



**NATIONAL ADULT EDUCATION
PROFESSIONAL
DEVELOPMENT CONSORNIUM, INC.**

Plan of Work: 2002-2004

Report—January 1, 2004

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Preface

The mission and goals of the National Adult Education Professional Development Consortium, Inc. (NAEPDC) shall be:

- To coordinate, develop and conduct programs of professional development for state adult education staff.
- To serve as a catalyst for public policy review and development as it relates to adult education.
- To disseminate information to the field of adult education.
- To coordinate the development of national and/or international adult education initiatives and link those initiatives to state programs.

With that mission as a guide, the Executive Committee met in San Antonio, Texas, January 12-13, 2002 and developed the attached two-year Plan of Work.

Policy Initiatives	Benchmarks				Goal
	July 1, 2002	January 1, 2003	July 1, 2003	January 1, 2004	
1. Maintain and oversee adult education related policy analysis activities.	<p>1.1 Support a part-time policy analyst to monitor policy activities and regularly update the membership.</p> <p>Garrett prepared the appendix to the upcoming publication <i>Coordinated Funding Streams</i> listing key provisions needed to enter into memoranda of understanding with other offices and agencies.</p> <p>1.2 Monitor WIA and TANF reauthorizations.</p> <p>Garrett has monitored the developments in welfare, coordinated a monograph to correlate basic skills and welfare success, conferred with partner agencies and organizations especially the Center for Law and Social Policy on welfare issues related to adult education.</p>	<p>1.1 Support a part-time policy analyst to monitor policy activities and regularly update the membership.</p> <p>Garrett Murphy, former NY State Director, continues to monitor and analyze policy activities. See activities below.</p> <p><u>1.2 Monitor</u> WIA and TANF reauthorizations.</p> <p>Garrett has monitored the developments in welfare, distributed our new publication <i>Built to Last</i>, a monograph to correlate basic skills and welfare success, conferred with partner agencies and organizations especially the Center for Law and Social Policy on welfare</p>	<p><u>1.1 Support</u> a part-time policy analyst to monitor policy activities and regularly update the membership.</p> <p>Garrett Murphy, former NY State Director, continues to monitor and analyze policy activities. See activities below.</p> <p>1.2 Monitor WIA and TANF reauthorizations</p> <p>Garrett has taken the lead with the Policy Committee, and its Chair, Roberta Pawloski (CT) to respond to numerous requests from the House Education and Workforce Committee regarding the reauthorization of WIA and provided updates to State Directors.</p>	<p><u>1.1 Support</u> a part-time policy analyst to monitor policy activities and regularly update the membership.</p> <p>Lynn Selmsler, for House staffer and one of the WIA authors, has assumed the role of Policy Analyst, and Garrett Murphy, former NY State Director, continues as Policy Consultant.</p> <p>1.2 Monitor WIA and TANF reauthorizations</p> <p>Lynn has worked with the Policy Committee and its Chair, Patricia Bennett (MD) to respond to the Senate staff members' requests for information regarding reauthorization of WIA.</p> <p>The protracted WIA reauthorization</p>	State directors are kept apprised of legislative, policy and regulatory developments that may have an impact on their programs or that may offer opportunities to expand or improve their programs.

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	<p>Garrett assisted state directors in preparing testimony for OVAE hearings on AEFLA re-authorization.</p> <p>Garrett prepared welfare background papers for the state directors and the National Coalition for Literacy in response to a request by HHS. Garrett analyzed proposed legislation to re-structure the Office of Education Research and Improvement (OERI) and prepared background paper.</p> <p>Garrett prepared an analysis of the potential effects of proposed "Superwaiver" legislation.</p> <p>Garrett prepared a thumbnail description of the Adult Education and Family Literacy System in the nation and provided it to new House authorizing committee staff given responsibility for adult</p>	<p>issues related to adult education</p>	<p>The House activities consumed an exorbitant amount of staff and committee time.</p>	<p>discussions in the Senate consumed even more staff and Policy Committee time.</p>	

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	<p>education.</p> <p>Garrett prepared a compilation of Federal programs that can fund adult literacy activities that was published by the Council for the Advancement of Adult Literacy (CAAL).</p> <p>1.3 Generate a new set of "bottom lines."</p> <p>In collaboration with the Policy Committee, the Small States Workgroup, and the Executive Committee, the new set of bottom lines have been developed.</p> <p>1.4 Institute a small state/outlying area subcommittee that would work with the Policy Committee to ensure that policy was cognizant of their issues and challenges.</p>	<p>1.3 Distribute "bottom lines" to state directors and their staff members.</p> <p>The State Directors' "bottom lines" of considerations for reauthorization were distributed to the field and requests from other interested parties were filed.</p> <p>1.4 Continue a small state/outlying area subcommittee that would work with the Policy Committee to ensure that policy was cognizant of their issues and challenges.</p>	<p>1.3 This strategy is complete.</p> <p>1.4 Continue a small state/outlying area subcommittee that would work with the Policy Committee to ensure that policy was cognizant of their issues and challenges.</p>	<p>1.4 Continue a small state/outlying area subcommittee that would work with the Policy Committee to ensure that policy was cognizant of their issues and challenges.</p>	

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	The Small States Workgroup has developed recommendations that have been reviewed and recommended by the Policy Committee and approved by the Executive Committee.	The Small State Workgroup continued to develop recommendations for the Policy and Executive Committee.		The Small State Workgroup responded to Senate requests for information regarding changes in the funding formula targeted to impact small states.	
2. Improve contacts with key Houses, Senate, and White House staff members to provide the latest program information from the field, broker information and respond to inquiries.	<p>2.1 In response to requests from Hill staffers, the E.D will attend Literacy Caucus in order to respond to requests for information regarding WIA and other implementation activities and keep adult education and literacy in the forefront of policy discussions.</p> <p>Information has been provided to Congressman Kennedy's staff, the House Appropriation's staff, Senator Kennedy's Staff, and the Senate Appropriation's staff.</p>	<p>2.1 In response to requests from Hill staffers, the E.D will respond to requests for information regarding WIA and other implementation activities and keep adult education and literacy in the forefront of policy discussions.</p> <p>During the fall of 2002, requests from the Hill focused on the state directors' bottom lines considerations for reauthorizing WIA. Clarification of issues and referral of advocacy issues to the</p>	<p>2.1 In response to requests from Hill staffers, the E.D will respond to requests for information regarding WIA and other implementation activities and keep adult education and literacy in the forefront of policy discussions.</p> <p>During the Spring of 2003, the House Subcommittee was developing their reauthorization bill. We responded to requests related to the impact of provisions.</p>	<p>2.1 In response to requests from Hill staffers, the E.D will respond to requests for information regarding WIA and other implementation activities and keep adult education and literacy in the forefront of policy discussions.</p> <p>During the Summer and Fall of 2003, the Senate relayed a number of requests related to possible impact of various provisions. OVAE hosted two meetings</p>	<p>Hill and White House staff members view NAEPDC as the primary source of information regarding adult education and literacy.</p> <p>Adult education and literacy is recognized for its contributions to other social issues and agendas.</p>

	<p>Garrett met with Senator Kennedy's staff to make arrangements for requested meetings of key Senate staff and corresponding state directors.</p> <p>2.2 Where appropriate, assist the Council with its advocacy and promotion activities.</p> <p>A proposal is near completion for the Council and Consortium to promote better communications between the key Hill staff and their corresponding state directors.</p> <p>2.3 NAEPDC will monitor the introduction of new Census data to the distribution formula with intent to introduce a hold harmless policy for States destined to lose dollars.</p>	<p>Council took precedent.</p> <p>2.2 Where appropriate, assist the Council with its advocacy and promotion activities.</p> <p>2.3 NAEPDC will monitor the introduction of new Census data to the distribution formula with intent to introduce a hold harmless policy for States destined to lose dollars</p>	<p>We referred advocacy issues to the Council.</p> <p>2.2 Where appropriate, assist the Council with its advocacy and promotion activities.</p> <p>2.4 NAEPDC will monitor the introduction of new Census data to the distribution formula with intent to introduce a hold harmless policy for States destined to lose dollars.</p>	<p>with Consortium and Council members to share reauthorization ideas.</p> <p>We referred advocacy issues to the Council.</p> <p>2.2 Where appropriate, assist the Council with its advocacy and promotion activities.</p> <p>2.4 This strategy is complete.</p>	
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		At the Fall State Directors' National Training Institute in San Francisco, agreement was unanimously reached for a two year phase in of the new census data to limit the negative impact on states that would loose funding.	The 10% hold harmless provisions in the current legislation provides the protection states need and avoided the need for amendment.		
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3. Improve contacts with key agency and partner staff including OVAE, PES, OERI (including NCSALL), NIFL, DOL, HHS, NGA, CSSO, NCAL, and others	<p>OVAE, NIFL, OERI 3.1 Lennox will meet quarterly with OVAE, NIFL, and OERI staff to (a) keep them abreast of NAEPDC initiatives, (b) build relationships, and (c) follow through on commitments.</p> <p>Lennox met regularly with OVAE and NIFL staff. OERI was going through staff transition. Conferred regularly with Rob Muller, Interim DAEL Director, regarding both the February and May meetings. Met regularly with NIFL and NCSALL regarding the research to policy initiative. Met with MPR (OVAE contractor) regarding the Faith-based initiative. NAEPDC is a partner with NCAL, OTAN, and PBS in the TECH 21 project and the staff has met with</p>	<p>OVAE, NIFL, OERI 3.1 Lennox will meet quarterly with OVAE, NIFL, and OERI staff to (a) keep them abreast of NAEPDC initiatives, (b) build relationships, and (c) follow through on commitments.</p> <p>Lennox met regularly with the NIFL staff to coordinate activities and collaborate on initiatives.</p> <p>USDOE was being reorganized with OERI in transition.</p> <p>Planned the 2002 Fall State Directors' National Training Institute in San Francisco with the National Center for the Study of Adult Learning and Literacy (NCSALL) focusing on integrating research findings into state wide adult education programs.</p>	<p>OVAE, NIFL, OERI 3.1 Lennox will meet quarterly with OVAE, NIFL, and OERI staff to (a) keep them abreast of NAEPDC initiatives, (b) build relationships, and (c) follow through on commitments.</p> <p>Lennox met regularly with the NIFL staff to coordinate activities and collaborate on initiatives. (See the State Staff Workgroups below)</p> <p>Due to change in philosophy in OVAE, the Executive Director met less often with the USDOE staff.</p>	<p>OVAE, NIFL, OERI 3.1 Lennox will meet quarterly with OVAE, NIFL, and OERI staff to (a) keep them abreast of NAEPDC initiatives, (b) build relationships, and (c) follow through on commitments.</p> <p>In order to improve the quality and coordination of information State Directors have about National projects, Lennox invited OVAE, NIFL, and NCSALL to a "Mutual Briefing" to share information regarding current projects, their deliverables and timelines so State Directors would know what was in the pipeline and when it would be out. The ED has created a draft matrix of all of the projects which should be edited and published in the spring of 04.</p>	<p>NAEPDC (a) has excellent relationships and communications with partner agencies, (b) has regular discussions on initiatives and issues, (c) monitors all initiatives, (d) provides regular updates to the board and membership, (e) provides feedback from the field to our partner agencies, and (f) our partners view NAEPDC as a primary source of information on adult education and literacy needs.</p>

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	<p>them and prepared planning and background material for the early stages of the project. The PA represented the State Directors at the Council for the Advancement of Adult Literacy (CALL).</p> <p>3.2 The E.D. will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on those quarterly discussions and (b) send a copy of the updates to agency staff.</p> <p>Both committees are in transition during this report cycle.</p> <p>DOL, HHS, PES 3.3 The E.D. will meet semiannually with DOL, HHS, and PES staff to (a) keep them abreast of NAEPDC</p>	<p>Hosted the new National Director of the USDOE Division of Adult Education and Literacy, Cheryl Keenan, for her first presentation to the State directors.</p> <p>3.2 The E.D. will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on those quarterly discussions and (b) send a copy of the updates to agency staff.</p> <p>Lennox updates the professional development and Policy Committees on a monthly basis.</p> <p>DOL, HHS 3.3 The E.D. will meet semiannually with DOL and HHS (PES no longer exists) staff to (a) keep them abreast of NAEPDC initiatives,</p>	<p>3.2 The E.D. will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on those quarterly discussions and (b) send a copy of the updates to agency staff.</p> <p>Lennox updates the professional development and Policy Committees on a monthly basis.</p> <p>DOL, HHS The E.D. will meet semiannually with DOL and HHS staff to (a) keep them abreast of NAEPDC initiatives, (b) build relationships,</p>	<p>The Executive Director met regularly with the NIFL staff to coordinate activities and collaborate on initiatives. (See the State Staff Workgroups below)</p> <p>3.2 The E.D. will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on those quarterly discussions and (b) send a copy of the updates to agency staff.</p> <p>Lennox updates the professional development and Policy Committees on a monthly basis.</p> <p>DOL, HHS The E.D. will meet semiannually with DOL and HHS staff to (a) keep them abreast of NAEPDC initiatives, (b) build relationships,</p>	

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	<p>initiatives, (b) build relationships, and (c) follow through on commitments.</p> <p>Discussions with Labor. Policy Analyst heavily involved with HHS issues related to welfare reform.</p> <p>3.4 The Executive Director will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on these discussions and (b) send a copy of the updates to agency staff.</p> <p>The Policy and Executive Committee was briefed regularly on these issues.</p> <p>3.5 Lennox will develop contacts with Title I, Exceptional Education, NGA, CCSSO, and</p>	<p>(b) build relationships, and (c) follow through on commitments.</p> <p>Labor and HHS have dropped off of the National Coalition for Literacy and no one has been assigned in either agency to focus on adult education issues.</p> <p>3.4 The Executive Director will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on these discussions and (b) send a copy of the updates to agency staff.</p> <p>The Policy and Executive Committee was briefed regularly on these issues.</p> <p>3.5 Lennox will develop contacts with Title I, Exceptional Education, NGA, CCSSO, and NCAL.</p>	<p>and (c) follow through on commitments.</p> <p>Labor and HHS contacts interested in adult education issues continue to be inconspicuous at best.</p> <p>3.4 The Executive Director will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on these discussions and (b) send a copy of the updates to agency staff.</p> <p>The Policy and Executive Committee was briefed regularly on these issues.</p> <p>3.5 Lennox will develop contacts with Title I, Exceptional Education, NGA, CCSSO, and NCAL.</p>	<p>and (c) follow through on commitments.</p> <p>Labor and HHS contacts interested in adult education issues continue to be inconspicuous at best.</p> <p>3.4 The Executive Director will (a) update NAEPDC Committees (e.g. National Programs, Professional Development, and Research) on these discussions and (b) send a copy of the updates to agency staff.</p> <p>The Policy and Executive Committee was briefed regularly on these issues.</p> <p>3.5 Lennox will develop contacts with Title I, Exceptional Education, NGA, CCSSO, and NCAL.</p>	

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	<p>NCAL.</p> <p>Continued discussions with NGA staff. Need to identify contacts with the other partners.</p> <p>3.6 NAEPDC will monitor the National Assessment of Adult Literacy (NAAL) and NCES to upgrade the design, implementation and funding of NAAL and similar research efforts.</p> <p>Complete</p>	<p>Continued discussions with NGA staff. Need to identify contacts with the other partners.</p>	<p>Continued discussions with NGA staff. Shared WIA information, resources and updates with NGA staff.</p>	<p>Continued discussions with NGA staff. Shared WIA information, resources and updates with NGA staff.</p>	
<p>4. Improve relationships with other national adult education and literacy partner organizations through the National Coalition for Literacy.</p>	<p>4.1 NAEPDC will provide logistical support for the State Director appointed by the National Council of State Directors of Adult Education to represent the Council on the National Coalition for Literacy.</p> <p>Garrett prepared welfare reform policy</p>	<p>4.1 NAEPDC will provide logistical support for the State Director appointed by the National Council of State Directors of Adult Education to represent the Council on the National Coalition for Literacy.</p> <p>Ongoing support is provided for Garrett</p>	<p>4.1 NAEPDC will provide logistical support for the State Director appointed by the National Council of State Directors of Adult Education to represent the Council on the National Coalition for Literacy.</p> <p>Ongoing support is provided for Lynn,</p>	<p>4.1 NAEPDC will provide logistical support for the State Director appointed by the National Council of State Directors of Adult Education to represent the Council on the National Coalition for Literacy.</p> <p>Ongoing support is provided for Lynn,</p>	<p>NAEPDC has excellent communication and relationships with other Adult Education organizations and our partners view NAEPDC as the primary source of information regarding adult education and literacy.</p>

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	<p>papers for the Coalition. Garrett supported staff assigned to negotiate policy positions with the National Coalition for Literacy.</p> <p>4.2 NAEPDC will transmit the report from the coalition meetings to all state directors. Complete</p> <p>4.3 Lennox will meet monthly with one national partner organization (e.g. NAM, NAB) key contact to discuss and report organization's adult education-related initiatives. Discussions with AFL-CIO but need to expand these contacts</p> <p>4.4 NAEPDC will support a liaison with COABE. Jim Bowling followed by Israel Mendoza</p>	<p>and Policy Chair Roberta Pawloski (CT) who attend quarterly Coalition meetings</p> <p>4.2 NAEPDC will transmit the report from the coalition meetings to all state directors. Complete</p> <p>4.3 Lennox ED will meet monthly with one national partner organization (e.g. NAM, NAB) key contact to discuss and report organization's adult education-related initiatives. Discussions with AFL-CIO but need to expand these contacts</p> <p>4.4 NAEPDC will support a liaison with COABE. Israel Mendoza serves as liaison with</p>	<p>Garrett and Policy Chair Patricia Bennett (MD) who attend quarterly Coalition meetings</p> <p>4.2 NAEPDC will transmit the report from the coalition meetings to all state directors. Complete</p> <p>4.3 Lennox will meet monthly with one national partner organization (e.g. NAM, NAB) key contact to discuss and report organization's adult education-related initiatives. Discussions with AFL-CIO but need to expand these contacts</p> <p>4.4 NAEPDC will support a liaison with COABE. Israel Mendoza serves as liaison with</p>	<p>Garrett and Policy Chair Patricia Bennett (MD) who attend quarterly Coalition meetings</p> <p>4.2 NAEPDC will transmit the report from the coalition meetings to all state directors. Complete</p> <p>4.3 Lennox will meet monthly with one national partner organization (e.g. NAM, NAB) key contact to discuss and report organization's adult education-related initiatives. Discussions with AFL-CIO and NARS but need to expand these contacts</p> <p>4.4 NAEPDC will support a liaison with COABE. Lennox serves as liaison with CoABE.</p>	

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	<p>serves as liaison with CoABE.</p> <p>Garrett presented on policy directions to the CoABE Board.</p> <p>Garrett presented on policy directions to CoABE plenary session</p>	CoABE.	CoABE.		
<p>5. Focus on national policy activities in three areas: appropriations, WIA, as well as (re)authorization of related legislation (e.g., TANF, ESEA).</p>	<p>5.1 NAEPDC's Policy Analyst will closely monitor and report on appropriations and WIA Title</p> <p>Garrett provides up to date information to members via regular policy briefs which are archived on the website.</p> <p>5.2 NAEPDC's Executive Director and Policy Analyst will respond to request for policy analysis.</p> <p>The major activity during this period was the appropriations process. We responded to requests for information from</p>	<p>5.1 NAEPDC's Policy Analyst will closely monitor and report on appropriations and WIA Title</p> <p>Garrett provides up to date information to members via regular policy briefs which are archived on the website.</p> <p>5.2 NAEPDC's Executive Director and Policy Analyst will respond to request for policy analysis.</p> <p>In response to requests for information regarding welfare and ABE, Garrett collaborated with CLASP and</p>	<p>5.1 NAEPDC's Policy Analyst will closely monitor and report on appropriations and WIA Title</p> <p>Lynn provides up to date information to members via regular policy briefs which are archived on the website.</p> <p>5.2 NAEPDC's Executive Director and Policy Analyst will respond to request for policy analysis.</p> <p>During the Spring, most efforts were spent responding to the House staff who were working on WIA reauthorization. In</p>	<p>5.1 NAEPDC's Policy Analyst will closely monitor and report on appropriations and WIA Title</p> <p>Lynn provides up to date information to members via regular policy briefs which are archived on the website.</p> <p>5.2 NAEPDC's Executive Director and Policy Analyst will respond to request for policy analysis.</p> <p>During the Summer and Fall, the responses focused primarily on the Senate as they tested out various revisions and</p>	<p>Members have up-to-date information on appropriations, WIA, and authorization of related legislation.</p>

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	<p>the House subcommittee and full committee</p> <p>5.3 NAEPDC's Policy Analyst will connect with DOL meetings leading to WIA reauthorization.</p>	<p>NIFL to commission a synthesis of the related research which culminated in the publication <i>Built to Last</i> which can be found on our website. That publication was distributed to policy makers and partners. It revealed the significant impact on participants when occupational training and ABE are blended together.</p> <p>5.3 NAEPDC's Policy Analyst will connect with DOL meetings leading to WIA reauthorization.</p> <p>Lennox participated in the National Governors Association WIA conference in DC</p> <p>Garrett participated in the Workforce conference in DC.</p>	<p>early summer efforts shifted to responding to the Senate staff as they began their deliberations. Inquiries in both cases related to the possible impact of various provisions under consideration. We engaged the Policy Committee and Executive Committee in those discussions to ensure impact in a variety of settings was considered.</p> <p>5.3 NAEPDC's Policy Analyst will connect with DOL meetings leading to WIA reauthorization.</p>	<p>provisions. Again we engaged the Policy and Executive Committees in responding to these request for information.</p> <p>5.3 NAEPDC's Policy Analyst will connect with DOL meetings leading to WIA reauthorization.</p>	
6. Because WIA has shifted much policy making to the state and local levels,	6.1 Fully develop the NAEPDC web site to include policy-making resources,	6.1 Fully develop the NAEPDC web site to include policy-making resources, state	6.1 Fully develop the NAEPDC web site to include policy-making resources, state	6.1 Fully develop the NAEPDC web site to include policy-making resources, state	NAEPDC has up-to-date, accessible state legislation, models, policy, and resources for

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<p>emphasize the states' accessibility to information and resources related to state legislation, state policy, state models, and state resources.</p> <p>(See 7. Accessible Resources below)</p>	<p>state legislation, state policy samples, state models, and other state policy resources.</p> <p>With support from NIFL, the web site slowly develops</p> <p>6.2 NAEPDC will collect and analyze faith-based, CBO, and business based activities in States to inform the states and Administration initiative.</p> <p>Due to a number of factors that limited our ability to gain clarity on these issues, this strategy was on hold.</p>	<p>legislation, state policy samples, state models, and other state policy resources.</p> <p>With support from NIFL, the web site slowly develops</p>	<p>legislation, state policy samples, state models, and other state policy resources.</p> <p>With support from NIFL, the web site slowly develops</p>	<p>legislation, state policy samples, state models, and other state policy resources.</p> <p>As described in initiative 7 below, funds were devoted to developing the web site resources.</p>	<p>State Directors and their staff. State Directors and their staff members are equipped to evaluate options, strategically implement them into their delivery system, and validate the improved quality of their services.</p>

Professional Development Initiatives	Benchmarks				Goal
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7. Accessible Resources: Provide accessible policy and program resources via web sites juried by state staff that enable state directors and their staff to consider options, select those of promise, discuss strategies with other states who have used them, and develop strategies for implementation	<p>7.1 Fully develop the NAEPDC web site to include state policy, management, and leadership resources.</p> <p>With help from NIFL, the web site slowly develops.</p>	<p>7.1 Fully develop the NAEPDC web site to include state policy, management, and leadership resources.</p> <p>With help from NIFL, the web site slowly develops Continue</p>	<p>7.1 Fully develop the NAEPDC web site to include state policy, management, and leadership resources.</p> <p>With help from NIFL, the web site slowly develops</p>	<p>7.1 Fully develop the NAEPDC web site to include state policy, management, and leadership resources.</p> <p>Due to state travel limitations, funds budgeted for the National Training Institute were redirected to website development. A consultant, Kathi Polis former WV state director, was hired to manage collection, screening, adding resources to the web site.</p> <p>The updated website was posted in January, 2004. The PD Committee is reviewing the initial contents of the NAEPDC Resource Library for posting in Feb.-March.</p>	State Directors and State Staff have accessible resources on state legislation, policy, models, and resources are equipped to evaluate them and strategically implement those that will improve the quality of their services.
	7.2 Develop a jurying process for additions to website. Create a	7.2 Develop a jurying process for additions to website. Create a checklist for jurying	7.2 Develop a jurying process for additions to website. Create a checklist for jurying	7.2 Develop a jurying process for additions to website. Create a checklist for jurying	

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	July 1, 2002	January 1, 2003	July 1, 2003	January 1, 2004	
	<p>checklist for jurying entries.</p> <p>A pilot project with the NIFL Assessment Special Collection working with three state staff are developing a jurying process and criteria.</p> <p>7.3 Develop procurement process for web resource.</p> <p>A proposal has been developed and submitted for funding this strategy.</p>	<p>entries.</p> <p>Jurying procedures are in place and the state staff workgroup members are screening state assessment materials.</p> <p>7.3 Develop procurement process for web resource</p> <p>The proposal was not funding and this strategy in on hold until the completion of</p>	<p>entries.</p> <p>Jurying procedures are in place and the state staff workgroup members are screening state assessment materials.</p> <p>7.3 Develop procurement process for web resource</p> <p>The proposal was not funding and this strategy in on hold until the completion of</p>	<p>entries.</p> <p>The state assessment materials have been screened and forwarded to OVAE for review prior to placing them on the web site.</p> <p>Two new state staff workgroups (Workplace Education and ESL) have begun the process of identifying and jurying state policies and models in those two areas.</p> <p>The PD Committee is developing selection criteria for other additions to the Resource Library.</p> <p>7.3 Develop procurement process for web resource</p> <p>A procedure is in place to procure web resources.</p>	

Professional Development Initiatives	Benchmarks				Goal
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	<p>7.4 Implement process to review and purge out of date data from the website.</p> <p>Hold this strategy until 7.2 and 7.3 are complete.</p>	<p>7.2</p> <p>7.4 Implement process to review and purge out of date data from the website.</p> <p>Hold this strategy until 7.2 and 7.3 are complete.</p>	<p>7.2</p> <p>7.4 Implement process to review and purge out of date data from the website.</p> <p>Hold this strategy until 7.2 and 7.3 are complete.</p>	<p>7.4 Implement process to review and purge out of date data from the website.</p> <p>NAEPDC information was updated with the posting of the revised website in January, 2004. Ongoing review and updates will be conducted by the NAEPDC staff.</p>	
<p>8. New State Director Preparation, Training and Mentoring: In collaboration with OVAE, establish a New State Director training and mentoring system to link each new state director with an experienced colleague. Prepare the mentor to fulfill that role. Integrate mentoring into the overall training system.</p>	<p>8.1 Design and implement support for new state directors including mentoring and resource tied to the new State Directors' Administrative Manual to be completed in the spring of 2002.</p> <p>The Leadership in Action grant has established and delivered training for experienced state directors to serve as Peer Technical Assistants, matched</p>	<p>8.1 Continue and explore the possibility of conducting New State Directors training at the National Training Institute.</p> <p>The Professional Development Committee has developed a New Director's Mentoring program.</p>	<p>8.1 Design and implement support for new state directors including mentoring and resource tied to the new State Directors' Administrative Manual to be completed in the spring of 2002.</p> <p>The Professional Development Committee has developed a New Director's Mentoring program.</p>	<p>8.1 Design and implement support for new state directors including mentoring and resource tied to the new State Directors' Administrative Manual to be completed in the spring of 2002.</p> <p>The Professional Development Committee has developed a New Director's Mentoring program.</p> <p>OVAE has revamped</p>	<p>An NAEPDC/OVAE Collaborative Professional Development System provides (a) New State Directors with immediate support, assistance and resources, and (b) experienced State Directors and their staff members with Professional Development activities, resources, and support that respond to their individual professional development needs.</p>

Professional Development Initiatives	Benchmarks				Goal
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	PTAs with new state directors, and developed a number of resource materials for new state directors.			the New Directors' Orientation Workshop and manages it.	
9. Peer Matching-- Program Improvement Initiatives: Identify the program improvement interests of each State Director and match those who have common interests. Support their development of program improvement initiatives including linking them with existing state-level expertise.	<p>9.1 Program Improvement Expertise: NAEPDC will identify state personnel and others who have expertise in state policy and program areas and who are willing to give advice to other states.</p> <p>We continue to broker information through individual referrals and through soliciting assistance via the electronic newsletter, <i>News, Views, and Clues</i>.</p> <p>In the Leadership in Action project, Kathi is identifying a number of resources and state staff who will be willing to share advice.</p>	<p>9.1 Program Improvement Expertise: NAEPDC will identify state personnel and others who have expertise in state policy and program areas and who are willing to give advice to other states.</p> <p>We continue to broker information through individual referrals and through soliciting assistance via the electronic newsletter, <i>News, Views, and Clues</i>.</p>	<p>9.1 Program Improvement Expertise: NAEPDC will identify state personnel and others who have expertise in state policy and program areas and who are willing to give advice to other states.</p> <p>We continue to broker information through individual referrals and through soliciting assistance via the electronic newsletter, <i>News, Views, and Clues</i>.</p>	<p>9.1 Program Improvement Expertise: NAEPDC will identify state personnel and others who have expertise in state policy and program areas and who are willing to give advice to other states.</p> <p>We continue to broker information through individual referrals and through soliciting assistance via the electronic newsletter, <i>News, Views, and Clues</i>.</p> <p>The Professional Development Committee has added a service entitled "Coaching Consultant" which links states in need of assistance with retired state and national</p>	State Directors and their staff members have the resources and support to annually identify two program improvement areas, use resources provided by NAEPDC (web-based resources, matching with other states with similar program improvement interests, and linking with existing state staff expertise) to strategically investigate, field test, and integrate program strategies, and validate the program improvement impact.

Professional Development Initiatives	Benchmarks				Goal
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	<p>9.2 Program Improvement Strategies: NAEPDC will identify successful State policy, management, and leadership strategies and make them web-accessible to member states.</p> <p>The web capability continues to grow slowly. Brokering information continues as the web develops.</p> <p>In the Leadership in Action Project, Kathi and Judy have developed a state director Competency and Performance profile and Kathi is identifying resources for each.</p>	<p>9.2 Program Improvement Strategies: NAEPDC will identify successful State policy, management, and leadership strategies and make them web-accessible to member states</p> <p>The State Staff Workgroup on Assessment is collecting and screening model state assessment policies and procedures.</p>	<p>9.2 Program Improvement Strategies: NAEPDC will identify successful State policy, management, and leadership strategies and make them web-accessible to member states.</p> <p>The State Staff Workgroup on Assessment is collecting and screening model state assessment policies and procedures.</p>	<p>adult education directors who serve as consultants.</p> <p>9.2 Program Improvement Strategies: NAEPDC will identify successful State policy, management, and leadership strategies and make them web-accessible to member states</p> <p>The State Staff Workgroup on Assessment has collected and screened model state assessment policies and procedures. Those selected items have been sent to OVAE for final review. From there they will be placed on the web site.</p> <p>Two new State Staff Workgroups (Workplace Education and ESL) have begun to replicate the</p>	

Professional Development Initiatives	Benchmarks				Goal
	July 1, 2002	January 1, 2003	July 1, 2003	January 1, 2004	
	<p>9.3 Program Improvement Needs: NAEPDC will provide a mechanism for states to identify program improvement priorities and provide resources to address those priorities.</p> <p>Incomplete</p>	<p>9.3 Program Improvement Needs: NAEPDC will provide a mechanism for states to identify program improvement priorities and provide resources to address those priorities.</p>	<p>9.3 Program Improvement Needs: NAEPDC will provide a mechanism for states to identify program improvement priorities and provide resources to address those priorities.</p>	<p>process.</p> <p>Additional resources will be available in the NAEPDC Resource Library to be posted in Feb.-March, 2004.</p> <p>9.3 Program Improvement Needs: NAEPDC will provide a mechanism for states to identify program improvement priorities and provide resources to address those priorities.</p> <p>The State Directors Self Assessment document has been put on-line on our web site which will enable states to assess their state systems, identify program improvement areas and priorities.</p> <p>The NAEPDC National Trainer's Catalog will be posted in February, 2004. The catalog will contain a listing and brief description of</p>	

Professional Development Initiatives	Benchmarks				Goal
	July 1, 2002	January 1, 2003	July 1, 2003	January 1, 2004	
	<p>9.4 Matching: NAEPDC will provide a mechanism to match state needs with resources.</p> <p>We continue to broker information that has been collected as well as solicit resources on request via the electronic newsletter, <i>News Views, and Clues</i></p> <p>In the Leadership in Action Project, Kathi and Judy have developed a state director Competency and Performance profile and Kathi is identifying resources for each.</p>	<p>9.4 Matching: NAEPDC will provide a mechanism to match state needs with resources.</p> <p>We continue to broker information that has been collected as well as solicit resources on request via the electronic newsletter, <i>News Views, and Clues</i></p>	<p>9.4 Matching: NAEPDC will provide a mechanism to match state needs with resources.</p> <p>We continue to broker information that has been collected as well as solicit resources on request via the electronic newsletter, <i>News Views, and Clues</i></p>	<p>national trainers/trainings available on a variety of management and instructional training topics.</p> <p>9.4 Matching: NAEPDC will provide a mechanism to match state needs with resources.</p> <p>We continue to broker information that has been collected as well as solicit resources on request via the electronic newsletter, <i>News Views, and Clues</i></p> <p>In addition, with the Self Assessment (9.3) on the web, Kathi has begun to “populate” the web site with resources, including those screened by the state staff workgroup, so state directors and their staff members will be able to locate state policies, models, and resources.</p>	

Professional Development Initiatives	Benchmarks				Goal
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	<p>9.5 Support a small state and territory workgroup co-chaired by a state and territory state director to identify common interest concerns and solutions.</p> <p>The small states workgroup has had regular conference calls and have prepare recommendations that have been reviewed and recommended by the Policy Committee and approved by the Executive Committee.</p> <p>9.6 Support a state staff workgroup of the</p>	<p>9.5 Support a small state and territory workgroup co-chaired by a state and territory state director to identify common interest concerns and solutions.</p> <p>The small states workgroup have conference calls as they require.</p> <p>9.6 Support a state staff workgroup of the</p>	<p>9.5 Support a small state and territory workgroup co-chaired by a state and territory state director to identify common interest concerns and solutions.</p> <p>The small states workgroup have conference calls as they require</p> <p>9.6 Support a state staff workgroup of the</p>	<p>The NAEPDC Resource Library is aligned to the Self Assessment to allow states to match program improvement needs with resources.</p> <p>9.5 Support a small state and territory workgroup co-chaired by a state and territory state director to identify common interest concerns and solutions.</p> <p>The small states workgroup have conference calls as they require.</p> <p>Due to the Senate discussions regarding changes in the funding formula, the small state workgroup has offered reactions to various requests.</p> <p>9.6 Support a state staff workgroup of the</p>	

Professional Development Initiatives	Benchmarks				Goal
	July 1, 2002	January 1, 2003	July 1, 2003	January 1, 2004	
	<p>Professional Development committee to plan professional development resources for state staff.</p> <p>The PD committee has met regularly to plan the upcoming national training institute.</p>	<p>Professional Development committee to plan professional development resources for state staff.</p> <p>The PD committee has met regularly to plan state staff, web site, and other professional development activities reported on in this section of the plan of work.</p>	<p>Professional Development committee to plan professional development resources for state staff.</p> <p>The PD committee has met regularly to plan state staff, web site, and other professional development activities reported on in this section of the plan of work.</p>	<p>Professional Development committee to plan professional development resources for state staff.</p> <p>The PD committee has met regularly to plan state staff, web site, and other professional development activities reported on in this section of the plan of work.</p> <p>A COABE pre-conference for state staff is being developed for April, 2004 to provide training on the use of technology-mediated professional development options.</p>	
10. Peer Matching -- Development Initiatives:	10.1 In collaboration with OVAE, NIFL, NCSALL, and/or NCAL, NAEPDC will support states with similar program development needs	10.1 In collaboration with OVAE, NIFL, NCSALL, and/or NCAL, NAEPDC will support states with similar program development needs pooling funds and	10.1 In collaboration with OVAE, NIFL, NCSALL, and/or NCAL, NAEPDC will support states with similar program development needs pooling funds and	10.1 In collaboration with OVAE, NIFL, NCSALL, and/or NCAL, NAEPDC will support states with similar program development needs pooling funds and	State Directors will complete one major program development resource annually.

Professional Development Initiatives	Benchmarks				Goal
	July 1, 2002	January 1, 2003	July 1, 2003	January 1, 2004	
	<p>pooling funds and collaborating on their development issues.</p> <p>Project IDEAL has brought fourteen states together to share costs and lessons learned regarding building and expanding distance learning systems.</p> <p>In the Leadership in Action project, states with similar program development needs are being trained and provided follow-up technical assistance to assist with their program improvement plans in data usage and professional development.</p>	<p>collaborating on their development issues.</p> <p>Project IDEAL has brought fourteen states together to share costs and lessons learned regarding building and expanding distance learning systems. As planned, the states have formed a consortium with U. of Michigan and are progressing with their project.</p>	<p>collaborating on their development issues.</p> <p>NAEPDC, NCAL and others are partners in the TECH.21 project which focuses on developing and organizing technology resources in adult education. NAEPDC's role is to identify state level resources, put them on the web site, and integrate them into the professional development initiatives.</p>	<p>collaborating on their development issues.</p> <p>NAEPDC initiated a "mutual planning" initiative with OVAE, NIFL, and NCSALL to brief each other on projects and initiatives. NAEPDC is producing a matrix of all current projects and initiatives in order for state directors and their staff members to know about the projects and when deliverables will be available. NAEPDC, NCAL and others are partners in the TECH.21 project which focuses on developing and organizing technology resources in adult education. NAEPDC's role is to identify state level resources, put them on the web site, and integrate them into the professional development initiatives</p>	

Professional Development Initiatives	Benchmarks				Goal
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11. Brokering Information: NAEPDC will respond to inquiries for state management and Administration information.	<p>11.1 A process will be in place to solicit information on successful state policy, management and leadership practices, house that information in a searchable web page, follow-up on requests from members, and market these services to State Directors and their staff members.</p> <p>As the web sites develop, most brokering continues to be done via individual requests. Resources are distributed electronically.</p>	<p>11.1 A process will be in place to solicit information on successful state policy, management and leadership practices, house that information in a searchable web page, follow-up on requests from members, and market these services to State Directors and their staff members.</p> <p>As the web sites develop, most brokering continues to be done via individual requests. Resources are distributed electronically.</p>	<p>11.1 A process will be in place to solicit information on successful state policy, management and leadership practices, house that information in a searchable web page, follow-up on requests from members, and market these services to State Directors and their staff members.</p> <p>As the web sites develop, most brokering continues to be done via individual requests. Resources are distributed electronically.</p>	<p>11.1 A process will be in place to solicit information on successful state policy, management and leadership practices, house that information in a searchable web page, follow-up on requests from members, and market these services to State Directors and their staff members.</p> <p>Most brokering continues to be done via individual requests. Resources are distributed electronically.</p> <p>In addition, with the Self Assessment (9.3) on the web, Kathi has begun to “populate” the web site with resources, including those screened by the state staff workgroup, so state directors and their staff members</p>	State Directors and state staff view NAEPDC as the first point of contact for state management and administrative information and they receive prompt accurate information.

Professional Development Initiatives	Benchmarks				Goal
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				will be able to locate state policies, models, and resources	
12. National Meeting: Under the leadership of the Professional Development Committee, conduct at least one meeting/training session annually.	<p>12.1 Conduct each November a National Training Institute to emphasize integrating research and promising practices into state systems including helping states adapt strategies through pilot testing and integrating them into their various systems (Going to Scale).</p> <p>Planning for November 2002 is well under way.</p> <p>12.2 Conduct each spring a State Staff Leadership Institute</p>	<p>12.1 Conduct each November a National Training Institute to emphasize integrating research and promising practices into state systems including helping states adapt strategies through pilot testing and integrating them into their various systems (Going to Scale).</p> <p>The 2002 National Training Institute for Adult Education State Directors and their staff members was conducted in San Francisco in November 2002. All resources are on the web site for use by the states.</p>	<p>12.3 Conduct each November a National Training Institute</p> <p>Due to severe state travel restrictions, the Executive Committee decided to cancel the 2003 National Training Institute and use the funds to support the completion of the web resources.</p> <p>12.2 Conduct each spring a State Staff Leadership Institute as a</p>	<p>12.4 Conduct each November a National Training Institute</p> <p>Due to severe state travel restrictions, the Executive Committee decided to cancel the 2003 National Training Institute and use the funds to support the completion of the web resources.</p>	State Directors' skills are updated annually enabling each to lead and manage complex, high quality adult education programs.

Professional Development Initiatives	Benchmarks				Goal
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	<p>as a pre-conference to CoABE to address the state staff unique needs.</p> <p>Conducted a CoABE PreConference for 14 state staff and 9 others on the topic of "how to motivate local programs to change." Developed a State Staff web page on our web site and included a number of resources from the CoABE session.</p>		<p>pre-conference to CoABE to address the state staff unique needs.</p> <p>Conducted a CoABE PreConference for 21 participants on the topic of "Finding the "Fit" Between Adult Education and the One Stops,"</p>		
13. Information Sharing: Continue the bi-monthly newsletter as well as appropriate announcements and alerts.	<p>13.1 Transmit just-in-time news to all members via an electronic newsletter.</p> <p>Transmitted 12 News Views, and Clues.</p> <p>13.2 Archive the issues on the web site. Complete</p>	<p>13.1 Transmit just-in-time news to all members via an electronic newsletter.</p> <p>Transmitted 15 News Views, and Clues.</p> <p>13.2 Archive the issues on the web site. Complete</p>	<p>13.1 Transmit just-in-time news to all members via an electronic newsletter.</p> <p>Transmitted 23 News Views, and Clues.</p> <p>13.2 Archive the issues on the web site. Complete</p>	<p>13.1 Transmit just-in-time news to all members via an electronic newsletter.</p> <p>Transmitted 19 News Views, and Clues.</p> <p>13.2 Archive the issues on the web site. Incomplete</p>	
14 Research: Under the leadership of the National Programs Committee, maintain	14.1 Lennox will establish contact and relationships with primary research	14.1 Lennox will establish contact and relationships with primary research	14.1 Lennox will establish contact and relationships with primary research	14.1 Lennox will establish contact and relationships with primary research	State Directors and their staff members are informed of and have input into research that

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<p>a State Directors' presence and the needs for state administration-related research with OERI (including NCSALL), PES, FIPSE, NIFL, and other research organizations. Keep the committee apprised of research opportunities, events and activities. Publish synopses of research activities including "applications and implications" for practice.</p>	<p>organizations and insure that the work of the National Programs Committee that represents State Directors' needs is integrated into their deliberations.</p> <p>A proposal for funding has been developed and presented.</p>	<p>organizations and insure that the work of the National Programs Committee that represents State Directors' needs is integrated into their deliberations.</p> <p>OVAE's National Programs Committee was not functioning.</p>	<p>organizations and insure that the work of the National Programs Committee that represents State Directors' needs is integrated into their deliberations.</p> <p>OVAE's National Programs Committee was not functioning.</p>	<p>organizations and insure that the work of the National Programs Committee that represents State Directors' needs is integrated into their deliberations.</p> <p>NAEPDC initiated a "mutual planning" initiative with OVAE, NIFL, and NCSALL to brief each other on projects and initiatives. NAEPDC is producing a matrix of all current projects and initiatives in order for state directors and their staff members to know about the projects and when deliverables will be available.</p>	<p>is planned, underway, near completion, and completed and the National Programs Committee is apprised of upcoming research activities in order that adult education needs are integrated into research organization's deliberations and agendas</p>
	<p>14.2 Lennox will publish on NAEPDC's web site a catalogue of current and planned adult education research activities</p>	<p>14.2 Lennox will publish on NAEPDC's web site a catalogue of current and planned adult education research activities that is compiled by the</p>	<p>14.2 Lennox will publish on NAEPDC's web site a catalogue of current and planned adult education research activities that is compiled by the</p>	<p>14.2 Lennox will publish on NAEPDC's web site a catalogue of current and planned adult education research activities that is compiled by the</p>	

Professional Development Initiatives	Benchmarks				Goal
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	<p>that is compiled by the National Programs Committee.</p> <p>The draft is prepared and was distributed at the February national meeting.</p>	<p>National Programs Committee.</p> <p>OVAE's National Program Committee was not functioning.</p> <p>The Executive Director published "State Directors' Research Briefs" on the web site. The Briefs provide a one-page synopsis of NCSALL's latest research.</p>	<p>National Programs Committee.</p>	<p>National Programs Committee.</p> <p>The Matrix of current OVAE, NCSALL, and NIFL, and NAEPDC projects and initiatives (14.1) will be published in the spring of 04.</p>	
	<p>14.3 The Lennox will identify the State Directors assigned to advisory committees for current adult education research projects and, under the leadership of the National Programs Committee, establish a Research Committee of those</p>	<p>14.3 Lennox will identify the State Directors assigned to advisory committees for current adult education research projects and, under the leadership of the National Programs Committee, establish a Research Committee of those State Directors. The Executive Director</p>	<p>14.3 Lennox will identify the State Directors assigned to advisory committees for current adult education research projects and, under the leadership of the National Programs Committee, establish a Research Committee of those State Directors. The Executive Director</p>	<p>14.3 Lennox will identify the State Directors assigned to advisory committees for current adult education research projects and, under the leadership of the National Programs Committee, establish a Research Committee of those State Directors. The Executive Director</p>	

Professional Development Initiatives	Benchmarks				Goal
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	<p>State Directors. The Executive Director will secure funds form an outside source to support staff and travel</p> <p>To be completed by the end of the next report cycle.</p> <p>14.4 Lennox will identify current adult education research projects that do not have State Director representation on the advisory boards and negotiate for same. Representatives will be appointed by the NAEPDC Chair and invited to serve on the Research Committee.</p> <p>To be completed by the end of the next report cycle</p> <p>14.5 Lennox will publish on the NAEPDC Web site synopses of relevant research activities and products that</p>	<p>will secure funds form an outside source to support staff and travel</p> <p>Incomplete: seeking funds</p> <p>14.4 Lennox will identify current adult education research projects that do not have State Director representation on the advisory boards and negotiate for same. Representatives will be appointed by the NAEPDC Chair and invited to serve on the Research Committee.</p> <p>Incomplete: seeking funds</p> <p>14.5 Lennox will publish on the NAEPDC Web site synopses of relevant research activities and products that include applications</p>	<p>will secure funds form an outside source to support staff and travel</p> <p>Incomplete: seeking funds</p> <p>14.4 Lennox will identify current adult education research projects that do not have State Director representation on the advisory boards and negotiate for same. Representatives will be appointed by the NAEPDC Chair and invited to serve on the Research Committee.</p> <p>Incomplete: seeking funds</p> <p>14.5 Lennox will publish on the NAEPDC Web site synopses of relevant research activities and products that include applications</p>	<p>will secure funds form an outside source to support staff and travel</p> <p>Incomplete: seeking funds</p> <p>14.4 Lennox will identify current adult education research projects that do not have State Director representation on the advisory boards and negotiate for same. Representatives will be appointed by the NAEPDC Chair and invited to serve on the Research Committee.</p> <p>Incomplete: seeking funds</p> <p>14.5 Lennox will publish on the NAEPDC Web site synopses of relevant research activities and products that include applications</p>	

Professional Development Initiatives	Benchmarks				Goal
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	<p>include applications and implications for State directors and their programs.</p> <p>Draft is complete.</p>	<p>and implications for State directors and their programs.</p> <p>The Executive Director published “State Directors’ Research Briefs” on the web site. The Briefs provide a one-page synopsis of NCSALL’s latest research.</p>	<p>and implications for State directors and their programs</p>	<p>and implications for State directors and their programs</p>	
	<p>14.6 Lennox will collect biographies of State Directors and their staff members in order to help identify state staff for advisory boards for federally funded projects.</p> <p>To be completed by the end of the next report cycle.</p>	<p>14.6 Lennox will collect biographies of State Directors and their staff members in order to help identify state staff for advisory boards for federally funded projects.</p>	<p>14.6 Lennox will collect biographies of State Directors and their staff members in order to help identify state staff for advisory boards for federally funded projects.</p>	<p>14.6 Lennox will collect biographies of State Directors and their staff members in order to help identify state staff for advisory boards for federally funded projects.</p>	