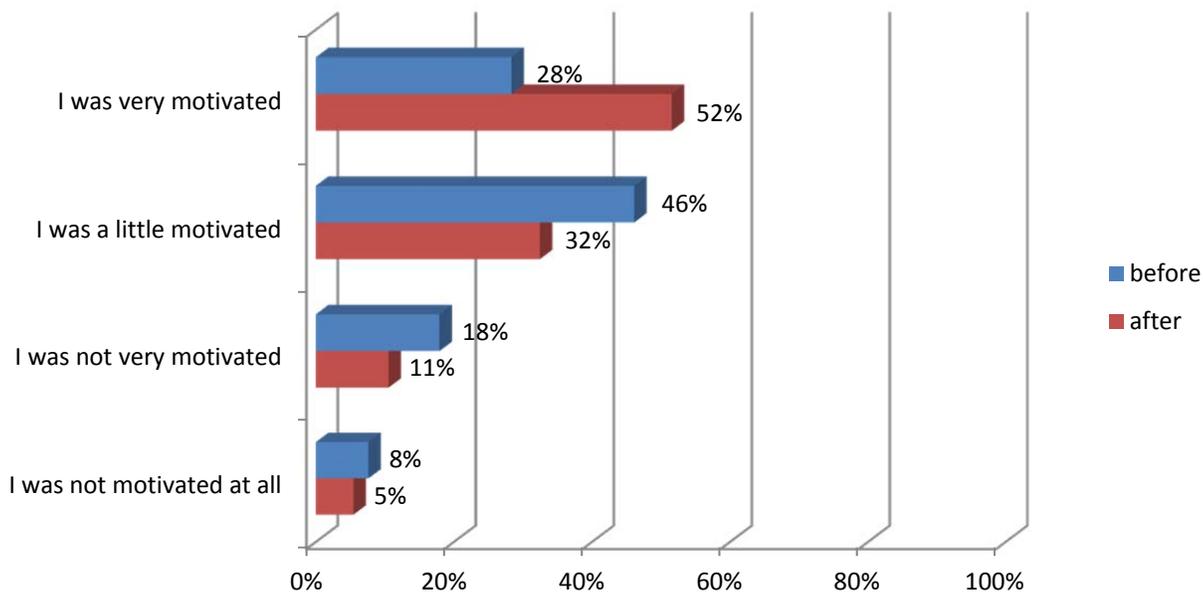


93% of the students who completed the post-assessment reported that they completed a written Career and Education Plan.

- 57% of the students who completed a post-assessment reported that writing a Career and Education Plan was “very helpful” and 32% found it “somewhat helpful”
- Of those who completed a Career and Education Plan, 63% said that it was “very likely” that they would try to follow the action steps outline in the plan and 12% said it was “somewhat likely”.
- When asked “ how much do you think having a written goal will motivate you to continue in adult education”,75% responded “very much” and 20% said “somewhat”.

The following chart represents students’ reported change in motivation following the career planning courses:

Mark the answer that best describes your motivation to continue your education.



In addition to rating changes in their motivation students were asked to describe their short term goal (6 months - 1 year). While we have not yet thoroughly coded and analyzed these open-ended responses, some things stand out:

- Approximately 150 respondents named a specific career goal or interest
- A large variety of career interests were listed (30-40 discrete occupations or fields)
- Of the 300 respondents whose goal was to attain a GED or high school diploma, a third indicated that they had a goal beyond the high school credential (e.g.” my goal is to get my GED **and** go to college.”)
- More than 100 respondents wrote explicitly that they wanted to go to college and many listed the college and program by name.
- Many more implied having the goal of college through their stated career goal.
- Many others had the goal of improving their math, computer, English reading, speaking, and writing skills.

Staff were also asked to comment on their observations of their students’ response to the career awareness lessons Following are some examples of responses to the question: *Has your participation in this pilot helped to improve your students' progress and achievement? If so, please describe specifically what indicators of*

improvement you've observed. If you have additional evidence beyond your observations, please describe this as well.

My program serves students who are already on a career pathway, however, teaching this curriculum has helped many students focus on specific career goals like how to finish their degree. Because of this pilot, one of my students took the COMPASS test and got into English 101 and Intermediate Algebra. Before this pilot, this student had no goals past finishing this quarter.

Students stated they couldn't wait until Friday when we would team - teach the NCA lessons. I think we learned that team teaching and creative lessons held students' attention and interest.

...The students have really enjoyed using SMART goal planning and they have commented that it makes them feel like they have more "control" over their lives!

My students have responded well to the curriculum. I think it made them consider more seriously the possibility of secondary education and/or developing career goals.

I feel my students have a better understanding of their career goals and pathways. I can compare students who were involved in the program with similar students who were not. I observed that the students in the program demonstrated more confidence in their goals as they were more prepared through research, planning and goal setting.

I don't have any specific proof; however, I have witnessed student interest and excitement from their research and development of their career education & goal plans.

...Participation in this project allowed them to see themselves growing and achieving career goals they had for various reasons dismissed. It was a great motivational resource for reaching language goals, in order to move towards career goals. Most of the indicators of progress were informal assessments embedded within the lessons. Completion of the Career and Education Planning Worksheet was the ultimate achievement for our students.

Students have been very excited to have recommendations on the best careers based on their abilities, skills and interests. Students participating in this pilot have gone so far as to show and help their friends use the interest inventory during lunch time and after school. Multiple students not participating in my class have approached me for more information based on what they've heard from my students' feedback about the program and materials.

I don't think it improved more than they would have using our common curriculum. I think they are, however, more aware of options available to them.

Students' language and communication skills have increased, evidenced by the CASAS scores. Confidence seems improved, as they are asking more questions about possible careers and ways to explore their options.

OUTCOMES DETAILED

ABE/GED and ESOL Programs

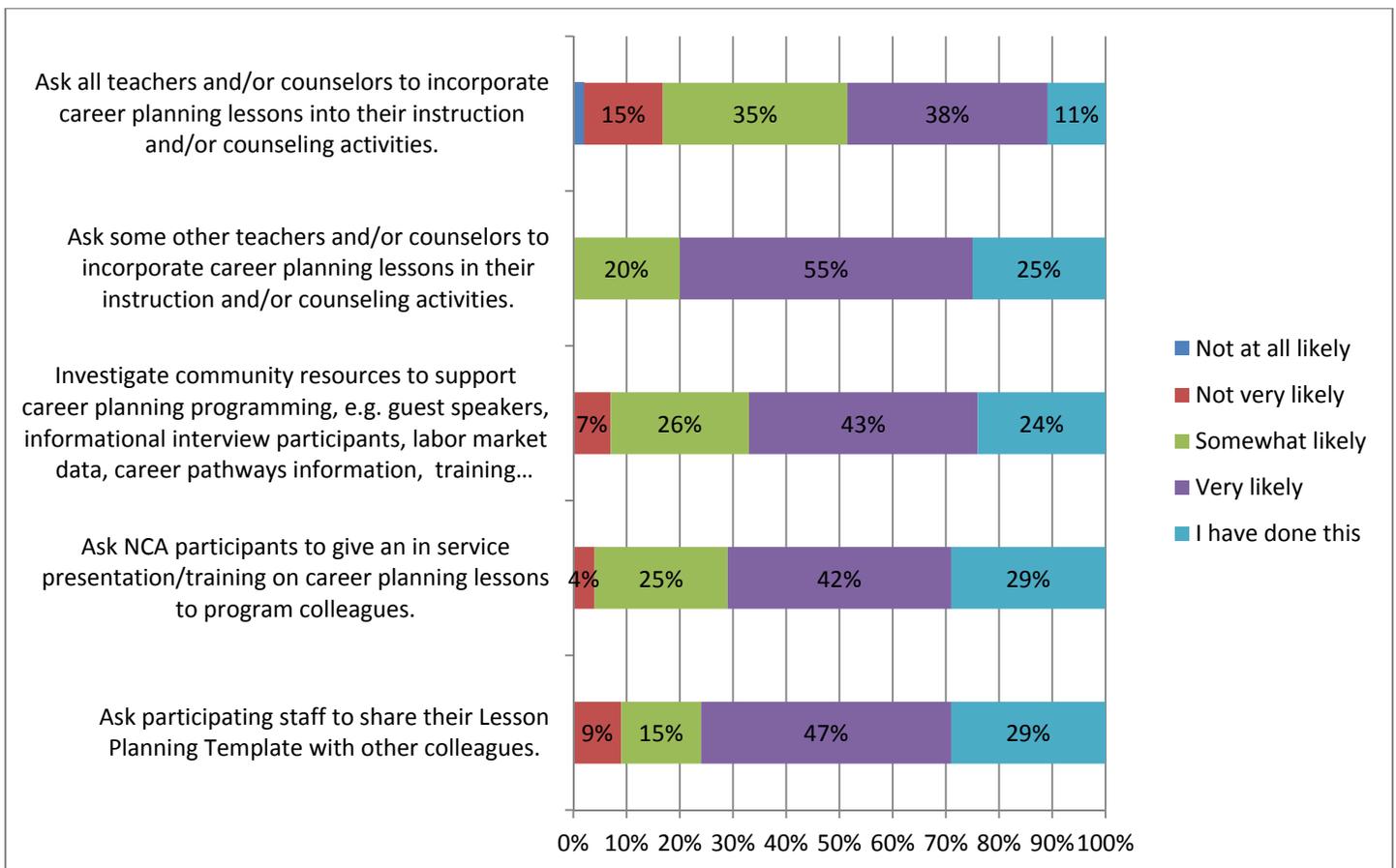
Fifty-six of the 64 local program directors responded to a two-question online survey at the end of the project. When asked: "As a result of your program's participation in the NCA project, select the answer that best reflects what you have done in the past 4 months or the likelihood that you will do the following in the next 4

months....”, the majority of program directors responded that it was either “very likely” they would take the following actions, or that they “have done this”. Following is a list of the activities and the combined responses “very likely” and “have done this”:

- Ask participating staff to share their Lesson Implementation Plan with other colleagues (76%)
- Ask NCA participants to give an in service presentation/training on career planning lessons to program colleagues (71%)
- Investigate community resources to support career planning programming, e.g. guest speakers, informational interview participants, labor market data, career pathways information, training programs, job shadowing or internship opportunities (67%)
- Ask some other teachers and/or counselors to incorporate career planning lessons in their instruction and/or counseling activities (80%)

The activity with the highest “Not at All Likely”(2%) or “Not Very Likely” (15%) ratings was:

- Ask all teachers and/or counselors to incorporate career planning lessons into their instruction and/or counseling activities.



When asked whether participation in the project added benefit to the program to the extent expected, the vast majority of respondents said that it did. A few felt that it was too soon to know. Following are examples of comments:

This project provided a great deal of resources and time to develop the plan and tools for use of those resources. The enthusiasm that grew in our two participating instructors is naturally flowing to the staff to whom they present. They have already shared their experiences during the first semester development or pilot period and the staff is eager to learn more.

We became aware of new resources. It let us to develop a more organized approach and it motivated us to implement new activities in our program.

We were interested in participating in NCAP to learn about available career focused curricula, and we have gathered useful information and tools from our participation in NCAP. We are currently exploring ways to use this information at many or all of our other sites.

OUTCOMES

State Office of Adult Education

All 16 states have completed draft dissemination plans and are in early stages of implementing them.

Some team leaders convened conference calls and webinars to learn about project implantation challenges and successes and to get input on the dissemination plan. Others made site visits to observe career planning classes, meet with participating staff and, in some cases, students. We developed an ICA classroom observation tool for optional use by those visiting classes.

To assist with the planning process, we provided a list of elements to consider and a dissemination plan template for state leads to use if they chose. We also convened a series of state team leader webinars in each round of the project to provide opportunities for sharing ideas and plans. Each state dissemination plan is unique to the state's current and pending initiatives, professional development system, and existing methods and formats for delivery of professional development. In some cases, NCA team members have already presented at regional or state conferences, and the entire team from Georgia presented at the NCTN national conference. However, not all team members are well-situated to become presenters or trainers in their state, and this was not a stated goal of the project, so most plans involve training new and/or additional trainers to carry out the dissemination.

Some states are planning a roll out of face-to-face trainings as well as using the NCTN online course as a vehicle for training select staff in new career pathways initiatives. In these cases, we have encouraged the state leads to identify people in their state to train to become online course instructors in order to build in-state capacity and keep the course costs down.

SOME LESSONS LEARNED

Challenges to extended professional development

As is typical in adult education, limited staff time for professional development, preparation, and instruction or counseling challenges participation in any professional development activity, let along one that is as intensive as this one. As a result, we are pleasantly surprised with the number of staff that continued through all phases of the project. We think this speaks to the value of supportive, invested state and program leadership, alignment with state initiatives, and the ultimate benefits of sticking with a project long enough to reap tangible benefits. This was highlighted in a number of staff comments, the gist of which were that while this project was demanding, the work was worthwhile.

The other challenge to planning a sequence of lessons for classroom delivery is the nature of open enrollment, student attrition, and student turnover in adult education programs. So again, we were pleasantly surprised that more than 800 students participated substantially enough from start to finish to complete assessments.

While we offered a successful extended professional development model, we worry that in most cases, the dissemination plans continue largely in the vein of one-off training days or conference workshop sessions. We realize that this points back to limited funding and staff time available for more extended trainings, but continue to encourage states to consider regional mentoring, online learning communities, webinars, and follow-up meetings to extend the training and workshop sessions and support implementation, and promote greater accountability and opportunities for staff to apply and reflect on the training content and ICA materials.

Adult Education Staff Capacity

Online Learning

We've found over the last few years that increasing numbers of staff have had some previous experience with online learning and online social networking. For example, 58% of project participants who completed course evaluation had some online learning experience. This is an increase from the 40% of participants in a similar project in New England in 2009. Furthermore, only 17% had no online learning experience, compared to 35% reporting no online learning experience in 2009 project. This would imply that continued opportunities for virtual learning are attractive and accessible to more staff.

Contextualized Instruction

The goal of this project was to introduce staff and state team leaders to the ICA curriculum guide and the content of the career planning model, lessons, and other resources to enable them to integrate career planning into the classroom. The stated priority was that local program staff integrate content into existing basic skills classes rather than plan separate, stand-alone career planning classes. We discouraged the latter, because they are not ultimately sustainable without additional funding and rely on students to recognize the benefit of the career planning emphasis before they've been exposed to it.

As a result, the majority of local program staff did, in fact, implement the career planning lessons in their ongoing classes. That is, they used class time for the career planning lessons and effectively taught students how to research, explore and navigate career and educational pathways using authentic materials such as career information websites containing labor market data, occupational profiles, and skill and interest inventories, and web or print based college catalogues and financial aid applications. But many were largely at a loss as to how to use the career planning *content* and authentic career planning materials as a vehicle for teaching basic math, computer skills, reading, writing, English, and GED test-taking skills (rather than as an add-on to it) which is at the heart of the concept of *contextualized* instruction.

While there is increased attention to preparing instructors to teach specific career pathways content for students considering programs of study in business or allied health, there is a need for even broader application of contextualized instruction to prepare adult learners for college and careers. It was beyond the scope of this project to focus on the concept of contextualized instruction, though we did signal repeatedly to the concept and suggest ways to improve implementation plans in this regard, adult educators would benefit from training that helps them identify where these authentic materials and contexts can be used to amplify and build skills in the targeted competency areas of their broader curriculum.

Training of Trainers

We are still gathering feedback from states on the support they will need to implement the dissemination plans, but have had four states already express interest in having the NCA staff help them develop a local training of trainers for face-to-face workshops. We provided a sample day long workshop outline used by our project staff, but did not develop a trainers manual for this project. As much as each state will want to customize training format and content, it may be sensible to provide them with a training framework at least so that each of the sixteen states does not duplicate efforts.