



NAEPDC

***National Adult Education Professional  
Development Consortium***

**Plan of Work  
2006-2008**

**June 30, 2007 Report Update**

## Executive Committee Members

<p><b>Israel D. Mendoza</b> (WA), Chair Term expires June, 2007 Phone: (360) 704-4326 Fax: (360) 664-8808</p>	<p><b>Bob Bickerton</b> (MA), Past Chair Term expires June, 2007 Phone: (781) 338-3800 Fax: (781) 338-3394</p>
<p><b>Karen Liersch</b> (AZ) Term Expires: June, 2007 Phone: (602) 258-2410 ex. 200 Fax: (602) 258-4986</p>	<p><b>Mary Katherine Moen</b> (NV) Term Expires: June, 2007 Phone: (775) 687-9167 Fax: (702) 687-9114</p>
<p><b>Jennifer Foster</b> (IL), Treasurer Term expires June, 2006 Phone (217) 785-0171 Fax (217) 785-0090</p>	<p><b>Barry Shaffer</b> (MN) Term expires, June, 2006 Phone (651) 582-8442 Fax (651) 634-5154</p>
<p><b>Patricia Bennett</b> (MD) Term expires, June, 2007 Phone (410) 767-0168 Fax (410) 333-2099</p>	<p><b>Mary Ann Jackson</b> (WI) Term expires June, 2007 Phone (608) 267-9684 Fax (608) 266-1690</p>
<p><b>Rebecca Dyer</b> (ME) Term expires June, 2006 Phone (207) 624-6755 Fax (207) 624-6731</p>	<p><b>Linda Warner</b> (IN) Term expires June, 2006 Phone (317) 232-0521 Fax (317) 233-0859</p>



## NAEPDC Staff

### **Executive Director**

Dr. Lennox L. McLendon  
[lmclendon@naepdc.org](mailto:lmclendon@naepdc.org)  
Telephone: 202-624-5250

### **Executive Assistant**

Vonda Burns  
[vburns@naepdc.org](mailto:vburns@naepdc.org)  
Telephone: 202-624-5250

### **Policy Analyst**

Lynn Selmser  
[lselmser@cox.net](mailto:lselmser@cox.net)  
Telephone: 703-560-5541

### **Professional Development**

Kathi Polis  
[polis123@suddenlink.net](mailto:polis123@suddenlink.net)  
Telephone: 304-550-3447

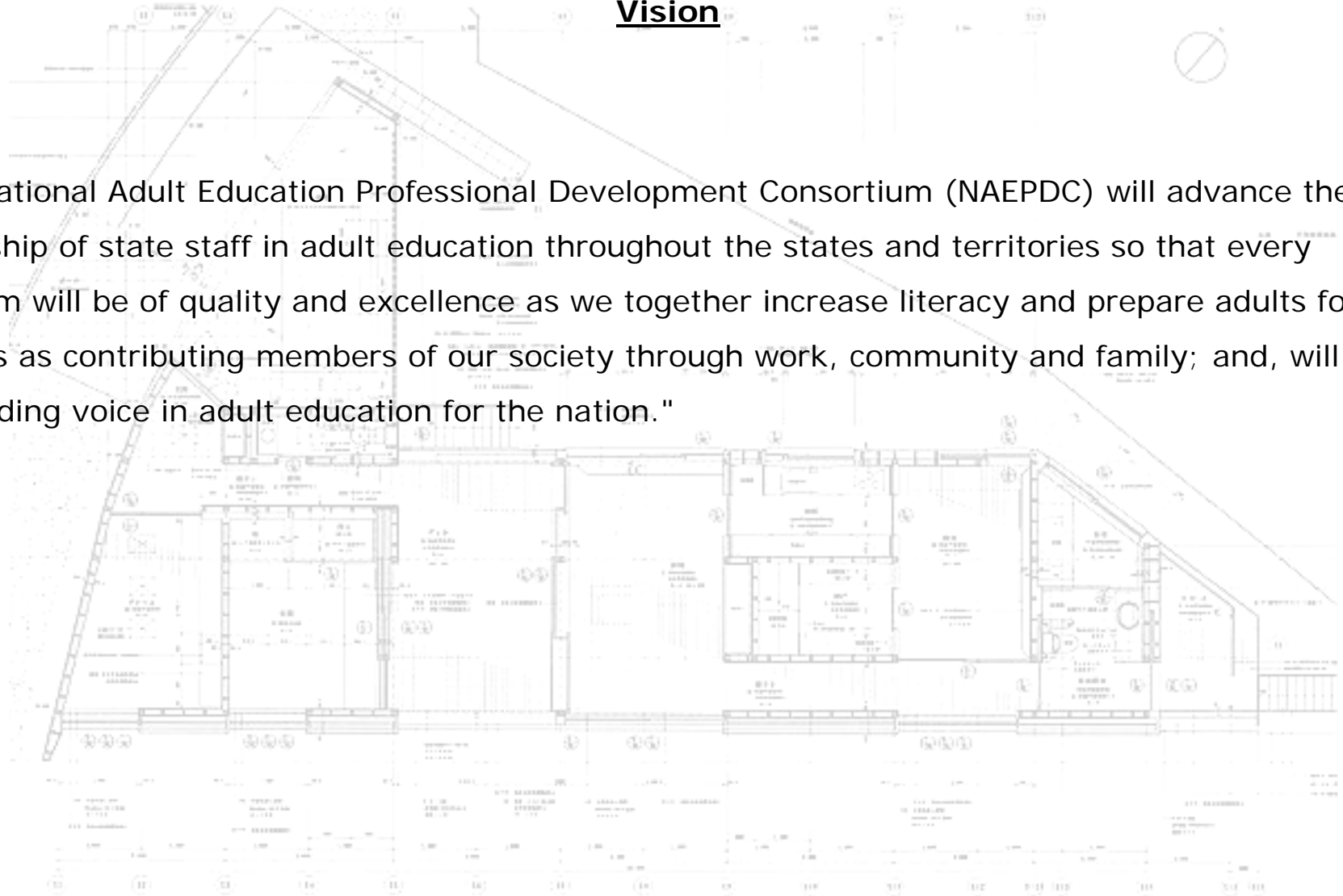
### **New Directors**

Garland Hankins  
[ghankins@peoplepc.com](mailto:ghankins@peoplepc.com)  
Telephone: 870-217-9188



## Vision

"The National Adult Education Professional Development Consortium (NAEPDC) will advance the leadership of state staff in adult education throughout the states and territories so that every program will be of quality and excellence as we together increase literacy and prepare adults for success as contributing members of our society through work, community and family; and, will be the leading voice in adult education for the nation."



## Mission

### Principles & Values

The following are the guiding principles of the **NAEPDC**:

- We are committed to providing assistance to the membership to assure quality and excellence through continuous improvement in adult education programs;
- We are committed to constancy of purpose;
- We are customer driven;
- We are committed to the effective use of technology;
- We believe in collegial leadership;
- We hold a comprehensive perspective;
- We use statistical tools and problem solving processes as we continue on the path toward quality improvement; and
- We share an understanding of the diverse culture of adult education

### Objectives

The objectives of the **NAEPDC** are:

- To offer staff development programs to members and their staff so they are prepared to provide leadership;
- To keep all state directors informed and provide staff development opportunities on policy discussions taking place in Washington, D.C. or other world centers which impact upon adult education;
- To keep all state directors informed and provide staff development opportunities primarily on federal legislative issues and secondarily on state legislative issues which impact adult education;
- To provide opportunities for the membership to debate and reach consensus position on the issues for distribution and dialog with interested individuals and organizations;
- To maintain a database or collaborate with others who maintain databases on targeted research which impacts upon adult education;
- To provide public relation materials to the membership and others which promote the quality and excellence of adult education programs; and
- To maintain a presence on selected committees and with various organizations as we accomplish our goals, carry out our mission and reach for our vision.



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Initiative	Strategy	Accomplishments				Goal
		December 31 2006	June 30, 2007	December 31 2007	June 30, 2008	
1. Partnerships						
1.1 OVAE	1.1.1 Clarify roles with OVAE.		The Chair and the Executive Director meet monthly with the OVAE leadership to 1) share information on activities and initiatives and 2) explore opportunities for collaboration.			Agreement on the roles of OVAE and NAEPDC.
	1.1.2 Resolve workgroup issues with OVAE and support pre- and post- workgroup activities of the workgroup members.					Ensure broad-based input into OVAE decisions and keep the field informed regarding initiatives and direction.
1.2 Research	1.2.1 Present research findings through professional development venues.		At OVAE's request, NAEPDC provided a workshop for state staff on NCSALL's learner persistence research during the DAEL's Annual Conference for State Directors in Philadelphia, PA.  The latest evidence-based practice is integrated into			Directors discuss findings, applications, and implications and plan program improvements.



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			and presented in each of the National Training Institute sessions.			
<b>2. Professional Development</b>						
2.1 New Directors' Services  (Garland Hankins, former Arkansas State Director, serves as our consultant to manage the New Directors' Initiative with the guidance from the New Directors' Initiative Workgroup: Pam Perez, New Mexico; Debbie Varner, West Virginia and Mary Katherine Moen of Nevada)	2.1.1. Provide mentoring services for all new state directors.	Garland manages the mentoring program. During this plan period, three mentors were matched with the new directors, Randy Whitfield, North Carolina; Linda Warner, Indiana and Debi Faucette, Louisiana.	During this plan period, three new directors participated in the program, Margaret Elwood, Wyoming; Cheryl Engel, Idaho and Margaret Bowles, Montana			New directors gain the immediate knowledge, skills, and understanding needed for their new job.
	2.1.2. Coordinate new director services with OVAE new director orientation & services.	1. NAEPDC sent out the needs assessment to assist with the refinement of the agenda. 2. Garland participated in OVAE's new director				New director services complement not compete with OVAE services.





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	2.1.3. Provide matching and web resources for new directors.	<p>orientation</p> <p>Matching:</p> <p>1. Using NVC "Colleague Questions" new directors can be connected with colleagues with solutions around very specific issues.</p> <p>2. Brokering: An ongoing roll of NAEPDC is to receive questions from members and hook them up with colleagues who have experience there.</p> <p>Web Resources:</p> <p>The New Directors Initiative Workgroup updated the New Directors' website resources and revised the content and</p>	<p>Matching:</p> <p>1. Using NVC "Colleague Questions" new directors can be connected with colleagues with solutions around very specific issues.</p> <p>2. Brokering: An ongoing roll of NAEPDC is to receive questions from members and hook them up with colleagues who have experience there.</p> <p>Web Resources:</p> <p>The New Directors' Initiative Workgroup began planning an online orientation for</p>			New directors have the information and resources they need for their new job including expertise from experienced directors.



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		moved it to the Home Page to more user friendly.	new directors.  The New Directors' Self Assessment was revised and will serve as a base for the online course.			
	2.1.4. Conduct a new directors' institute.		In lieu of an institute, the development of an online orientation course for new directors and state staff is currently being developed.			New directors gain the in-depth knowledge, skills and understanding needed to carry out their job functions.
	2.1.5. Provide a regional "buddy" system for new directors after the mentoring period.					Support for new directors continues after the mentoring cycle is complete.
	<b>Added Strategies</b>					
	2.1.6 Develop an orientation brochure to orient new state directors and state staff to the two national organizations, their missions, purposes and resources.		Workgroup developed a brochure as an orientation to the national organizations, their missions, purposes, and resources.			
	2.1.7 Develop an online web course to orient		The Workgroup began			



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	new state directors their new roles. Use the state director's self assess as one of the guides for the course.		development of an online orientation course for New State Directors.			
	2.1.8. Explore the feasibility of new state directors visiting with experienced state directors as part of their orientation to the new responsibilities.		Workgroup explored a strategy proposed by the Executive Committee to have new directors visit an experienced director in a nearby state.			
2.2. State Framework						
	2.2.1. Develop a framework for state directors regarding a model adult education state system—what are its components, what are the elements of each of those components, and what are the options for building those components that match the uniqueness of the state.	Framework is currently under development.	The "Quality Framework" has been developed that identifies six sets of standards to guide system development: program, practitioner, professional development, content, data quality, and performance standards. 1. The 2007 National Training Institute is built around the framework and			



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			<p>includes state models, sample policies, and other resources from which states can choose and adapt to fit their states.</p> <p>2. The framework and related state models, sample policies, and resources will be added to the web site Resource Library prior to the NTI so they will be readily accessible to state directors and state staff.</p>			
	2.2.2. Use the framework to inform policy development.		Implications for policy development related to the Quality Framework will be included in the 2007 NTI and web Resource Library resources.			NAEPDC policy decisions have continuity, sequence and integration.
	2.2.3. Use the framework to inform professional development.		Implications for professional development systems and services related to			Professional development decisions have continuity, sequence and integration.



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			the Quality Framework will be included in the 2007 NTI and web Resource Library resources.			
	2.2.4. Use the framework to inform resource development.		The 2007 NTI will include strategies for prioritizing and targeting resources over the next six years for full or partial implementation of the Quality Framework.			Resource development decisions have continuity, sequence and integration.
	2.2.5. Use the framework to inform new director services.		The Quality Framework will be used to inform the new director online course currently under development.			New director services have continuity, sequence and integration.
2.3 Professional Development Delivery System	2.3.1. Conduct an annual National Training Institute.		NTI is scheduled for Sept. 12 – 15 in Albuquerque, NM.			Directors and staff gain in-depth knowledge, skills and understanding needed to lead their states.
	2.3.2. Provide electronic, just-in-time newsletter, News, Views, and Clues (NVC).	21 NVCs were sent and archived on the web site	33 NVCs were sent and archived on the web site			Directors have up-to-date information, opinion, and strategies that are archived for future reference.
	2.3.3. Provide web based state resources	Additional resources have been added by	Resources have been added to the			Directors have accessible resources of



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	via the State Resource Library.	the State Staff Workgroup.	Resource Library. In addition, a Call for Information survey was developed to elicit standards-based models and practices from the states for inclusion in the library and the NTI.			alter-native and options for all program development functions.
	2.3.4. Provide links to other web resources.	Additional resources have been added.	Links to other websites have been updated and international adult education and literacy websites have been added.			Directors have one source for links to other web resources.
	2.3.5. Connect state directors/ staff with specific needs with state directors/staff with that expertise.	The state staff contact list was posted to the website to allow state staff with common job functions to contact colleagues in other states.	The state staff contact list continues to be updated.			Directors who need to talk to a colleague who is experienced with a particular issue contact NAEPDC and are connected with an experienced colleague.
	2.3.6. Facilitate collaborations among groups with specific interests.					NAEPDC monitors and anticipates state issues and Directors have access to issue workgroups.
	2.3.7 Provide training and support to state staff.	A state staff pre-conference was conducted at COABE related to <i>Managing Statewide Initiatives</i> .	At DAEL's request, NAEPDC provided a workshop for state staff on learner persistence			



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		A state staff survey was distributed to collect data on training and support needs and interests of state staff. Results will be used to guide future NAEPDC support for state staff.	during the DAEL's Annual Conference for State Directors in Philadelphia, PA.  A sample state staff retreat agenda, PowerPoint, and training packet for orienting new state staff was posted to the state resource library.			
2.4. Critical Topics	2.4.1 Build resources & professional development to help states develop professional development systems for teachers, tutors, & program managers.	<b>Local Program Manager Training:</b> NAEPDC in collaboration with ProLiteracy is pilot testing a local program manager certification component in Arizona, Maryland and New York.	<b>Local Program Manager Training:</b> NAEPDC in collaboration with ProLiteracy is pilot testing a local program manager certification component in Arizona, Maryland and New York.  Six additional states have signed on to begin the local manager certification training in 2007-2008.			Every state has a professional development system that responds to the orientation, systems, core, and program expansion needs of each teacher, tutor and program manager.



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			<p><b>PD Matrix:</b> A state PD planning matrix was developed to assist states in assessing their PD system. The matrix will be presented at the 2007 NTI.</p> <p><b>NTI Planning:</b> The NTI will include concurrent sessions related to professional development system options.</p>			
	2.4.2. Build resources and professional development to help state directors use the State Directors' Self Assessment and plan for improvements.	<p>The Going to Scale booklet, a guide for implementing program improvement initiatives, was revised and posted on the NAEPDC website for download.</p> <p>Additional resources were added to the state resource library that correspond with the program functions in the State Directors' Self Assessment.</p>	<p>An electronic version of the State Directors' Self Assessment has been developed to allow states to assess their program operations.</p> <p>The components of the Self Assessment will be used to inform the new directors' online course currently under development.</p>			Every director assesses her/his systems and plans and implements program improvement initiatives.

