Handout 1: State Plan Jigsaw

Directions: You must complete each square on this board by connecting with other states to collect their information. Once you have collected the information, visit the chart paper designated for each state and fill in the appropriate piece of information

State: Your research question and how it links to a goal or a myth	State: Your data needs and sources
State: Your inputs and outputs	State: Any challenges you anticipate

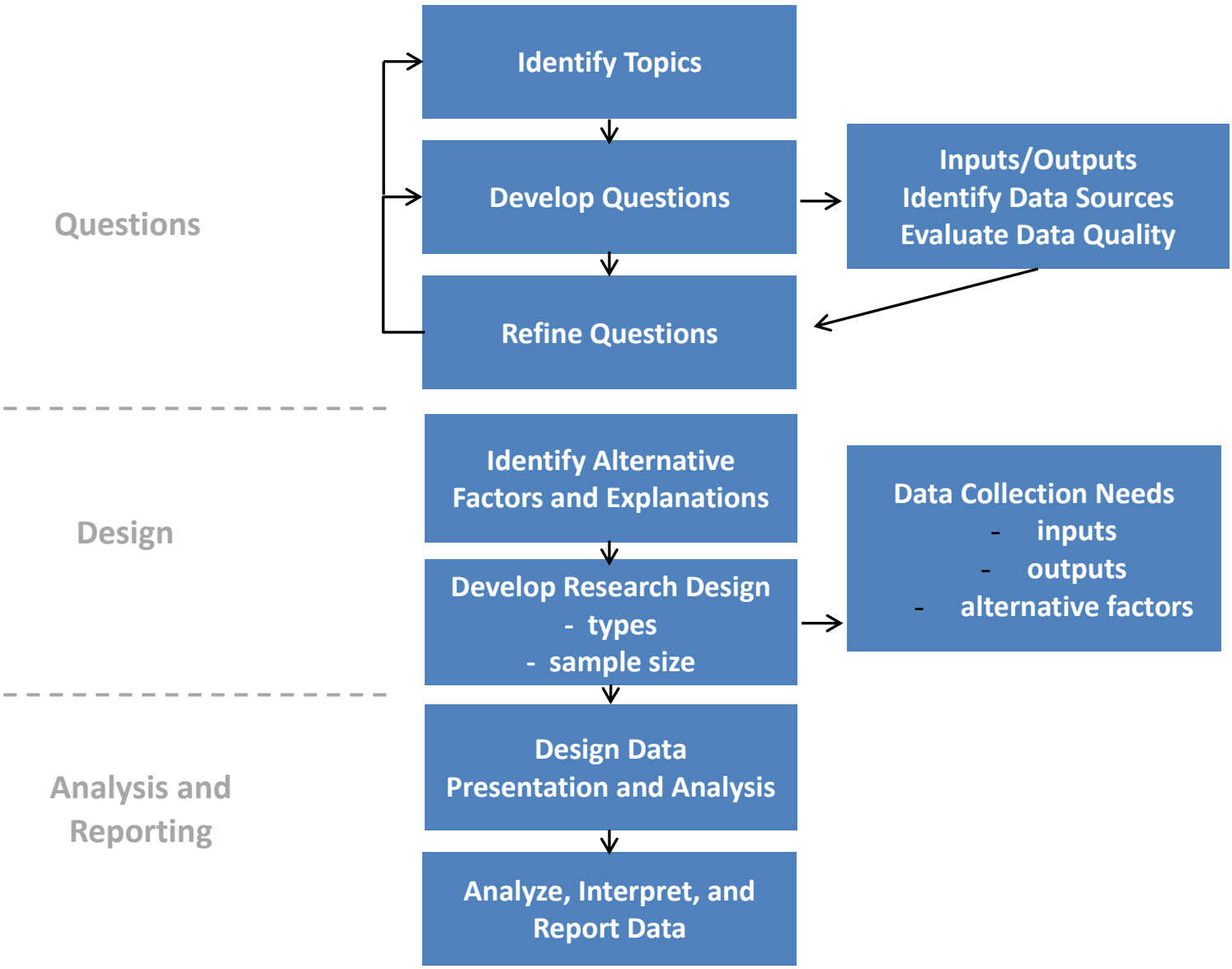
Handout 2: Identification of Collaboration Opportunities

Directions: As each state presents on their research question and plan, use the chart below to take notes and help you think about overlap between other states' research question and/or methodology and your study. Using your notes, plan to follow up with each state in the areas where you identify potential overlap. Consider opportunities for collaboration. Listen carefully for opportunities to align surveys, observation tools, rubrics, etc.

State	Research Question	Inputs and Outputs	Data Needs and Sources	Anticipated Challenges	Other Areas of Potential Collaboration

State	Research Question	Inputs and Outputs	Data Needs and Sources	Anticipated Challenges	Other Areas of Potential Collaboration

Handout 3: Planning Model



Handout 4: Evaluation/Research Planner

This planner is designed for use while your state team plans an evaluation or research project. The planner should be revisited and modified, as needed, frequently. Use the first box below to maintain the status of your plan. You should fill out the next steps table each time you have completed an update of the plan. The Research Question and Evaluation Method section is up front because teams should frequently check back to make sure the rest of their plan aligns with their research question and goal(s).

State:

Team members:

Date last updated: [Click to select a date]

Status:

Next Step	Person Responsible

SECTION A: Research Question

Research question:

Goal of research question (e.g., debunking a myth, connected to organizational goal):

SECTION B: Variables:

Inputs (What is being provided? Example: hours of instruction, teacher experience, curriculum):

Outputs (What changes are you measuring? Example: attendance, test scores, educational levels):

Go back to your research question. Does it reflect your inputs/outputs? If not, readjust.

SECTION C: Data Sources

Data Needs (e.g., student ethnicity, test scores, contact hours)	Data Sources (e.g., NRS Data, other data in program database)	Data Available

SECTION D: Data Collection

What kind of study is this?

Sample size:

Data collection tools:

Data collection process:

Data collection begin date: [Click to select a date]

Data collection end date: [Click to select a date]

Person/people responsible for data collection:

SECTION E: Data Quality

Data quality issues to address:

How we will address data quality issues:

SECTION F: Data Analysis

Are you conducting secondary data analysis or exploratory analyses?

Descriptive statistics we want to run:

Other analyses:

Person/people responsible for data analysis:

SECTION G: Threats to Validity

Potential Threat to Validity	How Threat Will Be Addressed

SECTION H: Reporting Plan

Plan for report:

Format(s) for final report:

Timeframe to create, review, disseminate final report:

Person/people responsible for final report:

Dissemination plan (include target audience):

Person/people responsible for dissemination:

Handout 5: Operationalization and Planning

Directions: While listening to the presentation on Your Recipe for Research, fill in this chart about operationalization. Think about your state and how you will operationalize your measures.

Operationalization

Operationalization: *How will you define variables and what will you do?*	**What does this mean?**	**Examples from the PPT**	**What does it look like in your State?**
Operationalize your Measures:			

Planning

Next, think about operationalizing the study you are implementing in your state. Are you doing secondary data analysis or new data collection? Find the rows on the chart below that applies to your state's study.

Planning Procedures: *List out the activities you will perform to collect and analyze data.*			**What does it look like in your State?** For the type of study you are conducting, consider these 5 questions.				
	What does this mean?	**Examples from the PPT**	**Who are Your Respondents?**	**What is Your Sample Size?**	**What is Your Timeline?**	**Who is Your Available Staff?**	**What are Your Anticipated Issues and Resolutions?**
For Secondary Data Analysis							
For New Data Collection							

Handout 6: Data Quality Challenges

Directions: During the presentation on Data Quality, take notes on each of type of data challenge. Think about how each challenge applies to your state. When the presentation ends, spend 15 minutes to Brainstorm ways you might overcome these data challenges in your state.

Challenge	Example from Presentation	My State's Challenge	Ways to Overcome
Data Quality Problems			
Definition Issues			
Data Coverage Issues			
Data Collection Issues			
Technical Issues			

Handout 7: Threats to Validity Glossary

Confounding Factors: Refers to outside factors or variables that may explain your results other than the immediate factors at which you are looking. Confounding factors include: 1) nonrepresentativeness, 2) Hawthorne effect, and 3) history effect.

> **Nonrepresentativeness:** A type of confounding factor where broad conclusions are drawn on the basis of very limited observations.
>
> **Hawthorne (observer) Effect:** A type of confounding effect where participants change their behavior because they knew they were being observed.
>
> **History Effect:** This confounding effect occurs when factors external to the study change over time (such as OVAE changing the type of reporting requirements), causing an effect on the study's outcome.

Selection Effects/Factors: Refers to factors related to how participants are selected for the study that may affect your results other than the factors at which you are looking. Selection effects include: 1) maturation effect, 2) regression to the mean, 3) participant mortality, and 4) testing effect.

> **Maturation Effect:** This type of selection effect is caused when the participants have matured significantly over the period of time during which the study occurred.
>
> **Statistical Regression (a.k.a. Regression to the Mean):** This type of selection effect occurs when the one variable is extreme (i.e., a very good/bad test score) on its first measurement and results in it being more moderate in its second measurement.
>
> **Subject Mortality:** Refers to the selection effect of participants dropping out of a study resulting in artificially high or low outcomes for the remaining participants.
>
> **Testing Effect:** This selection effect occurs when participants are given the same test for a pre-test and post-test without any modification.

Curiosityville: Research Question
Handout 8a

During this activity, you will have the chance to actively participate in the formulation of a research question for Curiosityville. By participating in the scenario, you will solidify your understanding for creating your own research question and similar steps throughout the process. Work with your table to complete the activity below.

Curiosityville has come to the Myth Busters Training. After selecting the myth they wanted to bust: *"Low literate ESL learners do not make gains in literacy. They never get anywhere,"* they came up with the following research question:

Does participating in one kind of instruction rather than another make a difference in learning outcomes for low literacy level ESL students?

Help them out! Consider what you know about developing good question and in your groups:

1. State whether or not this is a good question.

2. If it's not, offer reasons why and suggestions for improvement.

Developing Good Questions (Evaluation/Research Planner Section, A)		
Poor Question	**Good Question**	**Better Question**
Does participating in one kind of instruction rather than another make a difference in learning outcomes for low literacy level ESL students?		

Your table team's final question: _____

_____

Curiosityville's final question (this will be given to you): _____

_____

Curiosityville: Data
Handout 8b

Curiosityville's Final Question:
Do ESL students, levels 1-3, who receive explicit literacy instruction, have higher EFL gains than ESL students, levels 1-3, who do not receive explicit literacy instruction?

Part 2: What data?

Now that the state had refined the research question they will focus on for the remainder of the study, it is time to discuss inputs, outputs, and data sources.

Consider the final research question developed by the state and answer the following questions:

1. What are the inputs/outputs?

Inputs	Outputs

2. Decide what data they need to bust this myth.

3. What existing data is available to address this question?

4. Is additional data collection needed to answer this question?

Data Sources			
Topic	**NRS Data in Database**	**Other Data Possibly in Program Database**	**Data May Not be in Database**
Do ESL students, levels 1-3, who receive explicit literacy instruction, have higher EFL gains than ESL students, levels 1-3, who do not receive explicit literacy instruction?			

Curiosityville: Research Design
Handout 8c

Curiosityville's Final Question:
Do ESL students, levels 1-3, who receive explicit literacy instruction, have higher EFL gains than ESL students, levels 1-3, who do not receive explicit literacy instruction?

Part 3: Research Design

The question has been refined and necessary data has been identified. Help Curiosityville organize how they will collect, analyze, interpret and report the data.

Using what you know about the types of research design, determine:

1. What kind of study this is?

Types of Studies		**Yes/No/Why**
Exploratory Study	*"I want to learn more"*	
Formative Evaluation	*"How well is it working?"*	
Summative evaluation	*"How well did it work?"*	

2. Thinking about the research design, are there any external factors to consider that could affect the results?

External Sources

Curiosityville: Research Design
Handout 8c

3. What type of research design will be used? Why?

Which Research Methods Do I Use?		
Goal	**Type of Data**	**Possible Methods**

Handout 9: Extant Data Sources

In addition to NRS data, states may look at the following for additional data:

- The Census Bureau, http://www.census.gov/
- American Community Survey, http://www.census.gov/acs/www/
- National Assessment of Adult Literacy (NAAL) http://nces.ed.gov/naal/
- PIACC (available Fall 2013)

The following resources provide statistical data to help answer questions and provide information on adult education and disability statistics-related topics.

- FedStats, http://www.fedstats.gov/
  FedStats is the new window on the full range of official statistical information available to the public from the Federal Government. Use the Internet's powerful linking and searching capabilities to track economic and population trends, education, health care costs, aviation safety, foreign trade, energy use, farm production, and more. Access official statistics collected and published by more than 100 Federal agencies without having to know in advance which agency produces them.

- Disability Data, The Census Bureau, http://www.census.gov/people/disability/
  The United States Census Bureau provides data on disability based on four primary sources: the Survey of Income and Program Participation (SIPP), the decennial census of population, the Current Population Survey (CPS), and American Community Survey (ACS).

- Bureau of Labor Statistics, http://www.bls.gov/
  The Bureau of Labor Statistics (BLS) is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. The goals of the agency are to: measure the economy through producing and disseminating timely, accurate, and relevant information in our areas of expertise, and improve accuracy, efficiency, and relevance of our economic measures and program outputs through increased application of state-of-the-art statistical techniques, economic concepts, technology, and management processes.

- National Center for Education Statistics (NCES), http://nces.ed.gov/
  NCES is the primary federal entity for collecting and analyzing data that are related to education.

- Office of Special Education Programs (OSEP),
  http://www2.ed.gov/about/offices/list/osers/osep/index.html
  OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. The Individuals with Disabilities Education Act (IDEA)

authorizes formula grants to states, and discretionary grants to institutions of higher education and other non-profit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development, and parent-training and information centers.

- Rehabilitation Services Administration, http://www2.ed.gov/about/offices/list/osers/rsa/index.html
  RSA evaluates all programs authorized by the Rehabilitation Act of 1973, as amended. For example, to assess linkages between vocational rehabilitation (VR) services and economic and non-economic outcomes, RSA is conducting a longitudinal study of a national sample of VR consumers. RSA may also disseminate information on exemplary practices concerning vocational rehabilitation.

- National Center for Health Statistics (NCHS), http://www.cdc.gov/nchs/
  NCHS is a key element of our national public health infrastructure, providing important surveillance information that helps identify and address critical health problems. As the Nation's principal health statistics agency, NCHS compiles statistical information to guide actions and policies to improve the health of our people.

- Disability Statistics Center, http://dsc.ucsf.edu/main.php
  The Disability Statistics Center produces and disseminates policy-relevant statistical information on the demographics and status of people with disabilities in American society. The Center's work focuses on how that status is changing over time with regard to employment, access to technology, health care, community-based services, and other aspects of independent living and participation in society.

- Disability Statistics: An Online Resource for U.S. Disability Statistics, http://www.disabilitystatistics.org/
  The website provides access to comprehensive, up-to-date U.S. disability statistics via graphs & charts, tables, and written descriptions. Currently, all statistics are estimated by Cornell University using the Census Bureau's Current Population Survey - Annual Demographic Supplement.

- Access to Disability Data, An InfoUse Project, http://www.infouse.com/disabilitydata/home/index.php
  This page lists a number of sites that offer information on chartbook on disability and employment in the United States.

- Bureau of Labor Statistics, http://www.bls.gov/
  The U.S. Department of Labor’s principal fact-finding agency for the federal government in the field of labor, economics, and statistics. This site provides data on employment, wages, inflation, productivity, and many other topics.

- Occupational Safety and Health Administration (OSHA), http://www.osha.gov/
  OSHA regularly provides statistics on safety and health issues in the general work setting.

- Mine Safety and Health Administration (MSHA), http://www.msha.gov/
  MSHA regularly provides statistics on safety and health issues for the mining industry.

Disability Research Resources

The following resources provide information and data for disability-related research.

- The National Institute on Disability and Rehabilitation Research (NIDRR), http://www2.ed.gov/about/offices/list/osers/nidrr/index.html
  The National Institute on Disability and Rehabilitation Research (NIDRR) provide leadership and support for a comprehensive program of research related to the rehabilitation of individuals with disabilities. All of the programmatic efforts are aimed at improving the lives of individuals with disabilities from birth through adulthood.

- Interagency Committee on Disability Research, http://www.icdr.us/
  The Interagency Committee on Disability Research (ICDR), authorized by the Rehabilitation Act of 1973, as amended, is mandated "to promote coordination and cooperation among Federal departments and agencies conducting rehabilitation research programs."

- National Collaborative on Workforce and Disability for Adult, http://www.onestops.info/
  The National Center on Workforce and Disability/Adult (NCWD) provides training, technical assistance, policy analysis, and information to improve access for all in the workforce development system.

- Employment and Disability Institute, Cornell University, http://www.ilr.cornell.edu/edi/
  The Employment and Disability Institute (EDI), housed within the Industrial and Labor Relations School (ILR) at Cornell University, conducts research and provides continuing education and technical assistance on many aspects of disability in the workplace.

- John J. Heldrich Center for Workforce Development, http://www.heldrich.rutgers.edu/
  The John J. Heldrich Center for Workforce Development is a research and policy organization dedicated to applying the best research to address the core challenges of New Jersey's and the nation's workforce.

- Law, Health Policy & Disability Center, http://disability.law.uiowa.edu/lhpdc/research/index.html
  The Law, Health Policy & Disability Center conducts basic and applied research. Research topics include employment of people with disabilities, civil rights, and federal and state generic and disability policy.

- Disability Research Institute, University of Illinois- Urbana/Champaign, http://www.dri.uiuc.edu/default.htm
  The Institute conducts cutting-edge research with teams across the nation to develop high-quality research that directly informs disability policy decision-makers in new and innovative ways.

- National Collaborative on Workforce and Disability for Youth, http://www.ncwd-youth.info/
  The NCWD-Y website provides useful information and resources for youth with disabilities and their families, service providers and other front line workers, administrators, policy makers and employers. The content is continually updated and features access to such materials as an information brief on "How Young People Can Benefit from One-Stop Centers," frequently asked questions pertinent to specific audiences, materials on promising practices and procedures in workforce development as well as the latest information on the Collaborative's activities.

- National Center on Secondary Education and Transition, http://www.ncset.org/
  The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

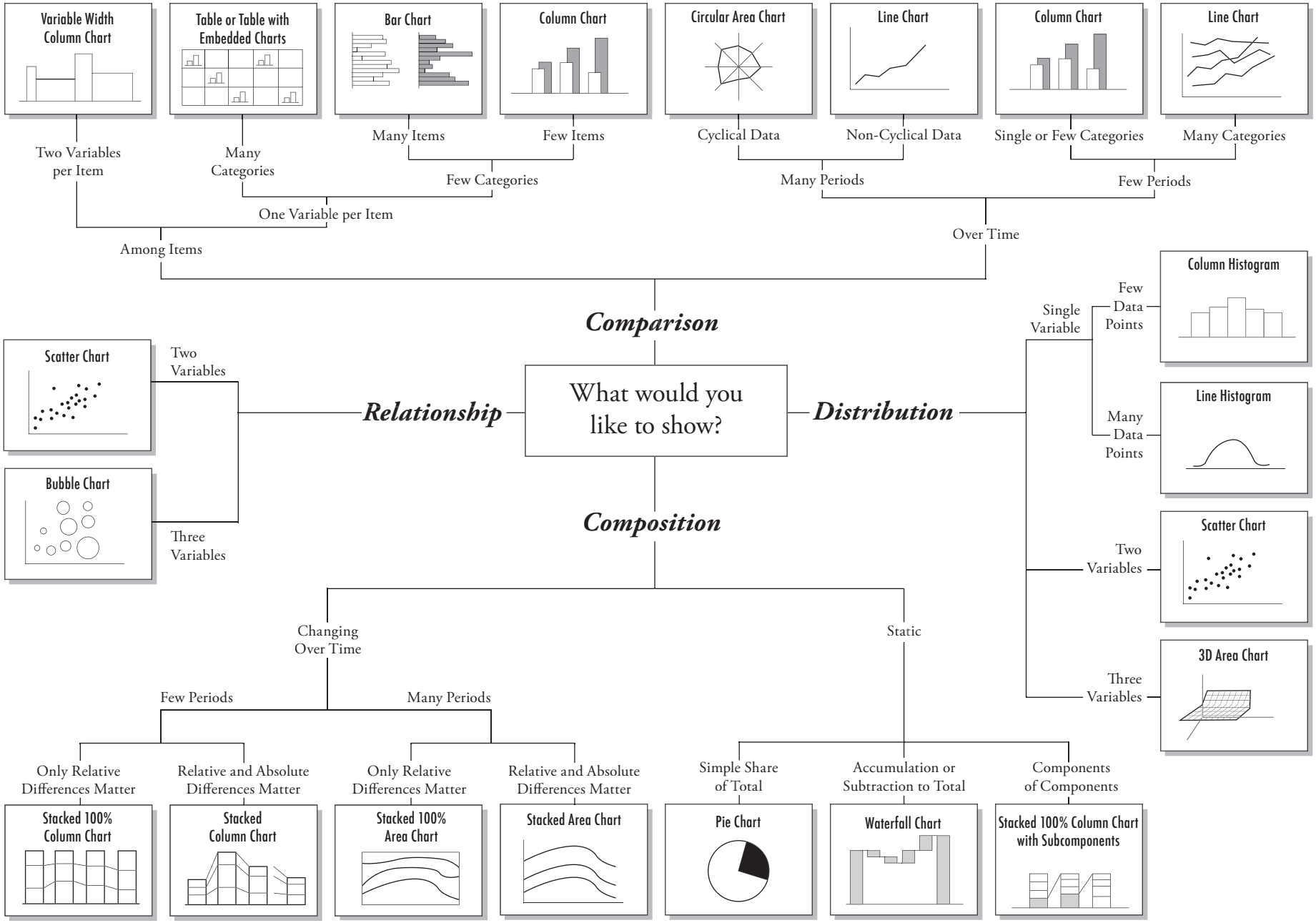
- National Longitudinal Transition Study, http://www.nlts2.org/
  The National Longitudinal Transition Study-2 (NLTS2) is a study begun in 2001, focusing on a wide range of important topics, such as high school coursework, extracurricular activities, academic performance, postsecondary education and training, employment, independent living, and community participation.

- National Dissemination Center for Children with Disabilities (NICHCY), http://nichcy.org/
  The new center, called the National Dissemination Center for Children with Disabilities, will be serving as a central source of information on: IDEA, the nation's special education law, No Child Left Behind (as it relates to children with disabilities), and Research-based information on effective educational practices.

Education Statistics

- The World Bank, World DataBank, Education Statistics
  http://databank.worldbank.org/data/views/variableselection/selectvariables.aspx?source=education-statistics
  The World Bank EdStats Query holds around 2,500 internationally comparable education indicators for access, progression, completion, literacy, teachers, population, and expenditures. The indicators cover the education cycle from pre-primary to tertiary education. The query also holds learning outcome data from international learning assessments (PISA, TIMSS, etc.), equity data from household surveys, and projection data to 2050.

Chart Suggestions—A Thought-Starter



Handout 11: Advanced Data Presentation Tools

The Myth Busters training presents the basic, most widely used approaches to presenting data and reporting results but there are many more advanced and creative ways to illustrate data. Through the Internet, you can access these tools and explore other ways to make engaging data presentations. The tools below work best for live presentations and the ability to use them requires some programming skill. They also require larger data sets than most states will have but they illustrate some of the more advanced possibilities available.

1. **GapMinder.** Developed by renowned Swedish health researcher and data expert Hans Rosling, GapMinder has "bubble" presentations in Powerpoint and Flash that condense large amounts of longitudinal data into engaging, and interactive visual graphics. You can watch his TED presentation of some of the content of GapMinder at:

   http://www.youtube.com/watch?feature=player_embedded&v=RUwS1uAdUcI#!

   GapMinder presentations can be downloaded and installed onto your computer for free. However, you are currently limited to using the data already in the software and there are limited presentation options. However, the software includes large, multi-year longitudinal data sets on several health-related topics and is a fun way to show the audiences data and make a great presentation.

   http://www.gapminder.org/

2. **Google Public Data Explorer** allows you to present your own data in motion mode similar to GapMinder (though perhaps not as engaging). You can use the data sets already there or upload your own data to create graphs but need to spend some time learning how to use the software.

   http://www.google.com/publicdata/directory

3. **BIME** is a good source for static presentations. It is powered by Google BigQuery. The link below shows you an example. Again, it takes some time to learn and master.

   http://www.bimeanalytics.com/showcase.html

4. **Nevron** is another program that produces digital dashboards, scorecards, diagrams, maps, and multi-media interfaces.

   http://www.nevron.com/Nevron.Home.aspx

5. **WolframAlpha** is a calculation tool that also allows you to present data in unique ways. It works by using its vast store of expert-level knowledge and algorithms to automatically answer questions, do analysis, and generate reports.

   http://www.wolframalpha.com/tour/examples.html

Handout 12: 15 Methods of Data Analysis in Qualitative Research

Compiled by Donald Ratcliff

1. **Typology** - a classification system, taken from patterns, themes, or other kinds of groups of data. (Patton pp. 393,398) John Lofland & Lyn Lofland

   Ideally, categories should be mutually exclusive and exhaustive if possible, often they aren't.

   Basically a list of categories. example: Lofland and Lofland's 1st edition list: acts, activities, meanings, participation, relationships, settings (in the third edition they have ten units interfaced by three aspects--see page 114--and each cell in this matrix might be related to one of seven topics--see chapter seven).

2. **Taxonomy** (See Domain Analysis - often used together, especially developing taxonomy from a single domain.) James Spradley

   A sophisticated typology with multiple levels of concepts. Higher levels are inclusive of lower levels.

   Superordinate and subordinate categories

3. **Constant Comparison/Grounded Theory** (widely used, developed in late 60's) Anselm Strauss
   - Look at document, such as field notes
   - Look for indicators of categories in events and behavior - name them and code them on document
   - Compare codes to find consistencies and differences
   - Consistencies between codes (similar meanings or pointing to a basic idea)reveals categories. So need to categorize specific events
   - We used to cut apart copies of field notes, now use computers. (Any good word processor can do this. Lofland says qualitative research programs aren't all that helpful and I tend to agree. Of the qualitative research programs I suspect that NUD*IST probably the best--see Sage Publishers).
   - Memo on the comparisons and emerging categories
   - Eventually category saturates when no new codes related to it are formed
   - Eventually certain categories become more central focus - axial categories and perhaps even core category.

4. **Analytic Induction** (One of oldest methods, a very good one) F. Znaniecki, Howard Becker, Jack Katz. I wrote a paper on the topic.

   Look at event and develop a hypothetical statement of what happened. Then look at another similar event and see if it fits the hypothesis. If it doesn't, revise hypothesis.

   Begin looking for exceptions to hypothesis, when find it, revise hypothesis to fit all examples encountered. Eventually will develop a hypotheses that accounts for all observed cases.

5. **Logical Analysis/Matrix Analysis** An outline of generalized causation, logical reasoning process, etc.

   Use flow charts, diagrams, etc. to pictorially represent these, as well as written descriptions.

   Matthew Miles and Huberman gives hundreds of varieties in their huge book *Qualitative Data Analysis*, 2nd ed.

6. **Quasi-statistics** (count the # of times something is mentioned in field notes as very rough estimate of frequency) Howard Becker

   Often enumeration is used to provide evidence for categories created or to determine if observations are contaminated. (from LeCompte and Preissle).

7. **Event Analysis/Microanalysis** (a lot like frame analysis, Erving Goffman) Frederick Erickson, Kurt Lewin, Edward Hall.

   Emphasis is on finding precise beginnings and endings of events by finding specific boundaries and things that mark boundaries or events. Specifically oriented toward film and video. After find boundaries, find phases in event by repeated viewing.

8. **Metaphorical Analysis** (usually used in later stages of analysis) Michael Patton, Nick Smith

   Try on various metaphors and see how well they fit what is observed. Can also ask participant for metaphors and listen for spontaneous metaphors. "Hallway as a highway." Like highway in many ways: traffic, intersections, teachers as police, etc.

   Best to check validity of metaphor with participants - "member check".

9. **Domain Analysis** (analysis of language of people in a cultural context) James Spradley

Describe social situation and the cultural patterns within it. Semantic relationships.

Emphasize the meanings of the social situation to participants. Interrelate the social situation and cultural meanings.

Different kinds of domains: Folk domains (their terms for domains), mixed domains, analytic domains (researcher's terms for domains).

- select semantic relationships
- prepare domain analysis worksheet
- select sample of field notes (statements of people studied)
- look for broad and narrow terms to describe semantic relationships
- formulate questions about those relationships
- repeat process for different semantic relationship
- list all domains discovered

10. **Hermeneutical Analysis** (hermeneutics = making sense of a written text) Max Van Manen

Not looking for objective meaning of text, but meaning of text for people in situation. Try to bracket self out in analysis - tell their story, not yours. Use their words, less interpretive than other approaches.

Different layers of interpretation of text. Knowledge is constructed – we construct meaning of text (from background and current situation - Social construction because of influence of others - symbolic interactionism)

Use context - time and place of writing - to understand. What was cultural situation? Historical context. Meaning resides in author intent/purpose, context, and the encounter between author and reader - find themes and relate to dialectical context. (Some say authorial intent is impossible to ascertain.)

Videotape - probably needs to be secondary level of analysis. Get with another person who is using another method and analyze their field notes.

11. **Discourse analysis** (linguistic analysis of ongoing flow of communication) James Gee

Usually use tapes so they can be played and replayed. Several people discussing, not individual person specifically. Find patterns of questions, who dominates time and how, other patterns of interaction.

12. Semiotics (science of signs and symbols, such as body language) Peter Manning

Determine how the meanings of signs and symbols is constructed. Assume meaning is not inherent in those, meaning comes from relationships with other things. Sometimes presented with a postmodernist emphasis.

13. Content Analysis (not very good with video and only qualitative in development of categories - primarily quantitative) (Might be considered a specific form of typological analysis) R. P. Weber

Look at documents, text, or speech to see what themes emerge. What do people talk about the most? See how themes relate to each other. Find latent emphases, political view of newspaper writer, which is implicit or look at surface level - overt emphasis.

Theory driven - theory determines what you look for. Rules are specified for data analysis.

Standard rules of content analysis include:

- How big a chunk of data is analyzed at a time (a line, a sentence, a phrase, a paragraph?) Must state and stay with it.
- What are units of meaning?, the categories used. Categories must be:
  1. Inclusive (all examples fit a category)
  2. Mutually exclusive
- Defined precisely: what are properties
- All data fits some category (exhaustive)

Also note context. Start by reading all way through, then specify rules. Could have emergent theory, but usually theory-driven. After determine categories, do the counting - how often do categories occur. Most of literature emphasizes the quantitative aspects.

Originated with analyzing newspaper articles for bias - counting things in print. Very print oriented - can it be adapted for visual and verbal?

14. Phenomenology/Heuristic Analysis (phenomenological emphasis - how individuals experience the world) Clark Moustakas

Emphasizes idiosyncratic meaning to individuals, not shared constructions as much. Again, try to bracket self out and enter into the other person's perspective and experience. Emphasizes the effects of research experience on the researcher-personal experience of the research. How does this affect me as researcher. Much like hermeneutical analysis, but even more focused on the researcher's experience. Some use the term "phenomenology" to describe the researcher's experience and the idea that this is all research is or can ever be (see Lofland and Lofland, p. 14).

15. Narrative Analysis (study the individual's speech) Catherine Reisman

Overlaps with other approaches. (Is it distinctive?) Discourse analysis looks at interaction, narrative is more individual)

The story is what a person shares about self. What you choose to tell frames how you will be perceived. Always compare ideas about self. Tend to avoid revealing negatives about self. Might study autobiographies and compare them.

- context-situation
- core plot in the story told about self
- basic actions

Narrative analysis could involve study of literature or diaries or folklore.

References

Taxonomic Analysis: James P. Spradley (1980). *Participant observation*. Fort Worth: Harcourt Brace.

Typological Systems: John Lofland & Lyn H. Lofland (1995). *Analyzing social settings*, 3rd ed. Belmont, Cal.: Wadsworth.

Constant Comparison: Anselm L. Strauss (1987). *Qualitative analysis for social scientists*. New York: Cambridge University Press.

Case Study Analysis: Sharon Merriam (1988). *Case study research in education*. Jossey-Bass.
Ethnostatistics: Robert P. Gephart (1988). *Ethnostatistics: Qualitative foundations for quantitative research*. Newbury Park, Cal.: Sage Publications.

Logical Analysis/Matrix Analysis: Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*, 2nd ed. Newbury Park, Cal.: Sage. [Note: I think this may well be the best book available on qualitative data analysis.]

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Event Analysis/Microanalysis: Frederick Erickson (1992). Ethnographic microanalysis of interaction. In M. LeCompte, et. al. (Eds), *The handbook of qualitative research in education* (chapter 5). San Diego: Academic Press.

Analytic Induction: Jack Katz (1983). A theory of qualitative methodology. In R. M. Emerson(Ed.), *Contemporary field research*. Prospect Heights, Ill.: Waveland.

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Semiotics: Peter K. Manning (1987). *Semiotics and fieldwork*. Newbury Park, Cal.: Sage.
Discourse Analysis: James P. Gee (1992). Discourse analysis. In M. LeCompte, et. al. (Eds), *The handbook of qualitative research in education* (chapter 6). San Diego: Academic Press.

Narrative Analysis: Catherine K. Reisman (1993). *Narrative analysis*. Newbury Park, Cal.: Sage.

Content Analysis: R. P. Weber (1990). *Basic content analysis*. Newbury Park, Cal.: Sage.

Domain Analysis: James P. Spradley (1980). *Participant observation*. Fort Worth: Harcourt Brace. Also see J. P. Spradley, *Ethnographic interview* (1979, same publisher).

Metaphorical Analysis: Nick Smith (1981). *Metaphors for evaluation*. Newbury Park, Cal.: Sage.

Handout 13: State Feedback Form

Use this form to provide feedback to your assigned partner on each part of their state planner.

State:

SECTION A: Research Question

Notes:

FEEDBACK:

Guiding Questions:

- Is the research question a "good" question? If not, what would strengthen the question?
- Is the goal of the research question clear?

SECTION B: Variables (Inputs and Outputs):

Notes:

FEEDBACK:

Guiding Questions:

- Are the inputs and outputs appropriate?
- Do you have suggestions for other potential inputs or outputs that should be considered?

SECTION C: Data Sources

Notes:

FEEDBACK:

Guiding Questions:

- Has the state specified data sources to which they have access?
- Are there other data sources that could be considered?

SECTION D: Data Collection

Notes:

FEEDBACK:

Guiding Questions:

- Does the state have a clear plan for data collection?
- Is data collection feasible in the proposed timeline?
- Do you have other suggestions for improving or streamlining the data collection process?

SECTION E: Data Quality

Notes:

FEEDBACK:

Guiding Questions:

- Has the state identified potential data quality issues?
- Are there additional potential data quality issues the state should consider?
- Is the plan for addressing the data quality issues appropriate?

SECTION F: Data Analysis

Notes:

FEEDBACK:

Guiding Questions:

- Has the state chosen appropriate descriptive statistics to run?
- Are there other analyses you would suggest?

SECTION G: Threats to Validity

Notes:

FEEDBACK:

Guiding Questions:

- Has the state identified potential threats to validity?
- Are there additional potential threats to validity that should be considered?
- Is the plan for addressing the threats to validity appropriate?

Handout 14: Reporting Plan Template

Evaluation/Research Goals:

1. _____
2. _____
3. _____

Whose buy-in/sign-off do I need?

-
-

Audience A

Study/Research Objective(s): _____

Message 1: _____

Message 2: _____

Message 3: _____

Audience A:	
How Delivered (Medium or Type)?	
Materials/Communication Tools Needed:	
Resources Needed (Partners, Budget, Staff, etc.):	
Timeline	Start Date: Milestone: Milestone: End Date:

Audience B

Study/Research Objective(s): _____

Message 1: _____

Message 2: _____

Message 3: _____

Audience B:	
How Delivered (Medium or Type)?	
Materials/Communication Tools Needed:	
Resources Needed (Partners, Budget, Staff, etc.):	
Timeline	Start Date: Milestone: Milestone: End Date:
Who is Responsible?	

Activity	Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Mo. 12
Activity: _____												
Activity: _____												
Activity: _____												
Activity: _____												
Activity: _____												
Activity: _____												
Activity: _____												

Activity	Budget Estimates	Staffing Needs	Partners Other Resources
Activity: _____			
Activity: _____			
Activity: _____			
Activity: _____			
Activity: _____			
Activity: _____			
Activity: _____			

Learn as you go

Make notes throughout the year (or you may forget)

What's not working?

What lessons am I learning?

How can I make this a more useful plan next year?