

NCSALL Seminar Guide:

*Implications of  
NCSALL  
Research for  
Program  
Administrators*

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**National Center for the Study of Adult Learning and Literacy**

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# IMPLICATIONS OF NCSALL RESEARCH FOR PROGRAM ADMINISTRATORS

This seminar guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL) to assist program administrators in accessing, understanding, judging, and using research for themselves and for their staff. Participants explore the *Program Administrators' Sourcebook: A Resource on NCSALL's Research for Adult Education Program Administrators* and other training materials available from NCSALL. Professional developers may want to use this seminar in place of a regularly scheduled meeting, such as a statewide training.

## Objectives:

By the end of the seminar, participants will be able to:

- Discuss their own attitudes and those of their staff about research and its connection to practice
- Outline the major findings and implications of a NCSALL research study
- Utilize the *Program Administrators' Sourcebook* to address issues/problems and/or responsibilities in their programs
- Plan for the implementation and monitoring of evidence-based practices in their own programs

**Participants:** 15 to 25 practitioners who work in adult education—program administrators/coordinators

**Time:** 3 ½ hours

## Agenda:

- 15 minutes 1. Welcome, Objectives, and Agenda
- 20 minutes 2. Attitudes Toward Research
- 20 minutes 3. Evidence-based Practice—A Self-Assessment
- 35 minutes 4. How Research Can Help
- 15 minutes **Break**
- 70 minutes 5. *Program Administrators' Sourcebook—A Jigsaw*
- 25 minutes 6. Next Steps
- 10 minutes 7. Evaluation and Closure

## Preparation:

This guide includes the information and materials needed to conduct the seminar—step-by-step instructions for the activities, approximate time for each activity, and notes and other ideas for conducting the activities. The handouts, ready for photocopying, are at the end of the guide.

**Participants should receive the following reading at least 10 days before the seminar. Ask participants to skim this material before the seminar.**



Taylor, J., Smith, C., and Bingman, B. with Bott, M., Gass, K., Lay, B., Taylor, D. and Tiedeman, K. (2005) *Program Administrators' Sourcebook: A Resource on NCSALL's Research for Adult Education Program Administrators.*

The *Program Administrators' Sourcebook* is available on the NCSALL Web site:

- Download free at: [www.ncsall.net/?id=1035](http://www.ncsall.net/?id=1035)
- Order for \$10.00/copy at: [www.ncsall.net/?id=674](http://www.ncsall.net/?id=674)

The facilitator should read the sourcebook, study the seminar steps, and prepare the materials on the following list.



**NEWSPRINTS** (Prepare ahead of time: Underlined in the steps)

- \_\_\_ Objectives and Agenda (p. 6)
- \_\_\_ Discussion Questions (p. 9)
- \_\_\_ Areas for Improvement (p. 9)
- \_\_\_ Administrators' Responsibilities (p. 9)
- \_\_\_ Uses for Research in Program Administration (p. 10)
- \_\_\_ Program Administrators' Sourcebook (p. 11)
- \_\_\_ Useful/How to Improve (p. 13)



**HANDOUTS** (Photocopy ahead of time: *Italicized* in the steps)

- \_\_\_ Definition of Evidence-based Practice
- \_\_\_ Assessing Your Program Needs
- \_\_\_ Building an Evidence-based Program
- \_\_\_ Jigsaw Questions
- \_\_\_ Action Plan

**MATERIALS:**

- \_\_\_ Newsprint easel
- \_\_\_ Markers, pens, tape
- \_\_\_ Signs—Research is useless..., Research can be useful..., Research is useful....
- \_\_\_ Table tents—Named problems/issues
- \_\_\_ Pads of sticky notes
- \_\_\_ Display of materials for accessing research—issues of *Focus on Basics*, study circle and seminar guides, teaching materials, and research briefs and reports (optional)

## Steps:

### WELCOME, OBJECTIVES, AND AGENDA

(15 MINUTES)

- **Welcome participants to the seminar.** Introduce yourself and state your role as facilitator. Explain how you came to facilitate this seminar and who is sponsoring it.
- **Ask participants to introduce themselves** (name, program, and role).
- **Make sure that participants know** where bathrooms are located, when the session will end, when the break will be, and any other housekeeping information.
- **Post the newsprint Objectives and Agenda** and review the objectives and steps with the participants. Make the point that in introducing the *Program Administrators' Sourcebook*, the participants will also think about how they and their staff access, understand, judge, and use research. During the session, participants will identify problems from their own programs, look for information from the research, and then propose a plan for solving the problems/issues.

#### Objectives

By the end of the seminar, you will be able to:

- Discuss your own attitude and those of your staff about research and its connection to practice
- Outline the major findings and implications of a NCSALL research study
- Utilize the *Program Administrators' Sourcebook* to address issues/problems and/or responsibilities in your program
- Plan for the implementation and monitoring of an evidence-based practice in your own program

#### Agenda

1. Welcome, Objectives, and Agenda (Doing)
2. Attitudes Toward Research
3. Evidence-based Practice—A Self-Assessment
4. How Research Can Help
5. *Program Administrators' Sourcebook*—A Jigsaw
6. Next Steps
7. Evaluation and Closure

## 2. ATTITUDES TOWARD RESEARCH

(20 MINUTES)

- **Post the three signs**—statements about research and practice—along one wall of the room as a scale, useless to useful. **Explain to participants** that in the next activity they will be considering their own and their staff’s attitudes toward research.
- **Use the “live scale” format** for a discussion of research and its connection to practice. Refer participants to the three signs in large letters that you posted:

*Research is useless; it should have a direct impact on practice, but it doesn’t because it isn’t relevant to my program and/or classroom.*

*Research can be useful; it should have a direct impact on practice and it does if it provides practical suggestions and strategies.*

*Research is useful; it shouldn’t necessarily have a direct impact on practice; rather it should expand my understanding of program practices and/or teaching.*



- **Ask participants to stand up**, moving desks or chairs if necessary so that people can move easily around the room, and move to the sign that most reflects their attitudes about research. Explain that this next activity is purely for promoting discussion and there are no right or wrong answers.
- After all participants are standing near a sign, **ask one or two people near each sign to explain** why they agree with the statement. Tell participants that, if they change their mind after listening to the explanations, they may move to stand near another sign reflecting their new opinion. Feel free to let participants dialogue with each other from different sides of the room; in other words, they are not trying to convince you but each other.
- **Draw the discussion to a close** after seven minutes.
- **Ask participants to now move** to the sign that they believe represents the attitude toward research that their

teachers/tutors, counselors, and other staff hold. Invite two or three participants at each sign to explain why they are standing where they are and why the staff attitude is the same or different from their own.

- **Draw the discussion** to a close after seven minutes.
- **Briefly, summarize the discussion**, noting how their own and their staff's attitudes might be different and what that might mean in adopting evidence-based practices.

### 3. EVIDENCE-BASED PRACTICE—A SELF-ASSESSMENT (20 MINUTES)

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- **Explain that in this next activity** participants will reflect on their programs' practices and whether or not those practices reflect the evidence-based practices identified for researchers.
-  **Distribute the handout** *Definition of Evidence-based Practice*. Review the definition with the group, inviting comments and questions.
-  **Distribute the handout** *Assessing Your Program Needs*.
- **Ask the participants to individually complete** the self-assessment tool, noting any surprising or intriguing concepts that they find.
- After 15 minutes, **reconvene the whole group. Ask two or three participants to share** what they found intriguing or surprising. Explain to them that this is one way—reviewing principles of best practice—of identifying problems or issues in their program that may need to be addressed.

### 4. HOW RESEARCH CAN HELP (35 MINUTES)

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- **Explain that in this next activity** participants will identify problems or issues in their own programs for which they might use research to begin to find solutions.
- **Post the newsprint** Discussion Questions.



**Discussion Questions**

- What are two areas in your individual programs where you would like to see improvement? (You might have marked these as “We Need Help With This” on your handout *Assessing Your Program Needs*.)
- What are three responsibilities that you have as the administrator of an adult education program?

- **Invite participants to find a partner.** Ask the pairs to take 15 minutes to discuss the questions on the newsprint. Remind the participants to refer to their self-assessments as they identify the areas for program improvement. Give each person a stack of large sticky notes, and ask them to individually write their two areas for improvement and three responsibilities on separate sticky notes. (If the pair shares any responsibilities, they can submit one sticky note for the two of them that states that responsibility). Remind participants to write *big* and *legibly* on their sticky notes.
- **Post the newsprints Areas for Improvement and Administrators’ Responsibilities.**

**Areas for Improvement**

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**Administrators’ Responsibilities**

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- **Ask the group to put up their program improvement sticky notes** on the newsprint Areas for Improvement and their responsibility sticky notes on the newsprint Administrators’ Responsibilities. Invite the group to suggest any broad categories of improvement that are common to several or more directors (e.g., there are

multiple sticky notes about persistence, *or* there are several sticky notes about professional development).


- **Read aloud the sticky notes about “Areas for Improvement”** and ask the group to guide you in placing “like” sticky notes near each other on the newsprint. Then, **do the same for the “Responsibilities” sticky notes**, moving “like” responsibilities near each other.
- **Ask the participants to reflect on these responsibilities** and to consider how research may help them to accomplish specific responsibilities. For example, if one of the responsibilities is to “help staff learn how students can make better progress,” you might think about research related to professional development. Invite the whole group to discuss the following question:

? What are the ways that research might help you as program administrators?

After a few minutes of discussion, post the newsprint Uses for Research in Program Administration. Suggest that these are ways that other program administrators have found research useful:

**Uses for Research in Program Administration**

- Research justifies what we’re already doing well.
- Research helps us improve something that we’re already doing.
- Research suggests a solution to a problem we have.
- Research uncovers an interesting or intriguing practice.


-  **Distribute the handout** Building an Evidence-based Program. Summarize the previous discussion by reviewing the concepts on the handout.

**BREAK (15 minutes)**

## 5. **PROGRAM ADMINISTRATORS' SOURCEBOOK—A JIGSAW** (70 MINUTES)

- **Explain to participants** that NCSALL's research yielded new information about both teachers and students that might help them address the "Areas for Improvement" that they posted on the newsprint. Point out that in their roles as administrators, they probably have responsibilities for both teachers and students.
- **Explain to participants that in this activity** they will use the *Program Administrators' Sourcebook*—which is a summary of NCSALL's research about teachers and students—to begin to build evidence-based practices and to encourage them to be reflective practitioners.

Explain to the whole group that NCSALL worked with administrators in the field to develop this book, drawing on their professional wisdom and putting it together with the research findings. Those practitioners read NCSALL's research and listed both the researchers' and their own implications for policy or practice. Then they generated specific strategies from those implications.

-  **Distribute the handout** *Jigsaw Questions*.
- **Ask participants to form groups by their interest** in the named clusters of problems or issues from the previous step. You may want to make table tents with those names on them during break.
- **Post the newsprint** Program Administrators' Sourcebook. Explain to participants that the Sourcebook is organized around the four sections listed.

<b>Program Administrators Sourcebook</b>	
1.	Teaching and Learning
2.	Adult Student Persistence
3.	Professional Development
4.	Outcomes of Participating in Adult Education


- Ask participants to take 15 minutes to work in small groups to **research the problem/issue they face** by looking

at the appropriate section of the handbook and using the questions on the handout as a guide.

- ? What do you see as the key research finding(s) to address the problem/issue?
  - ? Which implication(s) do you see as most important?
  - ? Which of the strategies did you find interesting or intriguing? Why?
  - ? What are ways you can use the research to improve your programs and/or help your teachers/tutors provide better instruction?
  - ? How might you help your teachers/tutors access, understand, judge, and use research?
- **Reconvene the whole group** and invite the small groups to provide a brief summary of their discussions for the other participants.
  - **Encourage participants to ask clarifying questions**, and consider how they might use the information.
  - **Remind participants** that the *Program Administrators' Sourcebook* is only one tool for accessing research; it is limited to the research conducted by NCSALL, and other organizations have conducted and published research reports as well. NCSALL also publishes other tools, such as *Focus on Basics*, study circle and seminar guides, teaching materials, and reports. You may want to prepare a display of some of these tools.

## 6. NEXT STEPS

(25 MINUTES)

- **Ask participants to take a few minutes to individually reflect** on the self-assessment, the research, the strategies, and their small group discussions.
-  **Distribute the handout** *Action Plan*.
- **Ask participants to take 10 minutes to prepare an action plan** for implementing a strategy for program improvement, based on the research, in their own

programs. Who will do what when? What resources will be needed? How will you involve the teachers/tutors, counselors, and students? How will you document whether or not the strategy makes a difference?

- **Facilitate a discussion on how the participants will be accountable** to each other for implementing their plans and/or how they will learn from each other's experiences.

## 7. EVALUATION AND CLOSURE

(10 MINUTES)

- **Explain to participants** that, in the time left, you would like to get feedback from them about this session. You will use this feedback in shaping the future sessions.
- **Post the newsprint Useful/How to Improve.**

Useful	How to Improve

**Ask participants first to tell you what was useful** or helpful to them about the design and content of this seminar. Write their comments, without response from you, on the newsprint under "Useful."

- **Then ask participants for suggestions on how to improve the design and content.** Write their comments, without response from you, on the newsprint under "How to Improve." If anyone makes a negative comment that's not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.
- **Do not make any response to participants' comments during this evaluation.** It is very important for you not to defend or justify anything you have done in the seminar or anything about the design or content, as this will discourage further suggestions. If anyone makes a suggestion you don't agree with, just nod your head. If

you feel some response is needed, rephrase their concern:  
“So you feel that what we should do instead of the small  
group discussion is . . . ? Is that right?”

- **Refer participants to the National Center for the Study of Adult Learning and Literacy’s Web site ([www.ncsall.net](http://www.ncsall.net)) for further information.** Point out that most NCSALL publications may be downloaded for free from the Web site. Print versions can be ordered by contacting NCSALL at World Education: [ncsall@worlded.org](mailto:ncsall@worlded.org).
- **Thank everyone** for coming and participating in the seminar.

## Definition of Evidence-based Practice

### EVIDENCE-BASED PRACTICE IS DEFINED AS...

*the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.<sup>1</sup>*

—Grover Whitehurst, Director of Institute of Education Sciences

### PROFESSIONAL WISDOM IS DEFINED AS...

- *the judgment that individuals acquire through experience*
- *consensus views*
- *including the effective identification and incorporation of local circumstances into instruction<sup>2</sup>*

### THE BEST AVAILABLE EMPIRICAL EVIDENCE IS FROM...

*Scientifically-based research—the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs....uses experimental or quasi-experimental designs...with a preference for random assignment experiments... and has been accepted by a peer-reviewed journal or approved by a panel of independent experts...<sup>3</sup>*

### DISTINCTION BETWEEN...

Evidence-based practice: It's about what should drive practice—using empirical evidence and professional wisdom to make decisions.

Scientifically based research: It's about what type of research should generate the empirical evidence (research that, according to USDOE, meets particular criteria: experimental design, peer-refereed journal, sample size and selection, etc.)

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<sup>1</sup> <http://www.ed.gov/nclb/methods/whatworks/eb/edlite-slide003.html>

<sup>2</sup> <http://www.ed.gov/nclb/methods/whatworks/eb/edlite-slide004.html>

<sup>3</sup> <http://www.ed.gov/nclb/methods/whatworks/eb/edlite-slide005.html> and <http://www.ed.gov/nclb/methods/whatworks/eb/edlite-slide013.html>





Handout 

## Assessing Your Program Needs

Research, theory, and professional wisdom on program quality indicate that the following principles of best practice should guide program design and delivery.

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
PROGRAM QUALITY SUPPORT	<i>Well-defined mission, philosophy, and goals</i>	A clear statement of mission, philosophy, and goals that guides all aspects of program services and that is designed with attention to the needs of the program's community as well as the policies of its state and national funding agencies.		
	<i>System for planning, evaluation, and governance</i>	A governing body, such as an advisory board or board of directors, that oversees program activities, meets regularly, and represents the local community.		
		A regular planning and evaluation process that involves multiple stakeholders, including staff and students, and serves the dual purposes of program development and accountability.		

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
PROGRAM QUALITY SUPPORT	<i>System for planning, evaluation, and governance (cont.)</i>	Adequate management of the program's finances, including maintaining financial records, establishing and monitoring a budget, and engaging in fundraising from multiple sources.		
	<i>System to manage human resources</i>	A clear process for recruiting and hiring instructional and support staff.		
		A clear policy or standards for determining what constitutes qualified staff that have the skills, knowledge, and life experiences to address the needs of adult students.		
		A professional development plan that takes into account the needs of the program and its staff and provides staff opportunities to receive training, practice new skills, and receive constructive feedback.		
		Treatment of staff as professionals (including pay and benefits) and working conditions that support student progress and staff improvement.		

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
PROGRAM QUALITY SUPPORT	<i>Adult student-centered environment for learning</i>	Instructional services that are provided at hours and locations convenient to adult students.		
		A physical environment that supports adult learning and is safe and comfortable for students and staff.		
		A psychologically safe environment that protects the confidentiality of students and staff and demonstrates respect for the cultures of students and staff.		
		Learning materials that are designed for use by adults, including written materials and technology.		
ENTERING A PROGRAM	<i>Organized student recruitment process</i>	Participation in networks and development of partnerships with other education and training providers, businesses, and community organizations.		
		A variety of recruitment strategies (e.g., community needs assessment, media, and personal contact) that are suited to the target populations and reflect their languages, cultures, and interests and that are clear about the nature of the program and its requirements.		
		Use of data on recruitment success and feedback from students in order to improve recruiting practices.		

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
ENTERING A PROGRAM	<i>Organized approach to intake and student orientation</i>	Assessment of each student's goals, skill level, and support needs.		
		A presentation to each student of a realistic assessment of skill levels and the time and effort required for achieving his or her goals.		
		An individual learning plan for reaching the student's goals that includes proactive ways to address support needs and ensure persistence.		
		Information about students' rights and program expectations of students.		
		Process to familiarize new students with the program's staff, services, and facilities.		
		Clear policy on when the student is considered officially enrolled in the program.		
		Procedures to accommodate students who are placed on a waitlist, which may include provision of limited services, opportunities for self-study, and referral to other education programs.		

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
<b>PARTICIPATING IN A PROGRAM</b>	<i>Effective approach to classroom management</i>	Appropriate staff-to-student ratios that are informed by the instructional goals and characteristics of the student population.		
		Intensity and duration of instruction sufficient for meeting the learning needs of students.		
		Managed enrollment (rather than open enrollment that allows new students to enter class frequently and in ways that disrupt the class continuity).		
		A mix of group and individual work that promotes peer learning and accommodates individual learning needs.		
		Class levels (e.g., beginning, intermediate, advanced) based on a clear understanding of students' abilities and needs, avoiding as much as possible the practice of multi-level classes in which students have profound skill differences.		
	<i>Effective approach to instruction</i>	Strategies to create a non-threatening learning environment that reduces the anxiety of adult students and encourages them to take risks in their learning.		
		Instructional activities that promote active learning, that is, activities that involve students in "doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2).		

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
<b>PARTICIPATING IN A PROGRAM</b>	<i>Effective approach to instruction (cont.)</i>	An organized curriculum, i.e. a master plan for selecting content and organizing learning experiences that is a result of a clear process for making curriculum decisions and that addresses the needs and goals of adult students.		
		A range of instructional approaches appropriate to students' skill levels, goals, and learning preferences.		
		Instructional activities that are relevant and meaningful to adult students' life contexts and draw on their strengths.		
		A comprehensive approach for assessing and placing students, evaluating their progress, and determining their achievement, with this information clearly explained and shared with students to the extent possible.		
	<i>Effective approach to supporting student persistence</i>	A system for monitoring student persistence, e.g. length and intensity of attendance, dropout rate, and reasons for departure.		
		Instructional and counseling services that intentionally promote the development of students' self-efficacy (i.e. beliefs about their capacity to be successful students) around learning.		

PROGRAM COMPONENT	PROGRAMS SHOULD HAVE:	PRINCIPLES OF BEST PRACTICE	WE NEED HELP WITH THIS	WE HAVE THIS OR DON'T NEED HELP WITH THIS
PARTICIPATING IN A PROGRAM	<i>Effective approach to supporting student persistence (cont.)</i>	Educational and personal counseling that is intended to help adult students persist in their learning and attain their educational goals.		
		A clear and purposeful system for identifying students' needs for support services and providing the necessary services or referring students to agencies that can provide those services.		
RE-ENGAGEMENT IN LEARNING	<i>Effective system for supporting student re-engagement in learning</i>	A system for monitoring student departure from a program, applied to instances of both dropout/ stopout and program completion.		
		A plan for helping students who stop attending classes to find suitable ways to re-engage in learning until they reach their goals.		
		A network of appropriate support services for student transition to postsecondary education or training, including career counseling to help students make informed choices about further education and to make a successful transition.		

From Comings, J., Soricone, L., & Santos, M. (2006) *An Evidence-based Adult Education Program Model Appropriate for Research*. NCSALL Occasional Paper. Boston, MA: National Center for the Study of Adult Learning and Literacy.





## Building an Evidence-based Program

### BUILDING AN EVIDENCE-BASED PROGRAM MEANS...

Research may confirm what you already do.

Research may lead to changes: The research says X. So the implications for classrooms or programs are Y, and some strategies for implementation are Z.

### TO USE RESEARCH, PRACTITIONERS NEED TO...

Access research that addresses questions that are of concern.

Understand what the research says—the population being studied, the questions asked, how the data was used to answer these questions, what the findings, conclusions, and implications mean.

Judge the relevance of the research to the specific situation—similarity of the research population and context to the program's, usefulness of the research.

Use the research to determine what changes to make in the program that will help students learn

### THE GOAL IS FOR PRACTITIONERS TO TAKE ONE OR MORE OF THE FOLLOWING THREE STANCES TOWARDS EVIDENCE AND RESEARCH...

Questioners: Practitioners adopt a stance that evidence should underlie practice. Practitioners ask, “Why should I use this technique or strategy and what is the evidence that supports it? Is it based on evidence I have about students’ performance, on other practitioners’ evidence (professional wisdom), or on research evidence?”

Consumers: Practitioners proactively seek research evidence. They adopt the attitude that new evidence is critical to their work, and they learn enough about research and its findings to integrate

what's been found to be effective with their own knowledge of students, and then change their practice accordingly.

Producers: Practitioners adopt a stance not only as consumers but also as researchers in their own classrooms and programs. They generate knowledge that can be shared with others through program or classroom research, through co-research with university-based researchers, or by documenting how they implemented evidence-based practice.

## Jigsaw Questions

- Which of the strategies did you find interesting or intriguing? Why?
- Which implication(s) do you see as most important?
- What do you see as the key research finding(s) to address the problem/issue?
- What are ways you can use the research to improve your programs and/or help your teachers/tutors provide better instruction?
- How might you help your teachers/tutors access, judge, and/or use research?

Be ready to summarize your discussion for the whole group. Make sure to include the research findings, the implications, and a few strategies to try.



Handout 

## Action Plan

<b>STRATEGY:</b>				
<b>DATE:</b>				
<b>ACTION STEPS</b>	<b>BY WHOM</b>	<b>BY WHEN</b>	<b>RESOURCES NEEDED</b>	<b>DATA OR INDICATORS THAT WILL TELL US IT WORKED</b>
1.				
2.				
3.				

ACTION STEPS	BY WHOM	BY WHEN	RESOURCES NEEDED	DATA OR INDICATORS THAT WILL TELL US IT WORKED
4.				
5.				
6.				

How will you involve teachers/tutors, counselors, and students? How will you document whether or not the strategy makes a difference?

## Information About NCSALL

### NCSALL's MISSION

NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort among the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Institute of Education Sciences (formerly Office of Educational Research and Improvement).

### NCSALL's RESEARCH PROJECTS

The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education (ABE), English for Speakers of Other Languages (ESOL), and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) student motivation, (2) instructional practice and the teaching/learning interaction, (3) staff development, and (4) assessment.

### DISSEMINATION INITIATIVE

NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge, and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy*, a twice-yearly magazine for policymakers; *Review of Adult Learning and Literacy*, an annual scholarly review of major issues, current research, and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. In addition, NCSALL sponsors the Connecting Practice, Policy, and Research Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.

For more information about NCSALL, to download free copies of our publications, or to purchase bound copies, please visit our Web site at:

**[www.ncsall.net](http://www.ncsall.net)**