NRS DATA QUALITY TRAINING AGENDA

DAY 1

8:30 a.m.	Continental Breakfast
9:00 a.m.	Welcome, Introductions, Objectives, Participant Expectations
9:45 a.m.	Warming Up to Data Collection [Small Group Exercise and Reports]
10:15 a.m.	Who Touches the Data? [Data Flow Game followed by Whole Group Reflection]
10:45 a.m.	**BREAK**
11:00 a.m.	The Importance of Data Integrity [Presentation and Discussion]
11:30 a.m.	What's the Reason? Data Problem-Solving Activity
11:50 a.m.	How Does Your Data Flow? [Mapping Your State's Data Flow and Identifying Your Data "Sticky Points" – Team Self-Reflection]
12:15 p.m.	**LUNCH**
1:15 p.m.	Data Sharing: Walking in Another State's/Local Program's Shoes [Team Data Sharing and Inquiry Rounds]
2:45 p.m.	**BREAK**
3:00 p.m.	Five Easy Pieces: The Five Outcome Measures [Jigsaw Activity and Whole Group Discussion]
4:15 p.m.	Evaluation and Wrap-Up
4:30 p.m.	Adjourn

DAY 2

8:30 a.m.	Continental Breakfast
9:00 a.m.	Review of Day 1 Activities, Q & A from Day 1, Agenda Review for Day 2
9:15 a.m.	Defining Quality [Group Activity]
9:45 a.m.	A Model for Change [Presentation and Discussion]
10:00 a.m.	Sharing Success Stories and Cautions: Lessons Learned
10:30 a.m.	**BREAK**
10:45 a.m.	Force Field Analysis [by State or Local Program Teams]
11:30 a.m.	Action Plan [Team Activity]
12:15 p.m.	**LUNCH**
1:15 p.m.	Team Report-Outs
2:00 p.m.	And the Beat Goes on: Planning for the Training Roll-Out [Team Activity]
2:45 p.m.	**BREAK**
3:00 p.m.	Sharing of Plans
3:30 p.m.	Special Procedures for States [from the NRS Guide]
3:50 p.m.	Closing and Evaluation [Review Parking Lot Issues, Identification of Needs and Next Steps to Ensure Success, Reflection, Homework, and Workshop Evaluation]
4:30 p.m.	Adjourn

Professional Development Manual: Improving the Quality of National Reporting System (NRS) Data

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Introduction to Professional Development on Improving the Quality of National Reporting System (NRS) Data

Audience

This professional development sequence has three distinct audiences:

1. State-level staff (administrators, professional development coordinators, and data managers) who are responsible for statewide planning, management, and dissemination of information and procedures related to the NRS;
2. Professional development specialists who are responsible for rolling out the training statewide to local programs; and
3. Local program administrators, professional development coordinators, data managers, and instructors.

Purpose

The purpose of this professional development sequence is to help state and local literacy program personnel to:

1. Focus on data quality issues;
2. Develop an understanding of the data collection process;
3. Identify their own state's or local program's data quality problems and strengths;
4. Plan for rolling out the training statewide (and, in turn, help local programs to focus on data quality issues and improved data collection procedures); and
5. Identify further professional development and resource needs.

This sequence can be adapted to meet the needs of individual states and local programs. It can be used as a train-the-trainers program in which state-level staff offer the training to key personnel (e.g., professional development specialists and data facilitators) who will then repeat the training for local program administrative and instructional staff. Information and activities from this training also can be selected and offered to meet the needs of specific audiences. For example, professional development for instructors may focus on the links between data collection and the delivery of effective instruction. Professional development for local program administrators may focus on the importance of data collection for documenting program effectiveness and the implications for funding levels. Users of this training sequence are encouraged to adapt and augment activities accordingly.

Session Overview

Objectives:

By the end of this professional development sequence, participants will be able to:

1. Identify the various audiences for, and uses of, NRS data reports;
2. Identify the factors that contribute to quality data at each step of the data collection process;
3. Distinguish between quality data and poor data;
4. Identify problems and strengths in their own state's or program's data collection;
5. Suggest strategies to improve their own state's or program's data collection; and
6. Develop a plan to roll out the training in their respective states/regions/programs.

Time:

The total time required for this session is approximately 12 hours of instructional time, or two full days of six hours each (not including lunch and break times). The 12 hours of training are further divided into four discrete segments of three hours each. The entire sequence, therefore, may be conducted over two consecutive days or delivered in individual 3-hour segments over a two-week period, thereby affording participants the opportunity to integrate the knowledge and skills gained into their work activities.

Materials Checklist:

- ❑ Overhead projector (for use with transparencies) OR
- ❑ Laptop and LCD projector (for use with CD-Rom)
- ❑ Copies of participant handouts for each participant
- ❑ Overhead transparencies
- ❑ Facilitator's Notes and Supplements
- ❑ Flipchart and stand
- ❑ Flipchart marking pens
- ❑ Blank transparencies and transparency pens

Preparation Checklist:

- ❑ Reserve space for the training
- ❑ Duplicate handouts
- ❑ Make overhead transparencies from Transparency Masters
- ❑ Assemble participant packets
- ❑ Make name tags and/or name tents for participants
- ❑ Prepare Attendance Sheet
- ❑ Pre-divide attendees into groups (state teams or local program teams or instructor teams, depending on the audience) for small group activities
- ❑ Arrange for food and beverage, as appropriate
- ❑ Arrive one-half hour before training is scheduled to begin
- ❑ Check equipment to ensure that it is working properly
- ❑ Pre-label flipchart pages, one of the following headings per page:
  - ❑ *Expectations*
  - ❑ *Parking Lot Issues*
  - ❑ *Why Collect Data?*
    (This flipchart should have four columns for recording responses under the following categories: audience, how audience uses data, why audience needs quality data, and who benefits)
  - ❑ *Priority Questions: Questions You Want Your Data to Answer*
  - ❑ *Participant Feedback*

    This flipchart should have two columns on the page, one labeled pluses (+), and one labeled deltas (▲).
  - ❑ *Quality is…*
  - ❑ *Needs/Resources*

NOTE: Through various activities in this workshop, participant responses will be generated and posted on flipcharts. As the flipchart pages are filled, post them on the walls around the room. Leave these posted throughout the duration of the workshop for reference.

Session Outline

Materials	Activities	Times
	DAY 1	
Flipchart page for "Expectations" T-1, H-1 T-2, H-2 Flipchart page for "Parking Lot Issues" S-1a and b; H-25a, b, and c	I. Introduction, Objectives, Agenda Review for Day 1 • Introduction • Professional Development Objectives/Agenda • Parking Lot Issues • Terms and Definitions • Evaluation Form	45 min.
T-3, H-3 Flipchart page for "Why Collect Data?" T-4, H-4 H-5a, b, and c Post-it Notes T-5, H-6; H-26	II. Collecting High Quality Data • Warming Up to Data Collection • Who Touches the Data?	 30 min. 30 min.
	BREAK	15 min.
T-6, H-7 Flipchart Page for "Priority Questions" T-7, H-8 T-8, H-9, H-10	• The Importance of Data Integrity • What's the Reason? Data Problem Solving • How Does Your Data Flow?	30 min. 20 min. 20 min.
	LUNCH	60 min.
H-11 T-9, H-12	III. Data Sharing: Walking in Another State's/Local Program's Shoes	90 min.
	BREAK	15 min.
T-10, H-13	IV. Five Easy Pieces: The Five Outcome Measures	75 min.
H-14a-r Flipchart Page for "+ and ▲"	V. Day 1 Evaluation and Wrap-Up	20 min.

SESSION OUTLINE (CONTINUED)

Materials	Activities	Times
	DAY 2	
Flipchart Page for "Parking Lot Issues" T-11, H-15 T-12, H-16	VI. Agenda Review for Day 2	15 min.
T-13, H-17; Flipchart page for "Quality is"; S3-a and b	VII. Defining Quality	30 min.
T-14, H-18 T-15, H-19	VIII. Planning for Changes to Enhance Data Quality • A Model for Change • Sharing Successes and Cautions: Lessons Learned	 15 min. 30 min.
	BREAK	15 min.
H-14 a T-16, H-20 T-17, H-21 T-18, H-22	• Force Field Analysis • Action Plan	45 min. 45 min
	LUNCH	60 min.
	• Reports	45 min.
T-19, H-23 H-24a and b	IX. And the Beat Goes On: State Plan for Professional Development Roll-out • Planning the Roll-out	45 min.
	BREAK	15 min.
	• Sharing of Plans	30 min.
	X. Special Procedures for States	20 min.
Flipchart page for "Needs/Resources" H-25a, b, and c	XI. Closing and Evaluation • Review Parking Lot Issues • Identify Additional Resources • Reflection • Homework Assignment • Workshop Evaluation	40 min.

BEFORE THE WORKSHOP SESSION

The following tasks should be completed before the workshop session:

- **Send out flyers** announcing the workshop and the dates.
- **Send out confirmation letter** to those who have registered for the workshop. Tell them that, in preparation for the workshop, they should meet with other persons (from their state or local program) who also will be attending the workshop. Ask them to come prepared to give a five-minute report that highlights their state or program data. (See S-2a and b for sample letter.)
- **Duplicate all handouts** for the session (H-1 through H-26) and arrange them into participant packets. By providing a packet of materials to each participant, you can avoid constant distribution and handling of materials during the session.
- **Make overhead transparencies** from the Transparency Masters (T-1 through T-19). If you prefer, you can download the transparencies from the NRS website (www.air.org/nrs) and create a CD-Rom.
- **Pre-label flipchart pages** for activities, as indicated in Facilitator's Notes.
- **Order all equipment** (overhead projector, screen, flipcharts). If you plan to use a CD-Rom instead of overhead transparencies, be sure that you will have a laptop computer and LCD projector available for the session. Check the equipment to ensure that it is working properly. Also check the size of the screen and the clarity of print from the back of the room.
- **Prepare nametags** or name tents for participants.
- **Make signs or folded cards** for each group (state names if this session is for national training, local program names if this is for state training, class names [e.g., ESL, ABE, GED, Workplace Literacy, Family Literacy, EL Civics] if this is for instructor training).
- **Arrange for a place** to hold the workshop session and ensure that it has sufficient space and moveable chairs for break-out activities. Consider the room arrangement that will best facilitate your activities. For this workshop, it is suggested that, if possible, the room arrangement consist of table rounds that each seat from 5 to 8 persons.
- **Prepare a participant sign-in sheet** to verify attendance. Include spaces for participants' names, addresses, program names, addresses, phone and fax numbers, and e-mail addresses. This will be useful if you need to make future contact with participants.
- **Arrange for refreshments and lunch**, as appropriate.
- **Read the Facilitator's Notes** for the session, pages 1-12.
- **Review** the handouts (H-1 through H-26), the transparencies (T-1 through T-19), and the Supplements (S-1 through S-3).

FACILITATOR’S NOTES

FACILITATOR'S NOTES: DAY 1

Materials	Activities	Times
	I. Introduction, Objectives, Agenda Review for Day 1	
	A. Introduction	**20 min.**
	Welcome participants to this professional development workshop on NRS data quality. Have each of the facilitators introduce themselves and make a brief statement about their background and expertise in either professional development or the management of data collection and reporting. Then ask participants to introduce themselves. If participants are few in number, they can introduce themselves one by one to the large group, stating their names, programs, and positions. Move the activity along, allowing each person to speak for only a minute. If the group is large, ask participants to pair up and share background information (name, program, position). As an optional activity, ask to see a show of hands for those who are local program directors, instructors, and professional development coordinators. Ask whether there are other roles represented among the group and what those roles are.	
	B. Professional Development Objectives/Agenda	**10 min.**
Flipchart page marked "Expectations"	Ask participants to tell you what they hope to gain from attending this workshop. List responses on a flipchart. Continue listing expectations until there are no more responses.	
	NOTE: It is not necessary that every participant respond to this question; it's likely that some participants will have expectations that have already been listed.	
	Refer to the flipchart list and identify for participants those topics that have been planned for in this workshop, those that have not been planned for but that can be addressed easily during the workshop, and those, if any, that are outside the realm of this workshop. To the extent possible, identify resources that participants can access to address those content issues that will not be covered in this workshop.	
T-1, H-1	Now show participants T-1 and refer to H-1, Workshop Objectives.	
T-2a and b, H-2	Also show T-2a and b and refer to H-2, Workshop Agenda. Quickly summarize the activities that will be part of this workshop and state their relationship to the expected outcomes.	
	C. Parking Lot Issues	**5 min.**
Flipchart page marked "Parking Lot Issues"	Tell participants that they will keep a "Parking Lot" of issues and questions that arise that are related to the NRS but not directly related to this workshop on data quality. To the extent possible, those questions and issues will be addressed before the end of this workshop.	
	NOTE: Post on the wall a flipchart page marked "Parking Lot Issues." Also place a post-it pad on each table. Ask participants, throughout the workshop, to write their questions on the post-it pads and place them on the flipchart. They may also use H-26 to keep notes of their issues.	

Materials	Activities	Times
	D. Terms and Definitions	**5 min.**
S-1a, b, and c	Point out that this professional development sequence, at times, uses technical terms common to the National Reporting System. A Glossary (S-1a, b, and c) of these terms has been provided to make the reading as clear as possible. The Glossary can be found in the Supplement.	
H-25a, b and c	**E. Evaluation Form**	**5 min.**
	Call participants' attention to the evaluation form H-25a-c. Remind them that they will be asked to complete the evaluation form at the end of the workshop.	
	II. Collecting High Quality Data	
	A. Warming Up to Data Collection [Why Collect Data? Exercise]	**30 min.**
T-3, H-3 **Flipchart page marked "Why Collect Data?"**	Show participants T-3, Why Collect Data?, and refer to H-3. Ask them to work in groups of 4 or 5 people and to identify as many different audiences as possible for NRS data and to list these in column 1 and then, for each audience, complete columns 2, 3, and 4. Allow 15 minutes for them to work on this exercise. Have participants call out the various audiences. List each audience on the flipchart page. Then ask for volunteers from each group to select one of the audiences and read that group's responses in columns 2, 3, and 4. Ask if any group wants to add other responses. Have one of the facilitators neatly and legibly record responses on the appropriate flipchart page. Leave this flipchart displayed on the wall throughout the duration of the workshop. You may need to refer to it periodically.	
	Note: Be sure that one of the audiences identified is the adult learner. If no one in the group suggests this audience, then one of the facilitators should add this audience before concluding the exercise.	
	B. Who Touches the Data? [Game]	**30 min.**
T-4, H-4 **H-5a, b, and c** **Post-it Notes**	Suggest to participants that there are many different hands that touch data as it travels from individual intake counselor and instructor to the local program collection point and from there to the state level and ultimately to the federal level. Refer to T-4 and H-4 for an example of a data flow model. Tell them that, to illustrate the many points along the data flow process, they will play a game called "Who Touches the Data?" Ask them to pay attention to what happens to "Data" as it moves from point to point in the data flow process. Before the workshop, copy each of the statements listed on H-5a, b, and c onto post-it notes, one statement per post-it note. Now randomly distribute the post-it note statements, one to a participant.	

Materials	Activities	Times
	Note: If the group is large, there will be some participants who do not receive statements—that's OK. If the group is small, you may need to give two statements to one participant.	

Tell participants that, for this exercise, they each will play the role listed on their post-it notes. Have one of the facilitators (or a participant who did not receive a post-it note) hold a large cardboard sign or a box that is labeled "Data." This person will play the role of "Data." (If you wish, the person may wear a sandwich sign instead of holding a sign.) Tell participants that, as you call out the various roles (those listed on H-5a and b), the person with the corresponding post-it note is to read his/her statement and then place the post-it note on the "Data" sign or box. It's OK, and will add to the fun, if participants also *ad lib* statements of their own. Tell the person playing the role of "Data" to move to each participant as he/she reads the statement on his/her post-it note. Continue calling out roles and having "Data" move throughout the room, collecting the post-it notes. Work through this process until all the roles have been called, ending with the Congressperson.

T-5
H-6

Now, referring to T-5, ask participants to reflect on the exercise they just went through and to write their thoughts on H-6. Allow 10 minutes for this reflection and then ask for responses from the group to the following questions (see H-6):

- What happened to "Data" as it moved to different points in the data flow process?
- Do you have confidence in the final data report? Why or why not?
- Do you think data quality was enhanced or compromised as "Data" moved through the system?
- Can you identify the possible consequences/results of data that have been compromised, i.e., not of high quality?
- Did this exercise result in any "Aha!" experiences for you? If yes, are you willing to share your "Aha!" experience with the whole group? (Point out H-26, which participants may use to make notes about their Aha! Experiences. They may find these notes and insights useful when planning for change in their own systems.)

H-26

Tell participants that **each step along the data flow process can be either a problem or a solution.**

BREAK — **15 min.**

C. The Importance of Data Integrity [Presentation and Discussion] — **30 min.**

Tell participants that, if their data are credible and of high quality, they can make effective decisions about their programs and they can make these decisions with confidence. Cite the following examples:

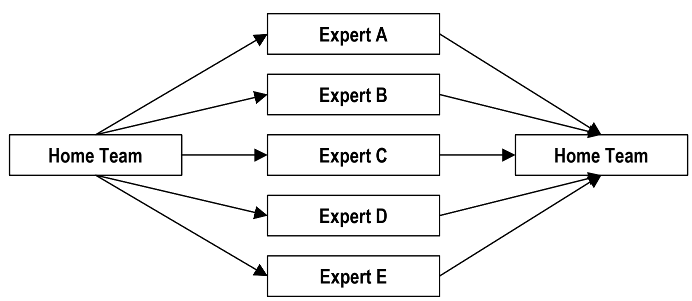
- A literacy program's test data (pre- and post-test scores) indicated that student learning gains were significantly greater for classes meeting on five consecutive mornings than for classes meeting over two full days. Program planners felt confident about their decision to make some changes in the days and times of class offerings.

Materials	Activities	Times
	➢ A countywide GED program's test data indicated greater learning gains for classes in which one instructor taught all five content areas of the GED than for classes in which one instructor taught math and science and another taught the language arts and social studies. The program's professional development specialist then decided to offer workshops on teaching skills across the content areas.	
	➢ A county program that initiated managed enrollment in half of its classes found significantly increased student retention as well as improved learner outcomes in classes with managed enrollment. The program supervisor convened a meeting of all instructional staff, shared the data results, and asked for their input regarding change. The staff voted unanimously to initiate managed enrollment countywide.	
	Tell participants that the above decisions could be made with confidence because program leaders had valid and reliable data backing their decisions. Now ask participants to volunteer examples of program decisions that they or their program leaders have made based on data.	
T-6, H-7 **Flipchart page marked "Priority Questions"**	Next, refer to H-7 and T-6 and ask state teams to identify the five most important questions that they would like their state's data collection to answer. Allow approximately 15 minutes for this activity, and then ask each state to share its top two questions. Have two facilitators record these questions on flipchart paper (with each facilitator recording alternate responses, i.e., every other one, so that, after all responses have been heard, a complete record of all responses has been created). Leave these priority questions on the walls for the duration of the workshop.	
	D. What's the Reason? Data Problem-Solving [Exercise]	**20 min.**
T-7, H-8	Refer to T-7 and H-8, What's the Reason? Depending on the number of tables (i.e., groups in the room), assign one or two of the items on H-8 to each table or group. Ask participants to brainstorm/identify some possible reasons for the scenarios presented, all of which were taken from various data reports. Allow approximately 10 minutes for the brainstorming. Then ask for a volunteer from each group to share the group's responses with everyone.	
	E. How Does Your Data Flow? [State/Local Program Data Mapping]	**20 min.**
H-9, H-10 **T-8**	Have participants, in state (or local program) teams, use H-9 to map their own state's/local program's data flow process. Then, when they have completed their data flow map, ask each state/local program team to respond to the questions on H-10 (show T-8).	
	LUNCH	**60 min.**
	III. Data Sharing: Walking in Another's State's/Local Program's Shoes [State Data Sharing]	**90 min.**
	Tell participants that it is now time for the state or local program's team reports that they had been asked to prepare in advance of the workshop. (See s-2a and b for sample of letter mailed to participants prior to workshop.) Remind them that each state/local team's report can be no more than 5 minutes and that the teams are to select and show those data tables that they believe are noteworthy. They may also, time permitting, identify areas in their data that they believe are problematic.	

Materials	Activities	Times
H- 11	Following each team's report, there will be two rounds in which all workshop participants have an opportunity to participate. (Refer to H-11, Rules for Round-Robin Questions and Comments.) The first is the Clarification Round, and the second is the Comment Round. For the first round, each participant, in turn, will ask any one question about the reporting team's data tables or report just presented. The reporting team then will make one brief statement in response and only to clarify the issue.	
	Note: Even if the participant who has asked the question does not feel that the response has addressed the question adequately, he/she may **not** ask another question at this time.	
	The turn passes to the next person in the round who may ask any question he/she wishes about the data tables and report. A participant who has no question when it is his/her turn simply will say "pass." Continue to have participants ask questions in rounds until there are no more questions. The second round is for all workshop participants to respond to the question, "What jumped out at you about these data or this report?" The round-robin statements begin again, with each participant either responding briefly to the question with one comment or passing his/her turn. For this second round, the reporting team makes no comment but simply hears the comments that are made about the data presented. Repeat this process for each team report until all reports have been presented, followed by two rounds of questions and comments.	
	Note: If there are more than 5 or 6 state or local program groups to report, this activity likely will become unwieldy and take too much time. In addition, participants may get bored if they have to sit through 10 or 12 data reports. Therefore, it is advisable to demonstrate only one or two reports followed by the question and comment rounds in which everyone participates. Following these demonstrations, assign the remaining teams to three clusters of two to three teams each and have each cluster repeat the process just demonstrated (i.e., a team shares its data and its partner states [or local programs] participate in the question and comment inquiry rounds). For example, if there were 11 different states or local programs represented in the total group, you might have two programs share their data with the entire group and then follow each report with the question and comment rounds. Then you could assign the remaining 9 states or local programs to three groups or clusters. Each of the three clusters would concurrently repeat the process just demonstrated to the entire group. Members of the demonstration teams, having already shared their data with the entire group, would join the clusters and participate in the question and comment rounds.	
T-9, H-12	Now ask participants to return to their state/program teams and allow 10 minutes for each team to reflect on the information they gathered from the two question and comment rounds. To focus this activity, show T-9 and refer them to H-12. The purpose of this activity is to provide other perspectives to the reporting team related to the significance of their data or perhaps suggestions for addressing problem areas.	

Materials	Activities	Times
	Note: There may be some teams that come to the workshop unprepared to report on their data. Should this occur, allow the members of those teams to participate in the question and comment rounds when other teams share their data. However, during the time when other teams are reflecting on the information gained during the question and comment rounds, have members of the teams who did not share their data use this time to develop researchable questions for some of the data problems on H-8, What's the Reason? Ask them to be prepared to report on their efforts at the end of the day. You will need to build in time (approximately 10 minutes) for this report at the end of the day.	
	BREAK	**15 min.**
	IV. Five Easy Pieces: the Five Outcome Measures [Jigsaw Activity]	**75 min.**
H-13 **T-10**	Participants, seated at tables, are divided into Home Teams of a minimum of 5 and a maximum of 10 people. Ask members of each group to introduce themselves quickly to other members if they are not already acquainted. Now have members of each Home Team letter-off into five groups: A, B, C, D, and E. (Refer participants to H-13 for instructions on how jigsaw works.)	
	Note: If there are 10 members in a Home Team, there will be 2 As, 2 Bs, 2 Cs, 2 Ds, and 2 Es. If the Home Team number is uneven, there will be an uneven number of As, Bs, Cs, Ds, and/or Es. These five letters represent 5 expert groups.	

Show this diagram on an overhead transparency (T-10) to explain group movement and refer participants to H-13.



Ask all of the As to gather at one or two tables (depending on the number of As). Do the same with the Bs, Cs, Ds, and Es. Tell each group that they are now Expert Groups. Each Expert Group should refer to the Task Sheet (H-13), in which each group is asked to appoint a timekeeper. Members of each Expert Group then are to spend 20 minutes reading and selecting key points from the outcome measure reading assigned to their group, and 20 minutes with members of their Expert Group preparing for the 5-minute presentations they will make when they return to their Home Teams.

Materials	Activities	Times

Each Expert Group has a different reading to review from the Chapter IV of the document, *Guide for Improving NRS Data Quality*. For example, Group A will review Assessment (pp. 33-40); Group B will review Intake and Goal Setting (pp. 41-48); Group C will review Procedures and Policies for the Follow-Up Survey (pp. 49-54 & 56-59); Group D will review Procedures and Policies for Data Matching (pp. 54-56 & 60-61); and Group E will review Local Staff Training (pp. 62-68). Each Expert Group will then plan a strategy for teaching the content of its reading to the Home Team.

Note: Facilitators should monitor groups during the above activity.

After the Expert Groups have completed their tasks (40 min. total), members are to return to their Home Teams and teach the others their newly acquired expertise.

Members of Expert Groups (A, B, C, D, and E) have 5 minutes in their Home Teams to teach the other Home Team members the key points from their assigned readings. They may use whatever creative instructional approaches the members of their Expert Group have agreed on.

When all the teaching by Experts has been concluded, all the members of each Home Team should have key information about all five of the NRS outcome measures. It is advised that the whole group spend a few minutes at this point discussing the jigsaw experience and clarifying any remaining issues or concerns about the readings.

As a homework assignment, ask each state or local team to review the priority questions that they identified on H-7. Ask them to relate each question to its appropriate outcome measure (e.g., assessment; intake and goal setting; follow-up survey; data matching; local staff training). Tell them that the action planning that they will do at the follow-up session will relate to the 5 outcome measures and that their action planning should address their priority questions.

V. Day 1 Evaluation and Wrap-Up **20 min.**

Tell participants that they have now reached the mid-point in the workshop sequence on Improving NRS Data Quality. Review for them the content that they covered and the activities that they engaged in during this first day of the workshop:

- Identifying the various audiences and uses for NRS data;
- Identifying points in the data flow process and mapping their own state's/local program's data flow;
- Determining questions each state/local program wants its data to answer;
- Sharing data and looking critically at data (as presented by the various state/local program teams); and
- Teaching one another about the five NRS outcome measures [jigsaw activity].

Ask if there are any questions about the day's workshop. Respond to questions that you can answer on the spot. If there are questions that will take some research before you can answer or policy questions that you must refer to another source, be sure to add the questions to the "Parking Lot Issues." These will be addressed at the end of the workshop sequence

Materials	Activities	Times
Flip chart page marked "Parking Lot Issues"	Tell them that tomorrow (or the next scheduled meeting time), they will do a state/local program self-assessment, review a model for change, begin planning for changes they wish to initiate in their own data collection and reporting process, and plan for the training roll-out in their own states/local programs. In addition, they will identify resource and policy needs and suggest next steps to ensure the collection and reporting of NRS quality data.	
H-14a – H-14r	Ask participants, in preparation for tomorrow's (or the next scheduled meeting's) activities, to meet with their state or local program team and, if they have not already done so, to complete the State or Program Self-Assessment (H-14). The outcome measures listed on this self-assessment are the same measures from the readings in the previous activity (and which the Expert Groups taught to their Home Teams).	
Flipchart page of + and ▼	Now tell participants that you would like to "take the temperature" of the group concerning Day 1 activities and content by doing an informal pluses-and-deltas exercise. On a flipchart page, make a page of two columns, one with a plus sign [+] and one with a delta [▲]. Ask them to call out those things that they liked about today's workshop. Accept all comments and write them under the [+] column. When there are no more responses, ask them to identify those things that they felt could have been improved about today's workshop. Again, accept all comments and write them under the [▲] column. Tell them that you appreciate and take their comments seriously and that, to the extent possible, you will attempt to address those items in the [▲] column that are under your control throughout the remainder of the workshop sequence.	
	Thank them for their participation and enthusiasm and tell them that you look forward to seeing them tomorrow (or at the next scheduled workshop) and give them the date and location for the next workshop.	
	Note: If teams that did not bring data worked on developing researchable questions using T-9, build in time for their reports during this session.	

FACILITATOR'S NOTES: DAY 2

Materials	Activities	Times
	VI. Agenda Review for Day 2	**15 min.**
Flipchart Page Marked "Parking Lot Issues"	Welcome participants back and ask if there are any questions or residual issues from Day 1 for which participants would like clarification before moving on to Day 2 activities. Respond to those questions and issues that relate to the content of this workshop on data quality. Use the "Parking Lot Issues" page to list those issues that are outside the realm of this workshop. Tell participants that the parking lot issues will be addressed at the end of this workshop.	
T-11, H-15 **T-12, H-16**	Show T-11 and refer to H-15, Workshop Objectives for Day 2. Tell them that this handout reviews the same objectives that were stated at the beginning of this workshop sequence, but that you are specifically highlighting the objectives for today's activities. Also show T-12 and refer to H-16, Workshop Agenda for Day 2. Quickly summarize the activities that will be part of this workshop and state their relationship to the expected outcomes.	
	VII. Defining Quality	**30 min.**
T-13, H-17 **Flipchart page marked "Quality is…"** **S-3a and b**	Tell participants that, so far, we have been "dancing around" the issue of quality but that we have not yet defined it. Persig (*Zen and the Art of Motorcycle Maintenance*, 1974) said that quality is an elusive concept, difficult to define, but that we all recognize it when we see it. Show T-13 and ask participants to turn to H-17. Ask them independently to think about *quality* and do the sentence completions in Part A, considering quality as a general concept (i.e., not as it relates to data collection and reporting). Then ask them to share their sentence completions with members of their group and have the group come up with a sentence completion or definition that all members can agree on. Have one member of each group post this definition on the flipchart page entitled "Quality is…" that is posted on the wall. Share with them S-3a–S-3b, *Quality is…,* statements that were collected during similar trainings. Leave this page posted for the duration of the workshop. Then have participants complete Part B, in which they are asked to write down characteristics of quality as it relates to data collection and reporting. Ask for sample responses from each group.	
	VIII. Planning for Changes to Enhance Data Quality	
	A. A Model For Change [Presentation and Discussion]	**15 min.**
T-14, H-18 **T-15, H-19**	Tell participants that, in the process of striving to collect and report quality data, state and local programs undoubtedly will consider some changes to their current procedures. Now show T-14 and refer them to H-18. Discuss factors that allow us to accept rather than to reject change. We will typically accept and embrace change when: ➢ We have compelling reasons to do so (such as to keep our jobs); ➢ We have a sense of ownership of the change; ➢ Our leaders model that they are serious about supporting the change; ➢ We have a picture of what the change will look like; and ➢ We have organizational support for lasting systemic change.	

Materials	Activities	Times

Some things to keep in mind about change are:

- Change is a process, not an event;
- Change is rooted in a shared vision of the need to change;
- Change is both a top-down and bottom-up process; it is defined at multiple levels within a system;
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities;
- Shared, as well as unique, actions are expected of those at each level; and
- Equal attention must be given to the process of planning, implementing, and evaluating actions and outcomes.

T-15, H-19

Now tell participants that research indicates that there are 6 widely accepted stages of systemic changes (T-15, H-19). These are:

- Maintenance of the old system (This usually means resistance to change);
- Awareness of new possibilities;
- Exploration of those new possibilities;
- Transition to some of those possibilities or changes;
- Emergence of a new infrastructure; and
- Predominance of the new system (which, after several years, becomes the old system that is being maintained—and the change process starts all over again!)

Research on educational change indicates that it takes three to five years for a change to become institutionalized. It has been demonstrated time and again that, for educational changes to be successful, there must be:

- Clearly stated vision, mission, goals, and objectives;
- Stakeholder support;
- Collaborative networks, both internal and external;
- Continuous and meaningful professional development for all staff members;
- Administrative support; and
- Policy alignment.

Ask them to keep these thoughts about change in mind as they plan for changes in their state or local programs' data collection and reporting systems.

B. Sharing Successes and Cautions: Lessons Learned — **30 min.**

Ask participants if their previous experiences in attempting to initiate change related to NRS data collection and reporting were successful and why they think those attempts were successful. Similarly, ask if they had any failed experiences in attempting to initiate change and why they think those attempts failed. As they share their stories of successes and failures, have one of the facilitators list on a flipchart page the factors that contributed to success and those that contributed to failed attempts at change.

BREAK — **15 min.**

Materials	Activities	Times
	C. Force Field Analysis	**45 min.**
H-14a-r **T-16, H-20**	Ask each state or local program team to review the self-assessments that they have completed (H-14a–H-14r) and, for each outcome measure (i.e., self-assessment: intake and goal setting, follow-up survey, data matching, and local staff training) to list on H-20 (Show T-16) those procedures for which they have indicated “needs change” or “do not have.” Then ask them to complete H-20, in which they are to propose solutions. Tell participants that, for this exercise, they should consider the ideal situation in identifying solutions and that they should not limit their thinking at this point by stating reasons “why it won’t work.” Only after they have proposed solutions should they identify both the positive and negative forces that can have an impact on each solution.	
	D. Action Plan	**45 min.**
T-17, H-21 **T-18, H-22**	Have participants now turn to H-21, Action Plan, (Show T-17) and ask teams to develop an action plan for addressing one or more of the changes they identified in the previous exercise. Ask each team to select one person who will report out on the team’s plans. Also have each team complete H-22, the Summary of Changes Planned (Show T-18). Allow 40 minutes for this activity. Tell them that their summary sheets will be collected and distributed to all participants. Also tell them that, as an interim assignment between this workshop and the follow-up workshop on NRS Data Use (date to be determined), state teams will be asked to report on the successes and challenges they faced in implementing these changes.	
	LUNCH	**60 min.**
	E. Team Reports	**45 min.**
	Ask for representatives from each team to report out the team’s plans for making changes to its data collection and reporting processes. Have one of the facilitators collect each team’s summary sheets (H-20). Following the conclusion of the workshop, send a mailing to all participants to include, among other items, an updated participant list, listings of resources that participants may find useful, replies to any parking lot issues not addressed during the “Parking Lot Issues” discussion and for which you promised to research and get answers. Also include in this mailing copies of the completed H-22 forms containing all teams’ commitments to make changes in their data collection and reporting processes.	
	IX. And the Beat Goes On: State Plan for Professional Development Roll-out	
	A. Planning the Roll-out	**45 min**
T-19, H-23	Ask participants, still working in their state teams, to discuss the following planning questions, which are listed on H-23 (Show T-19):	

Materials	Activities	Times
	1. How will you use the professional development materials you have received here? 2. How will you roll out professional development on *Improving NRS Data Quality* across your state? a. What program staff will you target? b. Who will be the lead staff responsible for the professional development? c. What will be your time frame for conducting the professional development? d. What resources will be allocated (money, staff, time)? e. How will you evaluate the extent to which your professional development goals have been met? 3. What additional support or follow-up will you need?	
H-24a and b	After they have considered these questions, ask teams to complete the planning sheet (H-24a and b) and be prepared to share ideas with their partner state/local programs during a report-out. Point out benefits from hearing what other states are planning. Have each team select one person for the report-out. Allow 45 minutes for the team work.	
	BREAK	**15 min.**
	B. Sharing of Plans	**30 min.**
	Share the sample strategies used by different groups to roll out the professional development on *Improving NRS Data Quality*. Ask each state or local program who the audiences will be for the training and how they plan to train the various audiences.	
	X. Special Procedures for States	**20 min.**
	Briefly review the section of the NRS Guide that contains special procedures for states.	
	XI. Closing and Evaluation	**40 min.**
	A. Review Parking Lot Issues	
	Collect the flipchart pages with the Parking Lot Issues that were posted at the beginning of the workshop. Review lists to determine if these questions have been answered during the workshop. Provide answers to unanswered questions or, if the questions need to be referred to others or if they need to be researched, give participants an approximate date by which they can expect to receive either the answers or referrals to other information sources. Also ask if participants have any questions/items/issues that still need to be clarified.	

Materials	Activities	Times
	B. Identify Additional Resources	
Flipchart Page marked "Needs/Resources"	Mark a flipchart page "Needs/Resources." Ask participants to name additional resources that they need to implement the changes they identified in their action plans. It could be additional training, online resources, policy issues and changes, etc. The purpose of this activity is to provide information to the drivers of change and of policy at the federal and state levels to help them in their planning. Tell participants that their brainstormed list of needs and additional resources will be compiled and mailed to all workshop participants. Allow approximately 20 minutes for this activity.	
	C. Reflection	
	Provide closure to the workshop by asking participants to reflect on what they have learned and how they can apply the information they have discussed or acquired. Refer participants to the workshop objectives: ➢ Identify the various audiences for, and the uses of, NRS data reports; ➢ Identify the factors that contribute to quality data at the various steps in the data collection process; ➢ Distinguish between quality data and poor data; ➢ Suggest strategies to improve their own state's/local program's data collection; and ➢ Develop a plan to roll out this workshop sequence in their respective states/regions/programs.	
	D. Homework Assignment	
	Tell participants that there will be another workshop within the next several months—that it will be a follow-up to this workshop on Improving NRS Data Quality and that it will address the topic of Data Use. Remind them that their assignment between now and the next workshop is to report on the changes that they attempted to initiate within their states/local programs related to improving their NRS data collection and reporting procedures—i.e., the actions they took, the successes they had, the challenges they still face. Encourage participants, to the extent possible, to return to the next workshop sequence on Data Use. Tell them that, if they cannot attend, they should ensure that the persons who do participate in the Data Use training will be able to report on their state's/program's planned changes.	
	E. Workshop Evaluation	
H-25a, b, and c	Direct participants' attention to H-25a, b, c, and d (Workshop Evaluation). Ask participants to complete the evaluation. Thank them for attending and participating, and tell them that you look forward to seeing them at the next workshop.	

PARTICIPANT'S HANDOUTS

WORKSHOP OBJECTIVES

By the end of this workshop sequence, participants will be able to:

1. Identify the various audiences for, and the uses of, NRS data reports;

2. Identify the factors that contribute to quality data at the various steps in the data collection process;

3. Distinguish between quality data and poor data;

4. Identify problems and strengths in their own states'/program's data collection;

5. Suggest strategies to improve their own state's/program's data collection; and

6. Develop a plan to roll out this workshop sequence in their respective states/regions/programs.

WORKSHOP AGENDA FOR DAY 1

Day 1

I. Introductions, Objectives, Agenda Review for Day 1

II. Collecting High Quality Data

- Warming Up to Data Collection [Why Collect Data? Exercise]
- Who Touches the Data? [Game]
- The Importance of Data Integrity [Presentation and Discussion]
- What's the Reason? Data Problem-Solving [Exercise]
- How Does Your Data Flow? [State/Local Program Data Mapping]

III. Data Sharing: Walking in Another State's/Local Program's Shoes [Team Data Sharing and Inquiry Rounds]

IV. Five Easy Pieces: The Five Outcome Measures [Jigsaw Activity]

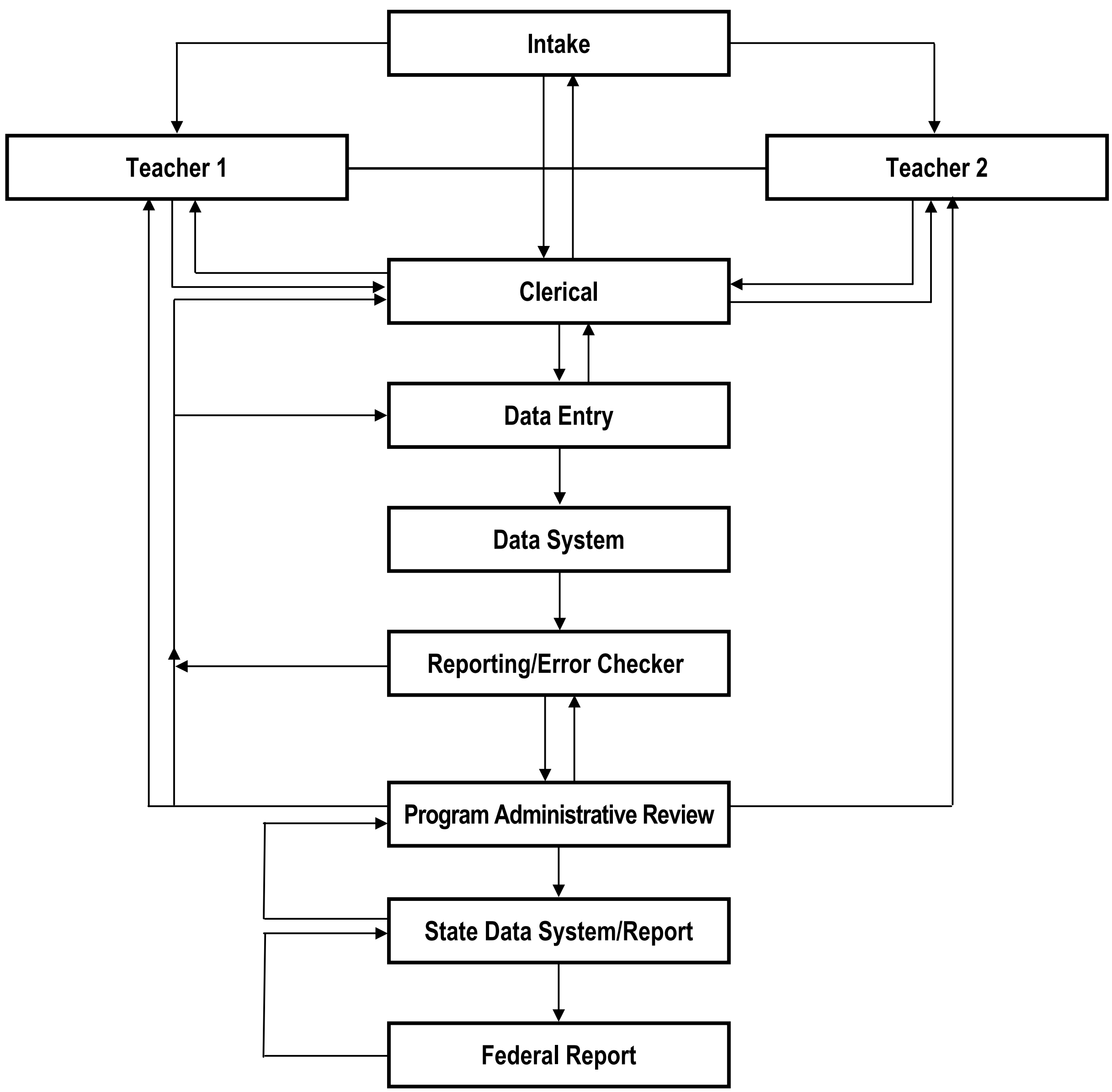
V. Day 1 Evaluation and Wrap-Up

WHY COLLECT DATA?

Directions: In your small group, identify as many different audiences for NRS data as you can and list these in the cells in column 1. Then, for each audience you identified, answer the questions in columns 2 and 3.

1. Who are the various audiences for NRS data?	2. Why does this audience need Quality Data?	3. Who benefits from this audience's view of, and conclusions drawn from, the data? How?

DATA FLOW MODEL



WHO TOUCHES THE DATA?

Teacher 1: This testing business is for the birds! We waste more time testing when we should be teaching! And everybody knows that our students don't want to be tested. No wonder half of them drop out! I think I'll just forget about post-testing and fudge the reports I turn in. That way I'll have more instructional time for the students.

Learner 1: I hope we get the results of this test. I'd like to see if I do a lot better on this test than I did on the first one they gave us. I've been coming to this class for 4 months now—so I should do better!

Teacher 2: I'm a teacher, not a test administrator! Testing is not my job—I'm not paid to do this!! So many students have entered the program in the last month and don't yet have enough contact hours to be post-tested, but I can't be bothered to separate them out—I'm just going to post-test everyone and be done with this nonsense!

Teacher 3: I missed the training on how to administer the tests and complete the reports, so I'm not sure how to fill in this table…Oh, well, what does it matter, anyway? It's just for some dumb report for the state!

Teacher 4: What's the point of testing? We have to send all the forms to the state but we don't get the results back for three months—so how is this testing supposed to inform my instruction?? This is a pointless exercise!

Teacher 5: I wonder if it will matter if I use the same test for both pre- and post-testing? We never did get around to ordering the post-test, like we said we would…

Learner 2: These questions sound familiar. This must be the same test we took when we first came to this program. Yeah—it is! I remember that we even went over these items in class. Oh, this is a snap! I know the answers to most of these questions!

Teacher 6: Hmmmm…these students didn't indicate their ages on their enrollment forms. Oh, well…I can pretty much guess how old they are. Hmmm…what about this bunch of students? I don't remember them all that well…they just showed up for the first few weeks and never returned. Oh, well…I'll just assign ages to these students and, if necessary, I can assign gender, too!

Teacher 7: What's this on the report about goals? I don't know anything about goals! But I've got to get this report off my desk. I'll just say that half want their GEDs and half want to get jobs.

Learner 3: I enrolled in this class because I wanted to learn how to do my job better. But so far, no one's even tried to match what we're doing in class to the kind of work I do!

Teacher 8: How do we define a learning gain??

Intake/Testing Counselor: I know the program manager wants us to record students' social security numbers, but that's a joke. This region has so many illegal aliens that half our students don't have social security numbers. But there's nothing I can do about it. It's a shame, though. I know for a fact that many of our students get jobs and earn their GED diplomas, but when we try to do data matching, few of the numbers match!

Local Program Clerical/Administrative Support Person: I hate doing this report—I can't read the handwriting of half of the teachers. I'm just going to have to guess what they mean! I don't have time to call each of these teachers to find out what these say.

Local Data Entry Person: Did I already enter this stack of forms? I can't remember…You know—these teachers are not all reporting data the same way…

Local NRS Data Coordinator: Do we have a good data dictionary? How do I make sense out of this when the teachers are not applying the definitions consistently??

Local MIS Supervisor: Oh, No!!! System crash!!!! ……(pause…)

Hello, NRS Coordinator? I'm sorry to report that our operating system is down and is likely to remain down for at least two weeks while we work to make it fully functional again. What about your data? Oh, sure…we have back-up tapes of all the files. I can get a copy to you after we complete work on the system.

Local Adult Education Supervisor: I don't need to look at this report. I trust my data people—they're the best! …What do you mean, there are students missing??

State NRS Data Manager: Pffftttt!!! These local programs are using different assessments and applying different definitions…

State Director of Adult Education: Then how can we possibly submit an accurate report with valid and reliable data?? We don't want to mandate one system for all to use because we have so many small, rural programs and we've got to allow them local choice.

U.S. Department of Education, Division of Adult Education and Literacy: Pffftttt!!! These states are using different assessments and applying different definitions…

Congressperson: Tell me again why we should fund this program? Show me the data that indicates the program's effectiveness. How many people did you say got off welfare?

Reflection on the Data Flow Game

Directions: Take a few minutes to think about the data flow game that you just witnessed and write down your thoughts for each of the questions below.

1. What happened to "Data" as it moved to different points in the data flow process?

   ____

   ____

2. Do you have confidence in the final data report? Why or why not?

   ____

   ____

3. Do you think data quality was enhanced or compromised as "Data" moved through the system?

   ____

   ____

4. Can you identify the possible consequences/results of data that have been compromised, i.e., not of high quality?

   ____

   ____

5. Did this exercise result in any "Aha!" experiences for you? If yes, are you willing to share your Aha! experience with the whole group?

   ____

   ____

WHAT QUESTIONS DO YOU WANT YOUR DATA TO ANSWER?

Directions: With your state/local program teammates, determine up to five important questions that you would like your state's/local program's data to answer for you. Then, using the space in front of each question that you want answers to, rank order the questions with 1 as your highest priority, 2 as your second highest priority, etc. When you have rank-ordered the questions, respond to the questions at the bottom of the page.

Rank

______ ____

______ ____

______ ____

______ ____

______ ____

What data will you need to collect to answer each of these questions?

#1. ____

#2. ____

#3. ____

#4. ____

#5. ____

Is your current system set up to answer these questions?

___Yes Which of the above questions?___________________

___No Which of the above questions?___________________

What changes will you need to put in place to collect this data and to get the answers to your questions?

#1. ____

#2. ____

#3. ____

#4. ____

#5. ____

WHAT'S THE REASON? DATA PROBLEM SOLVING

Directions: In groups of 2 or 3, identify some possible reasons for the following scenarios, all of which were gleaned from various data reports.

1. Data submitted by Teacher W show that Student X has achieved multiple goals following 13 contact hours in adult education.

2. Data reports for Program Y, which has 25 teachers, show that 2 percent of students has met their core goals.

3. Data reports for Teacher P indicate that the majority of her students shows negative gains after an average of 40 hours of instruction.

4. Following post-testing of his students, Teacher Q reports that 90% of the students is ready to advance to the next instructional level.

5. Data reports for Local Program Z show that 75% of students in beginning literacy withdraws before the end of the semester.

6. Data report for Local Program K indicates that 40 percent of those students who, during intake and initial assessment placed in the Low Intermediate ABE level, earned their GED diplomas by the end of the 10-week semester.

7. Program L regularly submits data reports indicating that 85% or more of its students meets NRS follow-up goals.

8. Data reports for Teacher M regularly indicate that, at the end of the semester, students still enrolled are white, middle-aged, female.

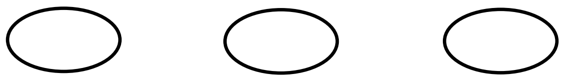
9. Data reports for Teacher N, who teaches a low intermediate ESL class, regularly show that no students are ready to advance to the next instructional level.

10. Teacher O regularly reports that young adult learners (ages 16-18) complete levels less frequently than other age groupings of adult learners.

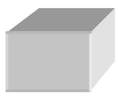
How Does Your Data Flow?

Along its journey from student intake counselor and teacher, to local program data manager and local program director, to state data manager and state director of adult education, to the federal government, data cross many hands. This process is different in each state. Using the following legend, map your state's data collection process in the space provided. Feel free to add symbols for persons/elements not listed below.

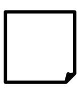
Teacher 1 Teacher 2 Teacher 3



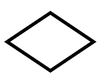
State Data Manager



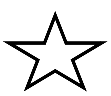
State NRS Report



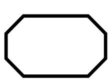
Local Program Supervisor



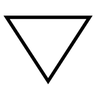
Clerical Support Person



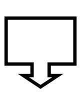
Local Data Manager



Intake Counselor



State MIS System



Map your state's data flow process below.

CONSIDER THE STRENGTHS AND CHALLENGES OF YOUR STATE'S DATA FLOW

1. Now that you have mapped your state's data collection process, describe that process to your partner state. Then listen to your partner state members describe their state's data collection process. List any significant differences in the two states' data flow process.

2. At what points along your state's data flow process do you think there may be problems?

3. Why do you that there may be problems at these points?

4. Identify some possible actions you might consider to correct these problem points.

RULES FOR ROUND-ROBIN QUESTIONS AND COMMENTS

Question Round

- The first participant gets a turn to ask one question related to the data reporting team's tables or oral report. The purpose of the question is to get clarification on anything about the data or the report that the questioner does not understand.
- Following the question, the reporting team gets to make one brief statement in response and only to clarify the issue.
- The next person in the round gets to ask a question (even if the previous question has not been answered to the satisfaction of the first questioner).
- Again, following the question, the reporting team gets to make one brief statement to clarify the issue.
- If a participant has no question, he/she simply says "pass" and the questioning moves on to the next person in the round.
- Questioning continues in round-robin fashion until participants have no more questions. Sometimes, it will be necessary to go through three of four rounds until there are no more questions. At other times, all questions will be asked in one or two rounds.

Comment Round

- This round proceeds exactly as the question round did, except that participants now each make one comment per round. The comment is in response to the question, "In hearing this report and in seeing the data tables, what jumped out at you?"
- Comments continue in round-robin fashion until participants have no more comments.

DATA SHARING: WALKING IN ANOTHER'S STATE'S/LOCAL PROGRAM'S SHOES

Directions: When workshop participants from other states/programs heard your data report and looked at your data tables, they had questions and comments. In your state/program team, review those comments and then answer the following questions.

1. What surprised you most about the comments/questions related to your data?

   ____
   ____
   ____

2. What issue related to your data was mentioned with the greatest frequency?

   ____
   ____
   ____

3. What part of your report or your data tables did participants not seem to understand?

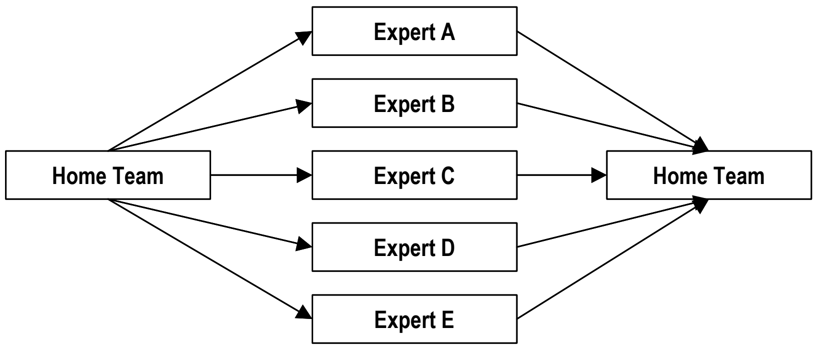
   ____
   ____
   ____

4. From the comments received, do you think there is anything about your data collection and reporting process that could be changed to enhance the reader's (or the user's) understanding of the significance of your data? If so, what could be changed?

   ____
   ____
   ____

FIVE EASY PIECES: THE FIVE OUTCOME MEASURES [JIGSAW ACTIVITY]

How Jigsaw Works: Each Home Team breaks into 5 separate Expert Groups. Members of each Expert Group read an assignment and become expert in the content. Then members return to their Home Teams where they will teach the key points of the content that they have become experts in. In this way, when all the Expert Groups have completed teaching, members of the Home Team have learned key points of all the readings of the five Expert Groups. The diagram below illustrates movement between the Home Team and the Expert Groups.



Directions for all Expert Groups (A, B, C, D, and E)

1. Introduce yourselves if you don't already know everyone in your group.

2. Solicit someone in the group to keep the group on time, as specified below.

3. Read independently the reading assignment for your Expert Group (A, B, C, D, or E). **Allow 10 minutes** for this reading.

4. As a group, identify the key points that you should teach the other members of your Home Teams when you each return to your Home Teams. **Allow 10 minutes** to select the key points that members of your Expert Group feel are important to teach. Also keep in mind that, after you return to your Home Teams, you will have only 5 minutes to teach these key points.

5. After your Expert Group has identified the key points, spend some time brainstorming some teaching devices that will help Home Team members remember these key points. Then spend the remaining time preparing any visuals or other aids that you want for your instruction. If two or more of you are in the same Home Team, decide the tasks or roles that each of you will assume when you return to your Home Team to teach. **Allow 20 minutes** to accomplish the items in #5.

   Note: Your Expert Group has 40 minutes total for this activity. Remaining on time and on task is extremely important.

SELF-ASSESSMENT: THE FIVE OUTCOME MEASURES

Assessment Evaluation

Assessment Checklist	Have in place	Have, but need resources	Have, needs change	Do not have
1. Appropriate tests selected, following state requirements.				
2. Appropriate forms or versions of the test, using different forms at each administration.				
3. Established uniform time to administer the initial assessment.				
4. Procedures for placing students in the appropriate level based on the initial assessment.				
5. Established uniform time to administer the post-test.				
6. Procedures for determining level advancement of students based on the post-test.				
7. Staff trained in administration of the test, including timing of test, scoring and providing feedback to students.				

Areas of Misunderstanding or Lack of Knowledge

Areas of Strength

Areas of Weakness

PLAN FOR IMPROVEMENT

Problem	Plan for Correcting Problem	People Responsible for Correcting	Timeline for Completing Corrections
1.			
2.			
3.			

INTAKE AND GOAL SETTING EVALUATION

Intake and Goal Setting Checklist	Have in place	Have, but need resources	Have, needs change	Do not have
1. Procedure to orient students and help them set goals for instruction.				
2. Procedure includes identification of attainable short- and long-term goals.				
3. Method identifies NRS follow-up goals appropriately.				
4. Procedures for supporting student follow-up to determine goal attainment.				
5. Forms and procedures to enter student demographic and goal information into your program's database.				
6. Procedures to obtain demographic and other student measures.				

Areas of Misunderstanding or Lack of Knowledge

Areas of Strength

Areas of Weakness

Plan for Improvement

Problem	Plan for Correcting Problem	People Responsible for Correcting	Timeline for Completing Corrections
1.			
2.			
3.			

Follow-Up Survey Evaluation

Follow-up Survey Procedures Checklist	Have in place	Have, but need resources	Have, needs change	Do not have
1. Method for identifying students who must be followed-up.				
2. Sampling procedures in place, if necessary.				
3. Survey is conducted at the proper time.				
4. Program uses state approved survey instrument, translated for ESOL students, if necessary.				
5. Adequate staff to conduct survey.				
6. Staff trained on survey procedures.				
7. Survey procedures in place to improve response rate.				
8. Program or state has database and procedures for entering and reporting survey data.				

Areas of Misunderstanding or Lack of Knowledge

Areas of Strength

Areas of Weakness

Plan for Improvement

Problem	Plan for Correcting Problem	People Responsible for Correcting	Timeline for Completing Corrections
1.			
2.			
3.			

DATA MATCHING EVALUATION

Data Matching Procedures Checklist	Have in place	Have, but need resources	Have, needs change	Do not have
1. Procedure for collecting and validating Social Security numbers.				
2. Data are in the proper format for matching to external database.				
3. Data are for the matching time period.				
4. Data system can produce individual records with Social Security number, goal and exit quarter.				

Areas of Misunderstanding or Lack of Knowledge

Areas of Strength

Areas of Weakness

Plan for Improvement

Problem	Plan for Correcting Problem	People Responsible for Correcting	Timeline for Completing Corrections
1.			
2.			
3.			

LOCAL STAFF TRAINING EVALUATION

Local Staff Training Checklist	Have in place	Have, but need resources	Have, needs change	Do not have
1. Staff has received training on NRS policy and data collection procedures.				
2. A system of continuous professional development on data collection is in place.				
3. Training addresses staff needs.				
4. Use effective trainers, who use interactive and hands-on activities, to lead training.				
5. Training results in learning and improved practice.				

Areas of Misunderstanding or Lack of Knowledge

Areas of Strength

Areas of Weakness

Plan for Improvement

Problem	Plan for Correcting Problem	People Responsible for Correcting	Timeline for Completing Corrections
1.			
2.			
3.			

STATE POLICIES EVALUATION

State NRS Policies and Procedures Checklist	Have in place	Have, but need resources	Have, needs change	Do not have
1. Statewide assessment policy has been established.				
2. Follow-up methodology has been established.				
3. Policy on NRS optional measures has been established.				
4. State has ongoing training and technical assistance to local programs on data collection, reporting and use.				
5. Data reporting timelines and formats have been established.				
6. A quality control system is in place to monitor and audit local data collection.				
7. State has software or technical standards for local data collection and state reporting.				

Areas of Misunderstanding or Lack of Knowledge

Areas of Strength

Areas of Weakness

Plan for Improvement

Problem	Plan for Correcting Problem	People Responsible for Correcting	Timeline for Completing Corrections
1.			
2.			
3.			

WORKSHOP OBJECTIVES FOR DAY 2

By the end of this workshop sequence, participants will be able to:

DAY 1

1. Identify the various audiences for, and the uses of, NRS data reports;
2. Identify the factors that contribute to quality data at the various steps in the data collection process;
3. Distinguish between quality data and poor data;
4. Identify problems and strengths in their own program's data collection;

DAY 2

1. Suggest strategies to improve their own state's/program's data collection; and
2. Develop a plan to roll out this workshop sequence in their respective states/regions/programs.

WORKSHOP AGENDA FOR DAY 2

Day 2

I. Agenda Review for Day 2

II. Defining Quality [Group Activity]

III. Planning for Changes to Enhance Data Quality

- A Model for Change [Presentation and Discussion]
- Sharing Successes and Cautions: Lessons Learned
- Force Field Analysis
- Action Plan [Activity]
- Report-outs

IV. State Plan for Professional Development Roll-out
- Planning the Roll-out
- Sharing of Plans

V. Special Procedures for States

VI. Closing and Evaluation
- Review Parking Lot Issues
- Identify Additional Resources
- Reflection
- Homework Assignment
- Workshop Evaluation

DEFINING QUALITY

This workshop is about collecting and reporting ***quality*** data. But how do we define 'quality'? To paraphrase Persig (*Zen and the Art of Motorcycle Maintenance,* 1974), quality is an elusive concept. Although it is difficult to define, we all recognize it when we see it.

A. Sentence Completions, *Quality is…*

Directions: Take a few minutes and think about the concept of quality—what it is and how we recognize it—and fill in some thoughts for the sentence completion below. (For this part of the activity, think about quality in general—not as it relates to data collection and reporting.)

Quality is…

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

When everyone at your table has finished writing sentence completions, have each person share one or two of his/her sentence completions with the group and then consolidate the ideas into a definition that the group can agree on. Post the group definition on the flipchart page "Quality is…" hanging on the wall.

B. Characteristics of Quality Data.

Directions: Now, with your group, consider your discussion of quality and relate it to data collection and reporting. Use the space below to jot down adjectives or characteristics of quality data.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

THE CHANGE PROCESS

Factors that allow us to accept rather than reject change:

1. There is a *compelling* reason to do so (e.g., to keep a job);
2. We have a sense of *ownership* of the change.
3. Our *leaders* model that they are *serious* about supporting the change.
4. We have a picture of what the change will look like.
5. We have organizational *support* for lasting systemic change.

Some things to keep in mind about change are:

- Change is a process, not an event;
- Change is rooted in a shared vision of the need to change;
- Change is both a top-down and bottom-up process; it is defined at multiple levels within a system;
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities;
- Shared, as well as unique, actions are expected of those at each level; and
- Equal attention must be given to the process of planning, implementing, and evaluating actions and outcomes.

STAGES OF CHANGE

1. Maintenance of the old system

2. Awareness of new possibilities

3. Exploration of those new possibilities

4. Transition to some of those possibilities or changes

5. Emergence of a new infrastructure

6. Predominance of the new system

Critical Elements Necessary for Successfully Implementing Educational Changes

1. Clearly stated vision/mission/goals/objectives

2. Stakeholder support

3. Collaborative networks, both internal and external

4. Continuous and meaningful professional development for all staff members

5. Administrative support

6. Policy alignment

FORCE FIELD ANALYSIS

Directions: For each outcome measure, identify a proposed solution to a procedure that needs to be changed and then identify the forces, both positive and negative, that can have an impact on the successful implementation of the proposed solution

Outcome Measure	Procedure to be Changed or Initiated	Proposed Solution	(Negative) Forces Operating Against this Solution	Possible Actions/ Strategies to Overcome these Negative Forces	(Positive) Forces that are Potential Allies in the Proposed Solution
Assessment: Measuring Educational Gain					
Intake and Goal-Setting					
Follow-Up Survey					
Data Matching					
Local Staff Training					

ACTION PLAN

Outcome Measure	Proposed Solution	Action Steps	Persons Responsible for Each Step	Resources Needed	Timeline for Completing Each Step
Assessment: Measuring Educational Gain					
Intake and Goal-Setting					
Follow-Up Survey					
Data Matching					
Local Staff Training					

SUMMARY OF CHANGES PLANNED RE: IMPROVING NRS DATA QUALITY

Directions: Write a summary of the changes your state plans and submit it to one of the workshop facilitators. The summary sheets of all participating states will be duplicated and mailed to all workshop participants.

State: ___________________________________

Change(s) Planned:

Persons Responsible:

Timeline:

Resources Needed:

PLANNING QUESTIONS

Directions: With members of your state team, answer the following questions.

1. How will you use the professional development materials you have received here?

2. How will you roll out professional development on *Improving* N*RS Data Quality* across your state?

   a. What program staff will you target?

   b. Who will be the lead staff responsible for the professional development?

   c. What will be your time frame for conducting the professional development?

   d. What resources will be allocated (money, staff, time)?

   e. How will you evaluate the extent to which your professional development goals have been met?

3. What additional support or follow-up will you need?

PLAN FOR PROFESSIONAL DEVELOPMENT ROLL-OUT ON IMPROVING NRS DATA QUALITY

Directions: With your State team, complete the following planning chart. A sample entry is provided for you.

Activities	Target Audience	Lead Staff Responsible for Professional Development	Timeframe	Resources (Funds and Funding Sources)	Evaluation Strategies
Sample Task: to help instructors collect and report data **Subtasks:** Develop or adapt professional development activities prepared by AIR.	Instructors	Luis Cruz (Staff professional development coordinator)	August-September 2002	State Leadership Funds	Design evaluation instrument for workshop Pilot test activities and materials with a small group of instructors
Determine time and geographic areas for delivery of professional development (e.g., statewide, regional, local)			August-September 2002	State Leadership Funds	N/A

Activities	Target Audience	Lead Staff Responsible for Professional Development	Timeframe	Resources (Funds and Funding Sources)	Evaluation Strategies

IMPROVING THE QUALITY OF NRS DATA WORKSHOP EVALUATION FORM

Date ____________________ Location of Workshop ______________________________

State or Local Program Name ____

Your Position (Check all that apply)

- ❑ Instructor
- ❑ Data Facilitator
- ❑ State Director or State Staff
- ❑ Local Administrator
- ❑ Professional Development Coordinator
- ❑ Other (identify)______________________________

1. The objectives of the NRS professional development packet were met

(not at all) 1 2 3 4 (completely)

Collecting High Quality Data

2. The "Who Touches the Data?" was

(not effective) 1 2 3 4 (highly effective)

3. The concepts and information presented in "The Importance of Data Integrity" were

(not useful) 1 2 3 4 (highly useful)

4. The "What's the Reason?" data problem-solving exercise was useful in identifying problem spots in data collection

(not at all) 1 2 3 4 (extremely)

5. Mapping my state's data in the "How Does Your Data Flow?" activity was

(not helpful) 1 2 3 4 (extremely helpful)

6. The materials in the section "Collecting High Quality Data" are useful for rolling out this training statewide and/or locally

(not at all) 1 2 3 4 (extremely

General comments about the Collecting High Quality Data Section:

Data Sharing: Walking in Another State's/Local Program's Shoes

7. The directions for the "Data-Sharing: Walking in Another State's/Local Program's Shoes" team data sharing exercise and question-and-comment rounds were

(confusing) 1 2 3 4 (clear)

8. Reviewing other states' data in the "Data-Sharing: Walking in Another State's/Local Program's Shoes" team data sharing exercise and question-and-comment rounds was

(not helpful) 1 2 3 4 (extremely helpful)

9. Hearing other states' comments and questions about my own state's/local program's data in the "Data-Sharing: Walking in Another State's/Local Program's Shoes" data sharing exercise and question-and-comment rounds was helpful to my team in planning for change

   (not at all) 1 2 3 4 (extremely)

10. The materials in the section "Data Sharing" are useful for rolling out this training statewide and/or locally

   (not at all) 1 2 3 4 (extremely)

Five Easy Pieces: The Five Outcome Measures

11. The directions for the "five easy pieces" jigsaw activity were

   (confusing) 1 2 3 4 (clear)

12. The concepts and information presented in the "five easy pieces" jigsaw activity were

   (not useful) 1 2 3 4 (very useful)

13. The content of the printed materials in the "five easy pieces" jigsaw activity was

   (inappropriate) 1 2 3 4 (appropriate)

14. The materials for the "five easy pieces" jigsaw activity can be adapted to my own learning environment

   (not at all) 1 2 3 4 (very easily)

15. The materials in the section "Five Easy Pieces" [Jigsaw] are useful for rolling out this training statewide and/or locally

   (not at all) 1 2 3 4 (extremely)

General comments about the Five Easy Pieces [Jigsaw] Section:

Planning for Changes to Enhance Data Quality

16. The concepts and information presented in the "Model for Change" presentation and discussion were

   (not useful) 1 2 3 4 (very useful)

17. The Force Field Analysis for determining positive and negative forces that can have an affect on my state or local program's proposed change was helpful in planning for change

   (not at all) 1 2 3 4 (extremely)

18. The materials in the section "Planning for Changes to Enhance Data Quality" are useful for rolling out this training statewide and/or locally

   (not at all) 1 2 3 4 (extremely)

General comments about the Planning for Changes to Enhance Data Quality Section:

Overall Comments

1. What were the strongest features of the workshop? Please be specific.

2. What do you think were the weakest features of the workshop?

3. What suggestions do you have for improving this professional development activity?

Aha! Experiences

Parking Lot Issues

TRANSPARENCY MASTERS

WORKSHOP OBJECTIVES

By the end of this workshop sequence, participants will be able to:

1. Identify the various audiences for, and the uses of, NRS data reports;
2. Identify the factors that contribute to quality data at the various steps in the data collection process;
3. Distinguish between quality data and poor data;
4. Identify problems and strengths in their own states'/program's data collection;
5. Suggest strategies to improve their own state's/program's data collection; and
6. Develop a plan to roll out this workshop sequence in their respective states/regions/programs.

WORKSHOP AGENDA

Day 1

II. Introductions, Objectives, Agenda Review for Day 1

III. Collecting High Quality Data

- Warming Up to Data Collection [Why Collect Data? Exercise]
- Who Touches the Data? [Game]
- The Importance of Data Integrity [Presentation and Discussion]
- What's the Reason? Data Problem Solving [Exercise]
- How Does Your Data Flow? [State/Local Program Data Mapping]

IV. Data Sharing: Walking in Another State's/Local Program's Shoes [Team Data Sharing and Inquiry Rounds]

V. Five Easy Pieces [Jigsaw Activity]

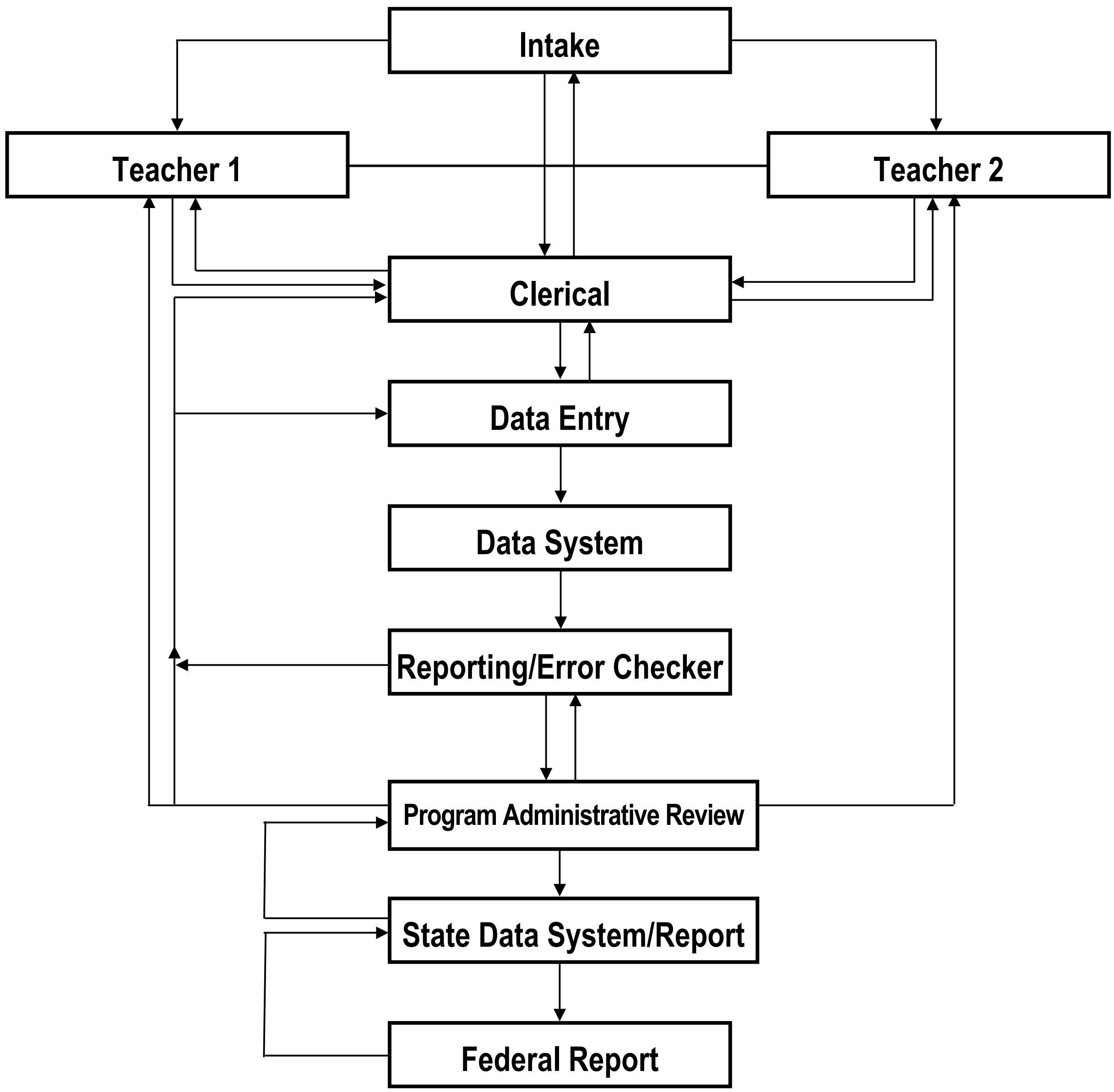
VI. Day 1 Evaluation and Wrap-Up

WHY COLLECT DATA?

Directions: In your small group, identify as many different audiences for NRS data as you can and list these in the cells in column 1. Then, for each audience you identified, answer the questions in columns 2 and 3.

1. Who are the various audiences for NRS data?	2. Why does this audience need quality data?	3. Who benefits from this audience's view of, and conclusions drawn from, the data? How?

DATA FLOW MODEL



REFLECTION ON THE DATA FLOW GAME

Directions: Take a few minutes to think about the data flow game that you just witnessed and write down your thoughts for each of the questions below.

1. What happened to "Data" as it moved to different points in the data flow process?

   ____

   ____

2. Do you have confidence in the final data report? Why or why not?

   ____

   ____

3. Do you think data quality was enhanced or compromised as "Data" moved through the system?

   ____

   ____

4. Can you identify the possible consequences/results of data that have been compromised, i.e., not of high quality?

   ____

   ____

5. Did this exercise result in any "Aha!" experiences for you? If yes, are you willing to share your Aha! experience with the whole group?

   ____

   ____

WHAT QUESTIONS DO YOU WANT YOUR DATA TO ANSWER?

Directions: With your state/local program teammates, determine up to five important questions that you would like your state's/local program's data to answer for you. Then, using the space in front of each question that you want answers to, rank order the questions with 1 as your highest priority, 2 as your second highest priority, etc. When you have rank-ordered the questions, respond to the questions at the bottom of the page.

Rank

_____ ____

_____ ____

_____ ____

_____ ____

_____ ____

What data will you need to collect to answer each of these questions?

#1. ____
#2. ____
#3. ____
#4. ____
#5. ____

Is your current system set up to answer these questions?

___Yes Which of the above questions?___________________
___No Which of the above questions?___________________

What changes will you need to put in place to collect this data and to get the answers to your questions?

#1. ____
#2. ____
#3. ____
#4. ____
#5. ____

What's the Reason? Data Problem Solving

Directions: In groups of 2 or 3, identify some possible reasons for the following scenarios, all of which were gleaned from various data reports.

1. Data submitted by Teacher W show that Student X has achieved multiple goals following 13 contact hours in adult education.

   ____

   ____

2. Data reports for Program Y, which has 25 teachers, show that 2 percent of students has met their core goals.

   ____

   ____

3. Data reports for Teacher P indicate that the majority of her students shows negative gains after an average of 40 hours of instruction.

   ____

   ____

4. Following post-testing of his students, Teacher Q reports that 90% of the students is ready to advance to the next instructional level.

   ____

   ____

5. Data reports for Local Program Z show that 75% of students in beginning literacy withdraws before the end of the semester.

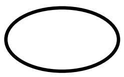
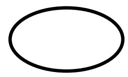
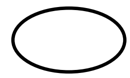
   ____

   ____

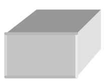
HOW DOES YOUR DATA FLOW?

Along its journey from student intake counselor and teacher, to local program data manager and local program director, to state data manager and state director of adult education, to the federal government, data crosses many hands. This process is different in each state. Using the following legend, map your state's data collection process in the space provided. Feel free to add symbols for persons/elements not listed below.

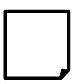
Teacher 1 Teacher 2 Teacher 3

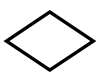
State Data Manager



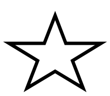
State NRS Report



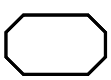
Local Program Supervisor



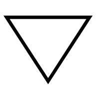
Clerical Support Person



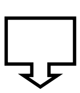
Local Data Manager



Intake Counselor



State MIS System



Data Sharing: Walking in Another's State's/Local Program's Shoes

Directions: When workshop participants from other states/programs heard your data report and looked at your data tables, they had questions and comments. In your state/program team, review those comments and then answer the following questions.

1. What surprised you most about the comments/questions related to your data?

   ____

   ____

   ____

2. What issue related to your data was mentioned with the greatest frequency?

   ____

   ____

   ____

3. What part of your report or your data tables did participants not seem to understand?

   ____

   ____

   ____

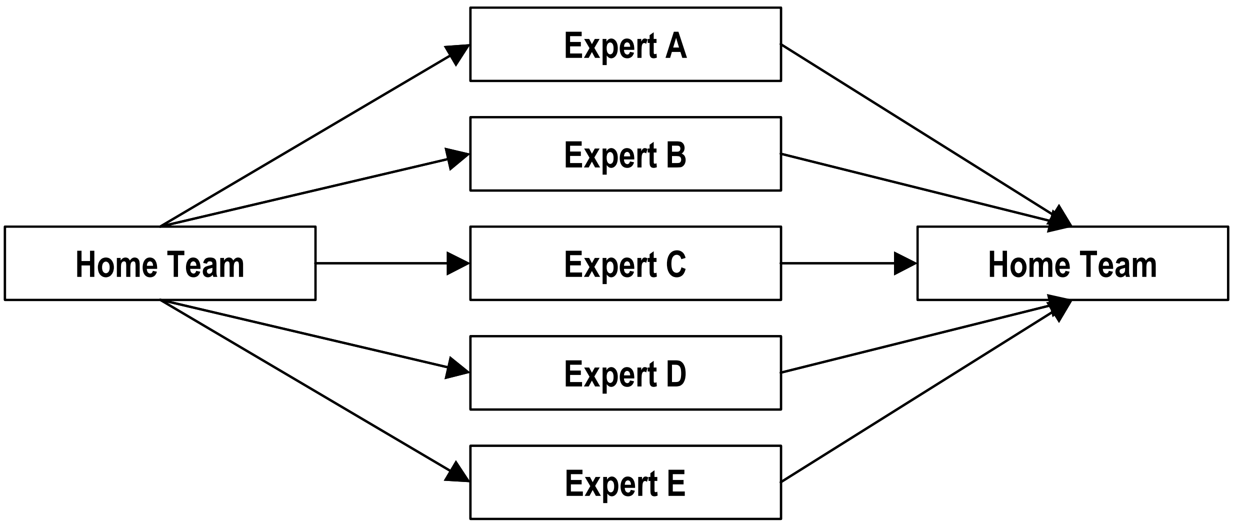
4. From the comments received, do you think there is anything about your data collection and reporting process that could be changed to enhance the reader's (or the user's) understanding of the significance of your data? If so, what could be changed?

   ____

   ____

   ____

FIVE EASY PIECES: THE FIVE OUTCOME MEASURES [JIGSAW ACTIVITY]



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WORKSHOP AGENDA FOR DAY 2

Day 2

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II. Defining Quality [Group Activity]

III. Planning for Changes to Enhance Data Quality

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- Sharing Successes and Cautions: Lessons Learned
- Force Field Analysis
- Action Plan [Activity]
- Reports

IV. State Plan for Professional Development Roll-out

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- Review Parking Lot Issues
- Identify Additional Resources
- Reflection
- Homework Assignment
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DEFINING QUALITY

A. Sentence Completions, *Quality is…*

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- ➢ ______________________________
- ➢ ______________________________
- ➢ ______________________________
  ____
- ➢ ______________________________
  ____
- ➢ ______________________________
- ➢ ______________________________

B. Characteristics of Quality Data.

Directions: Now, with your group, consider your discussion of quality and relate it to data collection and reporting. Use the space below to jot down adjectives or characteristics of quality data.

______________________ ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________

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Directions: For each outcome measure, identify a proposed solution to a procedure that needs to be changed and then identify the forces, both positive and negative, that can have an impact on the successful implementation of the proposed solution

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Intake and Goal-Setting					
Follow-Up Survey					
Data Matching					
Local Staff Training					

Action Plan

Outcome Measure	Proposed Solution	Action Steps	Persons Responsible for Each Step	Resources Needed	Timeline for Completing Each Step
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Intake and Goal-Setting					
Follow-Up Survey					
Data Matching					
Local Staff Training					

SUMMARY OF CHANGES PLANNED RE: IMPROVING NRS DATA QUALITY

Directions: Write a summary of the changes your state plans and submit it to one of the workshop facilitators. The summary sheets of all participating states will be duplicated and mailed to all workshop participants.

State: ___________________________________

Change(s) Planned:

____
____
____
____
____

Persons Responsible:

____
____
____
____
____

Timeline:

____
____
____
____
____

Resources Needed:

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Planning Questions

Directions: With members of your state team, answer the following questions.

1. How will you use the professional development materials you have received here?

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   ___

2. How will you roll out professional development on *Improving* N*RS Data Quality* across your state?

   a. What program staff will you target?

      ___

   b. Who will be the lead staff responsible for the professional development?

      ___

   c. What will be your time frame for conducting the professional development?

      ___

   d. What resources will be allocated (money, staff, time)?

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   e. How will you evaluate the extent to which your professional development goals have been met?

      ___

3. What additional support or follow-up will you need?

   ___

   ___

SUPPLEMENT

GLOSSARY

Advancement	Learner advanced from one educational functioning level to the next, based on the learner's performance.
Aggregation, or Data aggregation	The process of combining reports from one level of administration into a single report at the next (e.g., combining local program reports into one statewide report).
Alternative assessment	Procedures and techniques used as an alternative to traditional testing. The focus tends to be on individual student growth over time, rather than comparing students with one another.
Assessment	Methods of measuring student progress, including standardized testing, teacher judgment, and student reports.
Class level	The educational functioning level in which students are placed.
Contact hours	Hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring, or participation in a learning lab.
Data forms	A written or electronic document for collecting student information.
Data items	Individual questions or pieces of information contained on data forms.
Descriptive measures	For the purposes of the NRS, descriptive measures may include student: demographics, educational status, and goals
Earn a high school diploma or achieve a GED certificate	Obtaining a state accredited secondary diploma or passing the General Educational Development (GED) Tests.
Educational gain	Learner completes or advances one or more educational functioning levels from starting level measured on entry into the programs.
Employed	Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.
English as a Second Language programs	Programs for limited English proficient students have a focus on improving English communication skills such as speaking, reading, writing, and listening.
Enters employment	The learner obtains full- or part-time paid employment before the end of the first quarter after the program exit quarter.
Enters other education or training program	The learner enters another education or training program, such as community college, trade school, a four-year college or university, etc.
Family literacy programs	A program with a literacy component for parents and children or other intergenerational literacy components.
GED	Certificate given to learners who attain passing scores on the General Educational Development (GED) Tests.
Generalizable	The extent to which funding can be generalized to other populations or situations.
Goals	Information collected at intake about the main reasons that a student enrolled in the adult education program.
Improved employment	The learner maintains his or her current employment, but receives an increase in pay, responsibility, or improved job-related skills.
Level benchmarks	Guidelines for placing students in educational functioning levels, based on performance on standardized tests.
Mandatory program	A local, state, or federal program that requires a student to attend adult education classes, for example welfare, NAFTA, or probation.

Mandatory students	Students who are required to attend adult education classes because of their participation in some other local, state, or federal program, including welfare, NAFTA, job training, or probation. Mandatory students do not include students required to attend classes by their employer.
NAFTA program	A federal program to assist workers displaced by the North American Free Trade Agreement (NAFTA).
Outcome measures	For the purposes of the NRS, core and secondary outcomes of adult education include learning gains, advancement to further education and training, credentials obtained, employment, family, and community measures.
Performance standards	Numeric levels established for outcome measures in the state plan indicating what proportion of students at each level will achieve each outcome.
Post-test	A test administered to a student at regular intervals during a program. It is usually used to measure advancement in the program.
Pre-test	A test administered to a student upon entry into a program. It is usually used for initial placement.
Probation	A situation in which a student is under the supervision of a court and may be required to attend classes.
Program (or program area)	The main emphasis of instruction for a set of classes. Examples of program areas are ABE, GED, workplace literacy, ESL, family literacy, etc.).
Qualitative data	Detailed data collected in the form of words or images that is analyzed for description and themes.
Quantitative data	Data used to describe trends and relationships among variables. Analysis of the data entails the use of statistics.
Reliability	The extent to which others would arrive at similar results if they studied the same case using the same procedures.
Researchable question	A question guiding a study should be related to the purpose of the study and be a question that can realistically be answered.
Retain employment	The learner remains employed in the third quarter after the exit quarter.
Specific academic goal	A student goal in which the student desires to learn a specific academic skill not covered by any of the other goal categories (e.g., multiplication, fractions, grammar, etc.).
Standard, (as in procedures, guidelines, and definitions)	All states use the same definitions and coding categories for every data element in the NRS. States follow the same step-by-step instructions on how and when to collect each data element.
Student performance	Student attainment formally measured by some assessment method.
Student record system	A computerized or paper-based system for keeping track of student attendance, intake information, achievement, and outcomes.
Student retention	Student attendance long enough and duration so as to show learning gains.
TANF	Temporary Assistance for Needy Families. A federal welfare program.
Uniform system for collecting measures	All states and programs use the same methodology for collecting data on the measures.
Validity	The extent to which a research instrument measures what it purports to measure.
Voluntary students	Students who attend adult education classes of their own free will; they are not required to attend by any state agency.
Work-based project learner activity	A short-term course (at least 12 hours and no more than 30 hours) in which instruction is designed to teach work-based skills and in which the educational outcomes and standards for achievement are specified.
Workplace literacy programs	A program designed to improve the literacy skills needed to perform a job and at least partly under the auspices of an employer.

LETTER TO SEND TO PARTICIPANTS PRIOR TO TRAINING

Many of the training activities in the NRS Data Quality workshop you will be attending revolve around examining NRS data tables and state and NRS policy issues. These activities will require you to work with members of your team and other teams. So that you gain the most out of the training, please do the following activities prior to attending the workshop.

- Review and become familiar with the *Guide for Improving NRS Data Quality: Procedures for Data Collection and Training.* This guide will be an important part of the training and it is important you have knowledge of its content.
- Bring information about your program and state's policies on assessment, goal setting, participant follow-up and local training on the NRS.
- Take the evaluations at the end of each section in the *Guide for Improving Data Quality* for your program. Rate your performance in each area of the checklists.
- Please bring some or all of the following data tables from your program. If you cannot bring all of these tables, bring tables for the topic area you would like to work on (e.g., assessment, follow-up).
  - Test scores
    - — Number and percent of students pre- and post-tested
    - — Number and percent gaining, by level
    - — Number and percent pre-post tested by class
  - Student goals
    - — Number and percent of goals set by student demographics and by educational functioning level
    - — Goals by class
  - Follow-up data
    - — Number and percent of goals set and goals met by student demographics and by educational functioning level
    - — If you survey, response rate by student characteristics and goal
  - General data collection process and training
    - — Missing data reports
    - — Variables lists for individual students
    - — Variable lists for individual data collectors or teachers
    - — Frequency tables for test scores, goals, demographic data, instructional hours
- Please also bring the latest NRS tables from your state performance report.
- Meet with other members of your team who will be attending the training with you to discuss these problems and the areas you would like to focus on. If you are attending alone, talk to other state or local staff who work with your data to prepare for the training.

- **We will ask your team to make a five-minute presentation about your program data issues and any areas for improving data quality** (e.g., assessment, follow-up, goal setting) on which you would like to focus during the training. Overheads and flip charts will be available for you to make the presentation. **Therefore, it is very important that you bring some examples of your program data to the training**. Several other exercises in the training will involve examining your data for quality issues. **If you are unable to bring the tables requested above, please bring any data tables you have** that may assist you in understanding your state and program data issues **and at least your state NRS tables.**

These activities will prepare you well for the training and allow you to get the maximum benefit from this staff development experience.

Please contact (name of training leader) if you have any questions about these pre-training activities.

We are looking forward to the training and to seeing you there!

Quality is…

- Ultimately judged by learner outcomes and customer satisfaction.
- The customer's perception of the value of the supplier's work output
- Error-free, value-added care and service that meets and/or exceeds both the needs and legitimate expectations of those served
- Reducing the variation around the target
- A product or process that reliably performs its intended function is a quality product or process
- Meeting a customer's needs in a way that exceeds the customer's expectations
- The extent to which products, services, processes, and relationships are free from deficits, constraints, and items that do not add value for customers (Strategic Quality Management, Dame Publishing Co.)
- Producing a product or service that is clean, precise, flawless
- When the customer returns and the product doesn't
- Fulfillment of expectation
- Expression of human excellence
- Never having to say you're sorry
- Variation is the enemy of quality (Deming)
- Predictability (Deming)
- A fitness for use (Juran)
- Performance excellence as viewed by all stakeholders (Baldridge)
- Neither mind nor matter, but a third entity independent of the two; even though quality can't be defined, you know what it is. (Persig, 1974)
- Conformance to requirements (Crosby, 1979)
- Amounts of unpriced attributes contained in each unit of the priced attribute (Leffler, 1982)
- Job #1
- A Way of Life
- Our most important product
- The degree of excellence that a thing possesses (Webster)
- The totality of features and characteristics of a product or service that bear on its ability to satisfy given needs (American Society for Quality)
- An inherent or distinguishing characteristic, a degree or grade of excellence (American Heritage Dictionary, 1996)
- Everyone's responsibility
- Producing a consistent outcome
- Never an accident
- Defined by our customers and our competition
- Doing something ordinary extraordinarily well
- No surprises!!
- Not achieved by doing different things, but by doing things differently!

Components of Quality:

Utility: involves usefulness and availability of info to its intended audience

Objectivity: involves ensuring that info is accurate, reliable, and unbiased, and that info is presented in a clear, complete, well-documented manner; objectivity is achieved by using reliable data sources and sound analytical techniques, by using proven methods, and by carefully reviewing the content of all information/reports

Integrity: ensures that info is not compromised through corruption or falsification

Transparency: involves having a clear description of methods, data sources, assumptions, outcomes, and related info that allows user to understand the info

Reproducibility: ability to use the documented methods, assumptions, and data sources to achieve comparable findings.