APPENDIX A

Press Release
Parent Letter
Teacher Notification Letter
Contact Letters
Endorsement Letters
Public Data Collection Form

PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact: Stephen Lazer
(609) 734-1480

LOCAL SCHOOL PARTICIPATES

IN NATIONAL TEST IN READING AND MATHEMATICS

Enter City and State (Date) – (Insert name of local school) has announced that it will participate in the 2003-2004 National Assessment of Educational Progress (NAEP). (Insert name of school) is one of only ____ schools nationwide asked to participate.

The 2003-2004 NAEP long-term trend assessments, which require about 90 to 120 minutes of a student's time, are designed to measure student achievement over time in reading and mathematics. The long-term trend reading assessment measures students' reading skills and comprehension abilities, primarily with expository, narrative, and document texts. Students will respond to multiple-choice questions in reading, and they may also be asked to write out their own answers for some questions. The long-term trend mathematics assessment measures students' knowledge of basic mathematical facts and measurement formulas, and the ability to apply mathematics to daily living skills. Students will respond to multiple-choice questions in mathematics, and they may also be asked to write out their own answers for some questions.

In addition, a pilot test in long-term trend reading and mathematics will be administered at the school. Some students will be asked to respond to questions that may be used in future NAEP long-term trend assessments.

As has been true since its inception in 1969, NAEP protects the confidentiality of all those who participate by not permanently retaining the names of students, teachers, or schools. The project is designed to report on the academic performance of large groups, based on nationally representative samples of 9-, 13-, and 17-year old students. NAEP provides results for major demographic groups.

For more than thirty years, NAEP has been the country's only nationally representative and continuing survey of students' educational achievement. The project is authorized by Congress and is directed by the U.S. Department of Education's National Center for Education Statistics. Educational Testing Service of Princeton, NJ developed the test questions, and Westat, Inc. of Rockville, MD conducts the sample selection and data collection.

Insert Parent Letter

SAMPLE LETTER
NAEP STATE COORDINATOR TO DISTRICT SUPERINTENDENT
FOR ALL 2003-04 NAEP STUDIES

(*Date*)

Dear (*Insert name of District Superintendent*):

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP, known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over 30 years, NAEP has been successful because of the support of school system superintendents and principals and teachers.

During the 2003-2004 school year, NAEP will be conducting three important national studies:

1) Foreign Language Assessment Pilot Test of twelfth-grade students;
2) Long-Term Trend Assessment in reading and mathematics of 9-, 13-, and 17-year-old students; and
3) Field Tests for NAEP 2005 of students in grades 4, 8, and 12.

Each of these studies is based on a representative sample of the student population of the Nation and none are designed to produce individual state, school or student data.

One or more schools in your district have been selected for inclusion in (*one, two or three*) of these studies. I am enclosing a list of the schools selected for *(insert name of assessment(s) and dates they will be conducted*). Trained NAEP contractor staff will administer the test(s), working in cooperation with your school(s) to administer the assessment(s) in a smooth manner.

I also am enclosing a brief description of each study. Please visit the NAEP web site http://nces.ed.gov/nationsreportcard for additional information, reports of NAEP findings, sample NAEP assessment questions, and background questions asked of school staff and students.

Although school and student participation in NAEP is voluntary, we expect all districts and schools selected in our state to participate in the assessment. If you have any questions after you review these materials, please call me at (*insert telephone number*) or contact me via email at (*insert email address*).

Sincerely,

(*Name*)
NAEP State Coordinator

LTT NON-PUBLIC SCHOOL LETTER

October 2003

Dear Head of School:

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels, and provides reliable student achievement profiles to American educators and citizens. NAEP, also known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over thirty years, NAEP has been successful because of the support of school principals and teachers.

Your school has been selected to participate in the NAEP long-term trend assessment in reading and mathematics of 9-, 13-, and 17-year-old students for the 2003-2004 school year. It is very important that selected nonpublic schools participate, as they represent hundreds of other similar schools across the Nation for this study. Each nonpublic school student selected is vital to the study since nonpublic school students represent 11-13 percent of our Nation's students.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

Please investigate the NAEP Web site http://nces.ed.gov/nationsreportcard for additional information about the assessment, sample questions, the complete set of background questions, and copies of the NAEP publications.

Within the next few weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time the representative will review the enclosed materials describing the program for the 2003-2004 long-term trend assessment with you. The enclosed materials include:

Summary of NAEP Activities. This one-page document describes the key features of the long-term trend assessment, as well as the roles and responsibilities of NAEP staff and the selected schools.

Sample Parent Letter. Federal legislation requires us to notify parents in writing about the assessment and tell them that student participation is voluntary and that students are not required to complete each item on the assessment. We will also alert parents about this information via our website. You may use this sample letter as it exists, or add to it as appropriate for your school. When the letter is sent to parents, dated copies must be kept by the school, and given to the NAEP representative.

Student Listing Form. This form includes instructions for your school on preparing the list of enrolled students at the selected age.

The Council for American Private Education (CAPE), as well as its member organizations and many other nonpublic school groups, have long supported NAEP. We are very grateful for this support and look forward to working with you and your school in the 2003-2004 school year.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

LTT CATHOLIC SCHOOL LETTER

October 2003

Dear Catholic School Principal:

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels, and provides reliable student achievement profiles to American educators and citizens. NAEP, also known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over thirty years, NAEP has been successful because of the support of school principals and teachers.

Your school has been selected to participate in the NAEP long-term trend assessment in reading and mathematics of 9-, 13-, and 17-year-old students for the 2003-2004 school year. It is very important that selected Catholic schools participate, as they represent hundreds of other similar schools across the Nation for this study.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

Please investigate the NAEP Web site http://nces.ed.gov/nationsreportcard for additional information about the assessment, sample questions, the complete set of background questions, and copies of the NAEP publications.

Within the next few weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time the representative will review the enclosed materials describing the program for the NAEP long-term trend assessment with you. The enclosed materials include:

Summary of NAEP Activities. This one-page document describes the key features of the NAEP long-term trend assessment, as well as the roles and responsibilities of NAEP staff and the selected schools.

Sample Parent Letter. Federal legislation requires us to notify parents in writing about the assessment and tell them that student participation is voluntary and that students are not required to complete each item on the assessment. We will also alert parents about this information via our website. You may use this sample letter as it exists, or add to it as appropriate for your school. When the letter is sent to parents, dated copies must be kept by the school, and given to the NAEP representative.

Student Listing Form. This form includes instructions for your school on preparing the list of enrolled students at the selected age.

As you can see from the enclosed letter, the National Catholic Educational Association (NCEA), has long supported NAEP. We are very grateful for this support and look forward to working with you and your school in the 2003-2004 school year.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

LTT PUBLIC SCHOOL LETTER

October 2003

Dear Principal:

The National Assessment of Educational Progress (NAEP) monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels, and provides reliable student achievement profiles to American educators and citizens. NAEP, also known as the Nation's Report Card, is the only ongoing project to chart trends in students' achievement at the national and state levels. For over thirty years, NAEP has been successful because of the support of school principals and teachers.

While the 2003-2004 school year is not a year in which NAEP is being conducted at the state level, your school has been selected to participate in NAEP as part of the nationally representative sample. Your school has been chosen for the Long-Term Trend Assessment in reading and mathematics of 9, 13, and 17 year-old students. It is very important that selected schools participate, as they represent hundreds of other similar schools across the Nation for this study. The superintendent of your school district is aware of your school's selection for NAEP.

The participation of each and every school is very important for the study to accurately reflect the status of American education. Rest assured that the confidentiality of all participating schools, teachers, and students is carefully protected. No individual data is released; only group statistics are reported.

Please investigate the NAEP Web site http://nces.ed.gov/nationsreportcard for additional information about the assessment, sample questions, the complete set of background questions, and copies of the NAEP publications.

Within the next two weeks, a NAEP representative will contact you to discuss your school's participation in NAEP. At that time the representative will review the enclosed materials describing the program for the NAEP Long-Term Trend Assessment with you. The enclosed materials include:

Summary of NAEP Activities. This one-page document describes the key features of the NAEP Long-Term Trend, as well as the roles and responsibilities of NAEP staff and the selected schools.

Sample Parent Letter. Federal legislation requires us to notify parents in writing about the assessment and tell them that student participation is voluntary and that students are not required to complete each item on the assessment. We will also alert parents about this information via our website. You may use this sample letter as it exists, or add to it as appropriate for your school. When the letter is sent to parents, dated copies must be kept by the school, and given to the NAEP representative.

Student Listing Form. This form includes instructions for your school on preparing the list of enrolled students at the selected age.

We look forward to working with you and your school in the 2003-2004 school year.

Sincerely,

Nancy W. Caldwell

Nancy W. Caldwell
NAEP Project Director

APPENDIX B

ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
Q X Q SPECIFICATIONS

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NAEP 2003-2004 LONG-TERM TREND
ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
IN-PERSON VERSION

QUESTION -BY-QUESTION SPECIFICATIONS (Q x Q's)

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ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM (QCF)

To the extent possible, we want you to observe each AA on your team two times. AAs that are identified as needing additional observations should be observed as soon as possible. The QCF is completed during the observations you will be making at the schools you select. There are two basic parts to the form.

- The front cover includes a summary performance of your team.
- The main section contains observations you will make about a specific session conducted by the AA. Four copies of this section are included in each form, which will accommodate almost all multi-session schools you encounter.

The form uses a simple three-column format.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "very good", "satisfactory, or "unsatisfactory", or in some cases, "yes" or "no".
- When you have assigned an "unsatisfactory" rating or otherwise indicated that the AA's performance has been deficient, you must record a description of the problem in **Column C**.

Most of the observation items require that you that you assign a rating of "1" to "3" on a "very good" to "unsatisfactory" scale. The following descriptions are given to provide a frame of reference:

Very Good: The AA conducted this phase of the assessment according to the procedures, in a professional manner, with no or only very minor deviations.

Satisfactory: The AA performance for this phase of the assessment, while adequate, had rough spots that need improvement.

Unsatisfactory: The AA conducted this phase of the assessment in a manner that is unacceptable and must be corrected. Whenever it is necessary for you to intervene, an "unsatisfactory" rating should be assigned. Ratings of "3" must be elaborated upon in the adjacent column or in the back of Section B.

Please consult the specifications on the following pages for additional guidelines on what you should consider when assigning these ratings.

NAEP 2003-2004 LONG-TERM TREND
ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
IN-PERSON VERSION

SCHOOL ID:	______________	Region: ____	Area: ____		
SCHOOL	______________	Session #	Date	Time	Type
ADDRESS:	______________	________	___	___	___
	______________	________	___	___	___
NAME OF SC:	______________	________	___	___	___
PHONE:	______________	________	___	___	___

PERFORMANCE OF AA's IN SESSIONS

	Name of AA	SESSION # ASSIGNED	TYPE OF SESSION OBSERVED: (R) REGULAR (M) MAKEUP (A) ACCOM	HOW MUCH DID YOU OBSERVE? (1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	RATING ASSIGNED: (1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:			R M A	1 2 3	1 2 3 4 5 8
AA #2:			R M A	1 2 3	1 2 3 4 5 8
AA #3:			R M A	1 2 3	1 2 3 4 5 8
AA #4:			R M A	1 2 3	1 2 3 4 5 8

QC OBSERVATION MADE BY:		OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: __________
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: __________

Front Cover: Complete the top portion of the front cover prior to the start of the assessment (shown with the shaded areas in the example form on the opposite page). Complete the top of the form including:

School ID
School Name
School Address
Name of the School Coordinator
Phone number
Region
Area
Session numbers with date and time and type

Complete the middle section of the form including:

Names of staff assigned to each session
Session numbers
Circle type of session
How much of the session you observed
Rating assigned

Complete the bottom section of the form including:

Your name as the observer
Date of the observation
Your arrival time

It is very important to include all of the information.

Once the assessment is complete, you will indicate how much of the AA sessions you observed and assign a rating for each AA observed. The rating values range from "1", signifying "excellent" to "5", meaning the performance was "unacceptable".

Excellent (1) - The AA was totally prepared, initiated all stages of assessment, and worked with a high degree of accuracy. Almost all observation items are coded "1".

Good (2) - AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this being an "excellent" session.

Adequate (3) - AA was adequate, got the job done, but weak in one or more areas of the assessment. AA needs to spend some time studying the materials.

NAEP 2003-2004 LONG-TERM TREND
ASSESSMENT ADMINISTRATOR QUALITY CONTROL FORM
IN-PERSON VERSION

SCHOOL ID:	______	Region: ______	Area: ______		
SCHOOL	______	Session #	Date	Time	Type
ADDRESS:	______	______	___	___	___
	______	______	___	___	___
NAME OF SC:	______	______	___	___	___
PHONE:	______	______	___	___	___

PERFORMANCE OF AA's IN SESSIONS

	Name of AA	SESSION # ASSIGNED	TYPE OF SESSION OBSERVED: (R) REGULAR (M) MAKEUP (A) ACCOM	HOW MUCH DID YOU OBSERVE? (1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	RATING ASSIGNED: (4) EXCELLENT (5) GOOD (6) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:			R M A	1 2 3	1 2 3 4 5 8
AA #2:			R M A	1 2 3	1 2 3 4 5 8
AA #3:			R M A	1 2 3	1 2 3 4 5 8
AA #4:			R M A	1 2 3	1 2 3 4 5 8

QC OBSERVATION MADE BY:		OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: ______
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: ______

Needs Improvement (4) - AA acted unprepared and/or unprofessional at times. You may have had to intervene at times. The AA's performance definitely requires improvement. Additional briefing or training may be in order. The individual item ratings you have recorded consist of 2's and 3's.

Unacceptable (5) - AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required.

Could Not Rate (8) - Due to the session scheduling, you were unable to observe any portion of the AA's performance or enough to rate the AA.

Record your departure time as you leave the school.

AA #1
EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #:	SESSION TYPE:	AA CONDUCTING SESSION:
______________________	*R Regular* *M Makeup* *A Accommodation*	______________________

PREPARING FOR THE SESSION
(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
1 ☐	AA arrived on time?	YES.................................. 1 NO .... 2→	
2 ☐	AA's attire and general demeanor	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
3 ☐	Was AA wearing the NAEP ID badge upon arrival?	YES.................................. 1 NO .... 2→	
4 ☐	Did the AA bring the Assessment Information Form?	BROUGHT FORM .... 1 HAS FORM BUT DID NOT BRING............. 2→ DID NOT RECEIVE .... 3→	
5 ☐	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES.................................. 1 NO .... 2→	
6 ☐	Bundles opened at correct time?	YES.................................. 1 NO .... 2→ PREPARED IN ADVANCE 3	
7 ☐	Preparing the assessment booklets	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ PREPARED IN ADVANCE 4	
8 ☐	Preparing the room	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	

ADMINISTERING THE SESSION

9 ☐	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
10 ☐	Starting the session on time	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	

AA#1
EVALUATION OF AA ADMINISTERING THE SESSION

Item #	Observation	Factors to Consider as You Assign a Rating
	TOP ROW	• Enter the Session #. • Circle the session type (regular, makeup, or accommodation). • Enter the name of the AA conducting the session.

PREPARING FOR THE SESSION

1	AA arrived on time?	• Did AA arrive at school at least one hour before the first scheduled session? • Did AA check in at the school office or otherwise follow protocol?
2	AA's attire and general demeanor	• Did AA follow suggestions in the Assessment Administrator Manual for the style of clothing to wear? • Was AA neat and clean? • Was there anything about AA's appearance or demeanor that would be distracting to the students?
3	Was AA wearing the NAEP ID badge upon arrival?	• Was the NAEP ID badge worn where it could be easily seen? • Enter an explanation if AA was not wearing badge.
4	Did the AA bring the Assessment Information Form?	• If AA does not have the form, did s/he ever receive it? If the AA did not receive the form, enter an explanation. • If AA received the form but does not have it, enter an explanation.
5	Did the AA bring a copy of Assessment Administrator Manual and scripts?	• AA has AA Manual and Session Scripts? • AA has Assessment Information Form? • Enter an explanation if any of these materials missing.
6	Bundles open at correct time?	CODE 3 IF THE BOOKLETS WERE PREPARED IN ADVANCE. • Did AA wait until arriving at the school to open booklet bundles? • Did AA open bundles approximately one hour before the start of the session? Was this enough time for preparing the materials?
7	Preparing the assessment booklets	CODE 4 IF THE BOOKLETS WERE PREPARED IN ADVANCE. • Did the AA appear organized for this task? • Did the AA check that s/he had all necessary materials for the session? • Did AA check to make sure s/he had proper booklets for the session being administered by checking booklet color and code? • Did AA review all preprinted student ID labels and create new ones where necessary? • Did AA follow the procedures for assembling any required accommodation booklets? • Booklets for withdrawn, ineligible, and excluded students set aside? • Was AA completely prepared by the time the session was to start?

AA #1
EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #:	SESSION TYPE:	AA CONDUCTING SESSION:
______________________	*R Regular* *M Makeup* *A Accommodation*	______________________

PREPARING FOR THE SESSION
(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
1 ☐	AA arrived on time?	YES.................................. 1 NO .... 2→	
2 ☐	AA's attire and general demeanor	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
3 ☐	Was AA wearing the NAEP ID badge upon arrival?	YES.................................. 1 NO .... 2→	
4 ☐	Did the AA bring the Assessment Information Form?	BROUGHT FORM .... 1 HAS FORM BUT DID NOT BRING............ 2→ DID NOT RECEIVE .... 3→	
5 ☐	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES.................................. 1 NO .... 2→	
6 ☐	Bundles opened at correct time?	YES.................................. 1 NO .... 2→ PREPARED IN ADVANCE 3	
7 ☐	Preparing the assessment booklets	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ PREPARED IN ADVANCE 4	
8 ☐	Preparing the room	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	

ADMINISTERING THE SESSION

9 ☐	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
10 ☐	Starting the session on time	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
8	Preparing the room	• If school gave permission, were blackboards erased of any extraneous information? • Has AA concealed any school materials (e.g., multiplication tables) that might assist students during the test? • Are desks arranged to maximum advantage given the room layout, i.e., facing away from sources of distraction, without students facing each other? • Are all necessary supplies and materials set out in proper order? • For all sessions, ages 13 and 17, is school ID written on board?

ADMINISTERING THE SESSION

9	Checking students in, handling latecomers, accounting for all students to maximize participation	• Did AA check students in, in an efficient manner? • Did AA follow the protocol for handling latecomers outlined in the Assessment Administrator Manual? • If late students, was the AA proactive in determining their status? • Did AA check Administration Schedule to make sure all students on the schedule were present or accounted for? • Did the AA allow sufficient time for latecomers to arrive?
10	Starting the session on time	• Did the AA make an effort to start the session at the scheduled time? • If there were missing students, did the AA successfully balance the need for a timely start with that of maximizing participation?

AA #1 (CONTINUED)

EVALUATION OF AA ADMINISTERING THE SESSION
(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
11 ☐	Passing out booklets and materials	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
12 ☐	Reading the script	VERBATIM........................ 1 MINOR REVISIONS .... 2 MAJOR REVISIONS......... 3→	
13 ☐	Handling of the paced tape	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NOT APPLICABLE 7*	
14 ☐	Assessment sections timed correctly?	YES.................................. 1 NO .... 2→	
15 ☐	Engaging and interacting with students	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
16 ☐	Monitoring the session and walking around the room	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
17 ☐	Managing disorderly students and problem situations	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO PROBLEMS................ 7*	
18 ☐	Answering questions appropriately	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO QUESTIONS 7*	
21 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO ACCOM STUDENTS....... 7*	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
11	Passing out booklets and materials	• Did the AA record the attendance status on the Administration Schedule? • Did AA distribute booklets and other materials according to the manual protocol and session script? • Was this done with a minimum of confusion and disruption?
12	Reading the script	CODE WHETHER THE SCRIPT WAS READ: **Verbatim**: Word-for-word (not counting unintentional slips) **With Minor revisions**: AA missed words or phrases, inserted material **With Major revisions**: Omitted entire sentences or made substantial additional comments. NOTE: IF AA READS SCRIPT WITH "MAJOR REVISIONS", YOU WILL NEED TO INTERVENE. Also note in comments area if AA: • Did not begin with the correct script. • Did not appear knowledgeable about the contents of the script. • Did not read the script clearly or at the right pace?
13	Handling of the paced tape	• Did the AA start and stop the tape at the correct time? • Did the students appear to understand how to follow the tape?
14	Assessment sections timed correctly?	• Was AA completely familiar with the use of the timer and its operation? • Did AA give all warnings (e.g., "10 minutes left") at the correct time? • Did AA stop all sections at the correct time? NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.
15	Engaging and interacting with students	• Did AA assume control of the classroom so that interruptions were kept to a minimum? • Did AA use strategies described in the manual for managing the classroom and engaging the students? • Did AA appear to have the attention of the majority of students? • Did AA use respectful behavior with students? • Did AA use behavior and language appropriate to the age group of the students?

AA #1 (CONTINUED)

EVALUATION OF AA ADMINISTERING THE SESSION
(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
11 ☐	Passing out booklets and materials	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
12 ☐	Reading the script	VERBATIM........................ 1 MINOR REVISIONS .... 2 MAJOR REVISIONS......... 3→	
13 ☐	Handling of the paced tape	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NOT APPLICABLE 7*	
14 ☐	Assessment sections timed correctly?	YES.................................. 1 NO .... 2→	
15 ☐	Engaging and interacting with students	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
16 ☐	Monitoring the session and walking around the room	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
17 ☐	Managing disorderly students and problem situations	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO PROBLEMS................ 7*	
18 ☐	Answering questions appropriately	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO QUESTIONS 7*	
21 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO ACCOM STUDENTS....... 7*	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
16	Monitoring the session and walking around the room	• Did AA make sure students were working in the correct booklet sections? • Did AA check that students were not moving ahead in the booklet or returning to previous sections? • Did AA walk up and down the aisles during the session? • Did AA appear observant about student behavior during the assessment?
17	Managing disorderly students and problem situations	CODE '7' IF THERE WERE NO DISORDERLY STUDENTS OR PROBLEMS • Was the AA effective in the handling of disruptive students? Did s/he use any of the strategies outlined in the manual? • Did AA handle any other problem situation appropriately, e.g., a student becoming ill or having to leave the classroom for some other reason? • If behavior problem was out of control, did AA seek help from school personnel?
18	Answering questions appropriately	CODE '7' IF THERE WERE NO QUESTIONS ASKED • Did AA follow the QxQ's in the session scripts for answering questions about the general background section? • Did AA correctly respond to questions about how and where to record answers? • Did AA provide the "I'm sorry, I can't…" response for other questions? • Did AA answer questions individually as opposed to unnecessarily addressing entire group?
19	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students.	CODE '7' IF NO ACCOMMODATED STUDENTS • Did AA adjust the script to handle the special needs of the students in this session? • If school provided staff member to assist with accommodation students, did AA work effectively with this person? • Did AA give instructions both orally and visually? • Was AA attuned to any problems or needs of the students? • Did AA avoid providing assistance on assessment items? • Did AA avoid providing special accommodations not on the student's IEP or not normally used by the student during testing? • Did AA keep track of time taken for cognitive sections for students requiring "extended time"?

AA #1 (CONTINUED)
EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
20 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO ACCOM STUDENTS....... 7*	
21 ☐	Ending the session, collection of materials, and dismissal of students	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
22 ☐	Administration Codes assigned correctly?	YES.................................. 1 NO .... 2→	
23 ☐	Top portion of the Administration Schedule completed correctly?	YES.................................. 1 NO .... 2→	
24 ☐	Booklet covers coded correctly?	YES.................................. 1 NO .... 2→	
25 ☐	Quality of scannable entries made by AA	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
26 ☐	Completing the Session Debriefing Form	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
27 ☐	Final review of materials prior to packing	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
28 ☐	Shipment packed in correct order and all packing procedures followed?	YES.................................. 1 NO .... 2→	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
20	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	CODE '7' IF NO ACCOMMODATED STUDENTS • Was AA attuned to any problems or needs of the students? • Did AA take advantage of information available about the student(s) from school personnel? • Did AA provide aid to accommodation students who seemed to need it without singling them out? • Did AA employ strategies outlined in the manual to keep the student on task and manage disruptive behavior?
21	Ending the session, collection of material, and dismissal of students	• Did AA collect all materials in an orderly fashion, most appropriate for the size of the session and room layout? • Did AA allow students to keep the pencils? • Did AA account for all booklets before dismissing students? • Did AA follow school procedures for dismissing students?

AFTER THE SESSION

22	Administration Codes assigned correctly?	• Did AA record the correct Administration Code for each student listed on the Administration Schedule? (NOTE: For students who will be invited to a makeup, this will not be possible at this time.) • Did AA appear to have a good understanding of how to assign these codes? • Includes parent refusal codes
23	Top portion of the Administration Schedule completed correctly?	• Did AA have a good understanding of this process? • Were "Not in Sample students" excluded from "# Assessed"? • Were correct numbers entered for absent and assessed students? • If a makeup session will be held, were "# Assessed (Makeup Session)" and "TOTAL ASSESSED" left blank? • If this is a makeup: "# Assessed (Makeup Session)" and "TOTAL ASSESSED" entered correctly?
24	Booklet covers coded correctly?	• Does AA have a booklet for every student on the Administration Schedule? • If age 9: Did AA enter NAEP school ID number? • Did AA check that age 13 and age 17 students entered school ID numbers? • Were Admin. Codes correctly transferred to booklets? • If extended time accommodation: Total time entered? • Were all student ID labels removed from booklets? • Booklets in correct order?
25	Quality of scannable entries made by AA	• Did AA use only No. 2 pencil? • Did AA enter all information in an acceptable writing style for scanning?

AA #1 (CONTINUED)
EVALUATION OF AA ADMINISTERING THE SESSION

(✓ *If did not observe)*

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
20 ☐	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→ *NO ACCOM STUDENTS....... 7*	
21 ☐	Ending the session, collection of materials, and dismissal of students	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
22 ☐	Administration Codes assigned correctly?	YES.................................. 1 NO .... 2→	
23 ☐	Top portion of the Administration Schedule completed correctly?	YES.................................. 1 NO .... 2→	
24 ☐	Booklet covers coded correctly?	YES.................................. 1 NO .... 2→	
25 ☐	Quality of scannable entries made by AA	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
26 ☐	Completing the Session Debriefing Form	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
27 ☐	Final review of materials prior to packing	VERY GOOD .... 1 SATISFACTORY .... 2 UNSATISFACTORY .... 3→	
28 ☐	Shipment packed in correct order and all packing procedures followed?	YES.................................. 1 NO .... 2→	

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

Item #	Observation	Factors to Consider as You Assign a Rating
26	Completing the Session Debriefing Form	• Did the AA fill out the debriefing form accurately, based on what you had observed? • If there were problems or unusual circumstances, were they described completely? • Did the AA have the form completed and ready for the AC in a timely manner?
27	Final review of materials prior to packing	• All used and unused booklets accounted for? • All SD/LEP questionnaires accounted for? • All identifiers removed? • All other final edit guidelines followed?
28	Shipment packed in correct order and all packing procedures followed?	• Were materials packed in the order described in the manual? • Was this activity well organized and conducted with a minimum of confusion?

AA #1 (CONTINUED)
EVALUATION OF AA ADMINISTERING THE SESSION

29. WEAKNESSES EXHIBITED BY AA DURING THIS SESSION THAT NEED TO BE ADDRESSED *(NOTE: AA RATINGS OF "4" OR "5" MUST BE EXPLAINED)*:

30. POSITIVE ASPECTS/STRENGTHS OF AA EXHIBITED DURING THIS SESSION:

ADDITIONAL COMMENTS ABOUT THIS AA'S PERFORMANCE (REFERENCE ITEM #)
(NOTE: ALL RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)

ITEM #: **COMMENT**

EVALUATION OF AA ADMINISTERING THE SESSION (continued)

29	Use the space at this item to pull together a summary of the deficiencies that you observed in the AA's handling of all the tasks associated with conducting this specific session. This should include what you noticed as you went through the preceding checklist of 28 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AA is unsure of herself in the classroom, and it shows" or "AA is having difficulties with the recordkeeping", etc. You will want to review the problems you record here with the AA. Use additional sheets of paper as necessary.
30	We also want you to record the details of anything that you feel the AA did particularly well in conducting the session. Be sure to mention the positive aspects to the AA after the assessment. Use additional sheets of paper as necessary.
Additional Comments	Record any additional comments or details about the AA Ratings. Be sure to reference the corresponding item number.

NAEP

Field Recruiting System (FRS)

User Guide

July 2003

Version 3.1

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TABLE OF CONTENTS (CONTINUED)

1. INTRODUCTION

1.1 Background

The NAEP Field Recruiting System (FRS) provides immediate, up-to-date information on the progress of recruiting, hiring, and training activities for NAEP field staff. The FRS is a secure web-based system so field managers and supervisors have access to the same information available to home office staff.

The FRS has been designed to help staff the region(s) with fieldworkers who worked on previous NAEP studies and/or other education-related studies, and with persons new to Westat. It supports the field staff in coordinating and managing the recruiting process by providing the capability to:

- Determine progress toward hiring targets;
- Search for existing records;
- Enter and update demographic and status information;
- Avoid potential hiring errors;
- Determine what paperwork each person requires; and
- Run various reports for a specific state/region/area.

Any questions about the operation of the FRS should be directed to your field manager or Annette Morgan at 1-800-627-6237 extension 2609, or by email to NAEP-Recruit@Westat.com. If you encounter technical problems not related to the operation of FRS, please contact the NAEP Help Desk at 1-888-499-6237.

Based on the experiences of the home office and field staff in 2003, several enhancements were made to the FRS. Among them are:

- The Search screen lists all of the applicable records this year, not just ones in the state/region where the user has access. Previously, many duplicate records were created when a search did not list someone because they had moved to a state/region for which the user did not have access.

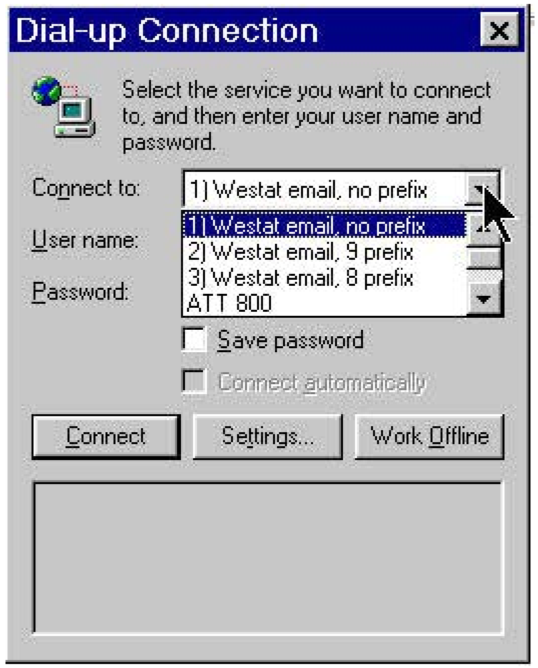
- The ability to track recruiting and hiring efforts in the FRS will be possible for all three studies this year – Foreign Language (FL), Long-Term Trend (LTT), and Field Test (FT). This should prevent recruiting or hiring problems between these studies.
- The addition of FRS's own Mail Merge reporting/download feature. Users familiar with the Student Control System (SCS) Mail Merge feature will be glad to hear this.
- The Hiring Status field has been refined.
- The ability to update travel preference and special skills such as language and special education.

1.2 Getting Started in FRS

All work on the FRS will be online, in real-time. You will connect to the web site via an Internet browser. You may access the system from either the NAEP laptop assigned to you or through any personal computer that is connected to the Internet.

1.2.1 NAEP Laptop Access

Before turning on your laptop, be sure that your laptop is connected to the telephone line. You will double-click on the Internet Explorer icon to launch the browser. Your browser has been set so that when you open it, the Dial-up Connection window will automatically appear. The "Connect to" option on the Dial-up Connection window will depend on where you are calling from. For example, if you were in a hotel that requires you to dial the number 9 to get an outside line, you would choose the option for 9 prefix. If you were at home, you would want to select the Local option. (If you are calling from your home phone for the first time, please be sure to refer to the handout "Changing the Local Access Phone Number.")



Enter your AT&T User Name, if it does not automatically appear, enter your password and click the Connect button.

Note: This manual is written for and presents screen shots using the NAEP laptop configuration.

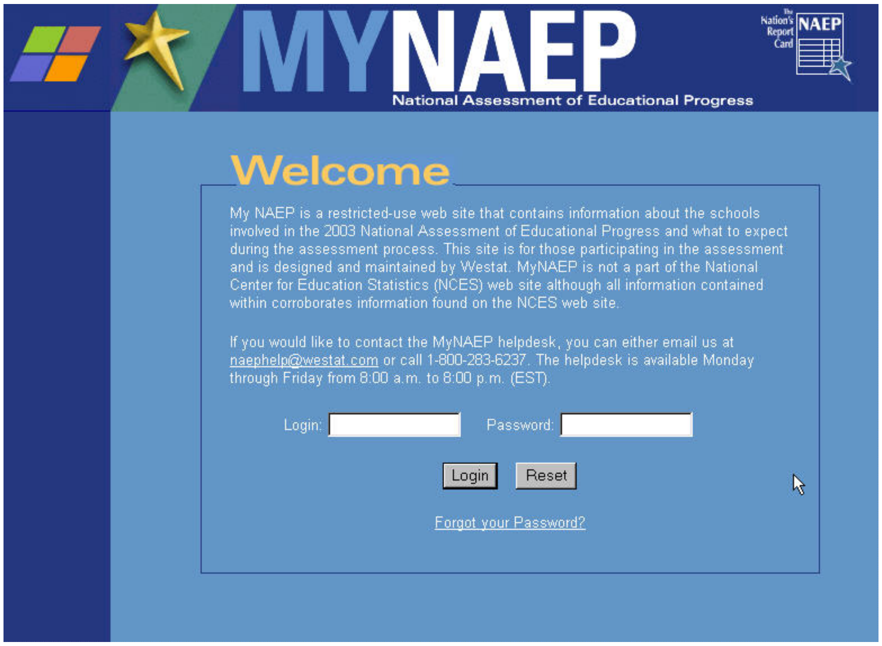
1.2.2 Any Personal Computer with Access to the Internet

As the number of options for browser types, connections and PC configurations is as many as there are computers, detailed instructions are not possible for this alternative. Therefore, you should have some basic computer understanding to use a computer other than the NAEP laptop. Essentially, you need to locate the Internet browser on the PC. The browser must be equivalent to Internet Explorer, Version 5 (IE5) or above, to function with the MyNAEP web sites properly. Connect to the Internet using the browser. Enter the address or URL for the MyNAEP web site: www.MyNAEP.com.

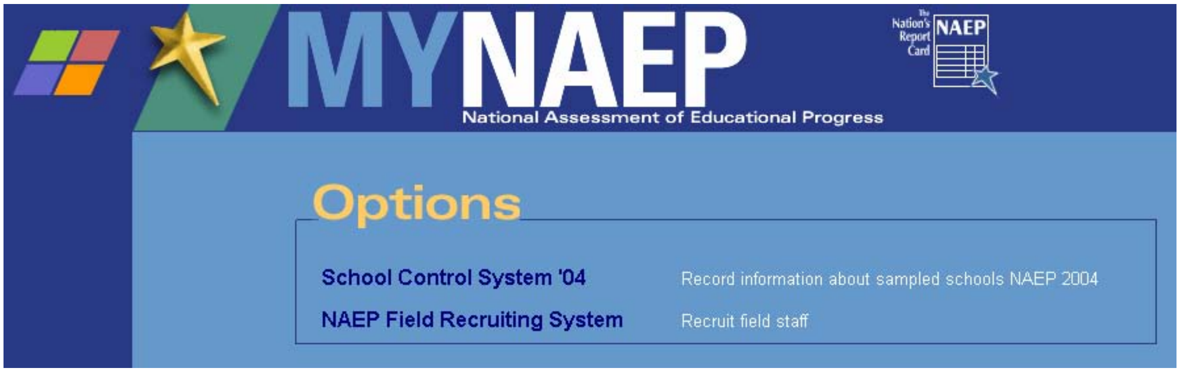
This manual is written for and presents screen shots from the NAEP laptop configuration. Therefore, if you are not using the NAEP laptop, you can expect some differences in the look and use of the FRS.

1.3 NAEP Login

When you are connected, the MyNAEP Welcome screen will appear (this is the default home page on the laptop). Enter your NAEP Login ID and password, and click the Login button.



When the login is successful, the MyNAEP Options screen is displayed. From this screen, you can go to any of the NAEP-related web sites listed on the screen. The list of options that you have access to will depend on your Login. To access the FRS, move the mouse pointer over the words NAEP Field Recruiting System and click.



1.4 Logging On Do's and Don'ts

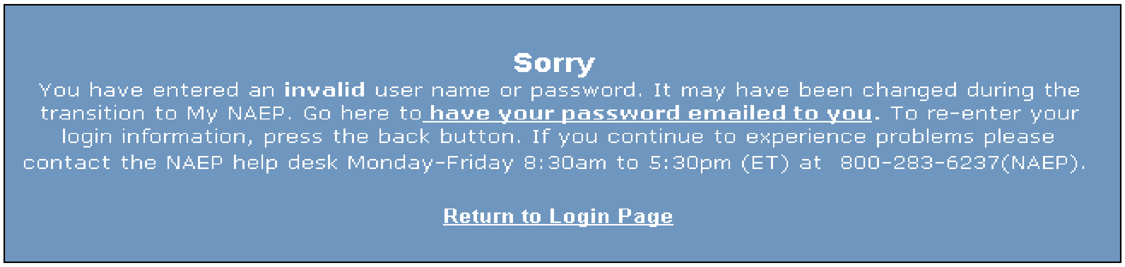
Your web browser can be programmed so that it will save information and keystrokes for future reference. However, this also means that anyone with access to the computer can use this information as well. If the information stored includes User/Login IDs and passwords, then your system and NAEP data will not be secure. Do **not** set the browser to memorize such information. The version of Internet Explorer that is on your NAEP laptop will not save the information. If you use your own computer, you should have this feature turned off. See Appendix G for a step-by-step guide to turning off this feature, if you need to do so.

To log on to the system, you will enter your NAEP Login ID and password. Please note that the password is a mixture of upper and lower case letters as well as numbers and symbols. The NAEP Login ID and password are case sensitive and must match with the information in the Westat system so that it is important that you enter these exactly as they were given to you.

Both your NAEP Login ID and password have been provided to you. <u>Everyone will have a unique password and Login ID, which must be kept CONFIDENTIAL.</u> Remember that we have pledged to keep the data secure. You must do your part to ensure that no unauthorized persons have access to the NAEP web-based systems.

To log on, move the mouse pointer over the blank field following "Login:" until the pointer turns into an I-beam and click once to bring the cursor to the field. Type your NAEP Login ID exactly as it was given to you. Then, press the tab-key or move the mouse pointer over the blank field following the label "Password:" and click once to bring the cursor to the field. Type your password exactly as it was given to you. Move the pointer over the Login button and click once or press the Enter-key.

Be careful not to press the Enter-key after typing the NAEP Login ID. If you do, the system will think that you are trying to log on without entering a password and you will get the following message:



If this happens, click on Return to Login Page and retype your NAEP Login ID and password.

As you enter your password, all you will see is a series of asterisks (*****) so that no one can see what you are typing. Since you will not be able to see what you are typing, it is important that you are careful as you type the password. After typing the password, press the Enter key or click the Login button.

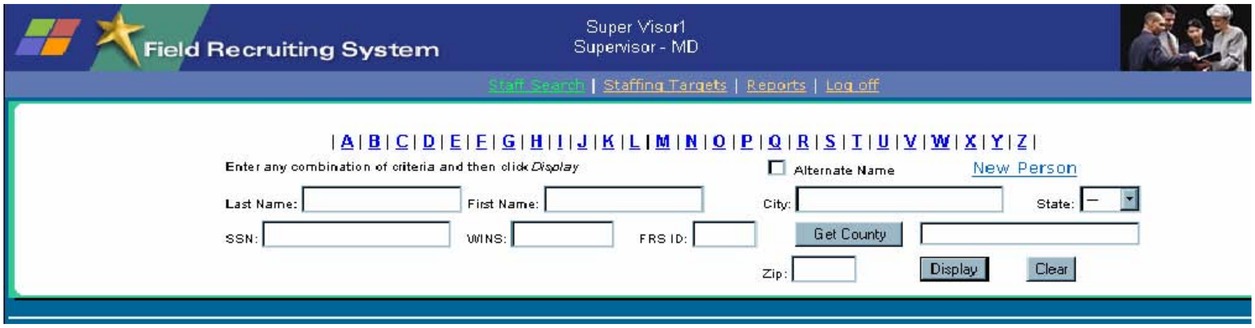
If you make a mistake entering either your Login ID or password, you will get the "Sorry" message shown above. If this happens, click on Return to Login Page and carefully type your NAEP Login ID and password again.

The system will allow you to try as many times as you need. However, if you continue to have problems, call the NAEP Help Desk at 1-888-499-6237.

If you have forgotten your password, click on Forgot your Password? on the Welcome screen or click on have your password emailed to you on the Sorry screen to go to the Forgot Your Password screen. Type your email address and click the Submit button. Your NAEP Login ID and password will be sent to you in an email message.

1.5 Basics for Using the System

Those who have used the School Control System (SCS) will find that the FRS has a similar appearance. The first screen that you see in the FRS is the Staff Search screen, which is displayed below.



Notice the toolbar at the top and the status bar at the bottom of the Search screen. These icons and menu items are related to the functions of the Internet Explorer browser. Removing the Internet Explorer tool and status bars simply by pressing the F11-key on the keyboard can maximize the FRS display. The major navigation icons for Internet Explorer are still available on a smaller toolbar at the top of the screen. Pressing F11 again will restore the tool and status bars. Many users find that by eliminating the bars they can see more of the system and it is easier to use.

In the upper left corner of the screen is the MyNAEP Home icon as shown below:

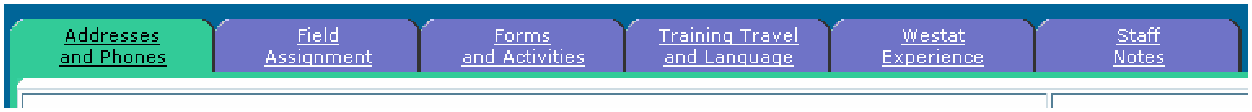
Moving the pointer to this icon and clicking will return you to the MyNAEP Options screen that gives you access to the other MyNAEP web sites.

As is common with web-based systems, underlined text indicates a hyperlink. As you move the mouse pointer over a link, the pointer changes shape and the text will change color. Clicking on this text takes you directly (links) to another part of the system. Below the MyNAEP Home icon are several hyperlinks. These hyperlinks are available while you are working in the various areas of the FRS.

Each of these links is described in more detail in Section 2 of this document, but the following chart presents a brief description.

Staff Search	The first screen you see after entering the FRS. This where you search for staff records.
Staffing Targets	View and Update staffing targets for your region and area.
Reports	Generate reports on recruiting and staffing activities.
Log off	Exit MyNAEP web system.

The FRS database has more information about each person than can be displayed on one screen. Therefore, the data has been categorized into areas. Once you select a person, you can view their specific information by highlighting the label for the area or the tab – much like the tab of a file folder. The contents and use of each tab is discussed in more detail in Section 2 of this document.



Please note that if you are logged on to any of the MyNAEP systems and the Westat server does not detect any keyboard or mouse activity for 20 to 30 minutes, the server will log you off. For example, if you are logged into FRS and leave it running while you do something else for 20-30 minutes, when you try to return to FRS, a window appears explaining a Session Time Out has occurred and you must log on again. This is a security feature so that the database does not remain open for hours at a time and allow for access by someone not authorized to use NAEP.

Most of the entry of or changes to information is done on pop-up windows. These windows are smaller than the main screen and appear (pop-up) when you click on a button, such as **Insert** or **Update**. Always close the pop-up window before continuing to work. While working on a pop-up window, if you click on the screen behind it, the pop-up remains open in the background; you have not finished updating the record. If you leave a pop-up by mistake, simply click on its name in the task bar at the bottom of your screen to re-open it. Then close the pop-up by clicking on **Submit** to save your work or **Close** to close the pop-up without saving.

1.5.1 Record Sources

The FRS has records from the NAEP 2003 cycle and the Field Files System (FFS). There are six types of records, which are identified by the field labeled Source. The Sources of the FRS data are:

- **Reserved List** – Persons who worked on NAEP 2003 and are not to be contacted by other projects. Note: Some staff have been released to other projects.
- **Recruitment List** – Persons who worked on previous NAEP cycles or on ECLS-K.
- **Previous Westat** – Persons who are not in FRS, but have pervious Westat experience.
- **Applicants** – Persons with education backgrounds who have applied to Westat but have no work experience at Westat.

- **New** – Records of people whose names were gathered through recommendations.
- **Do Not Hire** – Name, WINS # (when available), and social security number of people who cannot be hired.

1.5.2 Hiring Status

The following table lists each Hiring Status in FRS, what it means, who may change it, how or when it will change and how the Field Files System is affected.

Hiring status	Definition	Set by	Rules	Field File System (FFS) affect
Do Not Hire	This person NOT eligible to be hired.	FFS	Updated from FFS. Cannot be changed.	None
Call Home Office	Do not contact this person until you have spoken to Susan Lea in the Home Office.	FFS or HO	Updated from FFS or set by HO. When issue resolved, set to Inactive by HO.	If approved, Person is reserved for NAEP; not to be contacted by other projects.
Inactive	Hiring activity has not started, but person is eligible for hiring on NAEP.	FRS or HO	All staff set to this if not already set to DNH or CHO	Person reserved for NAEP; not to be contacted by other projects.
Prospect	Potential for hiring on NAEP; may change back to Inactive or proceed to Intend to Hire.	Field or HO	To consider for hiring. Default for Source = New Hire.	None
Intend to Hire	Hiring activity to begin. Initial screening done.	Field or HO	Address, county & position must be entered. Forms to be sent.	FFS updated.
Hired with Key Forms	Application, FWA, Personnel Form & I9 Status = Complete.	FRS	Person can be paid for non-school work.	FFS updated.
Hired with Final Forms	All employment forms except Oath of Office Status = Complete.	FRS	Person can be paid for non-school work.	FFS Updated

Hiring status	Definition	Set by	Rules	Field File System (FFS) affect
Hired All Forms	All employment forms Status = Complete.	FRS	Person can work.	FFS updated.
Hired All Clear	All employment forms Status = Complete; Interview[1] = Complete; References = Approved & FBI Clearance Status = Approved.	FRS	Person cleared to work in schools.	FFS updated.
Quit	Person decides not to work.	Field or HO	Eligible for rehire.	FFS updated.
Released	Project decides person not needed.	Field or HO	Eligible for rehire.	FFS updated.
Fired	Project dismisses person for cause.	Field or HO	Not eligible for rehire.	FFS updated.
Deleted	Duplicate record.	Field or HO	Ensure all data in kept record.	None.
Deceased	Person died.	HO		FFS updated.

Hiring Status is a key field in controlling interactions with other systems and with the home office. Any record with a Source of Reserved List or Recruitment List is not to be contacted by non-NAEP projects until authorized. Setting the Hiring Status to Released authorizes other projects to contact the person for possible hire.

If the record you are entering is a new person, the Hiring Status is automatically set to *Prospect*. For other records, if you want to indicate an initial interest in someone, you can update the Hiring Status to *Prospect;* this will "hold" the person for this assignment until the record is updated to *Intend to Hire* or *Released*. The system will ask for a position for this person at this point, in order to be counted on the Hiring Status report. You can change the position at any time, if necessary.

[1] Interview and References are necessary only for persons whom you do not know or have not worked for Westat previously.

1.5.3 *Do Not Hire* and *Call Home Office* Records

Any records with a Hiring Status of *Do Not Hire* indicates a person who is not eligible to be hired by Westat. The contact information (address and phone number) is not displayed and no other data is available. Data for this record cannot be updated.

Where the Hiring Status is *Call Home Office*, the person has a reconcilable or potentially pardonable issue. You **must** contact Susan Lea in the home office (at 1-800-627-6237 extension 2015) to discuss if contact with this person is appropriate. If the issue can be resolved, Susan will change the person's Hiring Status to *Inactive* so that you can proceed with the recruiting process. Some reasons for a *Call Home Office* status are:

- Other Contract – The person is currently working on or reserved for another Westat project.
- Money – The person owes Westat money;
- Rehire – Various issues such as long-term illness;
- Criminal Status – Application question about criminal conviction was answered Yes or was unanswered; and
- Eval = 3 – The person received a Summary Evaluation of 3 – reservations about rehire.

1.6 Leaving the FRS

When you want to leave the FRS and other NAEP systems, simply click on the Log off link near the top of the screen. If you use the browser's Close or Exit without logging out, some data may be lost or damaged. If you wish to access other NAEP web sites, click on the MyNAEP Home icon in the upper left corner to return to the Options screen.

2. THE FIELD RECRUITING SYSTEM (FRS)

The accuracy and timeliness of data in the FRS influences:

- Management decisions;
- Shipping of materials;
- Contacts by home office, Help Desk staff, other field staff and state/district/school officials; and
- Reports to NCES and other contractors.

It is critical that each person with access to the FRS assumes a dynamic responsibility for correctly maintaining the data.

2.1 Searching for a Record

Thoroughly searching for a record in the FRS is a key to proper recruiting and hiring for the NAEP Project. Not only does the FRS database contain persons who are eligible to be hired, but also the database identifies who is not eligible to be hired. An inadequate search may lead to duplicate records in FRS, which would lead to inaccurate reports, hiring conflicts for more than one study or hiring an ineligible person.

An enhancement to FRS is that while searching, **all** records meeting the criteria will be listed. This should help to prevent duplicate records from being created.

You can search by name. Across the top of the Search screen are the letters of the alphabet that will list everyone in the database. Select the first letter of the last name for a list of everyone whose last name begins with that letter.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

Alternately, you can search on any combination of the following items:

- Last Name – legal or alternate (full last name, or just the first letters);
- First Name – legal or alternate (full first name, or just the first letters);
- SSN (numbers only, no dashes or spaces);
- WINS # (numbers only, no dash or space);
- FRS ID;
- City (full city name, or just the first letters);
- State;
- Zip (5 digits only, no partial); and/or
- County.

We recommend that you do not type the entire name just in case the name you are searching for is spelled differently. For example, if you type "fraser" in the last name field, the only records listed would be for any "fraser" in the database. Whereas, if you had typed "fra" in the last name field, the list would include any Fraser, Frasier, Frazer, Frazier, etc. in the database.

The default for searches by name is by Legal Name only. To search for a record based on the person's alternate name, click the Alternate Name checkbox. The system searches only for records with that Alternate Name, and displays Alternate Name(s) in the name fields on the Search Results grid.

Do not type dashes when entering a WINS or SSN. Type numbers only.

To search by County, you must first select the state from the drop-down; then click on **Get County** and select the county from the drop-down list of counties for that state.

The system displays only those records that match **all** of the search criteria so the more criteria you enter the fewer records that will be listed and the more likely it is that you will miss finding the appropriate record. Since the system retains the search criteria when listing the results, you should start with broad or few criteria and narrow the list by typing in additional criteria.

Type in the desired search criteria and click the Display button or press the Enter-key. The bottom section of the screen lists, in alphabetical order, all of the records meeting all of your selection criteria. The list of names is displayed by pages. At the left of the screen, just above the yellow line, the system displays the current page number and the number of pages, and in parentheses just after that, the total number of records selected. You can move through the records by clicking on >>Next Page and <<Prev Page, or by selecting a page number from the drop-down list.

If you see a name you want to update or view, click on the underlined name (a hyperlink to the full record). The Address screen for that person will be displayed.

If the record you selected is not to be the one you were looking for and you want to return to the list of names to look at another, click on the browser's Back Arrow (⇦) in the toolbar. If you click on the Staff Search link instead of the Back Arrow, you would return to a blank search screen ready for the next search.

If you cannot find an FRS record for someone who claims to have previous Westat experience, please contact Annette Morgan to search in the home office for their data. If no data is available, then a new staff record may be created.

If no records meet the criteria you entered, the system issues a message: "No matching records found." At this point, you can:

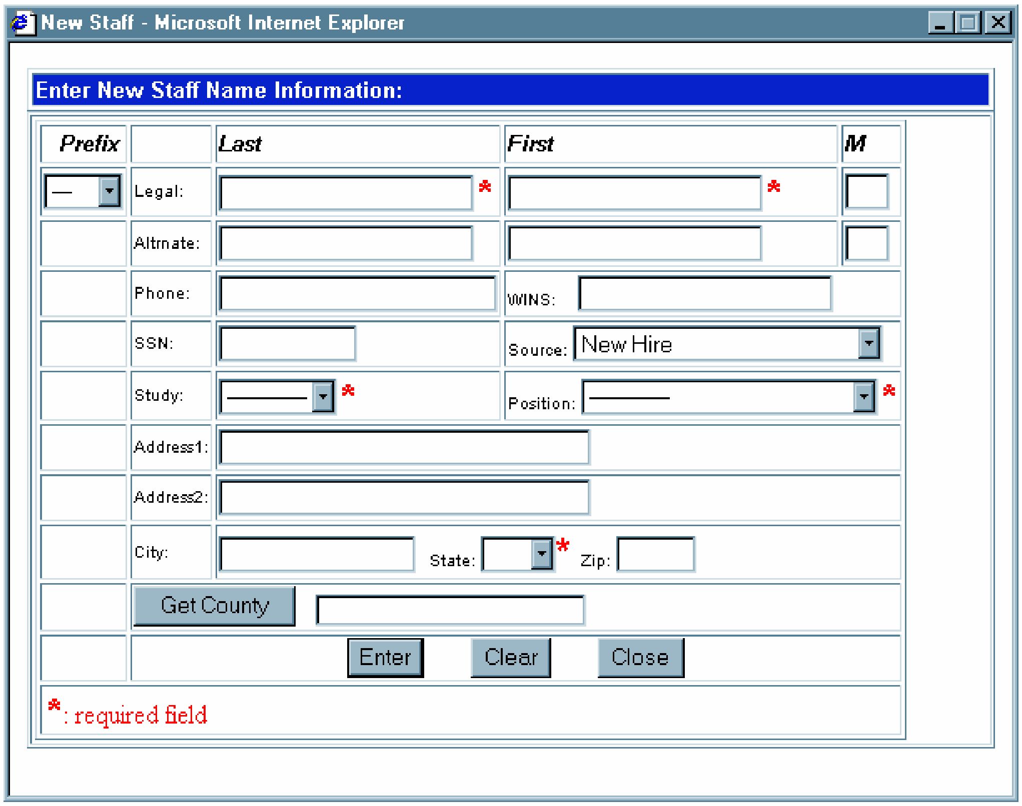
- Change the criteria you entered and search again; or
- Click on the Staff Search link to empty all of the search criteria boxes and begin again.

If you have exhausted your search scenarios and still have not found the record of the person you seek, then you may create a new record by clicking on the New Person link on the Search screen (refer to 2.2).

2.2 Entering New Person

If a thorough search on the Staff Search screen found no records, you can enter a person's data by clicking on the New Person link in the upper right corner of the staff search screen. The Enter

New Staff Name Information pop-up window appears. Use the Tab-key to move between fields. The required fields – legal last name, legal first name, study, position and state – are marked with a red asterisk (*). The position is required so that this new person can be included in status reports.



If you have address information for the person, you can enter it at this point, but it is not required. You may also want to enter a phone number, if available. Refer to list below for standardization rules for addresses.

Rules for Entering Address and Phone Information

- Use standard abbreviations (ST, RD, LN, AVE, BLVD, SE, NW, etc.), and omit the final period.
- Enter apartment numbers on the same line as the street name and number (12290 GREEN MEADOW DR #312). Include the number sign (#A) whether the apartment is a numeral or letter. Omit the comma between the street name and the apartment number.
- The correct county must be verified by referring to a U.S. Postal Zip Code Book.
- For nonsupervisory fieldworkers, the primary phone number must be the home phone number.
- For supervisory fieldworkers, the primary phone number must be the line installed for Westat business, if one exists; if the fieldworker doesn't have a Westat business number, the number they use for Westat business should be entered.

When you are finished entering the information, you can:

- Click on the Enter-key to save your changes[2] and go to the Field Staff screen;
- Click on the Clear button to erase the information currently displayed so that you can type in new information; or
- Click on the Close button to return to the screen you came from without saving your changes.

The Hiring Status for the New-Person record defaults to *Prospect;* the status date is set to today's date; and the source defaults to *New*. The system automatically assigns the person an FRS ID number. This number can be used to uniquely identify the person until their Social Security Number is available.

[2] If the state you enter is not assigned to you, a message will be displayed warning you that you will not be able to access the record.

2.3 Viewing/Updating Staff Information

Many of the people you hire will be returning from previous NAEP cycles. The FRS contains a considerable amount of information about these people. You are required to maintain some of this information as well as collect more information about each person.

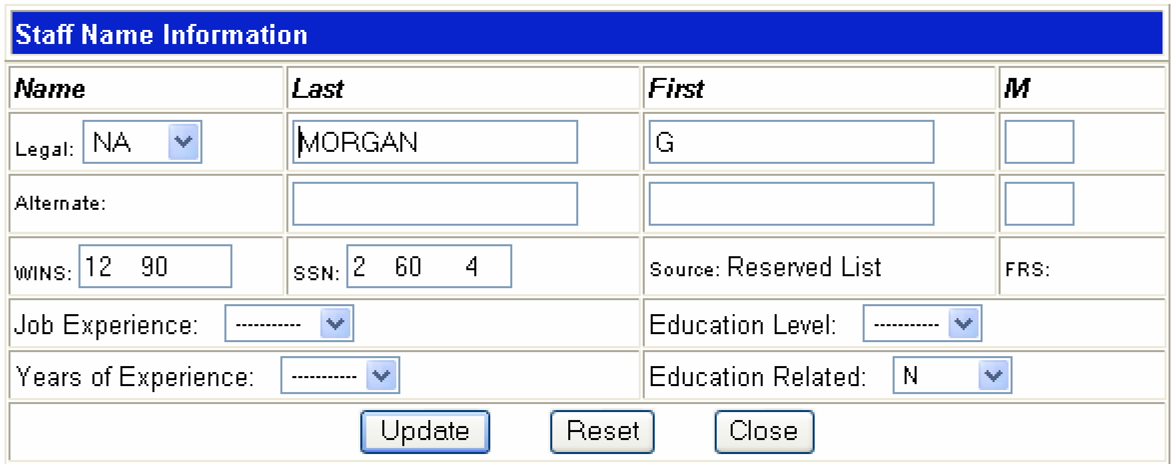
The FRS database has more information about each person than can be displayed on one screen. Therefore, basic information about the person is displayed in the upper portion of the screen. This includes:

- Legal Name
- Alternate Name
- WINS
- SSN
- FRS Record Number
- Residential State
- Residential County
- Source of Record

All other data about a person is categorized into areas. You can view someone's specific information by highlighting the label for the area or the tab – much like the tab of a file folder. The contents and use of each tab is discussed in more detail later in this section.

2.3.1 Name

The Update Name button will allow you to update the name, middle initial, prefix, SSN, job experience, years of experience, education level, and whether the degree is education-related. After your initial entry of the legal name for a new person, changes should be made only to the alternate name. All employment forms are official, legal, and binding documents and a person's full legal name must be used. The home office staff has procedures to thoroughly check that the legal name in the FRS matches the employment forms and vise versa.



Suffixes (Jr., III, etc.) must be entered in the last name field of the legal name. To maintain consistency with other systems and so that names will be printed properly on reports and labels, do not insert any punctuation except for hyphens. For example, John R. Jones, Jr. and Jane C. Heiser-Morgan would be typed in as:

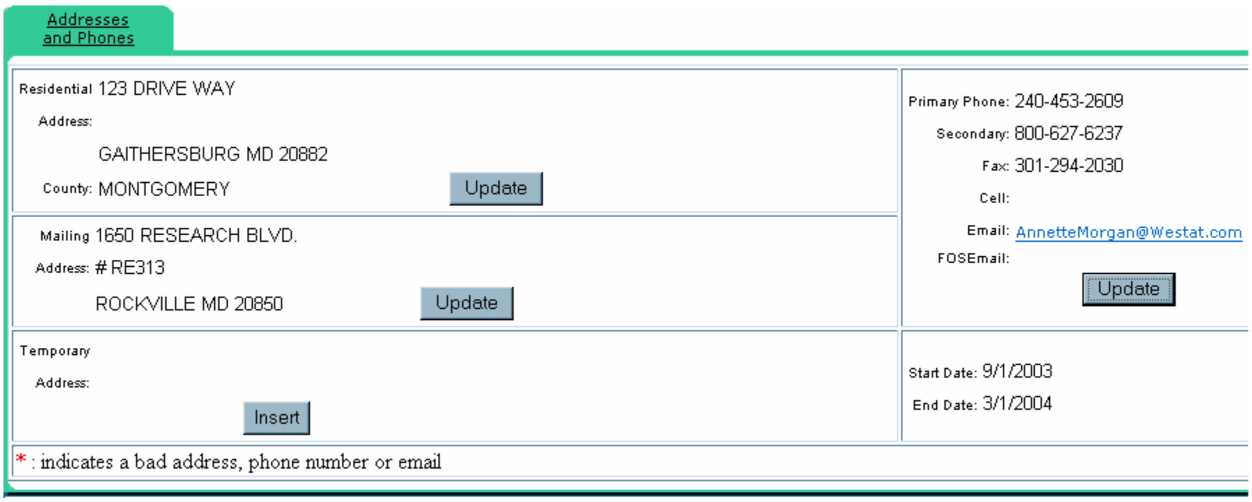
Last	*First*	*M*
JONES JR	JOHN	R
HEISER-MORGAN	JANE	C

Also, to maintain consistency with other systems and reports, the FRS translates name data to all upper case. So you may enter upper and lower case, but it will convert to all upper case.

2.3.2 Addresses and Phones

Most address and phone information is from the previous NAEP cycle or was transferred from the Field Files System. Other staff have entered some information. The system requires at least one line of street address, city, state, and zip. Refer to 2.2, for standardization rules for entering addresses.

The residential address is the legal, physical address of the person. Post office boxes are not to be used in the residential address. Westat and NCS Pearson use this address for express delivery service (FedEx, UPS) shipments, which require a residential street address.



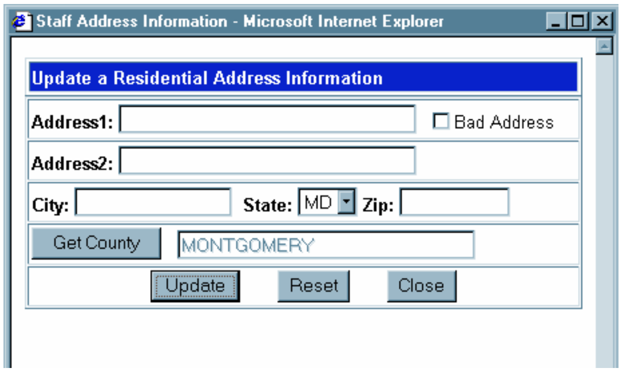
The county is associated with the residential address and is used to determine a person's pay rate. Whenever the residential address changes, you must update the county. County does not automatically update when the address changes. For field staff other than field managers and supervisors (whose pay rates are not visible in FRS), the pay rate on the Assignment screen may change because of the change in county. A new personnel form will be required if the pay rate changes.

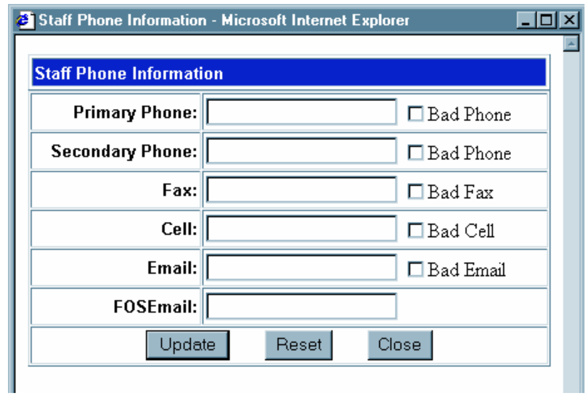
If there is an address that differs from the residential address and is preferred for mailing general correspondence, you should enter that mailing address. Post office boxes are to be maintained in the mailing address. You can also store a temporary address, with start date and end date, for fieldworkers who may be traveling. This temporary address will then be used as the person's mailing address if labels are printed during the dates listed.

Telephone numbers include a primary and secondary telephone as well as a cell phone and a number for a fax. There is no automatic formatting of telephone numbers. Please format U.S. phone numbers as 999-999-9999. Format non-U.S. phone numbers as appropriate.

The FOSEmail address is one assigned by Westat. The other email address may be a personal or alternate email. When you enter an email address, it is transformed into a link. Click on the link to open your email package and send a message to the person.

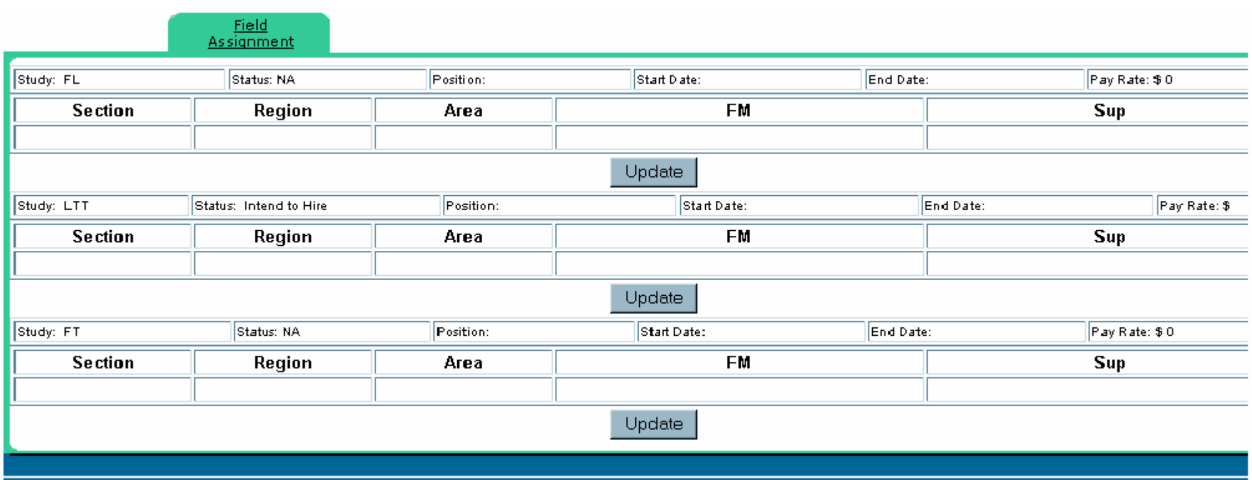
A red asterisk (*) next to an address, phone, or email field indicates that the information has been identified as inaccurate, but the correct information was not available to replace it. If you have more current information, please update the information and uncheck the bad information box to remove the asterisk.





2.3.3 Field Assignment

The Field Assignment tab allows you to view the field assignments and hiring statuses for the three NAEP studies. You may update the data for your study only.

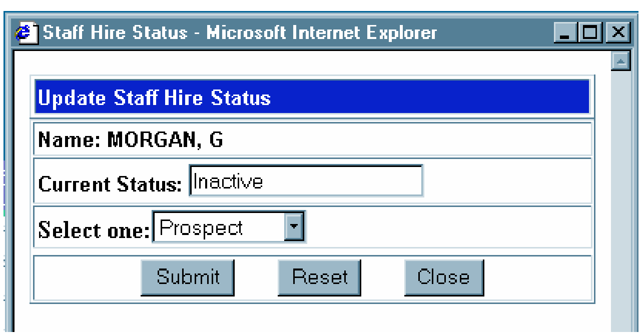


The hiring status in FRS has implications for the availability of a person, and progression of the employment forms process. The hiring status indicates:

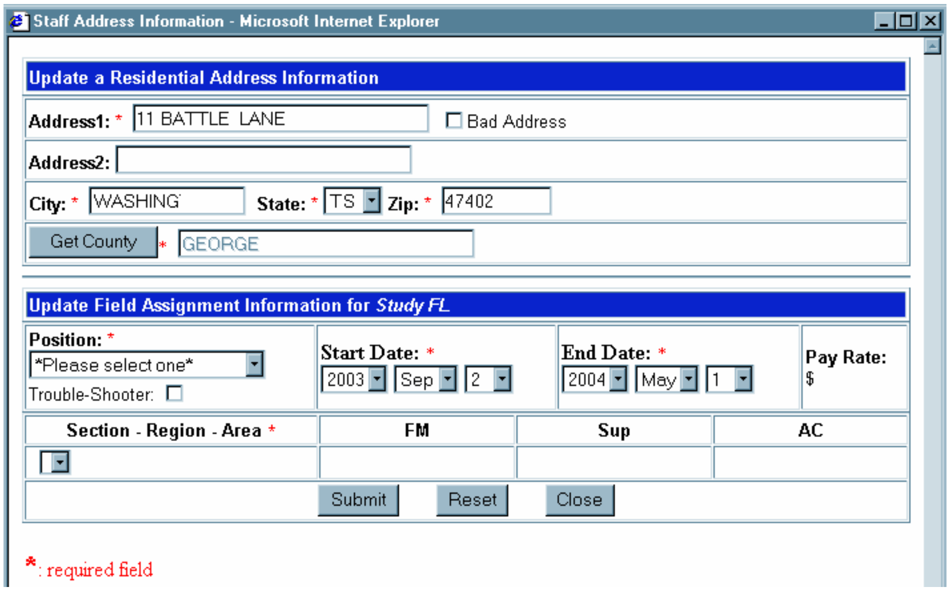
- The level of interest in this person by other studies:
  - Inactive = no interest, yet;
  - Prospect = some interest, under consideration, may or may not proceed; or
  - Intend to Hire = high interest.

- The progress in the completion of employment forms:
  - Hired with Key Forms = person will be paid for work because Application, I-9, Personnel Form, Field Worker Agreement, and tax forms have been submitted and are complete;
  - Hired All Forms = person is able to go into and work in a school because the Fingerprint card, Authorization for Release of Information Form, Nondisclosure form, and Oath of Office have been submitted and are complete;
  - Hired All Clear = person has been favorably evaluated in the FBI security background check and all employment forms have been submitted and are complete.

You may update the hiring status of a person to indicate your interest in hiring them. To do this, click the Update button for your study. A pop-up window appears with the current status and a drop-down list for you to select Prospect, or Intend to Hire.



After selecting the new hiring status, click the Submit button. A pop-up window will appear asking if you wish to update the Hiring Status. If you do, click the OK button. Another window appears for you to review address and update the field assignment data. Check that the address is correct. Select the appropriate position from the drop-down list. Start and end dates will change to the default dates for that position. Adjust the dates if this is a special situation. Also, select the appropriate region and area where this person is assigned to work. When required fields are complete and all data looks to be correct, click the Submit button to save the data. The Field Assignment tab should now display the new field assignment information.



2.3.4 Forms and Activities

The Forms and Activities screen displays all of the forms and activities necessary in the hiring process. Most forms begin with a blank status. If a record is loaded or updated from the Field File System (FFS), the Application; I-9; Fingerprint Form; Release Form; and FBI Clearance may have a status of *Complete, Incomplete,* or *Approved*, as appropriate.

Forms
and Activities

Form Type	Status	Status Date
Westat Application	Received in Field	8/13/2002 11:18:11 AM
FL - Field Employee Personnel Form		
FL - Field Worker Agreement		
LTT - Field Employee Personnel Form		
LTT - Field Worker Agreement		
FT - Field Employee Personnel Form		
FT - Field Worker Agreement		
I9		
Federal Tax Form (W4)		
State Tax Form		
Direct Deposit Form		
Fingerprint Form		
Release Form		
Nondisclosure Form		
Oath of Office		
Code of Ethics		
Laptop Receipt Form		

Activity Type	Status	Status Date
Interview		
Reference Check 1		
Reference Check 2		
Reference Check 3		
FBI Check		

For New Hires, the Status column is blank for all of the forms except the Westat Application, which has a status of *Distribute*. You may click the hyperlink for the application to update the status to Received in Field.

When the Hiring Status is changed to *Intend to Hire*, any required forms not already complete will be changed to a status of *Distribute*, meaning that you need to distribute those forms to the person. Make a packet of employment forms where status is *Distribute*, and send them to the applicant/candidate with the return envelope addressed to the home office. Update the status of those forms by clicking the Given to Applicant button..

When the home office receives any of the forms, we have procedures to determine if each form is *Complete* or *Incomplete* and the form in FRS will be marked accordingly. There are some forms that are not required or may not be required under certain circumstances. In these cases, a status of *Not applicable* is selected (e.g., the Direct Deposit form is optional).

For persons with a source of new hire or applicant, you must have an in-person interview and check their references before the person can be hired. As you complete the interview and reference checks, you should enter those activities on the Forms and Activities tab. Click on the activity type. On the pop-up window, select the appropriate status from the drop-down list. Click the Submit button to save your entry and return to the Forms and Activities tab.

The following is a list of the forms and activities and their associated statuses:

Forms	Status
Application	Distribute, Given to applicant, Rcvd in Field, Complete, Incomplete
Personnel Form	Distribute, Given to applicant, Complete, Incomplete
Field Worker Agreement	Distribute, Given to applicant, Complete, Incomplete
I-9 Form	Distribute, Given to applicant, Complete, Incomplete
Federal Tax (W4)	Distribute, Given to applicant, Complete, Incomplete, Not applicable
State Tax Form	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Direct Deposit Form	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Fingerprint Form	Distribute, Given to applicant, Complete, Incomplete
Release Form	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Nondisclosure	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Oath of Office	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Evaluation	Distribute, Given to applicant, Complete, Incomplete, Not applicable
Laptop Receipt Form	Given to applicant, Complete
Activities:	
Interview	Complete
Reference Check 1	Awaiting, Approved, Rejected
Reference Check 2	Awaiting, Approved, Rejected
Reference Check 3	Awaiting, Approved, Rejected
FBI Clearance	Awaiting, Reprocessing, Approved, Rejected

2.3.5 Training, Travel, and Language

As training details are made available, the training locations and dates can be updated by field and home office staff. This information is used for travel lists, training room lists, name tags/tents, and training payments, so accuracy is important.

Travel Preference/Availability is presented to help you select persons suitable for the specific tasks based on the travel involved. If the Field Files System has information about a person's travel preferences, that information is displayed on this screen. Travel Preference is updated by field and home office staff.

This screen also displays any special skills or languages which the person may posses, their proficiency, (Fluent, Not fluent) and how the proficiency was assessed. As with travel, language is presented to help you select persons suitable for the specific tasks. Languages would include:

- Additional Languages (Spanish, French, etc.); and/or
- Sign Language.

A listing for English that is *Not Fluent* means that the person was found not fluent in English. This is usually found paired with a listing for fluency in another language.

The Field File System updates language data and cannot be modified. Other skills can be added by home office or field staff.

2.3.6 Westat Experience

The Westat Experience screen displays information that was transferred from the Field Files System about a person's previous Westat work. It lists, in reverse chronological order, all of their previous positions at Westat, including the project, position, start and end dates, summary evaluations, and evaluation comments (evaluation data is omitted for anyone who held a position of supervisor).

Two notes about the Westat Experience screen:

- If the evaluation comment begins with the notation "NWORK," it means that the fieldworker never actually worked in the position.

- If the position is “Others,” the exact name of the position should be displayed at the beginning of the Evaluation Comment field.

There is no user-modifiable information on the Experience screen.

2.3.7 Staff Notes

The Notes screen is a free-form text area to enter notes about the person. Home office and field staff may enter notes. All users may view the notes. The system automatically indicates the date and time the note was added and the name of the user that created the note. Notes cannot be deleted.

2.4 Staffing Targets

Home office field directors with field managers will establish staffing targets for each state. Region and area targets will be formulated from the state targets. Field managers can enter and review the hiring targets by clicking on the Staffing Targets link. To change a target for a particular state and position, click in the appropriate cell and enter the new figure. Click on Update to save your changes. Numbers in red indicate that the sum of the parts does not equal the whole. You need to reconsider the lower-level numbers so that they add up to the region/state.

3. REPORTS

3.1 Creating, Viewing, and Printing Reports

FRS has two reporting features - a mail merge feature to view and/or export data and some preformatted, standard reports for viewing and printing. Either feature is accessible from the Reports Menu by clicking on the Reports link at the top of the NAEP FRS screen.

3.2 FRS Mail Merge

Overview

This option was originally developed to provide state coordinators with a means of generating mailing labels and customized letters. Through this option, an electronic file is created that can be used with another application, such as a word processor to generate individualized letters, mailing labels, etc. It can also be used with Excel to generate specialized reports. It is this latter use that you might find of great benefit to you.

Using this feature, you will follow four relatively simple steps as you:

- Select the fields that you want to use;
- Indicate how you want the data sorted;
- Indicate which of the records you want included (subsetting or filtering); and then
- View the results and create an electronic file of the data to be printed.

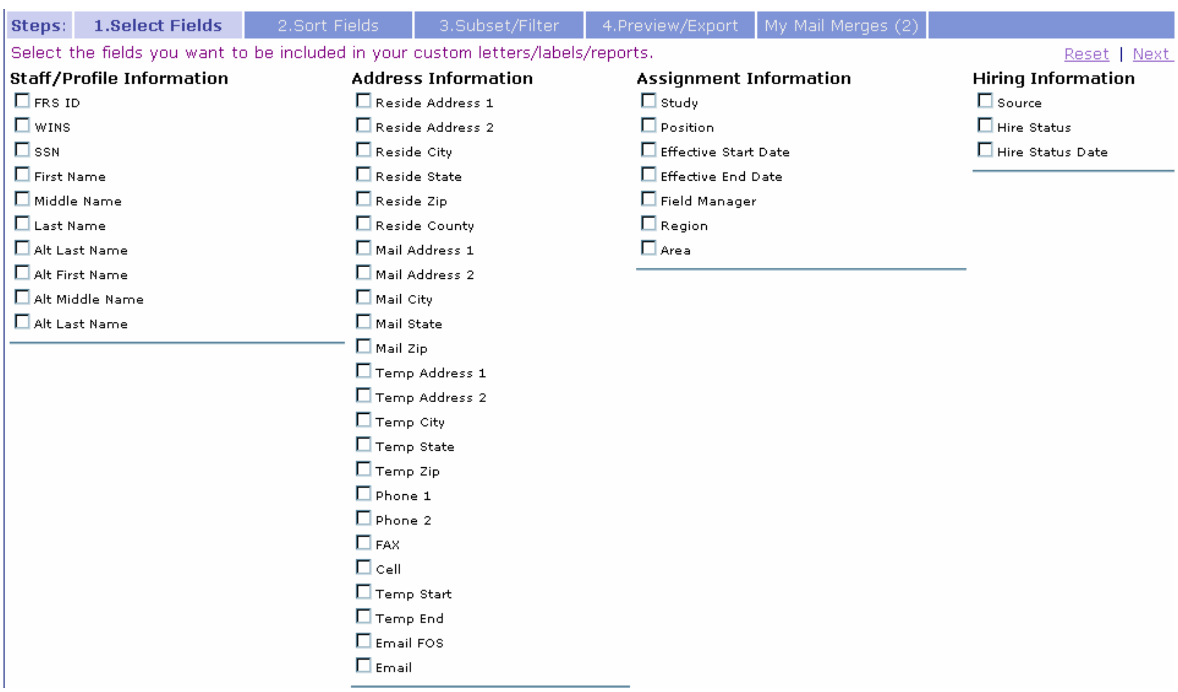
This section will guide you step by step in producing a report that is not available from the list of preformatted, standard reports.

3.2.1 Creating a List of Staff

In this example, we will walk you through the process of creating a report that recruiting supervisors will want to produce rather frequently. This report will list all of the candidates that you may wish to hire in a particular geographical locale.

From the report menu options, select FRS Mail Merge.

Step 1. Select Fields



Mail Merge Step 1

As it states at the top of this screen, in Step 1 you will select the fields you want to be included in your report. You will do this by clicking on the name of the field or in the small box in front of it.

For this report, select the following fields:

- WINS;
- First Name;
- Last Name;
- Reside Address 1;
- Reside Address 2;
- Reside City;
- Reside State;
- Reside Zip;
- Phone 1;
- Phone 2; and
- Hire Status.

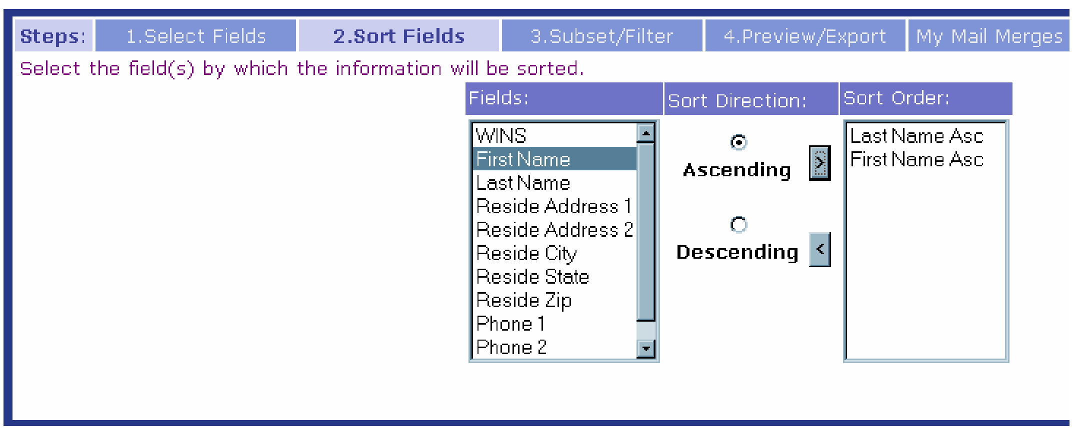
The order in which you select these fields does not matter. You will set the sort order in the next step. Next, click on the second tab and go to Step 2 in Mail Merge.

Step 2. Sort Fields

How do you want the report or list of candidates sorted? We will sort the report by last name.

First, put the focus of the computer on the sort field by clicking on Last Name in the list under "Fields" (on the left of the screen). Next, click on the button with the right arrow (>) to indicate that you want to "send" that field into the box labeled "Sort Order" (on the right of the screen).

Let's select first name as our second sort order. Below, the selections that we have made are displayed in the "Sort Order" column.



Step 2: Select Sort Fields

If you make a mistake, or change your mind after copying a field from the list of fields to the "Sort Order" list, click on the field name in the "Sort Order" list and click on the left (<) arrow to remove it from the "Sort Order" list.

When finished with your selections here, go to Mail Merge Step 3.

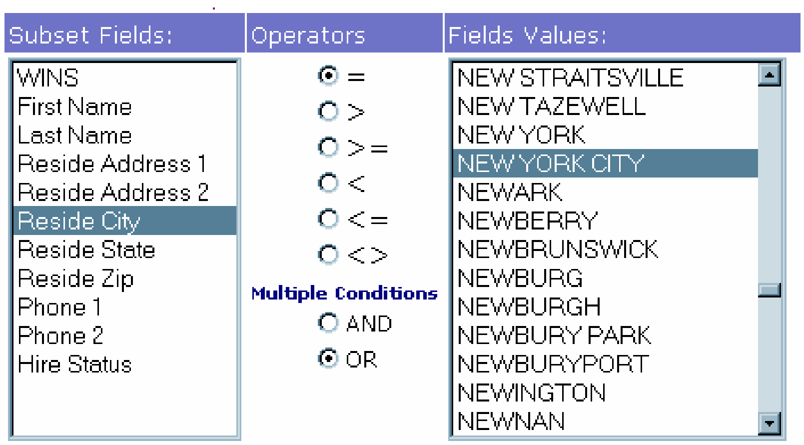
Step 3. Subset/Filter

In this step, you will tell the system that you want a report for only one city. You can come back and create a report for another of your areas after producing the first list.

As this step indicates, you will "subset" or filter the data so that the candidates in only one city will be displayed.

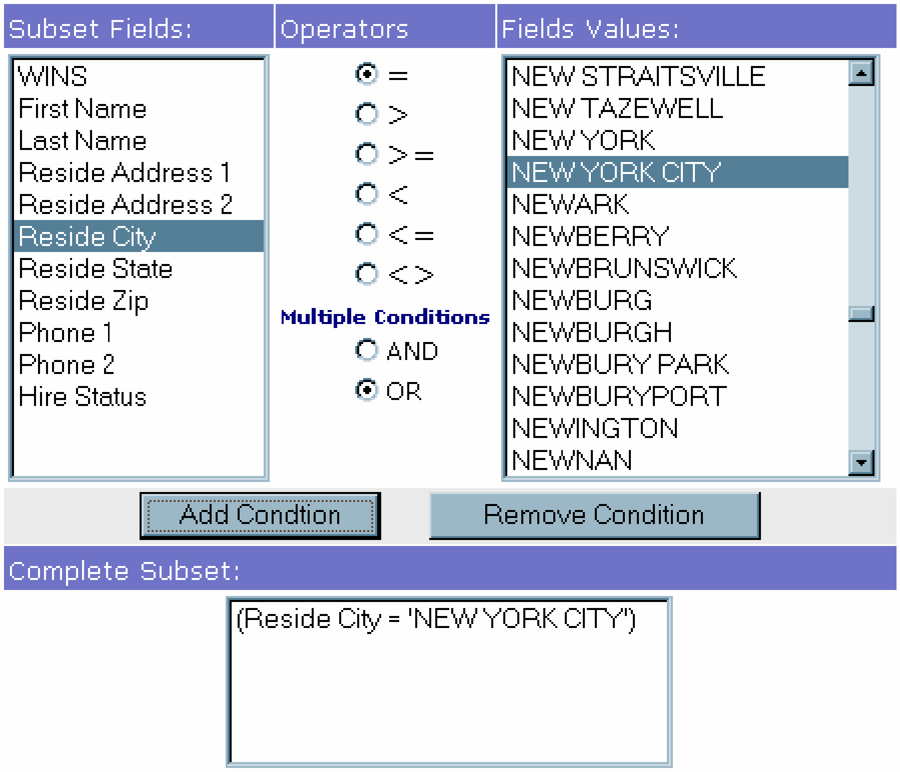
First, select the field "City" (click on it). In the Field Values panel will be displayed all of the cities.

What you have created at this point is what you might call a statement or condition. In plain English this is that you want the list to be comprised only of candidates for which city equals "New York City". You didn't need to select "equals" since that is the default option. The other symbols are explained below (Section 7.4) if you are not familiar with them.



First part of Step 3

Now, you need to complete the process by adding the statement or condition to the "Complete Subset" box. You do this by clicking on the **Add Condition** button. In the panel under that button you will see the full statement or condition that you have created.

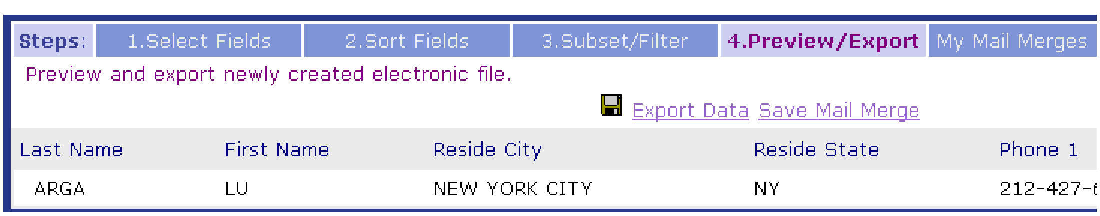


Adding the Condition to the Subset

Now we are ready to see the list, so go to step 4.

Step 4. Preview/Export

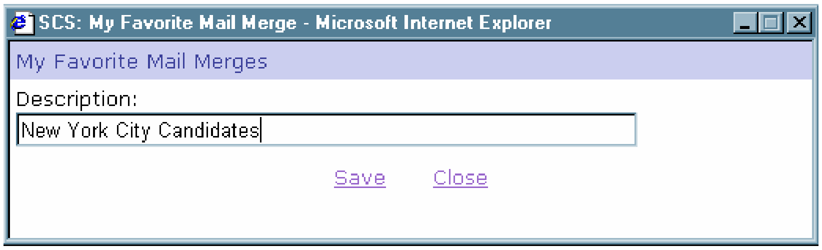
Here, you can see the results of your efforts in the proceeding steps before you actually create the electronic file. If you need to modify something, you can go back to Step 3 or Step 2.



Preview of Report – Step 4

If your report looks all right, select the "Save Mail Merge" option at the top of the screen. This will allow you to save the report format in the "My Mail Merges" tab so that you can very quickly recreate the report for this city any time you want to run it again on up-to-date data.

When you click on Save Mail Merge, a small dialog box will open giving you the opportunity to give your report a name. Enter the name and click on "Save".

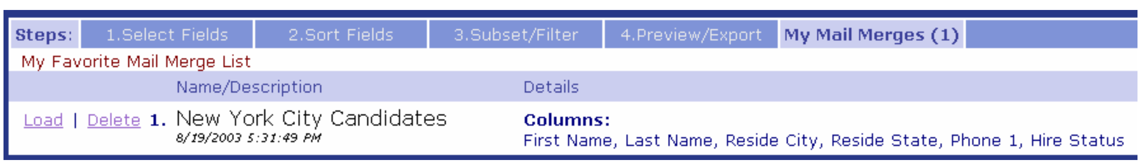


Naming and Saving Custom Mail Merge

You should print out this report before going any farther. Click on the print icon at the top of the screen (being sure that your printer is connected and turned on.)

Web sites unfortunately do not always print out very well. It is quite possible that, at a page break, part of a line will print at the bottom of one piece of paper and part of it on the top of the next page. An option would be to save or "export" the report to an Excel file and print it from Excel.

Now that you have saved this report as one of your mail merges, you can access it any time you need to by clicking on the My Mail Merge tab. Below is an example of how the listing will be displayed.



My Mail Merges

Select Load to get a report showing you the report with up-to-the-moment data.

3.2.2 Creating a List for another city.

If you want to create a status report for another city, you can easily do so. Go back to step 1 of the Mail Merge process by clicking on the tab labeled Step 1 Select Fields. As you will see, the fields that you originally selected will still be selected. Go through the steps until you get to Step 3 so that you can select a different city for your next report.

In Step 3, you will need to remove the condition City = New York City so that you can create a new condition of City = Albany. To do this, highlight the condition you created for the first report and then click on the **Remove Condition** button.

Then, return to the top part of the screen and create the condition City = Albany and click on the **Add Condition** button.

Then, in step 4, if the report looks right, you can save it in My Mail Merges. This time, we saved it as "Albany Candidates". Click on the tab labeled My Mail Merges.

3.2.3 Explanation of Mail Merge Symbols

If you are not familiar with the symbols used in Step 3, they are explained below.

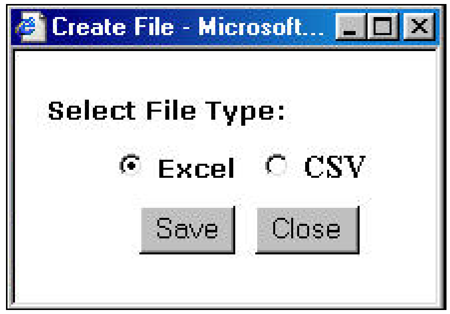
=	Equals (the default)
>	Greater than
>=	Greater than or equal to
<	Less than
<=	Less than or equal to
<>	Does not equal

If you are familiar with these mathematical symbols, you are also aware that they are not displayed completely accurately within the FRS. However, it is not always possible to use the actual mathematical symbols when designing screens such as this.

3.2.4 Export Data

After you have created a report with Mail Merge, you can save the entire report in an Excel file. While the option discussed in Step 4 saves the format ("condition"), this option saves the actual data that you have put in a report.

With the report displayed in Step 4 of the Mail Merge steps, click on the "Export Data" link at the top of the screen. A small dialog box will appear asking if you want to save an Excel or CSV file.



Excel is the default. The file type CSV is a format that can be used by a wide variety of applications. Saving the file in Excel will make it immediately available to you.

3.3 Standard Reports

Links to each of the preformatted, standard reports is listed on the Reports Menu. Click on the hyperlink for the report you wish to create.

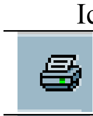
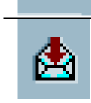
The first time you run a report, you will be prompted to download a small file required to generate reports. Click on Yes to download the file.

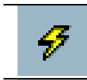
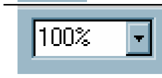
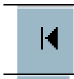
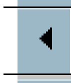
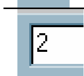
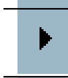
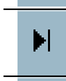
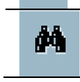
The main window for the report opens. Enter your selection criteria; the system searches for records that meet all of the criteria entered. Select the sort order from the drop-down list. For all of the reports that can be sorted by Name, if any other sort criteria are selected, the list is sorted by Name within the primary sort criteria.

Click on **Run Report** to view your report. The report viewer opens.

Use the scroll bar to scroll down the page. Use the back arrow in the Internet Explorer toolbar (⇦) to close the report and go back to the main report page.

Use the buttons at the top of the window for the following functions:

Icon	Purpose and Use
	Print a copy of the report. Opens the printer dialog box.
	Export the report a Word or Excel document. You will be asked to confirm the export, then select a format and directory and filename for the saved report.

Icon	Purpose and Use
	Refresh the image of the report.
	Change the magnification of the view of the report on the screen. The smaller the magnification, the more information fits on the screen. Select Whole Page to view a complete page on the screen. Select Page Width to fit the report to the width of your screen.
	Go to the beginning of the report.
	Go back one page.
	Displays the current page number. You can enter a new page to go directly to that page.
	Go forward one page.
	Go to the end of the report.
	Find a word or phrase.

3.3.1 Hiring Status Report

The Hiring Status Report lists the count of field staff for each state and/or region and area by position. The report can be run to show either state-level counts; state and region-level counts or state, region and area-level counts.

3.3.2 Personnel Forms Report

The Personnel Forms Report lists the status of each form for the selected records. The selection criteria include: Hiring Status, Position, State, County, and City. The report may be sorted by Last Name, State, County, City, State-Region-Area, Hiring Status or Position.

3.3.3 Employment Activity Report

The Employment Activity Report lists the status of each employment activity for the selected records. The selection criteria include: Hiring Status, Position, State, County, and City. The report may be sorted by Last Name, State, County, City, State-Region-Area, Hiring Status or Position.

3.3.4 Training Report

The Training Report lists staff and status of training for the selected records. The selection criteria include: Hiring Status, Position, State, and Training Session. The report may be sorted by Last Name, State, Hiring Status or Position.