

# CONTENT STANDARDS

**Name:** Karen Liersch      **Email:** Karen.Liersch@azed.gov  
**State:** Arizona

Presentation Questions	Responses	Audience Notes
<p>As you began the development process of your current content standards, how did you involve the field (e.g., a taskforce, workgroups, etc.)?</p> <p>Talk a bit about:</p> <ul style="list-style-type: none"> <li>• The kind of folks that functioned well on working groups</li> <li>• Who took the lead with the working groups – you, state staff, local person, etc.</li> <li>• The process used to keep them on task and on time</li> </ul> <p>What resources did you use to guide the content of the content standards (e.g., input from the field, models from other states, K-12 standards, student input) to ensure that the standards were reflective of what adult learners needed to know and be able to do?</p>	<ol style="list-style-type: none"> <li>1. Many field-based teams.</li> <li>2. Use of independent skilled facilitators.</li> <li>3. State Director as initiating sponsor.</li> <li>4. Outside 'standards experts' for team training.</li> <li>5. Professional development certification 'hours'.</li> <li>6. Focus Group input</li> <li>7. "Doobie points" to programs.</li> <li>8. Paid travel and per diem.</li> <li>9. Personal recognition.</li> <li>10. Key: Need all populations at table.</li> <li>11. Serve as foundation of entire state ad ed system.</li> </ol>	
	<ol style="list-style-type: none"> <li>1. "The Systematic Identification and Articulation of Content Standards and Benchmarks", Kendall and Marzano, 1994).</li> <li>2. "Content Knowledge", Kendall and Marzano, 1997.</li> <li>3. "Raising the Standard", Doyle and Pimental, 1999.</li> <li>4. Few adult ed standards in 1997, so we also referenced good models from K-12.</li> <li>5. Arizona K-12 Standards.</li> <li>6. Input from field: focus groups, website surveys, student focus groups.</li> </ol>	

Presentation Questions	Responses	Audience Notes
<p>Once the standards were developed, how did you present them to the field (e.g., piloted them with a select number of programs first, regional approach, statewide training, etc.)?</p>	<p>The standards were presented to field as they were being developed, so that by the time they rolled out, almost all teachers in the state had reviewed, applied, commented on them.</p> <ol style="list-style-type: none"> <li>1. Teachers own the product = KEY!!</li> <li>2. "Free Samples"</li> <li>3. Curriculum Aligners.</li> <li>4. Standards Specialists.</li> <li>5. Paid training.</li> <li>6. Technical assistance.</li> <li>7. Communication, communication, communication.</li> <li>8. Policy and funding: Required alignment to standards as part of local funding contract.</li> </ol>	
<p>What type of professional development was provided for instructors? For local managers? Is this training provided on an ongoing basis so new instructors and managers can access it?</p>	<ol style="list-style-type: none"> <li>1. Participation on a Standards Team, Standards Revision Team, or Assessment Team (1998-2005)</li> <li>2. Directors Institutes (annually)</li> <li>3. Curriculum Alignment Workshops. (initially)</li> <li>4. Standards Specialists. (ongoing for 5 years)</li> <li>5. Regional Workshops. (annually)</li> <li>6. State conference workshops aligned to standards.</li> <li>7. Teacher stipends for standards-aligned lesson plans on web.</li> </ol>	
<p>Did you find that other types of support were necessary to ensure implementation of the standards at the local level?</p>	<ol style="list-style-type: none"> <li>1. Local program director understanding/acceptance.</li> <li>2. Policy decisions communicated well in advance.</li> <li>3. "Doobie Points"</li> <li>4. Requirement for funding communicated well in advance.</li> <li>5. Curriculum alignment to standards part of onsite monitoring.</li> <li>6. Continuous leadership from State Director, State Office.</li> </ol>	

Presentation Questions	Responses	Audience Notes
<p>What methods have you found to be most effective in making sure that instructors are actually using the content standards for their intended purposes? What evidence do you have of that?</p>	<ol style="list-style-type: none"> <li>1. "Teacher Ownership" is key.</li> <li>2. Provide technical assistance from State Office.</li> <li>3. Communicate, communicate, communicate.</li> <li>4. Keep standards a front burner item.</li> <li>5. Include in local onsite monitoring.</li> <li>6. Provide annual professional development.</li> <li>7. Require 50% FTE assigned to instructional leadership at each local program.</li> <li>8. Commit to 'living document', field input/ownership, continuous improvement.</li> </ol>	
<p>Have you changed or developed any particular policies, guidance, or expectations related to the use of the content standards?</p>	<ol style="list-style-type: none"> <li>1. Mandated curriculum alignment to standards.</li> <li>2. Mandated implementation of Technology Standards, ETEs.</li> <li>3. Included/required Science &amp; Social Studies.</li> <li>4. From the get go, included higher rigor than GED; AZ standards bypass developmental ed.</li> </ol>	
<p>What methods do you or will you use to revise the content standards in the future to make sure they are relevant to your state's needs?</p>	<p>We have revised the standards using many of the same strategies used during their initial development.</p> <p>Because they had become 'owned' by the teachers, not as much promotion was necessary rolling out the standards revisions.</p> <p>Always include professional development and literature review as part of the development/revision process.</p> <p>Revisit standards every 4-6 years.</p> <p>Use them to examine the state system's relevancy to needs: 2008 Team examine alignment to college entrance requirements.</p>	

# CONTENT STANDARDS

**Name: Debi Faucette**  
**State: Louisiana**

**Email: Debi.Faucette@LA.GOV**

Presentation Questions	Responses	Audience Notes
<p>As you began the development process of your current content standards, how did you involve the field (e.g., a taskforce, workgroups, etc.)? Talk a bit about:</p> <ul style="list-style-type: none"> <li>• The kind of folks that functioned well on working groups</li> <li>• Who took the lead with the working groups – you, state staff, local person, etc.</li> <li>• The process used to keep them on task and on time</li> </ul>	<ul style="list-style-type: none"> <li>-Formed Teaching Committee to develop initial draft:</li> <li>-Lead role: State staff</li> <li>-Contracted: Dr. Gale Naquin to facilitated meetings to develop standards</li> <li>-Statewide interest/application form sent to Parish Superintendents &amp; Ad Ed Supervisors requesting qualified committee members               <ul style="list-style-type: none"> <li>- Qualifications: Adult Ed certification; Knowledge of curricula; involved in Study Circles (NCSALL project)</li> </ul> </li> <li>-Invitation to DOE staff that worked on K-12 standards to serve on committee</li> <li>-Group of 30 committee members selected both supervisors &amp; instructors</li> <li>-Reviewed other states' standards/formats</li> <li>-Reviewed &amp; aligned the standards to the LA K-12 Standards</li> <li>-Held 3 meetings to draft standards</li> <li>-Discussion about format &amp; areas of inclusion</li> <li>-Decision to follow GED Test: L/A -Writing, L/A-Reading, Math, Science, Soc. Studies</li> <li>-CCSSO review/recommendation:</li> <li>-Formed steering committee to facilitate document revisions</li> <li>8 people who represented will &amp; ideas of original Committee</li> <li>-Timeline established at beginning of the development process helped keep process on task</li> <li>-BESE approved October 2007</li> </ul>	

		<p>What resources did you use to guide the content of the content standards (e.g., input from the field, models from other states, K-12 standards, student input) to ensure that the standards were reflective of what adult learners needed to know and be able to do?</p>
	<p>-Attended Adult Ed Content Standards Consortia Meeting sponsored by USDE          -Review other states adult ed content standards          -Expertise of the steering committee selected (supervisors &amp; instructors)          -Aligned to LA K-12 standards          -Research-based materials: <i>John Krudener, Research-Based Principles for Adult Education Reading Instruction</i>          -Attended external review session          -Reviewed national standards (i.e. Math, Science, etc.)          -Steering Committee expertise of content contained in assessments          -Selected to participate in Standards In Action Project          -Currently evaluating assessment alignment (TABE, OPT) to Reading standards in the Standards In Action (SIA) project          -After completion of SIA project, continue to evaluate assessment alignment in other content areas - Language Arts, Math, Science, Soc. Studies</p>	<p>How did you address the alignment of your content standards with the assessment instruments you are using?</p>
	<p>Presented at local, regional &amp; statewide trainings:          -During development, steering committee members piloted the standards in their local program          -Gathered feedback from other local programs          -After BESE approved:          -LAPCAE regional presentations          -ABC State Conference</p>	<p>Once the standards were developed, how did you present them to the field (e.g., piloted them with a select number of programs first, regional approach, statewide training, etc.)?</p>
	<p>-LAPCAE regional presentations          -ABC State Conference          Presentations included:          -a standards development overview</p>	<p>What type of professional development was provided for instructors? For local managers? Is this training provided on an ongoing basis so new instructors and managers can access it?</p>

	<ul style="list-style-type: none"> <li>-copy of the standards</li> <li>-hands-on, small group activity in which participants received a lesson plan and had to search the standards for correlation/citation. Goal: Become familiar with the document; ask questions of state staff</li> <li>-each participant received a collection of 25 lesson plans that were collected from adult ed teachers across the state with a standards correlation for each lesson</li> <li>-State level recommendation for citing the standards in lesson plans</li> <li>-SIA Pilot Project (local representatives &amp; state staff)</li> <li>-Future plan: After SIA Pilot project, State will have activities for each of the Reading content standards that will be shared with adult ed instructors statewide (possibly available on the DOE website &amp; future LAPCAE regional meetings throughout the year).</li> </ul>	
<p>Did you find that other types of support were necessary to ensure implementation of the standards at the local level?</p>	<p>Adult Ed Supervisors support to:</p> <ul style="list-style-type: none"> <li>-encourage staff to attend the content standards trainings</li> <li>-implement/require staff to cite the standards in classroom lessons</li> </ul>	
<p>What methods have you found to be most effective in making sure that instructors are actually using the content standards for their intended purposes? What evidence do you have of that?</p>	<p>Onsite monitoring compliance:</p> <ul style="list-style-type: none"> <li>-added to the 07-08 onsite monitoring document</li> <li>-monitor group lesson plans for standards reference</li> </ul>	
<p>Have you changed or developed any particular policies, guidance, or expectations related to the use of the content standards?</p>	<ul style="list-style-type: none"> <li>-BESE policy – <i>Bulletin 123: Louisiana Adult Ed Content Standards</i></li> <li>State Plan: Professional development revision last year --</li> <li>-Developed Professional Development Request Form</li> <li>-Activities at local level must be state approved</li> <li>-Expectation:</li> <li>-Programs are required to correlate group lessons to</li> </ul>	

	standards	
<p>What methods do you or will you use to revise the content standards in the future to make sure they are relevant to your state's needs?</p>	<ul style="list-style-type: none"> <li>-Standards In Action Pilot Project – take what we have learned from examining the Reading standards and do the same work for all standards content areas</li> <li>-Local level SIA team members &amp; staff are collecting teacher input &amp; activity ideas for the Reading standards</li> <li>-Feedback from SIA project participants &amp; during monitoring</li> </ul> <p>Work on developing ESL standards in conjunction with the Adult Education standards.</p>	
<p>If you had it to do all over again, what would you do differently?</p>		

# CONTENT STANDARDS

**Name:** Pam Blundell  
**State:** Oklahoma

**Email:** Pam\_Blundell@sde.state.ok.us

Presentation Questions	Responses	Audience Notes
<p>As you began the development process of your current content standards, how did you involve the field (e.g., a taskforce, workgroups, etc.)? Talk a bit about:</p> <ul style="list-style-type: none"> <li>• The kind of folks that functioned well on working groups</li> <li>• Who took the lead with the working groups – you, state staff, local person, etc.</li> <li>• The process used to keep them on task and on time</li> </ul>	<ul style="list-style-type: none"> <li>• A taskforce meeting made up of state staff, local program directors, and adult education teachers (about 20 people) met once face-to-face and once electronically. The group represented a cross section of Adult Education in Oklahoma including urban and rural programs and ABE and ESL teachers.</li> <li>• <b>First Meeting:</b> The state contracted with Kathy Polis to facilitate the taskforce meeting. The meeting was presented in a professional and well organized manner that included enough structure to stay on topic yet flexibility that encouraged the participants to express opinions. This process worked well and kept the taskforce focused and on task. Areas of focus included . . .             <ol style="list-style-type: none"> <li>1. a general introduction to content standards;</li> <li>2. different approaches the state could take in the development of standards;</li> <li>3. critical formatting decisions regarding content areas and the creation of a teacher-friendly working document; and</li> <li>4. professional development implications of the whole process.</li> </ol> </li> <li>• <b>Decisions:</b> During the first meeting and through follow-up electronic communication the taskforce agreed that . . .             <ol style="list-style-type: none"> <li>1. Oklahoma would continue work already begun using the Equipped for the Future (EFF) standards as the foundation;</li> <li>2. further work was need to expand on the EFF work in the areas of reading, math, and writing;</li> <li>3. formatting decisions regarding such things as the use of strands, benchmarks, classroom examples at each learning level, etc. were</li> </ol> </li> </ul>	

Presentation Questions	Responses	Audience Notes
	<p>determined;</p> <ol style="list-style-type: none"> <li>4. the state staff would continue to work with EFF to develop curriculum frameworks in the areas of reading, math, and writing; and</li> <li>5. professional development was critical to the process;</li> <li>6. Oklahoma would take a “pilot program” approach focusing on quality rather than quantity, reflecting on the process each year to make needed revisions for program improvement and expand PD opportunities to additional programs each year.</li> </ol>	
<p>What resources did you use to guide the content of the content standards (e.g., input from the field, models from other states, K-12 standards, student input) to ensure that the standards were reflective of what adult learners needed to know and be able to do?</p>	<ul style="list-style-type: none"> <li>• Oklahoma partnered with EFF in the development of the reading, math, and writing curriculum frameworks (CF). Each of the CF’s Directors and adult education teachers gave feedback on the CF which was used to make revisions. Each CF was also reviewed by experts in content field and based on research conducted through EFF on what adult learners need to know and be able to do in the 21<sup>st</sup> century.</li> </ul>	
<p>How did you address the alignment of your content standards with the assessment instruments you are using?</p>	<ul style="list-style-type: none"> <li>• The PD provided for reading, math, and writing, includes emphasis on the alignment of the standard with assessment both formal and informal. Evidence of learning is a foundational piece of what Oklahoma expects adult education to look like in the classroom. Therefore, teachers are trained to develop appropriate informal assessments aligned to the standard they are teaching, in the contexts of student’s goals, and in partnership with the adult learner. There are two goals in this process. The alignment of informal assessment to the standard and teaching adult learners how to self-assess their own level of learning and ability to perform the standard.</li> <li>• Oklahoma uses the TABE and BEST Plus for formal assessment. This fiscal year Oklahoma is one of six states participating in OVAE’s Standards-In-Action project. Part of this project is an</li> </ul>	

Presentation Questions	Responses	Audience Notes
	<p>extensive alignment of our math strands/benchmarks at each educational functioning level to TABE Forms 9 &amp; 10 at each Level (E,M,D, &amp; A). We have two local program directors and their teachers, along with state staff and an EFF consultant (about 25 people), involved in this project which will be completed by December 2007. The focus is currently on the math standard with plans to include reading and writing in the future.</p>	
<p>Once the standards were developed, how did you present them to the field (e.g., piloted them with a select number of programs first, regional approach, statewide training, etc.)?</p>	<ul style="list-style-type: none"> <li>• See attached Training Process</li> <li>• The first year there were 4 pilot programs (1 was a DOC site and 3 were ABE programs). At the end of this fiscal year we will have 26 of 36 local programs with a trained EFF Team. About 100+ teachers have been through the extensive training and about 4,000 students have been impacted by the training.</li> </ul>	
<p>What type of professional development was provided for instructors? For local managers? Is this training provided on an ongoing basis so new instructors and managers can access it?</p>	<ul style="list-style-type: none"> <li>• See attached Training Plan</li> <li>• Local program directors are required to attend training with their EFF Team</li> <li>• New programs start the three-year training plan each fiscal year – about 4 to 6 new programs a year</li> </ul>	
<p>Did you find that other types of support were necessary to ensure implementation of the standards at the local level?</p>	<ul style="list-style-type: none"> <li>• Additional training is needed for program directors solely focused on an in-depth look at systemic issues required of standards-based instruction. At present, it is planned that Pam Blundell, Assistant Director, will develop and conduct this PD during this fiscal year.</li> <li>• Additional PD available to program directors to bring part-time teachers unable to attend the extensive trainings up-to-date on</li> </ul>	

Presentation Questions	Responses	Audience Notes
	<p>standards-based instruction and use of the CF's. The next bullet addresses this issue.</p> <ul style="list-style-type: none"> <li>The state is training three state EFF Specialists in reading and three in math. These specialists will expand the state's capacity to provide PD in two ways: First, a short EFF Orientation on standards-based instruction and the EFF Framework (1 or 2 day training has been developed which they will implement either on a regional basis or for a local program. Second, the state specialists are being trained by our EFF national trainers to conduct the content trainings by FY2009 for the reading specialists and FY2010 for the math specialists. Writing specialists will be selected to begin training this year.</li> <li>The state plans to use the SIA project as another vehicle for the development of PD trainings available to local program directors and their part-time teachers.</li> </ul>	
<p>What methods have you found to be most effective in making sure that instructors are actually using the content standards for their intended purposes? What evidence do you have of that?</p>	<ul style="list-style-type: none"> <li>Using National EFF trainers has been instrumental in this process. These trainers, along with state staff, integrate local program conference calls and onsite visits between training sessions. The state has found both of these to be critical in transferring training to the field</li> <li>Requiring local program directors to attend the training with their teachers helps ensure that teachers transfer the training into the classroom. It also supports systemic changes necessary for the teachers to teach in this manner. Example: materials purchases, how student intake and assessment is conducted, student goal-setting, etc.</li> <li>State Coordinators attend all the EFF training so they can monitor what is being done in the field.</li> <li>Consistency on the part of the state in stressing our commitment to standards-based instruction and integrating it into all PD we provide is important. The message must be clear, consistent and continuous.</li> <li>Evidence is being collected through our MIS data at the state level</li> </ul>	

Presentation Questions	Responses	Audience Notes
	<p>on student retention rates and student achievements of EFF trained programs vs. non-EFF trained programs. It has taken several years to feel like we have enough consistent data to make a fair comparison. We feel like 2007 &amp; 2008 data will be our best years to do this.</p> <ul style="list-style-type: none"> <li>State Coordinators will monitor programs throughout the year and report what is being done in the classrooms.</li> </ul>	
<p>Have you changed or developed any particular policies, guidance, or expectations related to the use of the content standards?</p>	<ul style="list-style-type: none"> <li>Oklahoma's Student Goal Setting Policy came out of this work. We are in the second year of this policy. PD on how to teach goal setting to students, facilitate students in setting goals, and using student goals to direct instruction was offered during 2006-07 for all teachers across the state in hopes that when they participated in any of the standards-based trainings, they would already be familiar with student goal-setting.</li> <li>Performance-based funding has been introduced to program directors with an emphasis on their need to get on the "standards-based instruction bandwagon" so their programs can become even more effective and efficient. It is expected that standards-based instruction will have a great impact on programs when the state moves to PB funding in the next couple of years.</li> </ul>	
<p>What methods do you or will you use to revise the content standards in the future to make sure they are relevant to your state's needs?</p>	<ul style="list-style-type: none"> <li>As part of the S/A project we will analyze and revise standards as deemed necessary. We will be doing that this year in math with plans to address reading and writing in the future.</li> </ul>	
<p>If you had it to do all over again, what would you do differently?</p>	<ul style="list-style-type: none"> <li>To be honest, I can't think of too many things we would have done differently. Every year we have reflected on the previous year and made adjustments in our training, added PD opportunities, added state specialists as needed, etc. This is an on-going process that is ever growing and changing. Every year has been an invaluable learning experience that has only made the process better the following year.</li> <li>A few things I am glad we DID do are:</li> </ul>	

Presentation Questions	Responses	Audience Notes
	<ul style="list-style-type: none"> <li>-contract with EFF and use their national trainers</li> <li>-start small (4 pilots) and add programs each year</li> <li>-require program directors to attend with their teams</li> </ul>	

# Arizona Content Standards Timeline

## The Standards Initiative Timeline

- 1998:**
- Applications for participation in Design Team, Steering Committee and Content Task Forces
  - Training in change processes and managing change
  - Research and review of existing standards and frameworks
  - Development of content standards by Task Forces in Reading, Writing, Math, Citizenship and ESOL
  - Review of Content Standards by external experts

- 2000:**
- Implementation of Standards in Reading, Writing, Math ESOL and Citizenship Test Preparation (July 1, 2000)
  - Identification of Assessment Strategies work team
  - Curriculum Alignment training and institute
  - Development of performance standards in Social Studies and Science
  - Focus groups for Science and Social Studies performance standards
  - Realignment of content and performance standards to reflect Federal levels of the National Reporting System (NRS)

- 2002:**
- Recommendations from Assessment Strategies work team on standardized assessment tools
  - Full implementation of all content and performance Standards (July 2002)
  - Continuing assistance and support for implementation, use and lesson plans alignment by Standard Specialists
  - Standardized assessment tools purchased by state
  - Training in administration of standardized assessment tools
  - Regional trainings in assessments administration
  - GED 2002 Institutes (2<sup>nd</sup> and 3<sup>rd</sup>)
  - Crosswalk of AZ Adult Education Standards with GED 2002 Exam

- 2004:**
- Applications for Reading, Writing, Math, Science and Social Studies Standards revision team
  - Technology Standards focus groups
  - Third ESOL Institute, alignment of sample activities to revised standards
  - Renaming ESOL Standards to ELAA (English Language Acquisition for Adults)
  - Release of revised ELAA Standards
  - Release of Technology Standards

- 2006:**
- Development of Professional Development System
  - Recommendation to State Director on ELAA assessment
  - Applications for GED Reframing Initiative
  - Training for Program Directors in data-driven decision making
  - Continued development of lessons aligned to standards
  - Examination of formative assessments aligned to the standards
  - Development of programs' Local Technology Plan
  - Revised standards finalized

**1998**

**1999**

**2000**

**2001**

**2002**

**2003**

**2004**

**2005**

**2006**

**2007**

- 1999:**
- Focus groups for draft content standards
  - External review by national expert
  - Development of performance standards in Reading, Writing, Math, ESOL and Citizenship Test Preparation
  - Release of content standards in Reading, Writing, Math, ESOL and Citizenship
  - Focus groups for performance standards
  - Development of content standards in Science and Social Studies
  - Focus groups for Science and Social Studies
  - Identification and training of Standards Specialists to support implementation
  - Professional Development and Marketing/Communication strategies identified

- 2001:**
- Full implementation of content standards in Arizona Adult Education programs
  - Standards Specialists provide consultation and support to programs for implementation of content and performance standards
  - GED 2002 Institute (first of three)
  - Science and Social Studies Performance Standards distributed
  - Evaluation of standards implementation included in State Technical Assistance Review (STAR)

- 2003:**
- Applications for Technology Standards team
  - Continued Technical Assistance by Standards Specialists and ADE staff to programs
  - Continued development of lessons aligned to the standards including lessons in science and social studies
  - Development of draft Technology Standards
  - Applications for ESOL Standards revision team
  - ESOL Institute Kick-off
  - Regional ESOL Institutes

- 2005:**
- Revision of Reading, Writing, Math content and proficiency standards
  - Full implementation of Technology Standards
  - State Technology Plan released
  - Programs identify Educational Technology Experts (ETE)
  - Technology Integration Project
  - Revision of Science and Social Studies standards to two levels (ABE and ASE)
  - Applications for ELAA Assessment team
  - Development of rubric to evaluate ELAA assessments

- 2007:**
- Release of Revised Arizona Adult Education Standards
  - Continuation of Technology Integration
  - Implementation of Adult Education Reframing pilot
  - Continuation of development of Professional Learning Communities

Slide  
1

Arizona Adult Education  
Standards-based Reform

1998 - 2006

---

---

---

---

---

---

---

---

Slide  
2

Arizona Adult Education  
**Involvement of Field in Development:**

- Marketing
- Application for Membership\*
- Win-Win for Programs
- Win-Win for Participant
- Many Opportunities to Participate
- Roles/Responsibilities Specific/Clear

\*Handouts on Web

---

---

---

---

---

---

---

---

Slide  
3

Arizona Adult Education  
**Roles & Responsibilities:**

- **Initiating Sponsor:**
  - Provides charge to teams
  - Sets criteria for products
  - Gives Legitimacy/Authority to teams
  - Accepts/Implements recommendations
  - Provides resources
- **Teams:**
  - Conducts research
  - Participates in professional development
  - Selects/Creates product
  - Provides recommendations for professional development
  - Provides recommendations for implementation

---

---

---

---

---

---

---

---

Slide  
4

Arizona Adult Education  
**Roles & Responsibilities cont'd:**

**Facilitator/s:**

- Moves teams through steps of work process
- Plans work process
- Documents work process
- Reports to sponsor
- Does **not** create product or policy

**Experts:**

- Provides training
- Reviews draft products
- Do **not** create product or policy

---

---

---

---

---

---

---

---

Slide  
5

Arizona Adult Education  
**Standards Criteria:**

Criteria Determined by ADE:

- Identify what an adult learner should know and be able to do.
- Comprehensive
- Consistent
- Rigorous
- Measurable
- Clear, easily understood
- Built upon prior work

---

---

---

---

---

---

---

---

Slide  
6

Arizona Adult Education  
**Key Resources**

- Kendall & Marzano
- Doyle & Pimental
- State Exemplars
- Review of Literature
- AZ K-12 Standards

---

---

---

---

---

---

---

---

Slide  
7

Arizona Adult Education  
**Presentation to Field:**

- Teacher Ownership is Key!!
- Teacher Input during development
- Marketing during development
- "Free Samples"
- Many Roles
- Traditional Professional Development
- Marketing

---

---

---

---

---

---

---

---

Slide  
8

Arizona Adult Education  
**Professional Development:**

- Participation on Development Team
- Directors Institute
- Curriculum Alignment Workshops
- Standards Specialists
- Regionals
- State Conference
- GED 2002 & ESOL Institute
- Money for On-line Lesson Plans

---

---

---

---

---

---

---

---

Slide  
9

Arizona Adult Education  
**Key Actions that Supported Successful Implementation:**

- Consistent vision/focus from State Director
- Funding policies support participation & implementation; contractual requirement
- De-funding of non-complying programs
- Elimination of formula funding
- Multiple-year local contracts
- State leadership "credit" to participating programs during funding competition
- Field-developed products

---

---

---

---

---

---

---

---

Slide  
10

Arizona Adult Education

### Key Actions that Supported Successful Implementation Cont'd:

- Layered multiple P. D. strategies
- Decisions/policies communicated well in advance of implementation deadlines
- Professional Development "hours" for teacher recertification
- Realistic development/implementation timeline
- High number of teachers participating

---

---

---

---

---

---

---

---

Slide  
11

Arizona Adult Education

### Standards-based Reform 1998

---

---

---

---

---

---

---

---

Slide  
12

Arizona Adult Education

### Standards-based Reform 1999

---

---

---

---

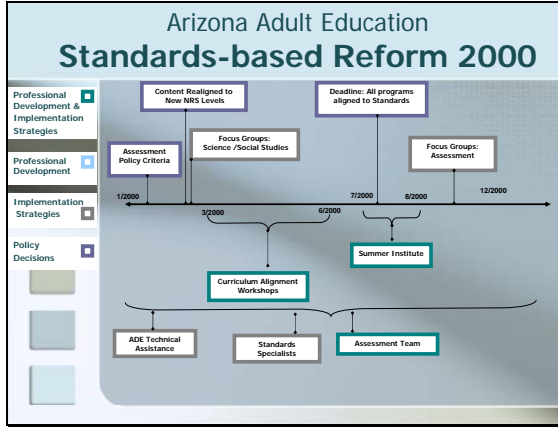
---

---

---

---

Slide  
13




---

---

---

---

---

---

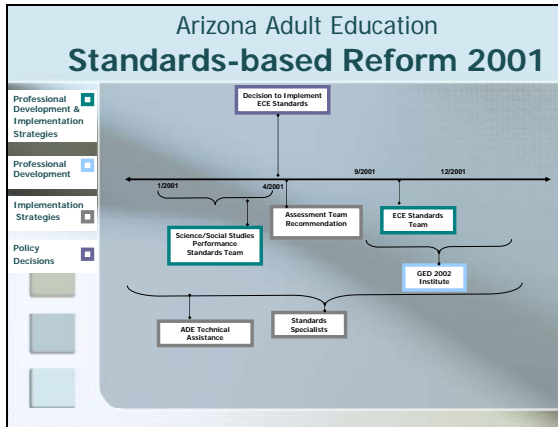
---

---

---

---

Slide  
14




---

---

---

---

---

---

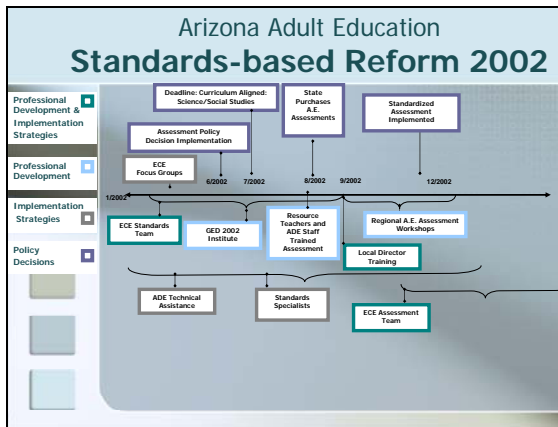
---

---

---

---

Slide  
15




---

---

---

---

---

---

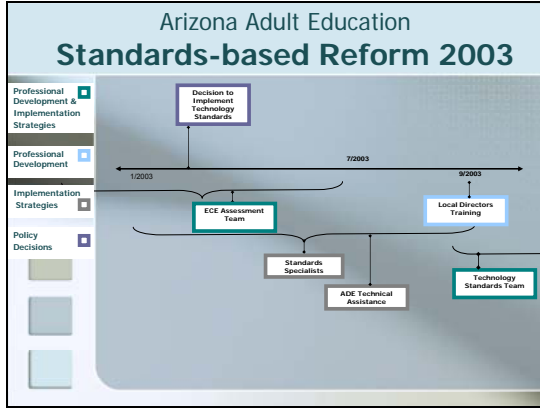
---

---

---

---

Slide  
16



---

---

---

---

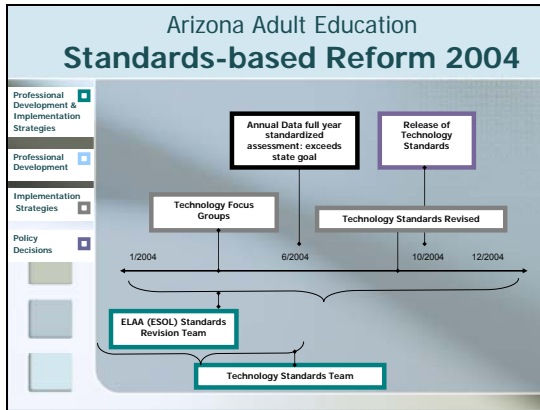
---

---

---

---

Slide  
17



---

---

---

---

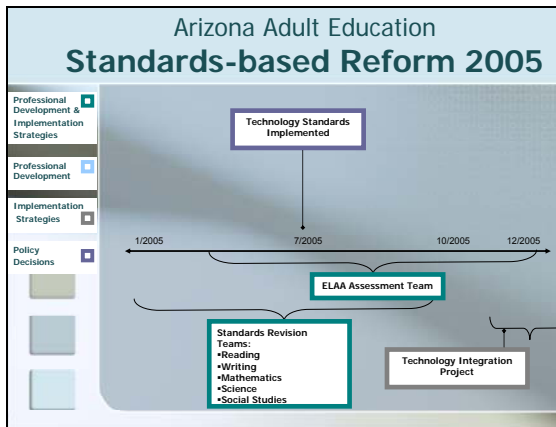
---

---

---

---

Slide  
18



---

---

---

---

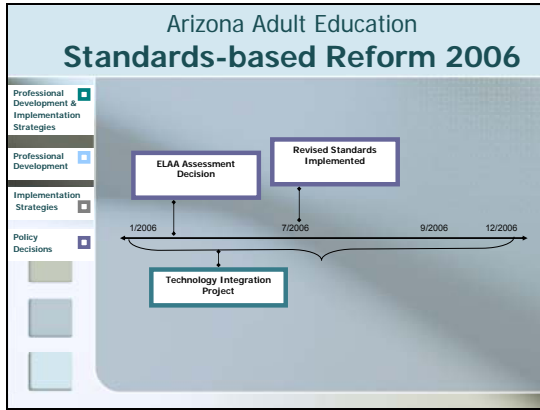
---

---

---

---

Slide  
19



---

---

---

---

---

---

---

---

Slide  
20

- ### Arizona Adult Education Standards Alignment Insurance:
- Benchmarks for Implementation\*
  - Alignment to Standardized Assessment\*
  - Local On-Site Monitoring\*
  - Contractual Requirement
  - Teacher Ownership is KEY!

---

---

---

---

---

---

---

---

Slide  
21

- ### Arizona Adult Education Benchmarks for Implementation
- Distributes current Standards materials to instructional staff
  - Familiarizes staff with terminology and guidelines of the Standards Initiative
  - Aligns curriculum to the Content Standards
  - Uses Performance Standards as the basis of determining educational gains
  - Establishes process to continually orient new staff to the materials and procedures of the Standards Initiative
  - Creates an Action Plan for implementing Standards

---

---

---

---

---

---

---

---

Slide  
22

Arizona Adult Education  
**Standards Policies:**

- Curriculum Alignment Required
- Assessment Alignment Sought
- Instructional Coordinator; ETE
- Technology, Science, Social Studies, Citizenship
- Higher rigor than GED

---

---

---

---

---

---

---

Slide  
23

Arizona Adult Education  
**Standards-based Reform Results**

- 1) **Increased student performance**
- 2) Accountability system provides valid/reliable data
- 3) Increased quality of curriculum & instruction statewide
- 4) Rigorous & consistent product for customers
- 5) Increased & improved articulation among educators
- 6) Raised bar on instructional performance
- 7) Increased respect from education (k-12, Community colleges), legislature, & business fields
- 8) **Ownership by field**

---

---

---

---

---

---

---

**Louisiana**

**Title 28**

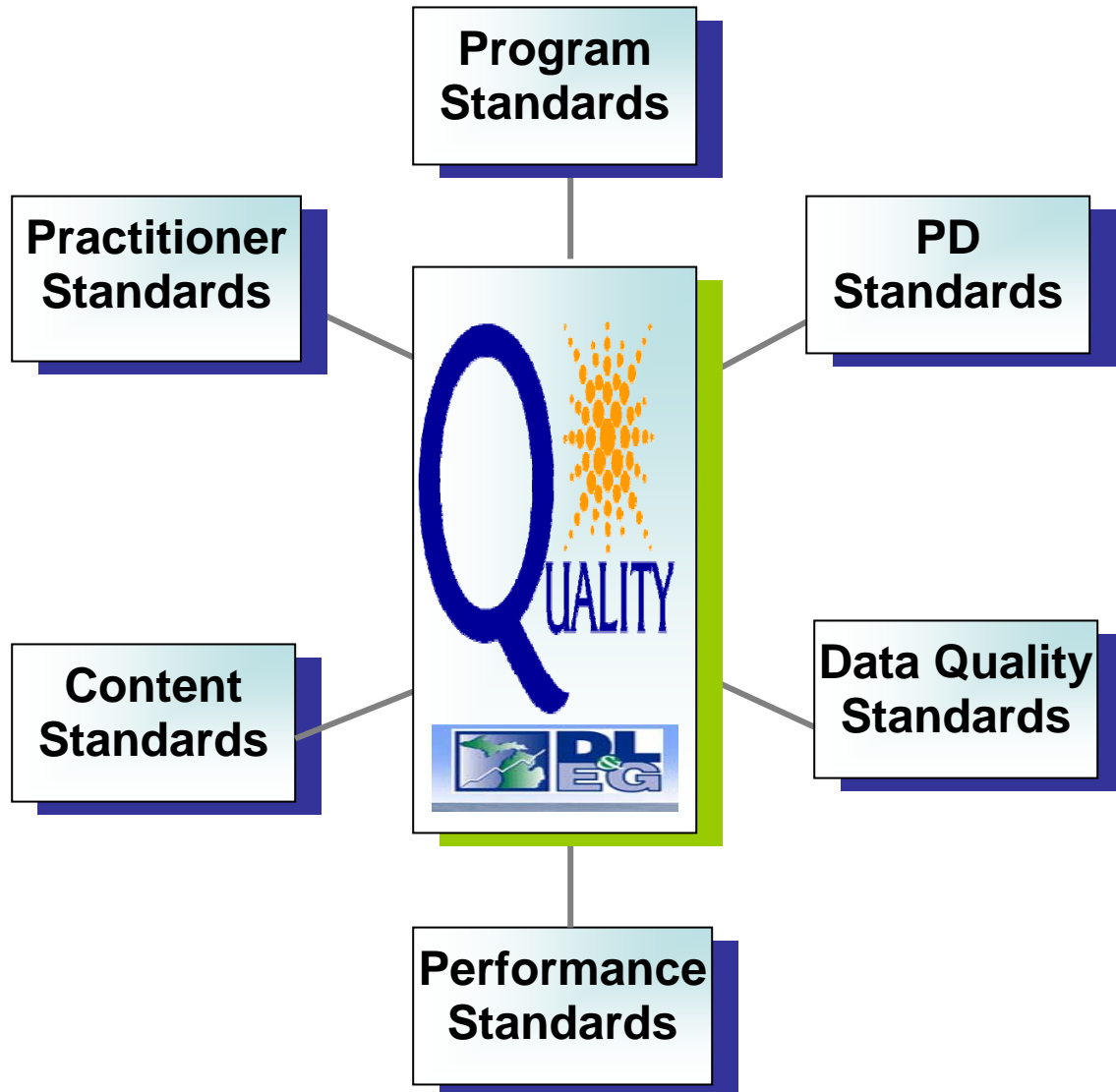
Error! No table of contents entries found.

**Oklahoma**  
**Equipped for the Future (EFF) Three-Year Standards-Based Instruction Training Plan**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<p>1. EFF 2-day Orientation Training (July)</p> <ul style="list-style-type: none"> <li>• An introduction to EFF philosophy</li> <li>• EFF tools – 16 standards, role maps, 4 purposes of learning, common activities, student goal setting, finding shared priorities, teaching/learning cycle</li> <li>• Return to programs and begin using the tools in their August/Sept. classes</li> <li>• Conference calls with each program EFF team</li> </ul> <p>2. <i>Read with Understanding (RWU)</i> Focused Training including the introduction and use of the RWU Curriculum Framework</p> <ul style="list-style-type: none"> <li>• Three 3-day Sessions (September, December, March)</li> <li>• Conference calls between each session</li> <li>• Site visits between each session</li> <li>• Interim activity assignments</li> <li>• Requires attendance of Program Director and two or more teachers (EFF Program Team)</li> <li>• \$5,500 program incentive – first year</li> <li>• \$1,000 individual participant incentive – first year</li> </ul>	<p>1. <i>Use Math to Solve Problems and Communicate (UMSPC)</i> Focused Training including the introduction and use of the UMSPC Curriculum Framework</p> <ul style="list-style-type: none"> <li>• Three 2-day Sessions (October, January, April)</li> <li>• Conference calls as needed</li> <li>• E-mail Feedback of interim assignments</li> <li>• Site visits as needed (state staff)</li> <li>• Requires attendance of Program Director and two or more teachers from the previous year’s EFF RWU training</li> </ul>	<p>1. <i>Convey Ideas in Writing (CIW)</i> Focused Training including the introduction and use of the CIW Curriculum Framework</p> <ul style="list-style-type: none"> <li>• Three 2-day Sessions Expected to follow schedule similar to Year 2</li> <li>• E-mail Feedback of interim assignments</li> </ul>

# Michigan's Quality Framework

Creating Clear Guidance and Expectations for Quality Adult Education Services



## Table of Contents

<b>Quality Framework Descriptors.....</b>	<b>3</b>
<b>Current Status and Priority Recommendations.....</b>	<b>4</b>
<b>Timetable .....</b>	<b>6</b>
<b>Michigan Teacher Professional Development Services..</b>	<b>8</b>
<b>Michigan Program Manager PD Services .....</b>	<b>10</b>
<b>Appendix A: Sample Standards.....</b>	<b>12</b>

# Michigan's Quality Framework

The overarching set of elements and benchmarks that define what an effective adult education program should look like



**A sample of each standard is contained in Appendix A on page 12.**

## Current Status of Michigan's Quality Framework and Priority Recommendations

<b>Quality Standard</b>	<b>Current Status</b>	<b>2007 – 2008 Priority Recommendations</b>
<b>Program Standards</b>	Michigan has an early version of program standards that was used in part to guide the program monitoring visits.	The Advisory Board should revise the program standards to reflect current policies, procedures, research, and best practices and report recommendations to the state office providing the rationale for each recommendation. A variety of state models are available for guidance. It is recommended that Lennox or Kathi facilitate work on this effort.
<b>Practitioner Standards</b>	Michigan does not currently have practitioner standards for teachers, administrators, or support staff.	Practitioner standards provide clear guidance on what practitioners need to know and be able to do. They form the foundation for your professional development system. A variety of state models are available for guidance. It is recommended that a Practitioner Standards Workgroup be convened to adapt/refine practitioner standards during 2007 – 2008 and report recommendations to the state office providing the rationale for each recommendation.
<b>PD Standards</b>	Michigan does not currently have professional development standards.	Prior to developing PD standards, it is recommended that Michigan define the structure and policies of its PD system. Once those are developed, they will be incorporated into the broader PD standards. The Advisory Board will provide oversight on the development of Michigan's PD system and report recommendations to the state office providing the rationale for each recommendation. A recommended timeline will be developed for their review.
<b>Content Standards</b>	Michigan currently has ASE and ESL content standards. ABE standards are under development.	Revisions/refinement continue on Michigan's content standards. The ESL standards will be crosswalked with the CASAS assessment. Revisions to the ABE content standards are necessary. A strategic professional development plan is needed to assist practitioners in using the content standards to guide instruction. In addition, Michigan will need to determine its expectations on their use and incorporate those into the program standards. The Curriculum and Instruction taskforce should study these issues and report recommendations to the state office providing the rationale for each recommendation.
<b>Data Quality</b>	The US Department of	It is recommended that the Data and

<b>Quality Standard</b>	<b>Current Status</b>	<b>2007 – 2008 Priority Recommendations</b>
<b>Standards</b>	Education has developed data quality standards to which every state must certify compliance. Many states have adapted these standards for use at the local level to certify data quality. A draft set of local data quality standards was developed in 2006 – 2007 for Michigan but no action has been taken on them.	Reporting Systems taskforce review the draft data standards, make revisions, and report recommendations through the Advisory Board to the state office providing the rationale for each recommendation.  (It is also critical that Michigan get resolution during 2007 – 2008 on state data match with UI records, GED test records, and higher education. While the initial report was that the collection of social security numbers was prohibited, this issue should be revisited to explore any possible resolutions.)
<b>Performance Standards</b>	The performance standards are negotiated annually with the US Department of Education.	While there is no development work needed, it is recommended that a thorough analysis of the state's performance reports for the last three years be analyzed very carefully either by state staff, the Advisory Board, or the Accountability and Program Performance Taskforce. Based on that analysis, a series of recommendations should be developed to address performance improvement. Those recommendations should be submitted to the state office providing a rationale for each recommendation.  The Advisory Board may want to consider policies on minimum % for pre-post testing and other performance-related issues such as student retention for incorporation into the Program Standards

# Michigan's Quality Framework

## Development Timetable

### 2007 – 2013

(for discussion with the Advisory Board)

Component	Development Group (Review models/options and adapt to Michigan)	Development Completion Date	Rationale and Recommendations Made to State Office
<b>1. Program Standards</b>			
a. Development of program standards, elements, and measures	Advisory Board or sub-unit	March, 2008	
b. Inclusion of program standards into monitoring and evaluation process	State Staff	June, 2008	
<b>2. Practitioner Standards</b>			
a. Teacher	Practitioner Standards Workgroup	March, 2008	
b. Program Manager	Practitioner Standards Workgroup	March, 2008	
<b>3. PD Standards</b>			
a. Acceptance of PD system framework itself (e.g., orientation, core, responsive)	Advisory Board	June, 2008	
b. Determination of content, access, and incentives <ul style="list-style-type: none"> <li>• Some content will be contingent on completion of practitioner standards.</li> <li>• See PD system timetable for particular activities.</li> </ul>	Advisory Board or sub-unit		
c. Development of	Advisory Board		

<b>Component</b>	<b>Development Group</b> (Review models/options and adapt to Michigan)	<b>Development Completion Date</b>	<b>Rationale and Recommendations Made to State Office</b>
overall PD standards	or sub-unit		
<b>4. Content Standards</b>			
a. Revisions to ESL and ABE content standards	Content Standards Workgroup	08 - 09	
a. Professional development plan for standards-based instruction	Curriculum and Instruction Taskforce	08 - 09	
b. Decision on use of content standards for incorporation into program standards	Advisory Board	March, 2008	
<b>5. Data Quality Standards</b>			
a. Refinement of draft local data quality standards	Data and Reporting Systems Taskforce	March, 2008	
b. Development of data-match process with Unemployment Insurance (UI) and GED testing records	State Staff		
<b>6. Performance Standards</b>			
a. Analysis of state performance results	Accountability and Program Performance Taskforce		
b. Recommendations for improving program performance	Accountability and Program Performance Taskforce		
c. Policy recommendations related to pre/post testing and other	Advisory Board	March, 2008	

<b>Component</b>	<b>Development Group</b> (Review models/options and adapt to Michigan)	<b>Development Completion Date</b>	<b>Rationale and Recommendations Made to State Office</b>
performance-related issues.			

**MAEPD—MTPD**  
**Michigan Teacher Professional Development (MTPD) Services**  
**August 1, 2007**

**MTPD has three components:**

- 1. New Teacher Orientation** provides the newly appointed local teacher with the knowledge, resources, and networking needed for entry into the position.
- 2. Core Training** provides all teachers with the knowledge and resources that are required of every local adult education teacher.
- 3. Responsive Training** responds to the individual professional development needs of each teacher.

**Study and Recommendations from the Advisory Board (or a sub-unit):**

- 1. Content:** The Advisory Board studies models and resources related to teacher competencies (what adult education teachers are expected to know and know how to do) and provides rationale and recommendations to the state office for a set of competencies. Based on those competencies, provide rationale and recommendations to the state office regarding the content for each training component—New Teacher, Core, and Responsive.
- 2. Access:** The Advisory Board or a sub-unit studies options for how teachers will access the content (e.g., on-line courses, face-to-face presentation, CD resources). Ways to access the content will vary among the three MTPD components based on the region of the state, the content to be delivered, or state capabilities. The Advisory Board or a sub-unit studies options and provides rationale and recommendations to the state office.
- 3. Incentives:** The Advisory Board studies options for incentives that encourage or require teachers to participate in each of the three MTPD components and provides rationale and recommendations to the state office.
- 4. Fulfillment:** The Advisory Board studies options for what teachers are expected to do as a result of participating in MTPD components. Is participation good enough, or, for various components, will participants be expected to demonstrate the use of the information learned in some way?

**MTPD In-State Trainers:** Michigan will develop a cadre of instate MTPD trainers.

- 1. Criteria:** The Advisory Board will provide rationale and recommendations to the state office regarding the criteria to be used to select MTPD trainers.
- 2. Recruitment & Matching:** The Advisory Board will provide rational and recommendations to the state office regarding how to recruit MTPD trainers and how to match them to the content to be delivered.
- 3. Training:** The Advisory Board will study “train the trainer” models and provide rationale and recommendations to the state office regarding the design and the delivery of training for MTPD trainers.
- 4. Support:** The Advisory Board will provide rationale and recommendations to the state office regarding the kinds of support the MTPD trainers will need.

**MAEPD—MTPD**  
**Michigan Teacher Professional Development (MTPD) Services**  
**August 1, 2007**

<b>Time Table</b>
-------------------

<b>Component</b>	<b>Review Completed</b>	<b>Rationale and Recommendations Made</b>
<b>1. New Teacher Orientation</b>		
<b>a. Content</b>		
<b>b. Access</b>		
<b>c. Incentives</b>		
<b>d. Fulfillment</b>		
<b>2. Core Training</b>		
<b>a. Content</b>		
<b>b. Access</b>		
<b>c. Incentives</b>		
<b>d. Fulfillment</b>		
<b>3. Responsive Training</b>		
<b>a. Content</b>		
<b>b. Access</b>		
<b>c. Incentives</b>		
<b>d. Fulfillment</b>		
<b>MTPD Trainers</b>		
<b>a. Criteria</b>		
<b>b. Recruitment and Matching</b>		
<b>c. Training</b>		
<b>d. Support</b>		

# **MAEPD—MP2D**

## **Michigan Program Manager Professional Development (MP2D) Services**

### **August 1, 2007**

#### **MP2D has three components:**

- 1. New Manager Orientation** provides the newly appointed local program manager with the knowledge, resources, and networking needed for entry into the position.
- 2. Core Training** provides all local program managers with the knowledge and resources that are required of every local adult education program manager.
- 3. Responsive Training** responds to the individual professional development needs of each program manager.

#### **Study and Recommendations from the Advisory Board (or a sub-unit):**

- 1. Content:** The Advisory Board studies models and resources related to program manager competencies (what adult education program managers are expected to know and know how to do) and provides rationale and recommendations to the state office for a set of competencies. Based on those competencies, provide rationale and recommendations to the state office regarding the content for each training component—New Manager, Core, and Responsive.
- 2. Access:** The Advisory Board or a sub-unit studies options for how local program managers will access the content (e.g., on-line courses, face-to-face presentation, CD resources). Ways to access the content will vary among the three MP2D components based on the region of the state, the content to be delivered, or state capabilities. The Advisory Board or a sub-unit studies options and provides rationale and recommendations to the state office.
- 3. Incentives:** The Advisory Board studies options for incentives that encourage or require local program managers to participate in each of the three MP2D components and provides rationale and recommendations to the state office.
- 4. Fulfillment:** The Advisory Board studies options for what program managers are expected to do as a result of participating in MP2D components. Is participation good enough, or, for various components, will participants be expected to demonstrate the use of the information learned in some way?

#### **MP2D In-State Trainers:** Michigan will develop a cadre of instate MP2D trainers.

- 1. Criteria:** The Advisory Board will provide rationale and recommendations to the state office regarding the criteria to be used to select MP2D trainers.
- 2. Recruitment & Matching:** The Advisory Board will provide rational and recommendations to the state office regarding how to recruit MP2D trainers and how to match them to the content to be delivered.
- 3. Training:** The Advisory Board will study “train the trainer” models and provide rationale and recommendations to the state office regarding the design and the delivery of training for MP2D trainers.
- 4. Support:** The Advisory Board will provide rationale and recommendations to the state office regarding the kinds of support the MP2D trainers will need.

**MAEPD—MP2D**  
**Michigan Program Manager Professional Development (MP2D) Services**  
**August 1, 2007**

<b>Time Table</b>
-------------------

<b>Component</b>	<b>Review Completed</b>	<b>Rationale and Recommendations Made</b>
<b>1. New Director Orientation</b>		
<b>a. Content</b>		
<b>b. Access</b>		
<b>c. Incentives</b>		
<b>d. Fulfillment</b>		
<b>2. Core Training</b>		
<b>a. Content</b>		
<b>b. Access</b>		
<b>c. Incentives</b>		
<b>d. Fulfillment</b>		
<b>3. Responsive Training</b>		
<b>a. Content</b>		
<b>b. Access</b>		
<b>c. Incentives</b>		
<b>d. Fulfillment</b>		
<b>MP2D Trainers</b>		
<b>a. Criteria</b>		
<b>b. Recruitment and Matching</b>		
<b>c. Training</b>		
<b>d. Support</b>		

# Michigan's Quality Framework

## Sample Program Standard

### Curriculum and Instruction: (Assessment, Accommodations, Instruction, Instructional Resources)

Indicator of Program Quality: **The program has assessment, curriculum and instruction designed to meet the educational needs of students with diverse educational and cultural backgrounds, and employs the Arizona Adult Education Standards.**

#### **Descriptors:**

1. The program's curricula are aligned to the Arizona Adult Education Standards. (*Curriculum*)
2. There is a process for the development and/or review of the curricula within the program. (*Curriculum*)
3. There is a process to determine if a student has a specific learning difficulty and/or learning disability. (*Assessment*)
4. The Performance/Proficiency Standards are used to indicate student progress. (*Assessment*)
5. Assessment results are shared with students and are utilized to develop and adjust individual student study plans. (*Assessment*)
6. The program accommodates the needs of students with learning difficulties and/or learning disabilities. (*Accommodations*)
7. The Arizona Adult Education Standards are the basis of instructors' lesson planning and instructional activities (*Instruction*)
8. The program's curriculum contextualizes and integrates instruction within the content areas to include the community, family and workplace, and incorporates critical thinking, interpersonal and communication skills. (*Instruction*)
9. The program uses the Arizona Adult Education Standards as a guide in the selection of instructional materials. (*Instructional resources*)
10. There are sufficient instructional materials for instructors to conduct classes. (*Instructional resources*)
11. The program has a process to involve staff in the selection of materials and evaluation of their effectiveness. (*Instructional resources*)
12. Teachers employ technology in the planning and delivery of instruction. (*Instructional resources*)

## Sample Practitioner Standard

### **Standard #3 Assessment**

Teachers understand and use varied assessments to inform instruction, evaluate student learning and improve program practice.

<p><b>Element 3.1</b> Teachers are knowledgeable about assessment types, their purposes and the data they generate.</p>	<p><b>Element 3.2</b> Teachers select, develop and use a variety of assessment types.</p>	<p><b>Element 3.3</b> Teachers involve learners in self-assessment and progress monitoring.</p>	<p><b>Element 3.4</b> Teachers analyze assessment data to plan, differentiate and modify instruction.</p>
<p><b>Indicator 3.1.1</b> Teachers are trained in assessments and follow-up for which they are responsible.</p>	<p><b>Indicator 3.2.1</b> Teachers administer formal assessment instruments, when applicable, in compliance with the state's assessment policy.</p>	<p><b>Indicator 3.3.1</b> Teachers communicate to students the role of assessment in the teaching/learning cycle.</p>	<p><b>Indicator 3.4.1</b> Teachers continually analyze assessment data from a variety of sources to modify methods and curricula.</p>
<p><b>Indicator 3.1.2</b> Teachers articulate the differences in purpose and use between formal and informal assessments</p>	<p><b>Indicator 3.2.2</b> Teachers choose and administer informal assessment instruments, including portfolios, to guide instruction and demonstrate student progress.</p>	<p><b>Indicator 3.3.2</b> Teachers provide students with tools and opportunities to reflect and articulate the knowledge and skills they have gained.</p>	<p><b>Indicator 3.4.2</b> Teachers use group assessment results for planning program improvement.</p>
<p><b>Indicator 3.1.3</b> Teachers continually check for learning in each instructional session to evaluate student learning and assessment goals.</p>			<p><b>Indicator 3.4.3</b> Teachers maintain accurate and complete assessment records as needed for reporting and data-based decision making.</p>

## Sample PD Standard

**Standard 4: High quality professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.**

<b>Standard 4 Elements</b>	<b>Indicators</b>
<b>4.1</b> Professional learning opportunities are based on identified needs.	In a high quality professional development system: a. Professional development learning experiences are matched with individual goals, needs, current knowledge and skills. b. Professional development experiences are planned with consideration for group needs, current knowledge and skills. c. Variety in the design, delivery, intensity and duration of professional development is employed according to identified needs.
<b>4.2</b> Professional development includes a variety of learning experiences.	In a high quality professional development system: a. Experiences and methods of delivery are varied to reflect the learning needs of adults. b. Technology is used to deliver professional development, when appropriate. c. Learning experiences reflect best practice professional development models.
<b>4.3</b> Professional development reflects a logical sequence of experiences.	In a high quality professional development system: a. The sequence of professional development opportunities is based on a comprehensive professional development plan. b. A structured sequence of professional development opportunities gives educators time to strengthen, refine or replace previous knowledge and skills.

## Sample Content Standard

Math

<b>Objective</b>	
<b>1.0 Develops and applies number sense to solve a variety of real-life problems and to determine if the results are reasonable.</b>	
<b>Benchmarks</b>	<b>Examples of How/Where Adults Use This Skill</b>
<b>The adult learner is able to:</b> 1.1 Represent and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific) in real-life and mathematical problem situations.	The adult learner understands the different types of equivalencies and is able to use them in various situations. <ul style="list-style-type: none"> <li>Convert decimals and fractions in workplace settings, such as measuring an item and converting from fractions to decimals.</li> <li>Recognize figures that are equivalent, e.g., <math>50\% = \frac{1}{2} = .5</math> of an amount.</li> <li>Convert and display real numbers in the different forms.</li> </ul>

## **Sample Data Quality Standard**

<b>A. Data Foundation and Structure</b>	<b>Standards or Process</b>	<b>Level of Quality</b>
1.	Program has a written assessment policy that specifies the standardized assessment(s) to use for accountability for adult students.	<b>Acceptable</b>
2.	Program has a written assessment policy that specifies the time periods (in hours or weeks) for when to pre- and posttest.	<b>Acceptable</b>
3.	Score ranges are tied to educational functioning levels (EFL) for placement and for reporting gains for accountability.	<b>Acceptable</b>
4.	Program has a written assessment policy that provides guidance on tests and placement for special populations (e.g., students who are unable to be tested due to language or disability).	<b>Acceptable</b>
5.	List the assessments used by your program for ABE and ESOL.	
6.	Program has written policies for goal setting procedures.	<b>Acceptable</b>
7.	Program differentiates goals established for ABLELink tracking and goals for acceptable instruction.	<b>Acceptable</b>
8.	Program uses the state level data match for the GED and employment Core Indicators of Performance.	<b>Acceptable</b>
9.	Program uses the state approved method for tracking entrance into post secondary education. (data match and survey)	<b>Acceptable</b>
10.	Program maintains a list of which students are to be tracked.	<b>Acceptable</b>
11.	Program has established a regular schedule (e.g. quarterly) for submission of data.	<b>Acceptable</b>
12.	Local program meets state established schedule for data submission so that the program data can be included in ABLELink reports.	<b>Acceptable</b>
13.	Local program has established a procedure for collecting Social Security numbers, including how to deal with missing numbers (use of GED Security Number).	<b>Acceptable</b>
14.	The program has written definitions for all measures (including demographic measures and contact hours), defined according to NRS requirements and has provided them to all staff.	<b>Acceptable</b>
15.	Program has regular schedule for data submission to ODE for data matching and meets schedule required by state policy.	<b>Acceptable</b>