

Compliance Technical Visit Report 2010-2011 Intern Teacher Alternative Certification Program

According to TAC §228.10(c) An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff. Per TAC §228.1(c) all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title. The Texas Education Agency administers Texas Administrative Code required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at www.tea.state.tx.us for details.

Contact Information: Ms. Carmen Cuprill-Young

County-District Number: 101717

Date Self-Report Submitted: January 3, 2011

A technical assistance visit for the Intern Teacher Alternative Certification Program in Houston, Texas, was conducted on January 18-19, 2011 by Texas Education Agency (TEA) Program Specialists Sandra Nix and Vanessa Alba in compliance with Texas Administrative Code (TAC) §228.10(c).

Background:

Intern Teacher Alternative Certification Program was approved by the State Board for Educator Certification on May 5, 2006, to operate as an alternative certification program for the primary purpose of certifying Bilingual and ESL applicants. In their original proposal the following items were stated:

Governance

The initial proposal states on page 5 that the roles of the board members are as follows: "...establish policy; evaluate the program administrators, teachers, and staff; approve teachers and staff members upon the directors' recommendation; authorize development/revision of curriculum; work with the directors in determining...educational standards and goals; and interpret the needs of the community regarding educational programs."

Admission Criteria

The initial proposal states on page 6 that admission requirements include a "Bachelor's degree from an accredited university; personal interview with the program director/s; minimum GPA of

2.5 on all university coursework, or 3.0 on advanced degree, 2.75 junior and senior year; passing scores on the Texas Higher Education Assessment (THEA), SAT, GRE, or Praxis; a GPA minimum of 2.5 on the required coursework in the content area (18-24 hours); IDEA oral language assessment (Spanish or English as required for certification); internet access; submit student transcripts for evaluation; official transcripts from all colleges/universities (unopened); and resume; 3 professional reference reports (confidential).” If the applicant meets all requirements then the following will be completed: “criminal history check; and a screening interview with directors”. If the applicant is accepted into the program, then the following will occur: “acceptance letter; letter stating internship eligibility status; and a certification plan. If the applicant is not accepted into the program, then they will be considered “pending or denied.” The proposal also states that the admission criteria will be published on the website.

Program Delivery and On-Going Support

The original proposal states on page 9 that direct observation of teacher candidates by field supervisors will include an introduction, meeting the principal and mentor teacher. The proposal also states that there will be two evaluations in the fall and spring using a classroom evaluation form. The proposal also states that “every time the field supervisor is on campus he/she will meet with the principal and mentor in order to see if the teacher candidate is progressing according to standards”.

Program Evaluation

The original proposal states on page 8 that “Accountability System for Educator Preparation (ASEP) data will be used to evaluate and assess the alternative certification program.” It also states on page 9 that the program will be evaluated via internal and external means: “teacher-candidate evaluations to determine if the program met their individual needs; principal surveys about the services provided to the teacher-candidate; formative and summative interviews after classroom evaluation; pass rate percentage for candidates taking the TExES exams; field supervisor input and recommendations; advisory committee related board members will periodically meet to review, monitor, and recommend changes and celebrate successes based on an evaluation form that will be adopted in the first regular advisory board meeting; an outside evaluator will be paid as an impartial expert in the field of program evaluation; and all data and feedback will be presented to the advisory committee board for the purpose of continual improvement and excellence in education.”

Ms. Cuprill-Young received a letter from Ms. Carla Valadez, the former Director of Educator Standards, on July 24, 2008, stating that Intern Teacher Alternative Certification Program had received the rating of “Accredited,” based on performance standards established by the State Board of Educator Certification. This rating was issued for the period of September 1, 2006 through December 31, 2007. That was the first year of operation for the program.

Ms. Cuprill-Young received a letter from Dr. Janice Lopez dated June 30, 2009, stating that Intern Teacher Alternative Certification Program had received the rating of “Accredited,” based on performance standards established by the State Board of Educator Certification. This rating was issued for the period of September 1, 2007 through December 31, 2008. The letter further noted that although the rating was “Accredited,” one demographic group (males) failed to meet the accreditation standards; therefore an Action Plan was required to be submitted by the program to TEA within 45 days. Ms. Cuprill-Young submitted an action plan in September 2009 to address the demographic group that did not meet initial pass rate requirements in 2008. The

program's 2008 final pass rate for males remained below the acceptable pass rate. The program's initial and final pass rates for all demographic groups for completion year 2009 were all acceptable. The program's final pass rates for all demographic groups for completion year 2010 were all acceptable, but did not include any males.

A technical assistance visit was conducted on February 4-5, 2010, by TEA program specialists Annabel Pena and Sandra Jo Nix. The following areas were out of compliance with Texas Administrative Code: Component I: Governance of Educator Preparation Programs TAC §228.20; Component II: Admission Criteria TAC §227.10; Component IV: Program Delivery and Ongoing Support TAC §228.35; and Component V: Assessment and Evaluation of Candidates for Certification and Program Improvement TAC §228.40.

On June 2, 2010, program director, Carmen Cuprill-Young, received a letter from Janice Lopez, PhD, Director of Educator Standards at TEA, stating that Intern Teacher Alternative Certification Program had received the rating of "Accredited with Action Plan" based on the performance standards established by the State Board of Educator Certification. This rating was issued for the period of September 1, 2008 through August 31, 2009; therefore an action plan was required to be submitted by the program to TEA by August 11, 2010. After reviewing the previous action plan submitted in 2008, it was decided to allow that action plan to continue through this timeframe.

Since the action plan was allowed to be continued through the current timeframe, a technical assistance visit was scheduled for this year. This technical assistance visit on January 18-19, 2011, was a one year follow-up to the February, 2010, technical assistance visit to verify that Intern Teacher Alternative Certification Program had corrected compliance issues or was demonstrating substantial progress toward correcting compliance issues.

Methods of Data Gathering and Analysis

Information concerning compliance with Texas Administrative Code rules governing educator preparation programs was collected through various qualitative and quantitative means for the review of the Intern Teacher Alternative Certification Program. A review of documents, candidate folders, and a curriculum correlation chart provided evidence regarding compliance. A self-report was submitted to TEA by Intern Teacher Alternative Certification Program on January 3, 2011. Qualitative methods of content analysis, cross-referencing, and triangulation were used to analyze the program's progress in meeting TAC requirements. Informal interviews with Intern Teacher Alternative Certification staff were conducted by TEA program specialists during the visit to confirm or clarify data. Quantitative data from the Accountability System for Educator Preparation (ASEP) was also reviewed by TEA program specialists. The Education Testing Service (ETS) aggregate and individual test scores provided quantitative data for the years 2009-2010.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

Findings:

As a result of the last Technical Assistance Visit, the program director was directed to expand the number and composition of the Advisory Committee and approve the roles and responsibilities of each advisory committee member as per TAC §228.20(b).

During the document review of advisory committee minutes and in conversation with the program director it was found that the advisory committee membership is comprised of twelve (12) members including seven (7) members from public/private schools, one (1) member from Region IV Education Service Center, and four (4) members from business and community interests. Three (3) of those members, including an attorney, a representative from Region IV Education Service Center, and a National Aeronautics and Space Administration (NASA) representative will assume their roles on the committee at the next scheduled advisory committee meeting on March 24, 2011. The roles and responsibilities for the members are listed on the sign in sheets for each meeting dating back to March 23, 2010. At each meeting, members sign in as present next to a description of their duties and contributions. Since there will be three new members joining the advisory committee, it is recommended that advisory committee training be provided to further ensure that all members understand their roles and responsibilities.

Based on evidence presented in the form of sign in sheets with roles and responsibilities detailed for each member for March 23, 2010, September 28, 2010, and a proposed date of March 24, 2011, the advisory committee meets the composition and function requirements of TAC §228.20(b).

A review of the advisory committee minutes revealed that there was no evidence that the advisory committee verified that field-based experiences for candidates are on-going and relevant as required in TAC §228.35(d). The agendas and minutes that were provided reflected administrative activities (such as introductions of new members, the closing of an office due to lack of use, the dates for the February 5, 2010 technical assistance visit, recommendations as a result of that visit, dates that the office will be closed during summer months, and a writing and technology training for candidates) and reporting of data (such as number of standard certificates issued for completion year 2010). It is recommended that the agenda and minutes of the advisory committee meetings reflect a dialogue among members regarding ongoing and relevant field-based experiences for candidates and advice provided to the program director, regardless of whether or not the director acts upon that advice.

Based on the evidence presented above, Intern Teacher Alternative Certification Program is not in compliance with TAC §228.20(b) and TAC §228.35(d).

COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10 - ADMISSION CRITERIA

Findings:

As a result of the last Technical Assistance Visit, the program director was directed to add basic skills testing as a prerequisite for admission as per TAC §227.10(a)(4) and document that candidates admitted have demonstrated adequate oral communication skills as per TAC §227.10(a)(5).

All indicators of admissions criteria were reviewed during this technical assistance visit. Admissions criteria were listed in the original proposal, on the website, and in the self-report. Admissions requirements are listed as: a four year degree from an institution of higher education, a passing score on a Pre-Admission Content Test (PACT), an overall two point five percent (2.5%) grade point average or two point five percent (2.5%) in the last sixty hours, a completed application, and an interview or screening instrument for admission appropriateness.

There are forty-six (46) candidates who were admitted during the last academic year, who are currently enrolled or who are currently interns. Three (3) candidates were reported as completing the program during the last academic year. Thirty-one (31) candidate folders were reviewed by the program specialists. Of those candidates, twenty-five (25) were found to be out-of-country applicants and three were found to have a grade point average below the two point five percent (2.5%) minimum.

Each candidate folder contained a checklist with the following items listed: application form, transcripts, acceptance letter, TExES scores, observation log, teaching certificate, and school contracts. Each item listed was checked off if it was present in the candidates' folder.

The evidence provided during the folder review revealed that every candidate had a conferred degree as required in TAC §227.10(c). There was no evidence that pre-admissions content testing (PACT) was utilized. Based on the rules of the Texas Success Initiative (TSI), the program was exempt from basic skill testing because all candidates had an official transcript reflecting a degree in their respective candidate's folder. All candidates who were found to be out-of-country applicants had grade equivalent transcripts in their folders, which were translated by Global Credentialing Evaluators, Inc., SpanTran Educational Services, Inc., or Worldwide Education Consultant Services.

The IDEA/IPT was still being utilized as an informal assessment tool as needed to help the program staff determine language proficiency. No IDEA/IPT test scores or documentation of testing were located in candidates' folders. During the 2010 technical visit, it was recommended that the program transition from the IDEA/IPT test for language proficiency to the Test of English as a Foreign Language (TOEFL) and document that candidates admitted have demonstrated adequate oral communication skills as per TAC §227.10(a)(5). It is required that programs use the TOEFL or an equivalent test to determine adequate oral communication skills. The program director will be required to transition and use the TOEFL and document the results of that test for all candidates who require a determination of English language proficiency beginning February 1, 2011.

All candidate files reviewed contained an application as prescribed in TAC §227.10(6). During the document review, interview questions were provided but they were not located in candidate's files and were not documented on the candidate's checklist. It was recommended that the program director develop and use a rubric along with the interview questions to

determine the quality of the candidates' responses as well as their ability to communicate adequately in the English language as prescribed by TAC §227.10(6). It was also recommended that the completed scoring rubric for each candidate is kept in the candidate's file.

Three of the thirty-one (31) candidates' files, nine point six percent (9.6%), reviewed contained transcripts that reflected a grade point average below the two point five percent (2.5%) minimum. This requirement met the exception to the minimum grade point average requirement as prescribed in TAC §227.10(3)(b).

Based on the evidence presented above, Intern Teacher Alternative Certification Program is not in compliance with TAC §227.10.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30 – EDUCATOR PREPARATION CURRICULUM

Findings:

Component III: Educator Preparation Curriculum was not an area of focus for this Technical Assistance Visit.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35 – PREPARATION PROGRAM COURSEWORK AND/OR TRAINING

Findings:

As a result of the 2010 Technical Assistance Visit, the program director was directed to: Ensure and document that initial contact between the field supervisor and the intern was made within the first three weeks of assignment in accordance with TAC §228.35(f); Ensure and document that a minimum of two formal observations were conducted in the first semester and one formal observation was conducted in the second semester in accordance with TAC §228.35(f); Ensure and document that the first observation by the field supervisor was completed within the first six weeks as per TAC §228.35(f); Ensure and document that field supervisors provided written feedback through an interactive conference as per TAC §228.35(f); and provide a copy of the written feedback on the observation form to the candidate's campus administrator as per TAC §228.35(f). All indicators of program delivery and ongoing support were reviewed during this Technical Assistance Visit.

Clock hours were unclear as described in the "Schematic of Program Hours" document that was located in candidates' folders. It is important to note that in the Intern Teacher Advisory Committee Meeting Minutes dated February 10, 2009, it was reported to the committee that the program director attended a State Board of Educator Certification (SBEC) meeting where the program hours were reviewed. The program hour requirements for program completion were documented in the minutes as being three hundred (300) hours and the program director reported that "...we are at that level." Guidance was provided by the program specialists to ensure that clock hours will meet the minimum requirements as prescribed in TAC

§228.35(a)(3) as the program director proceeds with the approval process for the addition of the Generalist EC-6 certification field.

Thirty or more clock hours of field-based experiences to be completed prior to internship as prescribed in TAC §228.35(d)(1) were documented in every candidate's folder on a form entitled "Intern Teacher Alternative Certification Log". The log was completed as follows: date, time in, time out, school, teacher's name, and signature of teacher visited.

Eighty or more clock hours of coursework/training prior to internship as prescribed in TAC 228.35(a)(3)(B) were verified according to the hour's chart and course syllabi. Twenty eight point five (28.5) hours of test preparation were being offered to candidates in the Spring Cohort as listed in the 2011 schedule and verified in conversation with the program director. This offering is beyond the requirement of six clock hours of explicit test preparation which is not embedded in other curriculum as prescribed in TAC §228.35(a)(3)(C).

All candidate folders contained an hour and course checklist. However, it was not being completed by the program director. This caused a lack of clarity whether all coursework and training was being completed prior to educator preparation program completion and recommendation of issuance of standard certification as prescribed by TAC §228.35(a)(4). It is recommended that the checklist be completed by the program director with data for each candidate in a consistent and on-going manner.

It was reported in the self-report that Intern Teacher Alternative Certification Program accepts fifty (50) hours or less of professional training from a school district. Evidence of Continuing Professional Education (CPE) hours offered to candidates from a school district was located in one candidate's folder. However, the dates that the CPE hours were awarded was not documented on the certificates nor were the number of CPE hours documented or recorded for the candidate. The program director did provide information regarding the number of CPE hours that were awarded to that candidate. However, the program specialists were not able to verify through documentation that a total of fifty (50) hours or less of staff development was awarded by a school district. Intern Teacher Alternative Preparation Program must establish procedures to allow for and document fifty (50) hours or less of staff development for EACH candidate enrolled in the program. Technical assistance was provided by the program specialists on possible ways to document this information.

It was reported in the self-report that Intern Teacher Alternative Certification Program provided yearly scientifically-based training to mentor teachers and field supervisors which addresses quality work with candidates as prescribed in TAC §228.35(e)(f). Requirements for mentor teachers were located during the document review and a TxBESS activity profile was provided by the program director. The program director also stated that TxBESS training was currently being used, but it was unclear if mentor teachers attended that training because there were no certificates or sign-in sheets to verify the program director's statement. A handwritten sheet was provided as evidence that the field supervisors had received PDAS training and that the program director had received PDAS and TxBESS training, but there were no certificates or other documentation to substantiate the handwritten sheet. An agenda was also provided for the TxBESS training, but it was unclear who attended that training or when the training occurred because there were no sign-in sheets and the agenda was not dated. To ensure that documented yearly training is provided to mentor teachers and field supervisors, technical assistance by TEA program specialists was provided to the program director.

Currently, there are two field supervisors responsible for nineteen (19) interns. The field supervisors are experienced as prescribed by TAC §228.35(f). It was reported in the self-report that the field supervisors are experienced professional educators, former principals, and current Intern Teacher Alternative Certification Program faculty members. This was verified through vitas that were provided during the document review and in conversations with the program director and one field supervisor.

To be in compliance with TAC §228.35(f), each field supervisor was required to sign a “Field Supervisor Requirements as Stated by SBEC/ITACP” form. The document states that the field supervisor will make initial contact, by telephone, e-mail, or other electronic communication, with the candidate within the first three weeks of assignment. In addition, the field supervisor must provide a minimum of two formal observations during the first semester and one formal observation during the second semester and that those observations must be a minimum of forty-five (45) minutes in duration. The first observation must occur within the first six weeks of assignment. The “IT/ACP Support System” which is detailed in the candidate handbook and documented in the self-report states that field supervisors will observe/evaluate candidates at least once per month, with one visit for the combined months of December/January and March/April and that visits may be announced or unannounced. No evidence of observations was provided in candidates’ folders. The program director did provide the observations for candidates upon request. However, it was unclear to the program specialists how long the observations were because only a start time was reflected on the observation form. There was no evidence that the initial contact was made during the first three weeks of assignment as prescribed by TAC §228.35(f). As a result, the program director was provided with technical assistance in modifying a form currently located in each candidate’s file entitled “Intern Information” to reflect the intern start date and the initial contact date. In addition, the program director was provided with technical assistance on how to modify the current observation form to reflect start/end times for observations. It was unclear if the first observation occurred within the first six weeks of placement because dates were not consistently written on forms being utilized by the program director and field supervisors. The forms were in triplicate but it was unclear that the campus administrator received a copy of the written feedback. Technical assistance was provided to the program director to ensure consistent documentation to verify that the campus administrator had received a copy of the observations. There was no documentation that informal observations and coaching was provided to candidates as prescribed by TAC §228.35(f). There was no documentation that late hires completed thirty (30) clock-hours of field-based experiences as well as eighty (80) clock hours of initial training within ninety (90) school days of assignment as prescribed by TAC §228.35(f).

Based on the evidence presented above, Intern Teacher Alternative Certification Program is not in compliance with TAC §228.35.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

Findings:

As a result of the 2010 Technical Assistance Visit, the program director was directed to evaluate the design and delivery of the curriculum based on the performance data, research practices,

and the results of internal and external assessments as per TAC §228.40(c). All indicators of program evaluation were reviewed during this technical assistance visit.

Sufficient evidence existed that program benchmarks and structured assessments were present as prescribed by TAC §228.40(a). They included assessment tools and a methodology to assess candidate growth that occurred in three phases: prior to classroom assignment, prior to mid-year evaluation, and prior to certification. Assessments include activity checklists, lesson cycle observation & evaluation forms, portfolio projects, observation forms, transcripts, TExES results, and principal recommendation forms. These documents verify that requirements of TAC §228.40(a) are met.

No documentation of procedures for determining a candidate’s readiness to test as prescribed by TAC §228.40(b) were present. Technical assistance was provided by TEA program specialists on ways to document a candidate’s readiness to test.

There was no evidence provided in the document review or advisory committee minutes that the design and delivery of the curriculum was based on performance data, research practices, and the results of internal and external assessments as per TAC §228.40(c). Individual “IT ACP Course Evaluation Forms” were provided and there was a variation in responses, but there was no evidence of an analysis of data or evidence that the information was presented to advisory committee members. Course evaluations for the Generalist EC-4, Bilingual/ESL, and PPR were provided for review.

Pass rate performance for completion years 2007-2010 and accreditation status for completion years 2006-2009 were shared with the Intern Teacher Alternative Certification Program director. The results are listed in the charts below. Technical assistance was provided in how to review that data, what the data means for the program, and how to ensure that the program director and advisory committee use the data to make informed decisions about the program.

Based on the evidence presented above, Intern Teacher Alternative Certification Program is not in compliance with TAC §228.40.

Senate Bill 174/Texas Administrative Code §229

Standard I: Results of Certification Exams	2006-2007 Final 80% Standard	2007-2008 Final 80% standard	2008-2009 Final 80% standard (Last yr. of this calculation system)	2009-2010 70% standard (First yr. of this calculation system)
Overall Pass Rate Performance:	100%	87%	99%	100%
Demographic Areas	NA		NA	NA
Male	NA	33%	NA	NA
Certification Areas-At Risk				
PPR EC-12	NA	66.7%	73.9%	NA

Intern Teacher Alternative Certification Program Accreditation Status 2006-2009

Year	Accreditation Status	Action Plan
2006	Not Rated	
2007	Accredited	
2008	Accredited with Action Plan	Yes
2009	Accredited with Action Plan	Yes

PROGRAM RECOMMENDATION

Conclusion

According to Texas Administrative Code (TAC) §229.6(a) [effective April 18, 2010], the continuing approval of an educator preparation program is based upon 1) accreditation status; 2) compliance with TEA rules regarding program operations; and 3) integrity of required data submissions.

Few of the compliance issues from the 2010 Technical Assistance Visit were addressed over the past year and the program remains noncompliant in four (4) areas. It is recommended that Intern Teacher Alternative Teacher Certification Program is required to complete Program Compliance Recommendation Status Reports until it can satisfactorily present evidence of total compliance. A future technical assistance visit should be scheduled based on the program's compliance progress.

Program Compliance Recommendations are based on the findings of the Texas Education Agency technical assistance visit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) and correct the issue IMMEDIATELY. A Compliance Status Report will be required in sixty (60) days. General Recommendations are suggestions for program improvement only. Failure to comply with TAC rules governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC §229 beginning in 2010.

PROGRAM COMPLIANCE RECOMMENDATIONS: A Compliance Status Report will be required in sixty days. In order to come into compliance with all Texas Administrative Code rules governing educator preparation programs, the following recommendations are made:

- Ensure that the advisory committee determines that field-based experiences for candidates are on-going and relevant as prescribed by TAC §228.35(d) beginning with the March 24th advisory committee meeting.
- Administer the TOEFL and document results of that test for all candidates requiring a determination of English language proficiency who are admitted into Intern Teacher Alternative Certification Program beginning February 1, 2011 as prescribed by TAC §227.10(a)(5).
- Develop an interview scoring rubric to accompany interview questions used to determine quality of the candidate's responses and well as their ability to communicate adequately in the English language as prescribed by TAC §227.10(6). The scored results of the interview must be included in each candidate's file. This must be done immediately.
- Record candidate's completed hours on record sheets showing dates of completion of coursework, field experiences, and internship to ensure the candidate has the prescribed number of hours before recommending them for the standard certificate as per TAC §228.35(a)(4); 228.40(b). This must be done immediately.
- Document up to 50 hours of professional development from the school district or campus for EACH candidate enrolled in the program if the hours are to be applied toward the 300 total course hours as per TAC § 228.35(a)(5). This must be done immediately.
- Develop and provide documented mentor training as per TAC §228.35(e). This must be done immediately.
- Provide documented field supervisor training with agendas and attendance records of training for each academic year as per TAC §228.35(f). This must be done immediately.
- Document on the field supervisor's log and on the formal observation form the start date of the internship, and the date and method of the initial contact within the first three weeks of the internship as per TAC §228.35(f).
- Enter field supervisor observations into the ASEP database reflecting 3 observations for the first year probationary candidates, 3 observations for the second year probationary candidates, and 3 observations for the third year probationary candidates as per TAC §228.35(f).
- Document on the field supervisor's log, and on the formal observation forms that the required formal observations are conducted on the prescribed schedule and for the appropriate time prescribed by TAC §228.35(f).
- Develop and implement procedures to document a candidate's readiness to test per TAC §228.40(b).

- Develop and implement a systematic plan for curriculum evaluation detailing how often the curriculum will be reviewed, who will be involved in the review, what data sources will be used, and how the results of the evaluation will impact the program, and to whom and how will the evaluation results will be shared with all interested stakeholders per TAC §228.40(c).
- Develop and implement a plan for overall program evaluation detailing how often the overall program will be reviewed, who will be involved in the review, what data sources will be used, and how the results of the evaluation will impact the program, and to who and how will the evaluation results will be shared with all interested stakeholders per TAC §228.40(c).

GENERAL RECOMMENDATIONS:

- Provide advisory committee training at the next meeting which is scheduled for March 24, 2011, and document that the training has occurred either as an agenda item or as reflected in the minutes of the meeting.