



KoalaTymes



A quarterly newsletter for the ASQ Koalaty Kid Alliance

Volume 12, Number 3

Fall 2003

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Visit your Alliance member Web site at www.koalatykid.org
Password: koalaty

Please share this newsletter with others in your organization.

Kingsley Elementary Does It Again—Making a Case for Reproducibility and Sustainability

Kingsport, TN—As *KoalaTymes* readers well know, Kingsley Elementary, a Sullivan County Title 1 school, made a 49% gain in student writing performance in 2002. In 2003, the school made another student writing performance gain, a substantial 9% to bring the total to 58% over the past two years for the state mandated writing test administered every spring.

Dr. Sandra Ramsey, principal, indicated she is extremely pleased and proud of Kingsley students for their tremendous improvement, and thanked faculty and school teams for their hard work in making the gains possible.

Writing was identified in the Kingsley School Improvement Plan as the academic subject most in need of improvement. Dr. Ramsey attributes the huge increase in writing performance to the writing improvement plan developed by the Kingsley Koalaty Kid and School Improvement Plan teams, and the execution of the plan by the faculty and students.

Kingsley Elementary is an ASQ Koalaty Kid trained school. There are 19 Koalaty Kid trained schools in the region in Sullivan, Hawkins, and Washington counties.

In developing a process to improve writing, two tools—four-square and the lotus diagram—were used extensively to execute the improvement plan. The Kingsley Koalaty Kid steering team, with representation from each grade level, developed and implemented regular writing practice prompts using these improvement tools every week in the 2001-02 school year, and every other week in the 2002-03 school year throughout all classes.

In addition, Kingsley students are charting their individual grades, which is a significant step toward students taking responsibility for their own learning. Students are recognized for writing accomplishments during school announcements; by the school newspaper, *Koalaty Kid Express*; and twice during school assemblies. Teachers select students to receive recognition certificates for either writing excellence or writing improvement, and are congratulated by their ASQ Koalaty Kid mascot and business partner representative.

For more information about Kingsley Elementary Schools, visit <http://www.oars.utk.edu/volweb/Schools/sullivan/kingsley/>.





KoalaTymes

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Editor:
John Van Slyke

Copy Editor:
Kris McEachern

Graphic Designer:
Laura Franceschi

Koalaty Kid Team Leader:
Crista Kautz

ASQ's Vision Statement—By making quality a global priority, a business imperative, and a personal ethic, ASQ becomes the community for everyone who seeks quality technology, concepts, or tools to improve themselves and their world.

Education Initiative Mission Statement—Lead the educational community by providing quality information, methods, and resources to continuously improve student achievement and organizational performance.

Editor's Note: The Next Chapter: Part II

John Van Slyke, Market Development—Education

In the last issue of *KoalaTymes* (please see p. 4 for a recap of questions and answers) I outlined upcoming changes and improvements to the Koalaty Kid Alliance. In the three months since that issue, plenty has occurred, and more is around the corner. It seemed an appropriate time for another update.

I cannot stress enough that Koalaty Kid, as a membership, as a training model, and as the “spirit side of quality” has not been pushed aside, forgotten, or dropped. Indeed, the past few months have seen an upturn of Koalaty Kid activity, with more school districts interested in Quality Essentials and train-the-trainer. ASQ sections are scheduling more conversations and brainstorming sessions with schools. This is activity we want to continue to encourage. This is activity ASQ cannot and will not ignore. It is with this in mind that ASQ, in order to ensure the best community care for our customers, has decided to integrate all Koalaty Kid activities into the staff areas specializing in these activities. For instance, there has always been a staff area that has communicated regularly with ASQ sections about volunteer opportunities. Thus, it just makes sense to have Koalaty Kid in that area. This allows the community care staff to coordinate Koalaty Kid functions with all the other section functions, thus bringing Koalaty Kid into the forefront for sections rather than presenting it as an add-on program.

Another example would be the Alliance itself. There is a membership area with more than 10 staff members working with members on benefits, etc. It would be logical that they would oversee an education membership.

To facilitate this reorganization, as of July 1, Koalaty Kid is no longer a specific department supporting products and services. Crista Kautz became the Koalaty Kid team leader and is charged with making sure all products and services are integrated into the correct functional areas of ASQ. She has assembled a team that will meet regularly and will generate reports that will be available on your Koalaty Kid Alliance member site. These reports will discuss the following (and other) topics:

- The new membership, beginning in early 2004
- ASQ section liaison information
- Koalaty Kid services
- Community sharing

Suzanne Keely is the manager of a new area, Market Development—Education. Crista and I will be working with Suzanne to develop new products and services for the educators and integrate them into ASQ functional areas.

Please visit the site for updates. We believe you will notice a change in the coming months. A change for the better; a big improvement. If you have questions, please call 800-248-1946. We will be happy to offer any clarification we can. ■

You have just read important information about your ASQ Koalaty Kid Alliance.

(If you did not, please be sure to read it. It addresses the future of the Alliance and Koalaty Kid training, etc.)

Please pass along this issue to other members of your organization.

Please visit www.koalatykid.org for updates.

What's Happening in Quality

Dr. Robert A. McKanna Named New Superintendent of Community Consolidated School District 15

Palatine, IL—On July 1, 2003, Dr. Robert McKanna succeeded Dr. John Conyers as the new superintendent of CCSD 15, Palatine, IL. Dr. Conyers retired after serving in the superintendent position for 18 years.

“We are very happy to have a superintendent with 17 years of experience in leading high performing elementary and high school districts,” commented Lou Sands, president of the board of education. “We look forward to working with him, and we know he will continue the tradition of superb leadership that District 15 has been so fortunate to have from previous superintendents.”

Dr. McKanna had been superintendent of schools at Warren Township High School District 121 in Gurnee, IL, since 1999. He previously served as superintendent at Rush-Henrietta Central School District in Henrietta, NY; at Longmeadow Public Schools in Longmeadow, MA; and at Stevenson High School District 125 in Lincolnshire, IL. While in Massachusetts, he also owned and managed a real estate company. Earlier in his career, he was an assistant superintendent, school principal, assistant state chairman-accredited schools at the University of Missouri, and math and science teacher.

After earning his bachelor's degree in mathematics from William Jewell College, Liberty, MO, Dr. McKanna obtained a master's degree in school administration and mathematics from the University of Missouri, Kansas City, then a doctor of education degree in administration and supervision from the University of Missouri, Columbia. He has completed post-doctoral graduate courses in elementary school curriculum, urban culture, cultural foundations of urban education, race relations in the

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classroom, and elementary school organization and administration. Other post-doctoral studies have included a certified quality manager course, a certificate in total quality management, and online courses in Web design.

Dr. McKanna is a certified examiner for the Malcolm Baldrige National Quality Award. He also is a certified trainer for the ASQ Koalaty Kid program, a program that District 15 uses extensively in its schools, and he serves on the board of directors of ASQ's Koalaty Kid Alliance. He is an accomplished presenter, speaking often on the pursuit of quality and the Baldrige in Education initiative, and he is the author of an article on quality for the American Association of School Administrators (AASA) *Quality Network News*.

"I am looking forward to putting my background, training, and experience to good use in District 15," commented Dr. McKanna. "This district has a long-standing reputation for excellence, and I'm pleased that I will have the opportunity to work with a dedicated board of education and the many fine staff members in our schools and support services." ■

NQEC Adds Higher Education Track to Better Serve K-16 Educators

In 1999, the Academic Quality Improvement Program (AQIP) began to address higher education instructors' need to use quality processes. Basing its criteria on Baldrige, AQIP has built its membership to 89 active organizations. With the increased use of quality processes in higher education the National Quality in Education Conference (NQEC) program planners felt it essential to include a higher education track of sessions to help foster networking and learning opportunities. During past conferences, presentations were made by many higher education practitioners but very few attendees were from higher education. It is hoped this will change with the new track. But how does this benefit K-12 educators? One of the important questions to be tackled during this conference will be:

How do we get schools of education interested in a quality curriculum?

It has long been the desire of ASQ's Education Division to interest universities in such a curriculum but, for many reasons, that has not occurred. With the participation of higher education attendees it is hoped that those in the K-16 community can band together and help initiate changes in schools of education as well as bridge students' learning from pre-K through advanced degrees.

For more about NQEC, see p. 5. For more about AQIP, visit www.aqip.org. ■

E-Community for Quality in Education Research

Interested in forming an e-community contributing to research in the field of total quality in education? Contact Crista Kautz at ckautz@asq.org.

Communication to ASQ Koalaty Kid Alliance Members and Customers

As printed in *KoalaTymes*, Summer 2003, vol. 12, no. 2, here is a list of questions and answers concerning Koalaty Kid and the new ASQ education initiative. (Please see p. 2, Editor's Note, about specific changes.)

Questions and Answers

1. What do these changes mean for Koalaty Kid?

As the interest in continuous improvement increases, so does the demand for the evolution of quality approaches for classrooms, schools, and districts. To serve the changing needs of ASQ K-12 customers, ASQ will offer products and services in addition to the Koalaty Kid approach under a new umbrella name.

2. Will Koalaty Kid "go away"?

No. Koalaty Kid will be a part of ASQ's overall initiative, which will also include other programs, conferences, and courses ASQ currently offers, such as Baldrige in Education and the National Quality in Education Conference (co-sponsored with the Association for Quality and Participation).

3. What will this umbrella name be?

Currently ASQ is conducting a survey, sent to a random sample of educators and ASQ customers, of eight possible names for the initiative. The name will be determined based on those results.

4. Will there still be a Koalaty Kid Alliance?

There will still be a membership offered to K-12 educators interested in quality in education initiatives. Much of the information available for members will be electronic, offering frequent updates and additions to the body of knowledge being gathered.

5. Since there will be no ASQ Koalaty Kid Alliance, will there be a governing body?

An advisory committee, appointed by the president of the ASQ board, is being created. The advisory committee will assist ASQ personnel with new product and service ideas for educators and communities but will not be involved in policy-making.

6. I am currently an Alliance member. When do I need to switch over to the new membership?

The new membership will be available in early 2004. At that time, members will have the opportunity to become a member of the new ASQ education initiative. Those having joined prior to the date will be “grandfathered” into the new membership structure.

7. Will the membership continue as an organizational membership, with individual memberships?

Yes, the same structure will hold for the new membership.

8. What will happen to the Koalaty Kid Conference?

In an effort to offer the best to our customers, the Koalaty Kid Conference will become a part of the National Quality in Education Conference (NQEC). In 2004 there will be a Koalaty Kid session track for those involved in the Koalaty Kid approach. The Koalaty Kid Conference has always provided a positive and palpable energy unlike any other quality conference, and NQEC planners are looking forward to the energy the Koalaty Kid attendees will bring to NQEC. We encourage you

to attend and, just as important, to submit session proposals to NQEC. Attend with your team, your community. To learn more about NQEC visit <http://nqec.asq.org/>.

We look forward to this change. We look forward to an exciting future. And we look forward to continuing to serve you with the best quality in education has to offer. If you have any questions please do not hesitate to contact us at koalatykid@asq.org. ■

Editor’s reminder: Need your member number? Call ASQ Customer Care at 800-248-1946 for assistance.

Available From the American Society for Quality

Conferences

11th National Quality Education Conference

Doorways to Performance Excellence—Standards, Assessment, and Accountability

November 7 - 9, 2003—Conference Sessions
November 6—Preconference Workshops
Albuquerque, New Mexico

Of all the improvement mandates placed before educators today, none leaps to mind more quickly than the legislation known as the No Child Left Behind Act. What exactly is the link between fulfilling America’s expectations and the use of proven approaches like Baldrige and ISO? We all know the eight basic quality principles—the doorways that are open to us. But *how* do we walk through these doorways to ensure our journey will result in improvement **standards**, meaningful **assessment**, and functional **accountability**? At this year’s NQEC, our mission is to help each and every participant find her or his own answers to that central question.

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Keynote Speakers

Peter M. Senge
Willard R. Daggett
Michele Borba

Keynote speaker Peter Senge is the author of *The Fifth Discipline: The Art and Practice of the Learning Organization*, identified by the *Harvard Business Review* as one of the five most influential management books of the past two decades. In his presentation, based on the powerful new field book, *Schools That Learn*, Senge will share how companies, schools, agencies, and working teams of all sorts can undo their “learning disability” and achieve superior performance.

Michele Borba, the author of *Building Moral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Thing*, is an internationally renowned consultant and educator who has focused primarily on strengthening children’s character, self-esteem, and achievement. In her keynote presentation, Dr. Borba offers a new and exciting breakthrough in conceptualizing and teaching virtues, character, and values, providing a model of measurable capacity—Moral Intelligence.

Willard Daggett is known worldwide for his efforts to move the education system toward more rigorous and relevant skills and knowledge for all students. In his keynote message he will discuss the technological changes we’ve already seen in the past decade, the coming of the Semantic Web, and what students will need to know and be able to do to succeed in the future.

Student Panel and Exhibits

On Thursday, November 6, you’ll have ample opportunities to network and visit some of the local schools. Site visits are scheduled to an elementary, a middle, and a high school. During off hours, you’ll have a chance to explore the attractions that characterize the beautiful, tri-cultural Albuquerque area. Tours are being planned to Santa Fe, Old Town, the National Hispanic Cultural Center, the Sandia Mountain Tramway, casinos, and more.

An impressive selection of school exhibits will illustrate students’ quest for continuous improvement through plan-do-study-act (PDSA)

projects, and the application of quality tools and Baldrige Criteria.

Who Should Attend?

NQEC 2003 holds dynamic learning and networking opportunities for school administrators, school board members, superintendents, central staff, principals, classroom teachers, district leaders, parents, and business leaders. This is an especially important opportunity for educators not yet using quality processes, but interested in learning about their potential for making dramatic improvements. Groups are especially welcome.

What You’ll Return With

- A systematic improvement plan for teaching and learning processes
- Proven methods for creating successful learning environments
- Methodologies for improved customer satisfaction and student results
- Nationally recognized standards of excellence for assessment
- A focus on continuous improvement for all processes within the educational system

Focus Areas

- K-12 student achievement and performance
- K-12 organization improvement
- Higher education’s focus on quality management
- Improvements using the Baldrige Framework
- Institution, system, governance, or other stakeholders

Registration for former KoalaTyme Kid Conference attendees is \$295. For regular attendees, Early Bird Registration is \$345 before September 5, 2003 (registration is \$425 after September 5). You can also register for one-day attendance Friday or Saturday, or take advantage of the Group Discount. Register now, and encourage other colleagues to join you—this conference is a special favorite of teams! Visit <http://nqec.asq.org/> or call an ASQ customer care representative at 800-248-1946. ■

Publications

Exceeding Expectations: Lesson Plans for the Quality Classroom K–5

Jay Marino and Ann Haggarty Raines

Lesson plans contributed by teachers from Rock Island School District, Rock Island, IL

Like nothing else currently on the market, *Exceeding Expectations* takes teacher lesson plans, connects them with quality tools, and places them directly in the plan-do-study-act cycle for continuous improvement. Placing the lesson plans firmly in a quality process and linking current learning standards, it is a unique plan book for the new K-5 classroom. For the teacher just learning about quality and the teacher looking for specific quality-based plans, *Exceeding Expectations* is an important new text for continuous improvement in elementary education. See pp. 9-10 for a sample lesson plan.

Features:

- 108 lesson plans for K-5 grade classrooms
- CD-ROM of 100-400 supporting student worksheets (1-4 worksheets per lesson plan)
- Baldrige principles based
- Plan-Do-Study-Act cycles and basic quality tools background information

All of this and a whole lot more for only \$23 (\$28 list price).

Order through ASQ Customer Care at 800-248-1946 or qualitypress.asq.org, or return the order form on p. 11 by fax or mail.

Updated to the 2003 Malcolm Baldrige Criteria for Performance Excellence

School Self-Assessment Guide to Performance Excellence

*Aligning Your School With the 2003
Malcolm Baldrige Criteria for Performance
Excellence (formerly Self-Assessment Guide
to Performance Excellence in Schools)*

As more school districts and states focus on internal assessment and improvement, educators are looking for a simple to use, step-by-step guide through the criteria. ASQ Koalaty Kid provides that important tool with the *School Self-Assessment Guide to Performance Excellence*.

Aligned with the 2003 Baldrige in Education Criteria, and complete with a comprehensive school profile used to begin assessment, this guide asks schools to:

- identify their greatest strengths and opportunities for improvement within each category
- compare their activity to the examples listed in the guide
- rate their quality implementation stage as beginning, emerging, or advanced

The new *School Self-Assessment Guide* also includes expanded examples of what activity constitutes beginning, emerging, and advanced stages of implementing quality.

Appropriate for preparing state quality award applications and learning more about the national Malcolm Baldrige Award criteria, the *School Self-Assessment Guide to Performance Excellence* is an indispensable, and very inexpensive, tool for a school's continuous improvement initiative.

Item K0770

Alliance Member Price: \$25.60

Available NOW through ASQ Quality Press at 800-248-1946.



Successful Applications of Quality Systems in K-12 Schools

ASQ Education Division

Many educational organizations have seen dramatic improvements in overall performance through the use of quality management principles. These schools have seen higher scores from students, more enthusiasm from parents, and increased loyalty from teachers. Despite these amazing results, many more schools are hesitant to use these unfamiliar and sometimes difficult methods without proof of their effectiveness. This is the goal of *Successful Applications of Quality Systems in K-12 Schools*, which is a collaboration of a variety of educational experts, each demonstrating the remarkable successes they have seen by implementing quality principles in their schools and school districts. The data and information presented in *Successful Applications of Quality Systems in K-12 Schools* will provide K-12 administrators with results and benefits of establishing quality management systems in their schools, and demonstrate why more schools should adopt these practices.

Successful Applications of Quality Systems in K-12 Schools provides eight examples of quality management systems operating in eight different K-12 school settings. Each chapter emphasizes one of the eight internationally accepted quality management principles. Since the book was written by the same people it is intended for—superintendents, principals, curriculum supervisors, and teachers—the information is clear and easy to understand. The principles explained are applied by schools using the criteria and standards of the Malcolm Baldrige National Quality Award, Koalaty Kid *Self-Assessment Guide to Performance Excellence*, and ISO 9000 family of Quality Management System Standards.

Contents:

- Data-based Decisions (by Lee Jenkins)
- Process (by Suzanne Keely)
- Leadership in Reading Improvement (by Judyth Zackowski and E. Kenneth Buckley)

- Student and Community Needs (by Joe Thomas)
 - Empowering the People (by William N. Kiefer)
 - Utilizing Key Partnerships (by Robert Kattman)
 - Continual Improvement (by Grant Smith)
 - Systems in K-12 Schools (by Frank Caplan)
- 200 pages. ISBN 0-87389-565-7.

6 x 9 Softcover. 2002.

Item: H1167

\$26.00

Improving Student Learning: Applying Deming's Quality Principles in Classrooms

Lee Jenkins

Nationally renowned for his work in education and for using quality practices in his school district, Lee Jenkins brings Deming's theory to educators. He provides a wealth of actual examples of statistical quality tools that have been successfully applied in K-12 classrooms. This book answers the critical question of how to measure improvement and gives very direct and important information about what to measure.

Benefits:

- Learn from the numerous examples and activities that can actually be used in the classroom.
- Expand your understanding of quality from theory to practice.

250 pages. ISBN 0-87389-410-3.

6 x 9 Hardcover. 1997.

Contains more than 150 illustrations.

Item: H0921

\$30.00

The sample lesson plan shown on pp. 9 & 10 is an excerpt from *Exceeding Expectations*—see p. 7 for description.



Learning Standard:

Understand the fundamental concepts, principles, and interconnections of life, physical, and earth/space sciences.

Content Area: Science

Quality Tool: Affinity Diagram, Lotus Diagram, Bar Chart

Topic/Skill Area: Introduction to Rocks

Estimated Time: 45-60 minutes

Grade Level: E-1

Worksheets: 1, 2, & 3

Quality Tool/PDSA Linkage

- In this lesson, students will learn about the Affinity Diagram, Lotus Diagram, and Bar Chart quality tools.
- The Affinity Diagram is used in the classroom to organize a list into categories.
- The Affinity Diagram is used at various times throughout the PDSA Cycle.
- The Lotus Diagram is another tool used to organize ideas. The main idea or category is put in the center with related ideas or pictures around the outside.
- The bar chart is a graph with bars of different heights to show and compare data.
- The bar chart is used in the Plan portion of the PDSA Cycle when "assessing the situation" or "analyzing the cause"

Lesson Overview

- This lesson is to be used as an introduction to the study of rocks.
- Students will use the five senses to categorize rocks.
- An Affinity Diagram will be used for this process. The following categories will be used (shiny, hard, soft, dull, rough, and smooth)
- Each student will choose one category to put in the center of the Lotus Diagram.
- Students will illustrate rocks that go with the category.
- Students will bring in rocks and use a Bar Chart to keep track of rocks and their categories.

Lesson Objectives

- Students will categorize rocks by how they look and feel.
- Students will use an Affinity Diagram to categorize the rocks.
- Students will use a Lotus Diagram to demonstrate understanding of a specific category.
- Students will use a Bar Chart to help categorize and count rocks brought to school by all students.

Pre-Lesson Activities

- Gather a large collection of rocks.
- Prepare a large area to lay out Affinity Diagram with descriptors.
- Prepare Bar Chart and post.



Materials Needed

- Collection of rocks
- Cards with descriptors
- Chart paper
- Paper for Lotus Diagram (one per child)
- Markers or crayons

Lesson Delivery/Procedure

- Discuss the meaning of each word (shiny, hard, soft, dull, rough, smooth) and show an example.
- As a whole group begin to sort the rocks by category using the Affinity Diagram.
- After the Affinity Diagram is complete, demonstrate the use of the Lotus Diagram.
 - Each student will choose one descriptor for the center of the diagram.
 - In the four boxes around the center, students will illustrate four rocks from that category.

Guided Practice

- Students will complete their Lotus Diagram.
- Students will use the Bar Chart as they bring rocks in from home.

Assessment

- Students will share their Lotus Diagram with the class explaining how the rocks fit into the category they chose.
- Teacher will observe students' understanding of the rocks and categories.
- Teacher will review the Lotus Diagrams to determine student understanding of the concepts presented.

Post-Lesson/Follow-Up Activities/Extensions

- Continue gathering rocks.
- Use rock books to identify the scientific names for your rocks.

Supporting Resources (worksheets, books, Internet resources, etc.)

- Worksheets 1, 2, & 3
- Web Sites:
 - http://interactive2.usgs.gov/learningweb/explore/topic_rocks_metamorphic.htm
 - <http://wngis.wi.usgs.gov/docs/parks/rxmin/rock.html>
- Books:
 - The Magic School Bus Inside the Earth* by Joanna Cole
 - Fossils Tell of Long Ago* by Ailiki
 - Rock Collecting* by Rama Gans
 - A First Look at Rocks* by M. Selsman



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 WI residents add 5% of adjusted total for sales tax
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TOTAL

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\$35.00-99.99	\$ 6.50	\$ 11.50
\$100.00 and over	\$12.50*	\$17.50*

*If actual shipping and processing charges exceed \$12.50 U.S. (\$17.50 Canadian), ASQ will bill customer for the additional expense.

Four ways to place your order
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Welcome Back!

Going to NQEC?

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