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# Workshop Agenda

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## Day 1

- I. Introduction, Objectives, Agenda Review
- II. Cooperative Learning (“Jigsaw”) Overview of the National Reporting System
  - Read Charts
  - Plan Strategies for Sharing Information
  - Use Educational Functioning Levels
- III. Group Activity: Data Interpretation and Uses
  - Data Scenarios
  - Guidelines for Using Data
- IV. Wrap Up

## Day 2

- V. Follow-up Data
  - Follow-up Data and Methods for Collection
  - Force-Field Analysis: Problem Solving Activity
  - Group Activity: Interpreting and Using the Follow-up Survey Findings
  - Role-Play Scenario
- VI. Closing
  - Review Parking Lot Issues
  - Application of Information
  - Workshop Evaluation

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- V. Follow-up Data
  - Follow-up Data and Methods for Collection
  - Force-Field Analysis: Problem Solving Activity
  - Group Activity: Interpreting and Using the Follow-up Survey Findings
  - Role-Play Scenario
- VI. Principles of Professional Development
- VII. Review Parking Lot Issues
- VIII. State Planning Activity
  - Questions to Consider
  - Sharing Strategies
- IX. Closing
  - Next Steps
  - Application of Information
  - Workshop Evaluation

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## Home Team Pre-/Post-Test

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**Directions:** As a team, collaboratively answer the following questions as best you can. When you have completed your attempt, keep this test for future reference. You will have 10 minutes to complete this task.

1. What are the three goals of the Adult Education and Family Literacy Act?
  - a.
  - b.
  - c.

2. What are the educational functioning levels?

ABE	ESL
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.

3. What are three of the core follow-up measures to be reported to the U.S. Department of Education?
  - a.
  - b.
  - c.

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## Expert Group Task Sheet

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**Directions:** All Expert Groups (A, B, or C) should follow these directions.

1. Introduce yourselves if you don't already know everyone in your group.
2. Solicit someone to keep the group on-time, as specified below.
3. Read **independently** the reading assignment for your Expert Group (A,B, or C).  
**(Allow 5 minutes for this reading).**
4. **As a group** identify what are the **key points** that you should teach the other members of your Home Teams, in the 5 minutes you will be allotted to teach them.  
**(Allow 10 minutes to list those key points).**
5. Once the key points have been identified by the whole group, you may want to **brainstorm some teaching devices** that will help Home Team members remember those key points. Then pairs (or triads, if they exist) should break away to **decide who assumes what tasks** and to prepare any visuals or other aids that you may want for your instruction. **(Allow 15 minutes to accomplish the items noted in #5.)**

**Note:** You will see that you have 30 minutes for this total activity, so remaining on time and on task is very important!

## Reading for Expert Group "A"

### Relationship Among Goals and Core Indicators of the Adult Education and Family Literacy Act and NRS Outcome Measures

<i>Goals of Adult Education Described in the Adult Education and Family Literacy Act of WIA</i>	<i>Core Indicators Required by the Adult Education and Family Literacy Act of WIA</i>	<i>National Reporting System Core Outcome Measures</i>
<p>Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.</p> <p>Assist parents to obtain the skills necessary to be full partners in their children's educational development.</p>	<p>Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.</p>	<ul style="list-style-type: none"> <li>❖ Educational gains (achieve skills to advance educational functioning level)</li> </ul>
	<p>Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.</p>	<ul style="list-style-type: none"> <li>❖ Entered employment</li> <li>❖ Retained employment</li> <li>❖ Placement in postsecondary education or training</li> </ul>
<p>Assist adults in the completion of secondary school education.</p>	<p>Receipt of a secondary school diploma or its recognized equivalent.</p>	<ul style="list-style-type: none"> <li>❖ Receipt of a secondary school diploma or pass GED tests</li> </ul>

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## Reading for Expert Group “A”

### Features of the National Reporting System

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**Standardization of measures and methods.** Each state will use *common definitions* for NRS measures and *collect* the measures using the *same* or *equivalent methods*. The NRS is establishing these common definitions and procedures.

**Standardization of assessments.** Each state must establish *standardized methods* for *assessing* students' educational functional levels. Assessments may be standardized tests or performance-based assessments with standardized scoring rubrics that reflect the skill areas identified in the NRS educational levels.

**Student record systems.** The NRS requires local programs to have an *individual* student record system. The NRS has developed guidance on the content and structure of those systems.

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## Reading For Expert Group "A"

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### USING NRS DATA

Uses	Purpose
<b>Program Accountability</b>	To show how the adult education program meets state and legislative policy goals and the requirements of the Adult Education and Family Literacy Act which requires states to develop outcome-based performance standards.
<b>Program Effectiveness</b>	To demonstrate the meaningful impact adult education has on adult learners' lives to policy-makers, legislators, funders, students, and the public.
<b>Program Improvement</b>	To assist state and program staff to improve instruction by identifying areas of program strength and weakness. This information can inform program managers about the needs for professional development and improvements in curriculum.

## Reading For Expert Group "B"

### Educational Functioning Level Descriptors and Outcome Measure Definitions For ABE & ESL

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Beginning ABE Literacy</b></p> <p>Test Benchmark:            TABE (5-6) scale scores:                Total reading 1-529                Total math 1-540 (grade level 0-1.9)            TABE (7-8): See Appendix C            CASAS: 200 and below            AMES (B, ABE) scale scores:                Reading: 1-500                Computation: 1-476                Communication: 388-496            ABLE scale scores:                Reading 1-523                Math 1-521</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p><b>Beginning Basic Education</b></p> <p>Test Benchmark:            TABE (5-6) scale scores:                Total reading 530-679                Total math 541-677 (grade level 2-3.9);            TABE (7-8): See Appendix C            CASAS: 201-210            AMES (B, ABE) scale scores:                Reading: 503-514                Computation: 477-492                Communication: 498-505            ABLE scale scores:                Reading: 525-612                Math: 530-591</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.</p>

## Reading For Expert Group "B"

### Educational Functioning Level Descriptors and Outcome Measure Definitions For ABE & ESL

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Low Intermediate Basic Education</b></p> <p>Test benchmark:            TABE (5-6) scale scores:                Total reading: 680-722                Total math: 678-729 (grade level 4-5.9);            TABE (7-8): See Appendix C            CASAS: 211-220            AMES (B and C, ABE) scale scores:                Reading (B): 517-609                Reading (C): 514-521                Computation (B): 494-603                Computation (C): 493-508                Communication (B): 508-605, (C) 509-513            ABLE scale scores:                Reading: 613-644                Math: 593-641</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</p>
<p><b>High Intermediate Basic Education</b></p> <p>Test benchmark:            TABE (5-6) scale scores:                Total reading: 723-761                Total math: 730-776 (grade level 6-8.9)            TABE (7-8): See Appendix C            CASAS: 221-235            AMES (C and D, ABE) scale scores:                Reading (C): 525-612                Reading (D): 522-543                Computation (C): 510-627                Computation (D): 509-532                Communication (C): 516-611                Communication (D): 516-522            ABLE scale score:                Reading: 646-680                Math: 643-693</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

## Reading For Expert Group "B"

### Educational Functioning Level Descriptors and Outcome Measure Definitions For ABE & ESL

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Low Adult Secondary Education</b></p> <p>Test benchmark:            TABE (5-6) scale scores:                Total reading: 762-776                Total math: 777-789 (grade level 9-10.9)            TABE (7-8): See Appendix C            CASAS: 236-245            AMES (E, ABE) scale scores:                Reading: 544-561                Computation: 534-548                Communication: 527-535            ABLE scale scores:                Reading: 682-697                Math: 694-716            Pass at least one GED practice test.</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p><b>High Adult Secondary Education</b></p> <p>Test benchmark:            TABE (5-6) scale scores:                Total reading: 777-999                Total math: 790-999 (grade level 11-12)            TABE (7-8): See Appendix C            CASAS: 246 and higher            AMES (E, ABE) scale scores:                Reading: 565-634                Computation: 551-645                Communication: 538-620            ABLE scale scores:                Reading: 699-813                Math: 717-885            Pass at least three GED practice tests.</p>	<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

## Reading For Expert Group "B"

### Educational Functioning Level Descriptors and Outcome Measure Definitions For ABE & ESL

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Beginning ESL Literacy</b></p> <p>Test benchmark: CASAS (Life Skills): 165-180 SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral Best: 0-15</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p><b>Beginning ESL</b></p> <p>Test benchmark: CASAS (Life Skills): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral Best 16-41</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p><b>Low Intermediate ESL</b></p> <p>Test benchmark: CASAS (Life Skills): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral Best: 42-50</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

## Reading For Expert Group "B"

### Educational Functioning Level Descriptors and Outcome Measure Definitions For ABE & ESL

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p><b>High Intermediate ESL</b></p> <p>Test benchmark: CASAS (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral Best: 51-57</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p><b>Low Advanced ESL</b></p> <p>Test benchmark: CASAS (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral Best 58-64</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>

## Reading For Expert Group "B"

### Educational Functioning Level Descriptors and Outcome Measure Definitions For ABE & ESL

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p><b>High Advanced ESL</b></p> <p>Test benchmark: CASAS (Life Skills): 236 and above SPL (Speaking) 7 and higher SPL (Reading and Writing) 8 and higher Oral Best 65 and higher</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

# Reading For Expert Group "C"

## Summary of Measure Definitions

TOPIC	MEASURES	CATEGORIES OR DEFINITIONS
<b>Core Outcome Measures</b>		
<b>Educational Gains</b>	❖ Educational gains	❖ Educational functioning levels in reading, writing, speaking and listening and functional areas
<b>Follow-up Measures</b>	❖ Entered employment ❖ Retained employment ❖ Receipt of secondary school diploma or GED ❖ Placement in postsecondary education or training	❖ Learners who obtain a job by the first quarter after exit quarter ❖ Learners who remain employed in the third quarter after program exit ❖ Learners who obtain a GED, secondary school diploma or recognized equivalent ❖ Learners enrolling in a postsecondary educational or occupational skills program building on prior services or training received
<b>Core Descriptive and Participation Measures</b>		
<b>Demographics</b>	❖ Ethnicity ❖ Gender ❖ Age	❖ American Indian, Asian, Black, Hispanic, White non-Hispanic, Multiple Ethnicity ❖ Male, female ❖ Date of birth
<b>Status and Goals</b>	❖ Labor force status ❖ Public assistance status ❖ Disability status ❖ Learner primary and secondary reasons or goals for attending	❖ Employed, unemployed, not in labor force ❖ Receiving or not receiving assistance ❖ Disabled, not disabled ❖ Obtain a job, retain current job, improve current job, earn a secondary school diploma or GED, enter post-secondary education or job training, improve English literacy skills, citizenship, work-based project learner goal, other personal goal
<b>Student Participation</b>	❖ Contact hours ❖ Program enrollment type	❖ Number of hours of instructional activity ❖ ABE, ESL, ASE, family literacy, workplace program, homeless program, correctional facilities, community corrections programs, other institutional program, rural resident

# Reading For Expert Group "C"

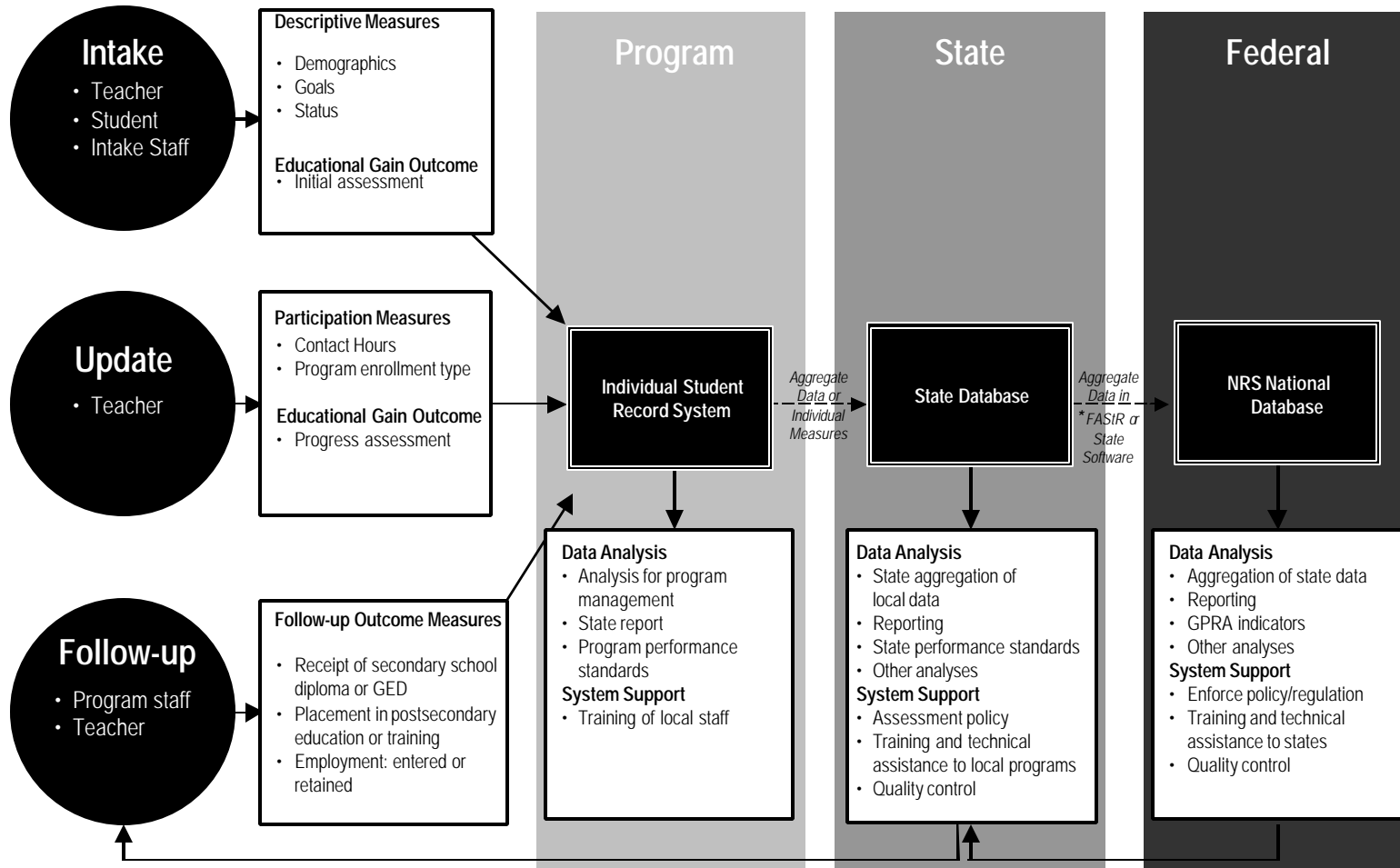
## Summary of Measure Definitions

TOPIC	MEASURES	CATEGORIES OR DEFINITIONS
<b>Secondary Outcome and Student Status Measures (Optional)</b>		
<b>Employment</b>	❖ Reduction in receipt of public assistance	❖ Students whose TANF or equivalent public assistance grant is reduced or eliminated due to employment
<b>Work-based Project Learner Achievement</b>	❖ Met work-based project learner goal	❖ Achieved skills for work-based project learner activity (activity of at least 12 hours and no more than 30 hours of instruction to teach specific workplace skill)
<b>Community</b>	<ul style="list-style-type: none"> <li>❖ Achieved citizenship skills</li> <li>❖ Voting behavior</li> <li>❖ General involvement in community activities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Achieved the skills needed to pass the citizenship exam</li> <li>❖ Learner registers to vote or votes for the first time</li> <li>❖ Learner increases involvement in community activities</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>❖ Involvement in children's education</li> <li>❖ Involvement in children's literacy-related activities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learner increases help given for children's school work, contact with teachers to discuss education, and involvement in children's school</li> <li>❖ Learner increases the amount read to children, visits libraries, or purchases books or magazines for children</li> </ul>
<b>Student Status</b>	<ul style="list-style-type: none"> <li>❖ Low income status</li> <li>❖ Displaced homemaker</li> <li>❖ Single parent status</li> </ul>	<ul style="list-style-type: none"> <li>❖ Low income, not low income</li> <li>❖ Displaced homemaker, not displaced homemaker</li> <li>❖ Single parent, not single parent</li> </ul>

# Reading For Expert Group "C"

## National Reporting System Data Flow

### Site Procedures



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## Student Profile

### ABE Student

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John is a new student in your program. He is African American, 33 years old and dropped out of school during his elementary years. Even then, he reveals in an interview, his attendance was sporadic due to frequent moves by his family and his own habit of not getting himself off to school after his mother left for work.

In an oral reading test, John was able to read, albeit haltingly, most words of 2 or 3 syllables in length but had difficulty decoding longer words. He did appear to understand well the meaning of the sentences he could read.

In addition, he was able to write a brief paragraph on jazz which he seemed quite knowledgeable about. Although sentences were mostly simple or compound, they appeared in a logical sequence. The paragraph, however, rambled without a clear focus or main idea. Most sentences began with "I like."

He was more competent in math – being able to understand the symbols and perform addition, subtraction, multiplication and division as long as the numbers had 3 or less digits.

John was able to complete a sample job application but not very neatly or with correct spelling in many instances. He was also able to use an easy word-processing computer program and could spell-check his work. However, he was not skilled in keyboard techniques so the process was slow – but no slower than his handwriting. He was able to describe a diagram on job-related work habits, read a series of gauges, and accurately measure a bookcase.

Based on these preliminary findings, it was decided that John should be placed in an ABE program at the \_\_\_\_\_ level.

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## Student Profile

### ESL Student

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Jose is 25 years old and has recently arrived from Mexico where he attended school through eighth grade. An interview with Jose at intake revealed that he is interested in improving his English so that he could obtain a job. It was difficult to determine the type of job he wanted as his facility with English is limited. While he was able to respond to simple questions such as What is your name? Where do you live? and How old are you? it was only with much repetition and hesitancy. His spoken English was slow and obviously labored and revealed little understanding of English grammar.

He was asked to write a short paragraph describing his family. The results showed that he was unable to write complete sentences, although he was able to communicate some ideas. His sentences tended to be 4 or 5 words long, often without a verb. Although he used periods at the end of his sentences, he did not capitalize the first word in each sentence. Everything he wrote was in the present tense, although he was referring to activities that had occurred in the past. He wrote as he spoke, spelling the words as they sounded to him. He was able to give the age of his family members but he had difficulty spelling their names.

Jose was able to recognize some basic words relating to streets, safety, hygiene, and consumer products. While he was able to complete a very simple intake enrollment form asking for his personal information, he had to reread the questions on the form several times.

As a result of these findings, Jose was placed at the \_\_\_\_\_ level.

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## Picking the Winning Horse

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Three questions that you would like to have answered and **why** these questions are important:

Questions	Why Important?
1.	
2.	
3.	

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# Santa Anita

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## Past Performance

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## Improve Student Learning Gains

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Three questions you need answered and **why** these are important:

Questions	Why Important?
1.	
2.	
3.	

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## Scenario #1

### Professional Development, Instructional Time and Instructor Status

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#### *The Scenario*

Five of the instructors in your program (three part-time and two full-time) attended a 3-session (9 hour total) professional development series about three months ago on "Individualizing Reading in a Group Setting." They were excited about what they learned and decided to try some of the methods in their classes. Now three more instructors in your program, having heard how helpful the training was, want to go. Before you decide to send them and spend more of your scarce professional development money, you wonder if there is any evidence that the new techniques had any effect. While you know that you can't generalize from only five instructors, you decide to compare the reading test scores of the eight instructors' classes. You have the initial placement scores of the students in the classes as well as the post-test score after 100 hours of instructional time.

#### *The Data*

You have the test scores and contact hours for the students in the eight classes entered into your program's computer system. These lists are printed and you identify on the list whether the instructor attended the professional development on reading, along with the student contact hours and whether the instructor is part- or full-time. Each of the five teachers attending the professional development sequence has been visited in their classes to see if they are using the reading strategies learned.

#### *The Task*

Examine the class data and make a judgement whether there is evidence that the reading professional development, time in class, and/or instructor status (full- or part-time) had an impact on student test gains. The following questions will help you.

1. Is there much difference in the average pre-test scores of the eight classes? Are all pre-test scores in the CASAS Low Intermediate ABE range?
2. Which students, if any, should be advanced?
3. Which classes made the greatest average gains?
4. What differences, if any, appear to be related to whether the instructors are full- or part-time?
5. What relationships, if any, appear to exist between attendance hours and test scores?

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## Scenario #1

### Professional Development, Instructional Time and Instructor Status

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6. What relationships, if any, appear to exist between gains and attending professional development?
7. What relationships, if any, exist between student gains and whether or not instructors **use** new reading strategies?
8. What conclusions would you make from these data? Should you send additional instructors for professional development? Should you hire more full-time instructors? Are placements within test ranges? Other?
9. What other information would you need to know in order to assess:
  - The effectiveness of the professional development?
  - Whether having part-time or full-time instructors makes a difference?
  - Whether the number of hours of class attendance makes a difference?

## Scenario #1

### Table 1: ABE Reading Pre/Post-test Scores, by Class

Instructor/Class	Low Intermediate Level				Instructor		Participated in Professional Development on Reading		Observed Using New Strategies		
	Name	Pre-Test	Post-Test	Gain	Hrs. Attend	Full-time	Part-time	Yes	No	Yes	No
<b>Barbara Acosta Class #1</b>						✓		✓		✓	
Angeles, January	212	220	+8	87							
Arrendondo, Myra	215	221	+6	90							
Cassat, Mary	214	218	+4	84							
Cheswick, Jennifer	211	208	-3	72							
Dietrich, Greta	211	216	+5	84							
Farrar, Allison	213	220	+7	78							
Fox, David	211	214	+3	90							
Galvan, Bertha	217	222	+5	87							
Gibson, Corey	215	223	+9	87							
Hadji, Hassan	214	214	—	81							
James, Brad	212	209	-3	75							
Martinez, Juan	214	220	+6	87							
Mulligan, Ivor	218	228	+10	93							
Simone, Michael	216	225	+9	81							
<b>Average</b>	<b>213.8</b>	<b>218.4</b>	<b>+4.4</b>	<b>84.7</b>							
<b>Stephanie Cronen Class #2</b>						✓		✓			✓
Azzam, Rima	213	217	+4	81							
Bashir, Lubna	218	223	+5	84							
Burnaska, Kristine	211	214	+3	84							
Carl, Brad	216	220	+4	75							
Escudero, Jaime	215	218	+3	84							
Hernandez, Maria	215	213	-2	72							
Patapis, Vicky	217	223	+6	90							
Portal, Natalie	219	224	+5	87							
Rhodes, David	212	210	-2	78							
Rodriguez, Hector	216	215	-1	78							
Sauti, Christina	214	213	-1	72							
Soden, David	217	221	+4	81							
Thompson, Terry	211	216	+5	84							
<b>Average</b>	<b>214.9</b>	<b>217.5</b>	<b>+2.5</b>	<b>80.8</b>							

## Scenario #1

### Table 1: ABE Reading Pre/Post-test Scores, by Class

Instructor/Class	Low Intermediate Level				Instructor		Participated in Professional Development on Reading		Observed Using New Strategies	
	Pre-Test	Post-Test	Gain	Hrs. Attend	Full-time	Part-time	Yes	No	Yes	No
<b>Ben Martinez Class #3</b>					✓		✓		✓	
Carras, Peter	215	221	+6	87						
Cross, Kevin	215	220	+5	90						
Gibson, Freddy	214	218	+4	84						
Gilles, Alexander	217	225	+8	90						
Hawkins, Calvin	213	219	+6	90						
Menendez, Fernando	211	211	+7	81						
Naval, Maricris	216	222	+6	84						
Perez, Maria	212	215	+3	87						
Pescador, Molly	213	211	-2	87						
Sussman, Tara	216	220	+4	78						
Voight, Janet	212	213	+1	84						
Woodruff, Darren	211	214	+2	93						
<b>Average</b>	<b>213.8</b>	<b>217.4</b>	<b>+4.2</b>	<b>86.3</b>						
<b>Karen Hunt Class #4</b>						✓		✓		
Aladjem, Daniel	219	220	+1	78						
Best, Clayton	213	213	—	84						
Cole, Mark	216	221	+5	87						
Cullen, Andrew	211	212	+1	84						
Diaz, Rafael	217	221	+4	81						
Ferrara, Steve	214	215	+1	81						
Flores, Bernardo	212	211	-1	75						
Gomez, Rosa	215	215	—	78						
Gonzales, Jesus	213	211	-2	75						
Gruner, Allison	212	215	+3	78						
Mejia, Brenda	211	211	—	75						
Siegel, Janna	211	210	-1	81						
Snow, Stephanie	214	212	-2	84						
Weidler, Danielle	213	217	+4	87						
<b>Average</b>	<b>213.6</b>	<b>214.6</b>	<b>+0.9</b>	<b>80.6</b>						

## Scenario #1

### Table 1: ABE Reading Pre/Post-test Scores, by Class

Instructor/Class	Low Intermediate Level				Instructor		Participated in Professional Development on Reading		Observed Using New Strategies	
	Pre-Test	Post-Test	Gain	Hrs. Attend	Full-time	Part-time	Yes	No	Yes	No
<b>DeWan Lee Class #5</b>						✓	✓		✓	
Cohen, Crecilla	215	224	+9	90						
Cruz, Michelle	213	211	-2	75						
DelBorello, David	213	220	+7	90						
Dowling, Erinn	214	220	+6	93						
Jiang, Tao	211	217	+6	84						
Miller, Patricia	216	215	-1	81						
Nesbitt, Daphne	212	218	+6	87						
Quinones, Sherrie	212	220	+8	84						
Ramirez, Kevin	215	217	+2	83						
Rivera, Josè	215	215	—	78						
Sims, Anthony	212	211	-1	78						
Taylor, Jessica	218	223	+5	90						
<b>Average</b>	<b>213.8</b>	<b>217.6</b>	<b>+3.8</b>	<b>84.4</b>						
<b>Feng Yu Class #6</b>						✓	✓			✓
Braswell, James	215	215	—	78						
Carpenter, Daniel	215	221	+6	90						
Garcia, Anna	212	216	+4	87						
Hall, Pamela	213	212	-1	78						
Harper, Sterlina	216	220	+4	81						
Lopez, Mario	215	219	+4	83						
Mesmer, Eric	214	214	—	81						
Olson, Krista	219	222	+3	81						
Rodi, Chad	213	216	+3	84						
Sanchez, Anthony	218	222	+4	87						
Tanaka, Laurel	217	221	+4	78						
Wagner, Susan	211	216	+5	87						
Young, Eboni	211	216	+5	84						
<b>Average</b>	<b>214.5</b>	<b>217.7</b>	<b>+3.2</b>	<b>83</b>						

## Scenario #1

### Table 1: ABE Reading Pre/Post-test Scores, by Class

Instructor/Class	Low Intermediate Level				Instructor		Participated in Professional Development on Reading		Observed Using New Strategies		
	Name	Pre-Test	Post-Test	Gain	Hrs. Attend	Full-time	Part-time	Yes	No	Yes	No
<b>Jennifer Lewis Class #7</b>						✓			✓		
Baldi, Stephane	211	211	—	78							
Dwyer, Kevin	211	213	+2	87							
Honegger, Steven	212	215	+3	87							
Johnson, Tony	215	217	+2	90							
Pisacane, Kerry	215	223	+8	81							
Rudick, Sherrie	216	221	+5	84							
Weidberg, Suzanne	213	219	+6	87							
Yoon, Kwang	213	218	+5	78							
<b>Average</b>	<b>213.3</b>	<b>217.1</b>	<b>+3.8</b>	<b>84.8</b>							
<b>Arlinda Morris Class #8</b>						✓			✓		
Busch, Melissa	216	218	+2	78							
Etheridge, Gretchen	218	219	+1	82							
Huang, Yun (Ellen)	213	214	+1	83							
Jones, Tarsha	211	211	—	72							
Millstone, Ken	216	216	—	75							
Paley, Belen	214	215	+1	78							
Rodriguez, Carlos	212	216	+4	81							
Spears, Eric	211	212	+1	84							
Woodford, Alix	214	217	+3	81							
<b>Average</b>	<b>213.9</b>	<b>215.3</b>	<b>+1.4</b>	<b>79.9</b>							

Level Benchmarks (CASAS):

Beginning Literacy	< 200
Beginning ABE	201-210
Low Intermediate ABE	211-220
High Intermediate ABE	221-235
Low ASE	236-245
High ASE	246 or >

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## Scenario #2

### Monitoring Student Educational Levels to Meet Performance Standards

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#### *The Scenario*

Your new state grant requires that you report on how students in your program are progressing within the educational functioning (class) levels. You have been informed that all local programs in your state must demonstrate student progress in order to receive continued funding and to be eligible for incentive awards. Based on your program's past performance, the state has set performance standards for your adult basic education (ABE) and English-as-a-second language (ESL) students. This year's data recently have been entered into your program's computer system, and you want to see how well you are doing toward meeting your standards this year. From your grant, you learn that the performance standards for your ABE students that your program is to meet annually are:

Class Levels	Performance Standards (Percent advancing to the next level)
Beginning Literacy	15 %
Beginning ABE	20 %
Low Intermediate ABE	33 %
High Intermediate ABE	45 %
Low ASE	60 %
High ASE	80 %

You decide to examine the progress of your ABE students to help decide whether any changes may be needed to ensure that you meet your standards.

#### *The Data*

Fortunately, your program has a comprehensive individual student record system that includes information about student demographics, contact hours, test scores and placement. Computer staff at your program have prepared a set of reports using the first quarter data from this system and you have been given a copy of the key tables you need.

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## Scenario #2

### Monitoring Student Educational Levels to Meet Performance Standards

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#### *The Task*

Use the attached tables to determine how your program is doing toward meeting its ABE performance standards and what changes in placement, assessment, or instruction you might need. Before reviewing the tables, discuss with your group the type of information you think you will need to determine performance. Then, address the following questions as you review the tables.

1. Initially, are students placed in appropriate levels according to their pre-test scores? For example, are students placed too high or too low?
2. How would you describe the level of post-testing in the program? How many students advance to the next level? What level shows the most advancement? The least advancement?
3. Which class:
  - Takes the most contact hours for advancement?
  - Takes the fewest contact hours for advancement?
4. What is the average number of contact hours for advancement?
5. In what **programs** (e.g., GED, ESL, workplace) are:
  - The highest percentage of students recommended for advancement?
  - The lowest percentage of students recommended for advancement?
6. Students with which goals are most likely to achieve their goal? What is the relationship between students who achieve their goals and the number of contact hours they receive? What are the pre-test score ranges of the students who are most likely to achieve their goals?
7. What other information, if any, do you need to further understand student performance? How will this information help you?
8. How well is the program meeting its performance standards? What program changes, if any, would you recommend?

## Scenario #2

**Table 1. Student Placement  
Pre-Test Scores**

Class Level	Number of Students	Average CASAS Score	Range of CASAS Scores
Beginning Literacy	180	197	162-202
Beginning ABE	240	208	199-211
Low Intermediate ABE	140	218	205-225
High Intermediate ABE	110	225	214-239
Low ASE	60	239	235-242
High ASE	20	248	247-249
<b>All Levels</b>	<b>750</b>	<b>215</b>	<b>162-249</b>

Level Benchmarks (CASAS):

Beginning Literacy	< 200
Beginning ABE	201-210
Low Intermediate ABE	211-220
High Intermediate ABE	221-235
Low ASE	236-245
High ASE	246 or >

**Table 2. Student Post-Test Information**

Class Level	Number of Students	Number Post-Tested	Percentage of Students in Level Tested
Beginning Literacy	180	32	18%
Beginning ABE	240	100	42 %
Low Intermediate ABE	140	65	46 %
High Intermediate ABE	110	54	49%
Low ASE	60	31	51%
High ASE	20	13	65%
<b>All Levels</b>	<b>750</b>	<b>295</b>	<b>39%</b>

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## Scenario #2

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**Table 3. Advancement Information**

Initial Class Level	Advancement	Percentage of Students Advancing by Level	Avg. Contact Hours/Student Before Advancement
Beginning Literacy	21	12 %	81
Beginning ABE	41	17 %	69
Low Intermediate ABE	51	36 %	39
High Intermediate ABE	47	45 %	42
Low ASE	23	38 %	39
High ASE	12	60 %	54
<b>All Levels</b>	<b>195</b>	<b>26 %</b>	<b>54</b>

**Table 4. Advancement by Program**

Program	Number Enrolled (all levels)	Recommended for Advancement	Percent
ABE	225	58	26 %
GED	265	84	32 %
ESL	197	105	53%
Family Literacy	49	7	14 %
Workplace Literacy	86	13	15 %
<b>All Programs</b>	<b>822</b>	<b>267</b>	<b>32%</b>

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## Scenario #2

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**Table 5. Advancement in a Sample of Classes**

Class	Percent Advancing	Pre-Test Score Range	Avg. Contact Hours Before Advancement
Beginning Literacy Class 1	14%	162-204	63
Beginning ABE Class 1	17%	199-214	54
Beginning ABE Class 2	24%	201-212	60
Low Intermediate Class 1	22%	209-222	63
Low Intermediate Class 2	31%	212-219	57
High Intermediate Class 1	26%	219-233	75
<b>All Classes</b>	<b>22%</b>	<b>162-233</b>	<b>62</b>

**Table 6. Advancement by Goal**

Goals	Percent Achieving Goal	Pre-Test Score Range	Avg. Contact Hours Before Advancement
Earn HS Diploma/GED	24 %	211-244	84
Improve Literacy Skills	12 %	199-239	72
Personal Growth	47 %	184-216	66
Obtain a Job	27 %	162-245	81
Enter Postsecondary Education	30 %	220-249	90
Obtain Citizenship	17 %	188-233	54
Improve Current Job	25 %	205-226	75
Other	11 %	203-235	63
<b>All Goals</b>	<b>19 %</b>	<b>162-233</b>	<b>73</b>

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## Guidelines for Data Collection and Use

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1. Describe current situation and identify changes needed or desired.
2. Decide what question you want/need answered.  
(Put questions in measurable terms.)
3. Identify sources of information.
4. Collect only the data you need to answer your questions. (Avoid the GIGO Principle—Garbage In—Garbage Out.)
  - a) Insure accuracy of data.
  - b) May collect data on a frequency schedule for reliability and to avoid final “crunch” of data.
5. Plan for the analysis of the data collected
  - a) Are measures continuous or categories? (e.g., race and sex are categories; hours are continuous—but can be turned into categories (0-11 hrs., 12-24 hrs) etc.)
  - b) How can data be analyzed? (e.g., statistical analysis: correlations, variance, multiple regression; or simple comparison: number, percents, fractions)
  - c) How can the data be presented most effectively?  
(e.g., graphs, charts, narrative)
6. Interpret the data.
  - a) Start with your original questions.
  - b) Look for “patterns” or “differences” across categories
  - c) Look for “other” or “unexpected” findings
  - d) Be cautious: don't put too much faith in data from small numbers (N's)
7. Determine the use of the data.—Who needs to know?  
May be one or more of the following uses:
  - a) To change instruction?
  - b) To change programs?
  - c) To inform community?
  - d) To report to state and/or federal levels?
8. Determine what new questions need to be answered and repeat the cycle.

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## Sample Local Follow-up Survey

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Hello. My name is \_\_\_\_\_. I work for \_\_\_\_\_. We're calling people who have recently attended classes at our adult education program to find out what happens to them after they leave us. We want to know how you liked the classes you took and how adult education classes have affected you, your family, and your job.

It should take no longer than 10 minutes to answer my questions. Do you have time now for me to ask these questions? *(Reassure the respondent that any information given to us will be strictly confidential).*

First, I'd like to make sure I have the correct information about the class you took.

### ENROLLMENT

**A-1. I understand that you were in (TEACHER'S NAME)'s class at (LOCATION) about six months ago. Is that correct?**

- Yes
- No [Obtain correct information]

**A-2. Did you attend teacher's class until it ended or did you leave before it ended?**

- Completed [Proceed to Question B-1]
- Left before it ended [Proceed to Question A-3]

**A-3. During what month did you stop attending the class or program?**

Month \_\_\_\_\_

### OTHER EDUCATION AND TRAINING

**B-1. Since the end of your class or program, have you enrolled in any other educational or training programs?**

- Yes
- No [Proceed to Question C-1]

**B-2. In what type of class or classes are you now enrolled? [Do not read choices. Check all that apply.]**

- English Language Skills
- GED/High School
- Vocational/Job Training
- Community College/College Level
- Citizenship
- Family literacy
- Other (Specify) \_\_\_\_\_
- DK/Refused

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## Sample Local Follow-up Survey

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### SECONDARY CREDENTIAL

- C-1. Did you receive any diplomas, certificates, or degrees at the end of your class or since you left (TEACHER'S) class, such as the GED?
- Yes
  - No [Proceed to Question D-1]
  - DK/Refused [Proceed to Question D-1]
- C-2. What type of diploma/certificate/degree did you receive? [Do not read choices to respondent. Check all that apply.]
- GED
  - High School Diploma
  - Certificate of Competence
  - Associate's Degree
  - Bachelor's Degree
  - Other \_\_\_\_\_
  - DK/Refused

### EMPLOYMENT

- D-1. While you were enrolled in the class or program, were you receiving any type of public assistance, such as food stamps or welfare benefits?
- Yes [Proceed to question D-2]  
No [Proceed to question D-3]  
DK/Refused [Proceed to question D-3]
- D-2. Are you currently receiving this type of public assistance?
- Yes  
No  
DK/Refused
- D-3. When you first enrolled in the class or program, were you: [Read choices.]
- Employed at a paying job [Proceed to question D-4]  
Not employed at a paying job and looking for a job [Proceed to question D-5]  
Not employed and not looking for a job [Proceed to question E-1]  
DK/Refused [Proceed to question E-1]
- D-4. If you were employed while taking this class, do you feel the class helped you keep your job?
- Yes [Proceed to question D-6]  
No [Proceed to question D-6]
- D-5. Have you gotten a paying job during or since you stopped taking this class?
- Yes [Proceed to question D-6]  
No [Proceed to question E-1]

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## Sample Local Follow-up Survey

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D-6. Do you still have the same job, have a different job, or have no current job?

- Still have the same job
- Have a different job
- Have no job, unemployed
- DK/Refused

### CLOSING

Thank you very much for taking the time to answer my questions. Your answers are very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such a program.

E-1. Is there anything that I didn't ask about that you'd like to say?

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## Interpreting the Follow-up Survey

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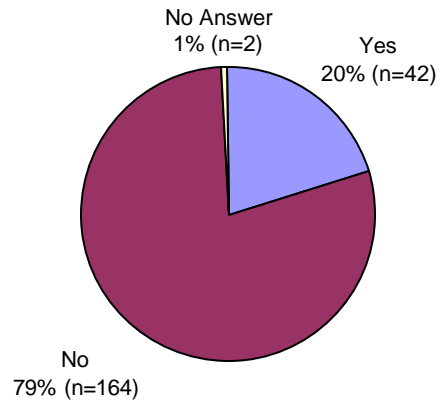
1. What inferences can you draw from the following data about students' participation in the adult education program and their employment status?
  
2. What other information would you want to collect to gain a more comprehensive picture of the relationship between program participation and employment status?
  
3. How could the results of the survey be used by:
  - Program administrators?
  
  - Program staff (e.g., professional development staff, data facilitators)?
  
  - Classroom instructors?
  
  - Community members?

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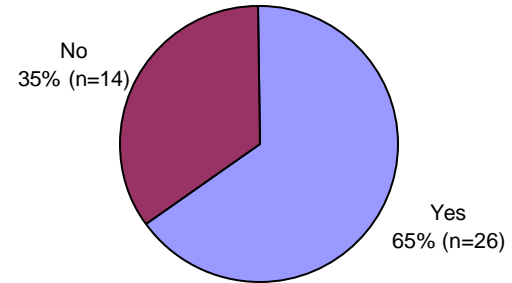
## Follow-up Survey Graphs

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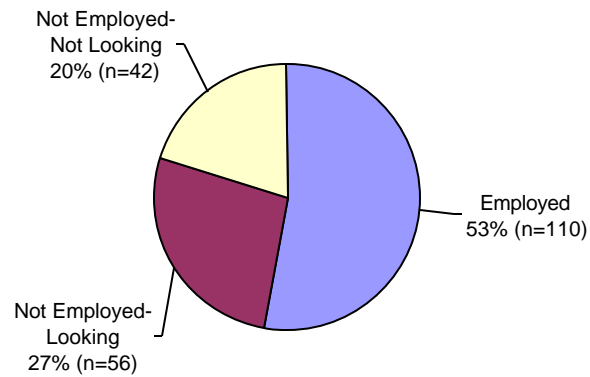
**D1. Public Assistance Receipt at Intake (n=208)**



**D2. Public Assistance Maintenance at Follow Up (n=2)**



**D3. Employment Status at Intake (n=208)**

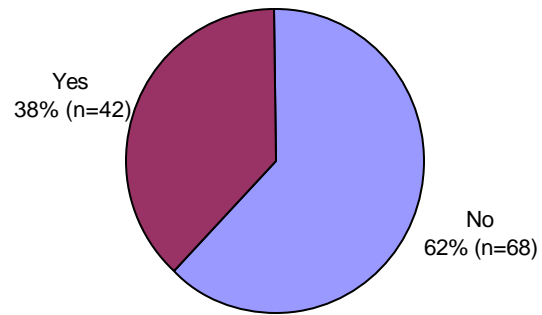


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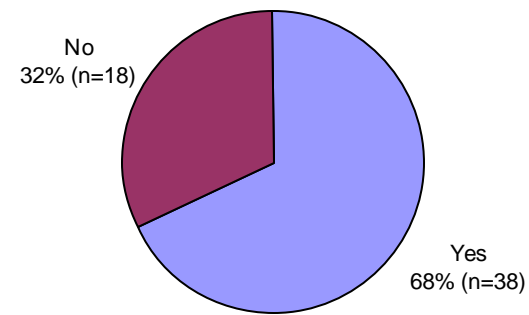
## Follow-up Survey Graphs

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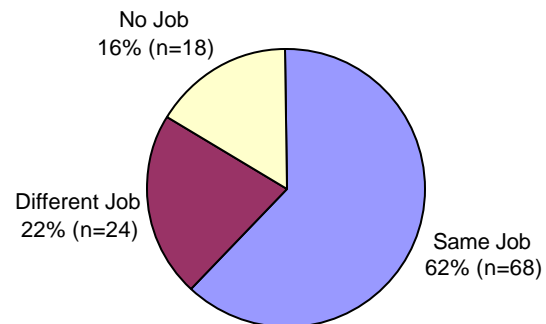
**D4. Class Helped with Job Maintenance (n=110)**



**D5. Obtained Job During or Since Class (n=56)**



**D6. Currently Holds Same, Different, or No Job (n=110)**



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## Telephone Role-Play

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Sandy has called Belen Rodos twice to obtain follow-up information on the survey. She called last Wednesday at 10:00 a.m. and then again on Thursday at 3:00 p.m. The first time, no one answered. The second time, another adult answered but did not want to give any information about Belen's whereabouts and said the information we were seeking wasn't really our business. The adult seemed anxious to get off the phone. Sandy called back on Monday at 8:00 p.m. Belen answered the phone and was reluctant to speak with Sandy and wanted to know exactly why she needed this information.

**Question: How could Sandy convince Belen to respond to the survey?**

## Principles of Effective Professional Development

Group #	Principle	Specific Examples of Use During NRS Roll-out
	<p>1. <b><i>Targets a real need of participants.</i></b> Assumes that <b>needs assessments and collaborative planning</b> are used in the determination of topics of professional development—not just a “hot new idea” that is administratively selected.</p>	To obtain accurate follow-up data on learners.
	<p>2. <b><i>Is spaced over time with interim activities or is continuous in nature.</i></b> If change in behavior is the objective of professional development, one-shot events do not effectively achieve that goal. There needs to be an opportunity for participants to try out new practices <b>on their own</b> and to evaluate the results. To this end, several <b>approaches to professional development</b> may be used: these include a series of <b>workshops</b>, on-going <b>action research, observation-feedback</b> (including mentoring or coaching), and <b>program or project development</b> (such as curriculum development or program revision that requires research and development).</p>	
	<p>3. <b><i>Is related to mission and program goals.</i></b> Professional development by the nature of the term is NOT personal development. Professional development, therefore, should be related to the professional roles of participants—in most cases, the teaching-learning process in relation to the goals of the organization.</p>	
	<p>4. <b><i>Provides opportunities for participants to learn about the theory and research behind new practices.</i></b> Most practitioners are not willing to change their behavior simply because someone in authority tells them to do so. Participants need to know what research indicates will be the results of their changed behavior—or at least what theoretical constructs are the foundations for change. Such presentations need to be dynamic, informed, and illustrative.</p>	

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	<p>5. <b>Involves effective presenters who use practical, hands-on, how-to activities.</b>            Unless information is the only professional development goal, workshop presentations are often important but not sufficient professional development to bring about changes in practice.            If professional development involves presentation (and most approaches begin with workshop sessions that present theory and research, provide an overview of the needs and procedures that will be employed, or may involve problem-solving related to the professional development that will follow) there are several presenter characteristics that are crucial:</p> <ul style="list-style-type: none"> <li>• A presenter who is respected, articulate, experienced, and charismatic;</li> <li>• A presenter who is well-organized, prepared, and relaxed; and</li> <li>• A presenter who has a sense of humor (including the ability to laugh at themselves) and who respects the contributions of participants.</li> </ul> <p>Presentations should be brief (20 min. maximum) interspersed with small group, hands-on activities. These may involve problem-solving, peer teaching, manipulation of objects or data, participant role-playing, demonstrations and the like.</p>	
	<p>6. <b><i>Allows participants to practice new skills and strategies in a safe environment and to receive constructive feedback from a chosen peer or other trusted professional.</i></b> Teaching, like any acquired skill or art form, requires continuous observation and practice with opportunities to alter less-effective strategies for new ones without being penalized for experimentation. It is important that peer coaches or mentors be self-selected or at least agreeable partners.</p>	

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	<p>7. <b><i>Results in increased learning gains by students or more efficient practices by other staff.</i></b> Although it is difficult to determine a cause-effect relationship between most professional development activities and learner gains, overall patterns can be observed and recorded. For example, one study that tested learning gains of students and correlated them with instructors who scored high on categories of instructor competencies, found that instructors scoring high in “organization for instruction” and “monitoring student progress” also had learners who made significantly greater learning gains.</p> <p>This last finding is one reason that collecting and using data are so important for state and local programs in an era of accountability.</p>	

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## Planning Questions

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1. How will you use the professional development materials you have received here?
  
2. How will you roll out professional development on the NRS 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 the NRS

Activities	Target Audience	Responsible for Professional Development Lead Staff	Timeframe	Resources (Funds and Funding Sources)	Evaluation Strategies
<b>ACTIVITY 3</b>					
Tasks:					
Subtasks:					
<b>ACTIVITY 4</b>					
Tasks:					
Subtasks:					

## Plan for Professional Development Roll-out on the NRS

Activities	Target Audience	Responsible for Professional Development Lead Staff	Timeframe	Resources (Funds and Funding Sources)	Evaluation Strategies
<b>ACTIVITY 5</b>					
Tasks:					
Subtasks:					
<b>ACTIVITY 6</b>					
Tasks:					
Subtasks:					
<b>WHAT ADDITIONAL SUPPORT OR FOLLOW-UP WILL YOU NEED?</b>					

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## Evaluation Form

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Date \_\_\_\_\_

Location of Training \_\_\_\_\_

Name of Adult Education Program \_\_\_\_\_

Your Position (Check all that apply)

Instructor

Local Administrator

Data Facilitator

Professional Development Coordinator

Volunteer

Other (identify) \_\_\_\_\_

1. The objectives of the NRS professional development packet were met  
(not at all)      1                      2                      3                      4                      (completely)

### UNDERSTANDING THE NATIONAL REPORTING SYSTEM

2. The directions for the activities in the jigsaw cooperative learning activity were  
(confusing)      1                      2                      3                      4                      (clear)
3. The concepts and information presented through the jigsaw were  
(not useful)      1                      2                      3                      4                      (very useful)
4. The content of the printed materials used in the jigsaw was  
(inappropriate)      1                      2                      3                      4                      (appropriate)
5. The materials can be adapted to my own learning environment  
(not at all)      1                      2                      3                      4                      (very easily)

*General Comments about the Jigsaw cooperative learning activity.*

### DATA INTERPRETATION

6. The introductory activity to data interpretation that used the horse race analogy was  
(not effective)      1                      2                      3                      4                      (very effective)
7. Scenario #1 on Professional Development, Instructional Time and Instructor Status as a vehicle for reading and analyzing data tables was:  
(not useful)      1                      2                      3                      4                      (very helpful)
8. Scenario #2 on Monitoring Student Educational Levels to Meet Performance Standards as an opportunity to look at a different issue in greater depth was  
(not effective)      1                      2                      3                      4                      (very effective)
9. The scenarios can be adapted to my own learning environment  
(not at all)      1                      2                      3                      4                      (very easily)

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## Evaluation Form

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*General Comments about the data interpretation activities.*

### **FOLLOW-UP DATA**

10. The force-field analysis as a problem-solving activity for gathering follow-up data at the local level was  
(not effective)      1                      2                      3                      4                      (very effective)
11. Reviewing the findings from the local follow-up survey as a way of further understanding how data can be used was  
(not helpful)      1                      2                      3                      4                      (very helpful)

### **OVERALL COMMENTS**

1. What were the strongest features of the workshop? Please be specific.
  
  
  
  
  
  
  
  
  
  
2. What do you think were the weakest features of this workshop?
  
  
  
  
  
  
  
  
  
  
3. What suggestions do you have for improving this professional development activity?