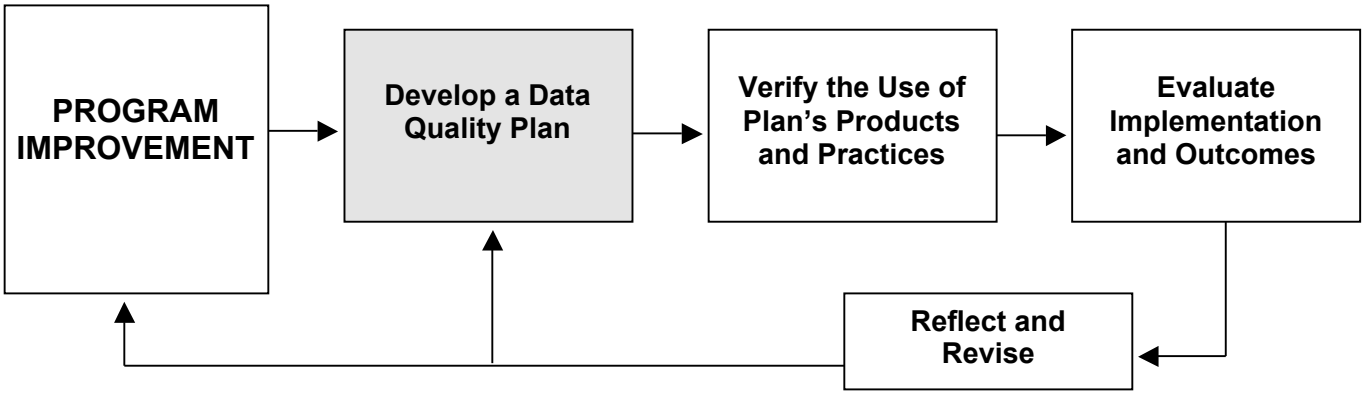
DATA QUALITY PLAN TIPS

- To achieve the goals of adult education, programs must meet the needs of learners by designing effective instruction and services.
- To design a quality program that helps learners, you need quality data–reliable and valid data that can provide information about who is attending your program, how long they attend, what they and achieve, and why.
- Developing and executing a Data Quality Plan will help lead to program changes and improvement.



- Consult the document, *Data Quality Checklist*, to determine where you need to develop, revise, or refine your Data Quality Plan. Although your plan should reflect your program's unique products and practices for each standard, the minimum required documentation and evidence for verification stated in the checklist can provide you with some assistance and direction for your plan.
- Organize supporting evidence such as current data collection forms, standard schedules, flow charts, procedures checklists, LWIS printouts, etc.: Store hard copies in plastic sleeves in a binder, updating them as required. Also, maintain a computer file for all hard copies that are computer-generated, updating them as required.
- Visit the National Reporting System (NRS) website, http://www.nrsweb.org/, to obtain detailed information about improving data quality, using data for program management and improvement, and the NRS.

Remember:

- A data process that collects quality data is well-planned, has staff members who are well trained and who know their roles and responsibilities, and has needed tools and resources.
- Data quality involves a team effort. Although a designated staff person may perform specific data tasks, each staff person's data activities affect the other's.
- A quality system also has oversight to monitor its operation and identify problems promptly.
- A quality system reviews data to identify issues or problems, then develops and implements a plan to address them by adding resources, changing staffing, or revising procedures.
- While initial NRS/LWIS training is necessary, it is not sufficient to produce quality data. Additional, continuous training should be a standard element of your program and should be based on identified staff needs.

As your Data Quality Plan is implemented and you determine revisions are needed, you can use the following chart to develop a plan for improving a specific standard:

Check Content Area:

☐ Data Foundation & Structure
☐ Data Collection & Verification
☐ Data Analysis & Reporting
☐ Professional Development

Problem	Plan for Correcting Problem	Staff Responsible for Correcting Problem	Timeline for Completing Corrections

SOME DATA TERMS

TERM	DEFINITION
Aggregation, or Data Aggregation	The process of combining reports from one level of administration into a single report at the next (e.g., combining local program reports into one statewide report).
Data Form	A written or electronic document for collecting learner information
Data Items or Fields	Individual questions or pieces of information contained on data forms.
Mean	The arithmetic average of a set of scores, or the sum of observation divided by the number of observations.
Median	The middle score of a set of scores.
Mode	The most frequently occurring score in a set of scores.
Qualitative Data	Detailed data collected in the form of words or images that is analyzed for description and themes.
Quantitative Data	Data used to describe trends and relationships among variables. Analysis of the data entails the use of statistics.
Range	A measure of variability, computed as the difference between the highest and lowest score in a distribution.
Reliability	The extent to which others would arrive at similar results if they studied the same case using the same procedures; evidence of consistency of a measure.
Standard	Using the same definitions and coding categories for every data element.
Standard Deviation	A measure of the variability or spread of scores.
Validity	The extent to which an instrument measures what it purports to measure.
Variance	A measure of the variability of the scores in a frequency distribution.

Source: *Using NRS Data for Program Management and Improvement, Contract #ED-01-CO-0026*