ABSTRACT
          This handbook addresses itself to the identification
and validation of successful programs and practices that may
facilitate constructive educational change in the nation's schools.
The effort focuses on projects funded by Title III of the Elementary
and Secondary Education Act (ESEA), which operates under a
legislative mandate to fund exemplary practices as demonstration
sites for educational innovation. Exemplary projects are nominated
for validation by their respective states according to three
criteria: a) effectiveness/success, b) cost information, and c)
exportability. The handbook includes a description of the validation
procedures and the necessary application and review forms. The
application for validation consists of five parts: a) information and
project description, b) evidence of effectiveness/success, c) cost
information, d) evidence of exportability, and e) certifications and
supporting documents. The application is reviewed and rated before an
on-site validation team is commissioned. The team is responsible for
the validation of evidence submitted by the applicant with regard to
a) project description, b) effectiveness/success, c) cost, and d)
exportability. (Author)

SHARING EDUCATIONAL SUCCESS
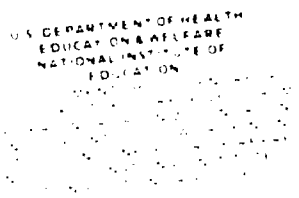
SHARING EDUCATIONAL SUCCESS

A Handbook for Validation of
Educational Practices

FOREWORD

Millions of dollars are allocated annually to State and local educational agencies for programs to stimulate improvement of education. In many cases, the programs succeed. They produce significant changes in learner achievement.

By sharing the success of such programs and practices, the benefit to education and to learners can multiply itself many times. This handbook, Sharing Educational Success, addresses itself to the identification and validation of successful programs and practices that may facilitate constructive educational change in the nation's schools.

The effort focuses on projects funded by Title III of the Elementary and Secondary Education Act (ESEA), which operates under a legislative mandate to fund exemplary practices as demonstration sites for educational innovation. Now in its third year of operation, the project has been undergoing refinement and revision to provide maximum usefulness and efficiency in identifying and validating successful practices. In 1972-73, for instance, 107 projects were validated by States as exemplary.

The processes are explained on the following pages. Four forms are included in the handbook. The "Application for Validation" is completed by the local educational agency to nominate its Title III project for possible validation. The "State Rating and Review Form" is used by the State educational agency to determine which projects present acceptable evidence to warrent an on-site visit by a validation team. The "On-Site Validation Form" enables the validation team to verify that the nominated project or practice meets the tests of (1) effectiveness/success, (2) cost information, and (3) exportability. The validation team reports its findings in the "Validation Report." These State-validated practices may then be disseminated by State educational agencies and organizations through their publications, educational fairs, and other means.

The State or local educational agencies may receive approval for USOE dissemination by submitting summary information to the Division of Supplementary Centers and Services. The Division will channel the information to USOE's Dissemination Review Panel.

The handbook represents the combined efforts of the National Advisory Council on Supplementary Centers and Services (NACSCS), the National Association of State Advisory Council Chairmen (NASACC), State educational agencies, and the U.S. Office of Education, working in a continuing partnership to strengthen the evaluation and dissemination of exemplary educational practices. Participation in the state validation process is voluntary. USOE participated in the development of this handbook; therefore, it obtained approval of the handbook by the Office of Management and Budget.

February 1974

CONTENTS

DEFINITIONS

For the purposes of this handbook and for use of the validation teams, the following definitions of terms will be used.

Certification by Validation Team: A statement by the validation team that the project meets State validation criteria.

Change Agent: A person who facilitates planned change or planned innovations.

Consumer School: A school which meets identified needs by adopting/adapting a validated practice from a producer school.

Cost, Developmental: Developmental costs are project expenditures and encumbrances associated with writing curriculum or materials, refining educational methods and performing research activities.

Cost Information: Information on the start-up and operational costs which, when combined with Effectiveness/Success and Exportability, will help an interested school district make a decision about adoption/adaption of the project or practice.

Cost, Operational: Recurring expenditures for services for the learners and the supporting activities required for these services.

Cost, Start-Up: One-time expenditures required to replicate or install a program.

Educational Climate: The prevailing attitudes, standards, or environmental conditions of a group, period of time, or place.

Educational Fair: An exposition or conference featuring validated exemplary educational practices (sometimes shortened to "Ed Fair").

Effectiveness/Success: Project objective(s) identified for validation have been attained and the performance of the learner has been improved.

Exemplary: A practice that has been validated by an on-site visit of experts who certify that it meets three criteria: (1) effectiveness/success, (2) cost information, and (3) exportability. The practice can be recommended as a model for replication

Educational Significance: An effective and adoptable learner improvement possessing recognizable social value to society.

Evidence: Observable phenomena or documentation indicating or furnishing proof of the accomplishment of a stated objective, fact, or event.

Exportable: A validated practice that is feasible to communicate to other school districts and which can be adopted or adapted by other school districts with similar needs and environments. Used interchangeably with "portable" or "replicable."

Grant Period: Period specified in the negotiated grant award.

Innovative: Original, uncommon, and creative.

Learner: The individual or group (child, adult, teacher, administrator, etc.) toward whom the objectives of the project are addressed.

Measurable Objective: A statement of objective describing who is able to do what, at what level of performance, and under what conditions.

Producer School: A school with a validated practice that has been established as a demonstration site.

Program Activities: The total educational processes; strategies; intervention; instructional methods used, including staff, instructional materials and equipment, and facilities to accomplish a stated objective.

Project Period: The total period of time, generally three years, in which a project receives Federal support.

Reliability: The degree to which an evaluation instrument or observation reports accurately and consistently whatever it proposes to measure.

State Certification: The State educational agency's formal review, verification of completeness, and acceptance of the validation report.

Statistical Significance: A statement of probability establishing the parameters of certainty that the changes or outcomes were not due to chance. (Significance levels are usually established at $P \leq .05$, $\leq .01$, or $\leq .001$).

Validation: A process used by the States to review a practice on-site and to verify its credibility as exemplary, through official and/or expert appraisal of evidence.

Validity: The extent to which an instrument, statement, or inference accurately fulfills the purposes for which it was utilized.

VALIDATION SCHEDULE
1973-74

Nomination of lists of potential validators
    and projects . . . . February

SEA nomination of projects for validation . . . . February

SEA selects team members for validation . . . . February

Regional validation team training . . . . March

On-site visitation and submission of project
    reports to SEAs . . . . April

SEAs submit State validated projects to
    USOE for information purposes . . . . May

Evaluation of the total validation process . . . . June-September

OVERVIEW

Selecting Projects for State Validation

Each State will nominate Title III projects that it believes are exemplary, based on three criteria:

1. Effectiveness/Success: Project objective(s) identified for validation has been attained and the performance of the learner has been improved.

2. Cost Information: Information on the start-up and operational expenditures which, when combined with Part II, Effectiveness/Success, and Part III, Exportability, will help an interested school district make a decision about adoption/ adaption of the project or practice.

3. Exportability: A practice that is feasible to communicate to other school districts and which can be adopted or adapted by other school districts with similar needs and environments.

After considering all active projects within a State, including projects supported with ESEA Title III Section 306 funds, each State educational agency notifies projects eligible for nomination and requests an expression of interest for nomination. The local agency so notifies the State educational agency of its desire to be nominated.

The State educational agency provides copies of the Handbook for Validation of Educational Practices to projects expressing interest. Local projects complete the Application for Validation included in the handbook and submit four copies of it with supporting evidence to the State educational agency before the designated deadline. The ESEA Title III State Coordinator offers technical assistance in preparing the application.

The State educational agency and the ESEA Title III State Advisory Council review and rate the applications for validation and nominate projects for on-site visitation by out-of-state teams.

On-Site Validation Procedures

The purpose of the on-site validation visit is to verify the project
as an exemplary project and one that may serve as a model for adoption/
adaption by other school districts. Using the Application for Validation
as a basis, the validation team verifies the information presented and
records its views on the "On-Site Validation Form." Following is an out-
line of the selection procedures for the validation teams, the training
procedures to be followed, and the duties and responsibilities of the
teams.

Selecting Validation Teams

For the purposes of validation and team-formation and training, States
are grouped into the following 10 areas.(States designed as regional Valida-
tion Coordinators are indicated by an asterisk*.):

1	2	3	4
Washington	Hawaii	*Colorado	North Dakota
*Oregon	California	New Mexico	South Dakota
Idaho	Nevada	Texas	Nebraska
Montana	Utah	Oklahoma	Kansas
Wyoming	*Arizona	Arkansas	*Iowa
Alaska	Guam	Bureau of	
	American Samoa	Indian	
	Trust Territories	Affairs	

5	6	7	8
*Wisconsin	Kentucky	Florida	Virginia
Minnesota	*Tennessee	Georgia	Maryland
Missouri	Louisiana	South Carolina	Delaware
Illinois	Mississippi	*North Carolina	District of Columbia
Indiana	Alabama	Virgin Islands	*West Virginia

9	10
*Michigan	*Maine
Ohio	Vermont
Pennsylvania	New Hampshire
New York	Massachusetts
New Jersey	Connecticut
Puerto Rico	Rhode Island

Coordinators from each regional grouping will meet for one day. They will bring a list and the resumes of potential validators who have been nominated from their State. The coordinators will select a validation team and a chairman for each nominated project from the combined listing of potential validators. The team selected, as well as its chairman, must be from a State other than the one in which the nominated project is located.

The coordinators will set tentative dates for on-site visitation of projects and decide how many team members will be included. The minimum number of members on a team is three (the chairman and two others). Coordinators should also determine the tentative cost of validation activities. Each region will determine the method of paying honorariums and expenses for on-site visits and team training. If no minimum is established by the State educational agency, a minimum of $75 per day honorarium plus expenses is recommended per team member. The team chairman should receive one additional day's honorarium for the preparation of the final report. Expenses must be consistent with State regulations. (Payments shall be withheld from team members until the ESEA Title III State Coordinator determines that the team's report is complete.)

Members of the team should be selected on the basis of their competency to judge the three criteria required for validation: effectiveness/success, cost, and exportability. In a team with the minimum of three members, one member will serve a dual function: as a validator of one criterion and as the team chairman.

One member of the team should be an expert in the substantive area of the project, and capable of judging the project's exportability and innovative quality. One member should be an expert in the cost area. One member should be an expert in evaluation and/or research design in order to judge the project's evaluation processes and results. If the nominated project has a dual focus, such as early childhood education for handicapped children, one member of the validation team should be competent in both areas of education, or another member should be added to the team.

Each State shall be responsible for developing a resource pool of various specialists who will be available to the other State educational agencies in forming validation teams. (This pool will be available to the Coordinators prior to the regional meeting of Coordinators.)

Persons selected as validators must be available to meet as a team for training and orientation, to make the required on-site visits, and to complete the necessary documents and reports. Persons selected shall indicate their acceptance of appointment to the team in writing to the ESEA Title III State Coordinator at least one week following the invitation to participate.

The State educational agency's Title III staff and Title III State Coordinators are excluded from teams except as observers. (Title III staff members include any person paid on full-time or part-time basis with ESEA Title III funds or any person assigned on a full-time or part-time basis to ESEA Title III responsibilities and paid from other sources.)

Validation Team Training

The Validation Coordinators in each of the 10 regions, in cooperation with the U.S. Office of Education, will organize and coordinate regional training session. All team members must participate in one of the FY 1974 training sessions before conducting an on-site validation visit. Team members must be selected and assigned to designated projects prior to the training sessions.

The sessions will include orientation to the validation concept and the use of the validation handbook; training in techniques for verification of evidence and detection of errors in measurement, imprecision of instruments, analysis and inferences, and weaknesses in design and statistical procedures; training in techniques for information gathering, including how to ask questions, type of data to be sought, the observation technique, and verification of evidence of public support for the project; writing the validation team report, including the verification and incorporation of the local project description.

The team chairman should receive additional training at the sessions in on-site duties and the preparation of the team report. Each State educational agency may provide additional training of its own pool of validating experts.

Team Chairman's Responsibilities

The team chairman shall cooperate with the ESEA Title III State Coordinator in the nominating State and with representatives from the nominated project in setting up a preliminary on-site validation agenda. He will chair the planning meeting of the validation team in coordination with the ESEA Title III State Coordinator in the nominating State. If necessary, he will revise the agenda and schedule with representatives from the nominated project.

During the on-site visit, the chairman will coordinate activities and the preparation of preliminary reports. He will chair meetings of the team; verify the completeness of each team member's report; and write and submit the validation team's final report to the ESEA Title III State Coordinator within two weeks of the visitation.

Local Project Preparation

In preparation for the on-site visit by the validation team, the project staff will:

a. Provide copies of original proposals, including the
    evaluation plan, continuations, addenda, and changes in
    the original proposal and evaluation reports to the val-
    idation team, prior to the orientation and training
    sessions for the teams.

b. Have accessible all evaluation data and instruments
    (objective and subjective). This includes data from
    tests, questionnaires, checklists, rating sheets.

c. Provide a list of all professional and nonprofessional
    personnel connected with the project and their functions.
    Such personnel should be available for consultation dur-
    ing the validation visit.

d. Have available any instructional materials which have
    been produced by the project.

e. Have accessible project financial records.

f. Have available copies of all dissemination materials.

g. Provide working space for the validation team.

h. Provide office materials needed by the team.

i. Arrange for any secretarial and other help the team may
    need.

j. Help arrange lodging for team members, if necessary.

k. Arrange on-site visits with the following, if requested:
    teachers, students, community groups, parents, principals,
    school board members, superintendents, and any other
    persons pertinent to validation activities.

l. Prepare assurance by the local superintendent regarding
    project continuation.

Team Members' Responsibilities

Prior to the on-site visit, team members shall familiarize themselves
with the abstract and project proposal; copies of project evaluation
instruments and results, and copies of the completed Application for Vali-
dation. Team members should specifically note the following information:

a. Learner and community characteristics of the area served
    by the project including: demographic data, socioeconomic
    characteristics, and racial and ethnic composition.

b. Information on the school system.

c. Critical educational needs as specified by the project.

e. The relationship of project activities to project objec-
    tives.

f. The evidence noted by the project related to the three
    specific criteria: effectiveness/success, cost, exporta-
    bility.

g. The listing of people to be contacted during the validation
    visit.

Validation team members will use the On-Site Validation Form found in
this validation handbook. The critical examination of evaluative data, such
as test data on pupils or anecdotal data is essential. Conducting sample
surveys and spot-checking the validity of data may be required in certain
instances. The following additional activities are suggested as a means of
validating the project's exemplariness:

a. Observation of project activities.

b. Interviews with pupils, teachers, administrators, citizens,
    parents, and others to determine involvement, understanding
    and reactions to project objectives.

c. Examination of evaluative data, such as test data on pupils
    or anecdotal data. (Conduct sample surveys and spot-check
    validity of data, if appropriate.)

d. Observe the use of equipment and materials if integral to
    the project purposes.

e. Examine management procedures and change strategies.

f. Meet with project staff and school personnel and other in-
    terested persons in summarizing tentative findings.

Team members will sign the final validation summary prior to leaving
the project sites. The validation team chairman will complete and submit
the validation report to the ESEA Title III State Coordinator in the
State where the project is located, within two weeks following the on-site
visit.

The Validation Report

Development of the Validation Report is the responsibility of the validation team. Each team member must submit a written report on the criteria area for which he is assigned responsibility. He must rate each item within the criteria area, presenting his ratings, comments, and recommendations to the entire team. Agreement must be reached on the final ratings, comments, and recommendations that will appear in the final report. In the event there is an issue that cannot be resolved to the satisfaction of the entire group, the opinion of the majority shall determine the final rating and a minority statement shall be filed by the disenter(s).

A draft of the final report will be completed and approved by the team at the end of the on-site validation visit. The chairman shall assume responsibility for writing and editing the final report for submission to the State educational agency.

The Validation Report consists of five sections:

Section A: Project Information

Section B: Project Description

Section C: Conclusions and recommendations by the team including minority reports

Section D: A statement as to the innovativeness of the project as viewed by the Validation Team

Section E: Attachments:

1.   A copy of the on-site validation form with the team's final rating.

2.   Copies of individual team members' written reports which form the basis for the chairman's summary report.

3.   Certification by team members that the reports and accompanying documents are accurate and valid and that the project has been validated or has not met validation criteria.

4.   Certification by the superintendent of the local educational agency that the project will be continued and the conditions of the continuation.

5.   After a review and acceptance of the Validation Report, the State will add the following two items to the attachments

   a.   Certification by the Chief State School Officer that the team ratings and comments have been reviewed and found to be accurate and complete.

   b.   State educational agency checklist.

State Certification

The State educational agency certifies that the validated project is worthy of consideration for adoption/adaption. The procedure to be used is as follows:

1.   The Title III, ESEA, Coordinator and staff in the nominating State educational agency review the report submitted by the Validation Team. They check the report for accuracy, completeness, clarity, editorial consistency, and necessary signatures. They resolve any questions by consulting with the chairman of the Validation Team.

2.   The Coordinator submits the completed report to the Chief State School Officer who certifies that the project meets the established validation criteria and that it is recommended for replication.

Recognition

The schools and communities that have successfully undertaken projects of such high quality as is required to meet the rigorous validation process described in this manual deserve commendation. At the State level, the chief state school officer and his staff may wish to recognize this accomplishment by means of a letter, special mention, certificate, or some other tangible form of recognition.

States are encouraged to submit copies of the validated projects to USOE's Division of Supplementary Centers and Services and to other national organizations such as the National Advisory Council on Supplementary Centers and Services and the National Association of State Advisory Council Chairmen.

Each organization will recognize the validated projects in an appropriate manner.

Dissemination

The main purpose of the validation process is to improve the quality of education throughout the Nation by identifying exemplary and successful educational practices and by encouraging their widespread replication. Various forms of dissemination may be followed:

1. The chief state school officer and his staff will undoubtedly extend their efforts to have the validated projects within their own state made known and adopted or adapted by other schools and school districts.

2. Similarly, an interchange among SEAs and LEAs across State borders is to be recommended.

3. At the national level, the National Advisory Council on Supplementary Centers and Services and the National Association of State Advisory Council Chairmen will disseminate information about exemplary projects and practices.

4. Program personnel in the U.S. Office of Education will provide technical assistance and support in mounting and carrying out mechanisms for, and in the enhancement of the process of identifying and sharing educational success.

5. The U.S. Office of Education will disseminate information through available channels on a nationwide basis on the validated practices which meet the criteria of the USOE Dissemination Review Panel.

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If the LEA or SEA wishes to have a project approved by the USOE Dissemination Review Panel, it should complete and return a copy of the form found on page 117 of this manual, "Form for Submitting ESEA, Title III, Materials to the USOE Dissemination Review Panel," along with supporting materials to USOE's Division of Supplementary Centers and Services.

The project descriptions called for on pages 106 through 109 of this manual may be summarized for the above purpose. The section of the Validation Report which presents "Evidence of Effectiveness" (pages 108 and 109 of this manual) may be duplicated and attached to the form on page 117. The summary should not exceed eight pages.

APPLICATION FOR VALIDATION

Directions: This form is used by the local educational agency as an
application for validation of projects or practices for dissemination.

The form has five parts. (Complete all items under each part.)

    Part I: Information and Project Description

    Part II: Evidence of Effectiveness/Success

    Part III: Evidence of Cost

    Part IV: Evidence of Exportability

    Part V: Certifications and Attachments of Supporting
                Documents

Your response to each item will be reviewed by the State and rated
on-site by a team of validators. Be brief and specific in your responses.
Give the best data available that directly address the question. The
report must be summarized or vital data extracted and reported in the
space provided in the form. Reports and other documents from which the
evidence was extracted may be attached. (Suggestion: after the evidence
is reported, do a self-rating of evidence. Are you satisfied with the
scope and strength of the evidence provided? Does it adequately support
your claim of project effectiveness and exportability? Are costs stated
accurately?)

The description of the project, Part I, B, should be able to stand
alone. All evidence must be contained in the description and should not
require additional reference to other documents. It will be separated
from the rest of the application form and used for project review.
Finally, it may be used as part of a publication for dissemination.

Submit four copies of the application, including attached documents,
to the State educational agency prior to the designated deadline.

PART I--Information and Project Description
(Complete Part I after completing Parts II through IV.)*

A.   PROJECT INFORMATION

Area of concern _____
                    (e.g., Career Education, Handicapped, Reading, etc.)

Project Title _____

Project Director's Name _____

_____
Address   City   State   Zip Code

Phone Number (include area code) _____

Application Agency _____

Location _____
          (Street Address)

_____
     City   State   Zip Code

Superintendent's Name _____

_____
Address   City   State   Zip Code

Phone Number (include area code) _____

Project Period: beginning _____; ending _____
                                date   date

Expenditures

Grant Period	Title III Funds	Other Funds	Total Funds
_____ to _____	$_____	$_____	$_____
_____ to _____	$_____	$_____	$_____
_____ to _____	$_____	$_____	$_____
_____ to _____	$_____	$_____	$_____
Total	$_____	$_____	$_____

*/   Parts II through IV serve as the source of information for Part I.

Application
for Validation

PART I--Information and Project Description (cont.)

B.   PROJECT DESCRIPTION

   1.   Describing the Context

      a.   Describe the needs and motivation that encouraged the local
           education agency to apply for ESEA Title III funding.

      b.   Discuss the general purpose or goals of the project.

      c.   Describe the context in which the project operated such as
           locale, population of the school and community, financial
           conditions of the school, other special features.

   2.   Explaining the Project

      a.   The opening statement should describe "what" the project
           proposes to accomplish.   This should include the identifi-
           cation of the major measurable project objectives.   The
           "what" may also show what makes the project different from
           similar projects.

      b.   The information on "what" should be followed by "how,"
           which refers to the services, activities, methods, person-
           nel, facilities, equipment, and materials used to accom-
           plish the objectives of the project.   Services refers to
           such services as guidance and counseling, health, and
           reading instruction.   Methods refers to such methods as
           individualized instruction or a phonetic approach to read-
           ing.   Report only major activities.   Report the activities
           of the teacher and the learners and the duration of such
           activities.   Personnel refers to professionals, including
           consultants, and nonprofessionals, including volunteers
           and teacher aides.

      c.   The information on "how" should be followed by "who."
           Describe the beneficiary participants such as students,
           parents, teachers.   Include information on special attri-
           butes such as dropouts, handicaps, migrants.   Give the
           number of participants and their grade spans.

      d.   Follow the information on "how" with "when" and "where."
           "When" refers to a specific time or period of the project
           (e.g., summer, after-school, four-day week, one-hour per
           day).   "Where" refers to the place where the services are
           performed (e.g., in school, off campus, at a center or
           other location).

PART I--Information and Project Description (cont.)

2.   Explaining the Project (cont.)

e.   Give human interest examples relating to the involvement of
children--their activities, attitudes, reactions and feel-
ings; problems encountered; special relationships with the
community; etc.

3.   Describing Effectiveness

Summarize the evaluation strategy and the evidence of the effec-
tiveness and exemplary character of the program.

a.   Begin by identifying the major measurable objectives to be
validated, if all project objectives are not to be validated.
This will set the stage for describing effectiveness by
indicating who should do what under what conditions and to
what minimum standard of performance.

b.   Describe the number and method of selecting participants
for the project and also for evaluation, if they differ.

c.   Describe the number and method of selecting persons for the
comparison groups, if any.

d.   Describe the special occurrences during the project year
that might affect the interpretation of the project results
such as the number of participants who left the project,
the number who were added, any period of inactivity for the
project, unavailability or lateness of arrival of materials.

e.   Describe the evaluation strategy. This includes what was
evaluated and who, when, where, and how the evaluation was
conducted. Identify the evaluation instruments and discuss
their validity and reliability. Give the time lapse between
pre-tests and post-tests, if applicable.

f.   Describe the findings and relate them to each objective.
Use measures of central tendency, dispersion, and other
descriptive statistical techniques in your description of
the findings. Report other analysis undertaken. Report
comparisons made from collected data. Illustrate summary
data in graphic displays, charts, and tables.

Application
for Validation

PART I--Information and Project Description (cont.)

3. Describing Effectiveness (cont.)

    g. Report the statistical test used to determine the signifi-
        cance of the learner change and the resulting level of
        significance. Taking into account the errors of measure-
        ments and the internal and external validity of the data,
        draw conclusions as to the extent to which each objective
        was attained and the statistical and educational signifi-
        cance of that attainment.

        When using control group(s) or norms for purposes of
        comparison, the data should demonstrate that the statis-
        tical differences found were attributable to project
        intervention activities, not to normal growth or achievement.

    h. State conclusions where possible that the project is effec-
        tive and is superior to other more commonly used approaches
        or methods and that the findings are generalizable to other
        groups.

4. Describing Costs

    Give the developmental and operational costs, based on the total
    expenditure cost of the last grant period. Based on your exper-
    ience, estimate what you believe would be the start-up cost for
    another district (assuming the district can profit from your
    development of materials, etc.).

5. Describing Exportability Factors

    Summarize step-by-step the processes that would be involved in
    adoption of the project by other school districts, including
    information about materials, equipment, staff training.

6. Publications and Materials

    If locally developed publications are available for dissemina-
    tion, give title, description and cost.

7. Describing Unanticipated Outcomes and Spinoff Findings

Application
for Validation

PART II--Effectiveness/Success

> Project objective(s) identified for validation have been
> attained and the performance of the learner has been im-
> proved.

Directions: Evidence on effectiveness/success is to be reported by
objective. Part II has 15 items. Respond to all 15 items for each nomi-
nated objective. You will need as many sets of Part II blank forms as
you have objectives.

Only major objectives should be presented for validation. List these
objectives below. Number consecutively. The handbook contains one set of
forms. Reproduce as many sets of forms as you need.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. _____

1. State each major objective to be validated on a separate set of
    Part II, Effectiveness/Success, forms. Number each objective for
    identification. From here on, identify the objective by its assigned
    number. You will need as many sets of Part II forms as there are
    objectives to be validated.

    Each objective should include the following specifications: (1) who
    is able to do what, (2) at what level of performance, and (3) under
    what conditions. Any objective not meeting the necessary specifica-
    tions of measurability will be eliminated from further review, inves-
    tigation and validation.

    State objective:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ___

2. Provide evidence to justify the need for the objective under consid-
    eration by describing the needs assessment procedures and the related
    findings.

    Description of needs assessment and findings:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ___

3. Describe the activities (methods, strategies, program intervention,
    etc.) employed to accomplish the objective under consideration.
    Describe the intensity of each method in terms of full-time equiva-
    lent professional and nonprofessional personnel required, hours of
    instruction, etc.

    Describe activities for the attainment of the objective:

PART II--Effectiveness/Success (cont.)

Objective No. ___

4(a).   Provide the evaluation design for the objective under consideration
        which, when implemented, will provide the information necessary to
        determine whether the objective was actually attained.

        Describe evaluation design:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ___

4(b).   For the objective under consideration, describe the evaluation pro-
         cedures used to implement the evaluation design (i.e., an evalua-
         tion procedure of data collection specifying who did what to whom,
         how, under what conditions, and when).

         Describe the procedures used for evaluation:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ____

4(c).   Provide supporting evidence that the project activities were
        the cause of the attainment of the objective(s).

        When control group(s) or norms are used for purposes of comparison,
        the data should convincingly demonstrate that the statistical dif-
        ferences reported are attributable to project intervention activities,
        not to normal growth or achievement.

        Describe the activities:

PART II--Effectiveness/Success (cont.)

Objective No. ___

4(d).   If evaluation information was collected on a sampling of the
         project's participants, describe sampling technique. Give
         sampling size, confidence limits, and margin of error.

         If sampling procedure was not used, write "Not Applicable" (NA)
         below.

         Describe sampling technique:

PART II--Effectiveness/Success (cont.)

Objective No. ___

4(e). Where control groups exist, describe how they were selected and
       give some indication of their equivalency to the project group.

       If control groups were not used, write "not applicable" (NA)
       below.

       Describe procedure, give evidence of equivalency:

PART II--Effectiveness/Success (cont.)

Objective No. ____

4(f). Identify and describe each instrument utilized in the evaluation
of each objective. Instruments can be standardized or locally
developed tests, questionnaires, interview forms, rating forms,
inventories, etc. Include the instrument's validity, reliability,
and sensitivity to measure the range, scope, and nature of the
behavior measured.

Identify and describe the instrument:

PART II--Effectiveness/Success (cont.)

Objective No. ___

4(g).   Give evidence that persons responsible for data collection
        (administration of tests, inventories, attitude scales, etc.)
        were qualified for their tasks. List type of data collection
        for the objective under consideration. Identify persons
        collecting data. Discuss skills needed for the task, and the
        actual skills of the data collectors.

        Give evidence of qualifications:

PART II-Effectiveness/Success (cont.)

Objective No. _____

4(h).   Describe data verification procedures used to assure the accuracy
        of data for each objective. The descriptions should include the
        nature of and degree to which data verification procedures were
        used to detect and correct errors in data management.

        Describe the procedures:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ___

4(i).   Report the data analysis procedure(s) used in data treatment and
        interpretation of the evaluation findings.

        Include the name of the person responsible for the analysis.

        Describe the procedures:

PART II--Effectiveness/Success (cont.)

Objective No. ____

5.   Provide evidence that the objective was attained at or above the
     criterion level(s) established for that objective.

     Present evidence:

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. ___

6. State the conclusions which were drawn from the results reported,
    the evidence, the associated cause of learner change and the gener-
    alizability of the findings.

    State the conclusions:

PART II-Effectiveness/Success (cont.)

Objective No. ____

7.   Present evidence which suports both the (a) <u>statistical</u> and
      (b) <u>educational</u> significance of the reported findings and
      conclusions.

      <u>Present evidence</u>:

PART III--Cost Information

> Cost Information: Information on start-up and oper-
> ational costs which, when combined with Part II, Ef-
> fectiveness/Success, and Part IV, Exportability, will
> help an interested school district make a decision
> about adoption/adaption of the project practice.

Directions: In order to provide financial information for the valida-
tion, estimate costs for potential adopters of the project, give the budget
data for the current year of operation as requested.

Please follow the usual format of Title III budgets listing:

100	Administration
200	Instruction
300	Attending Services
400	Health Services
500	Pupil Transportation
600	Operation of Plant
700	Fixed Charges
800	Leasing of Facilities
900	Food Services
1000	Student Body Activities
1100	Community Services
1200	Improvement to Site
1300	Construction
1400	Remodeling
1500	Capital Outlay

Within each line, list specific numbers and positions, e.g.,

200	Instruction
201	3 teachers (10 months)
202	1 guidance counselor (10 months)
203	1 reading resource teacher (10 months)

PART III--Cost Information (cont.)

Directions (cont.)

Developmental Costs are project expenditures and encumbrances assoc-
iated with writing curriculum or materials, refining educational methods
and performing research activities. Salaries and expenses paid to meet
the requirements peculiar to federal funding are considered under develop-
mental costs. Examples include administrative costs, writing of proposals,
on-site visits, staff travel to visit similar programs, evaluation design
and implementation, dissemination, auditing, Advisory Council activities,
and most workshops.

Operational Costs are those expenses and encumbrances that would be
necessary each year if the local school district incorporates the project
as part of its regular school program without expanding or reducing it in
subsequent years.

It is important that the costs listed be complete but not overstated.
The accuracy of the figures may be checked by comparing the "Total Costs"
for each line item with the sum of the Developmental and Operational Costs.
(See sample format on following page.) The Total Cost of the project
should be consistent with the amount reported in Part I, Information and
Project Description.

Application
for Validation

PART III--Cost Information (cont.)

SAMPLE OF COST INFORMATION FORMAT

Item	Total Costs		Developmental Costs		Operational Costs	
	ESEA III	Other	ESEA III	Other	ESEA III	Other
ministration						
oject Director	$ 11,776		$ 11,776			
c. Cler.	4,250		4,250			
ntracted Services						
aluation	1,000		1,000			
ta Proc.	1,000		1,000			
pplies-Mat.						
fice Sup.	915		915			
stage	300		300			
inting	200		200			
her Admin.						
min. Travel	443		443			
struction						
Teachers (10 months)	20,842	$ 11,074 (Local)	2,600	$ 1,400 (Staff Workshop)	$ 18,242	$ 9,674
Guidance Counsel(10 mos.)	7,573		950 (Local&Nat. Workshop)		6,623	
Reading Resource Teacher 0 months)	11,380		1,250 (Staff Workshop)		10,130	
Outdcor Ed. Teacher 2 months)	12,611		820 (Nat. Park Training)		11,791	
ntracted Services						
nsult. Inst.	500		500 (Staff Workshops)			
pplies-Mat. Library		4,500 (ESEA II)		4,500		
rric. Mat. ath.Soc.Stud.Sci.Lang. rts)	2,156		2,156			
vironmental	500	500 (Local) 500 (NDEA III)	500	1,000		
ec. Ed. Mat.		2,000 (State Sp. Ed.)		2,000		
o	$75,446	$ 18,574	$ 28,660	$ 8,900	$ 46,786	$ 9,674

Application
for Validation

PART III--Cost Information (cont.)

1. Give: (1) the total expenditure and (2) the total number of months
    in the last completed grant period.

    (1) Total expenditure $_____ (2) Total months _____

    Based on the expenditure figure, provide the estimated cost of operating
    this program by another school district. Use the following format:
    See instructions and sample on the previous pages.

Item	Total Costs		Development Costs		Operational Costs	
	ESEA III	Other	ESEA III	Other	ESEA III	Other
Total						

Application
for Validation

PART III--Cost Information (cont.)

2. Find the per-learner operational cost per month by dividing the
    number of participants into the operational costs and then divid-
    ing the resulting dividend by the number of months in the grant
    period.

$$\left.\begin{array}{l}\text{Per-learner}\\\text{Operational}\\\text{Cost per}\\\text{Month}\end{array}\right\} = \dfrac{\left(\dfrac{\text{Total Operational Cost}}{\text{Number of Participants}}\right)}{\begin{array}{l}\text{Number of}\\\text{Months in}\\\text{Grant Period}\end{array}} = \$\underline{\hspace{2cm}}$$

Step #1:   Divide the total operational cost (sum of ESEA and
           other costs) by the number of participants.

Step #2:   Divide the resulting dividend (per-learner operational
           cost) by the number of months in the grant period.

Application
for Validation

PART III--Cost Information (cont.)

3. Give the estimated average total number of hours per learner served
    during the last grant period.

    _____: average total number of hours per learner served.

    Present data on how figure was derived:

Application
for Validation

PART III--Cost Information (cont.)

4. Estimate start-up cost if the local educational agency is to replicate
    the project in a similar environment. Start-up costs are one-time
    expenditures required to replicate this project or install it at
    another site.

    Present data on start-up costs of the following:

    a. Staff Development $ _____

        (Staff training workshops excluding materials and
         curriculum development sessions). Extimate
         number and length of sessions and the number of
         staff members participating in each session. In-
         clude the part of salaries paid during staff de-
         velopment sessions.

    b. Materials $ _____

        Give general type and approximate number of each
        type, e.g., audiovisual materials, textbooks.

    c. Facilities $ _____
        (rental, purchase, remodeling)

        Indicate number and size of rooms/centers

    d. Contracted Services $ _____

        (General description, e.g., evaluation,
         medical examinations.)

Application
for Validation

PART III--Cost Information (cont.)

4. (cont.)

    e.   Equipment $ _____

        (rental, purchase) Give general type and
         approximate number, e.g., audiovisual,
         physical education.

    f.   Travel $ _____

        State the kinds of locations, method of
        transportation, approximate number of trips
        and number of persons.

    g.   Other (Describe below) $ _____

    h.   Total estimated start-up cost $ _____

    i.   Give the total number of learners upon which the
        above total estimated start-up costs are based.   _____
                                                            number

    Present data on how start-up cost figure was derived:

Application
for Validation

PART III--Cost Information (cont.)

5. Find the estimated per-learner start-up costs by dividing the
    total estimated start-up cost given on page 42, item "4,h" by the
    total number of learners given on page 42, item "4,i".

    $_____: per-learner start-up cost.

Application
for Validation

PART IV--Exportability

A validated practice is exportable if (1) it is feasible to trans-
port it to other school districts and (2) it can be adopted or
adapted by other school districts with similar needs and environ-
ments. Used interchangeably with portable, replicable, and communi-
cable.

1. Provide in the space below a description and documentation of the
    needs for this project in your school district.

    Report evidence:

Application
for Validation

PART IV--Exportability (cont.)

2. Will the project be continued with State or local funds? (Other than
    ESEA Title III)
                          YES _____   NO _____

    Report evidence:

Application
for Validation

PART IV--Exportability (cont.)

3. If the project is validated, is the Board of Education willing to
    operate the project as a demonstration site (i.e., accept the role
    as a producer school. See definition.).

                    YES _____   NO _____

    Report evidence:

Application
for Validation

PART IV--Exportability (cont.)

4. Provide in the space below a detailed description of the target
    population (e.g., age, ethnic composition, income level, teacher
    experience, family, urban/rural).

    Description:

Application
for Validation

PART IV--Exportability (cont.)

5. Describe the nature of the institutional variables (e.g., the
    school administration teaching staff, physical facilities)
    which are critical to the success of the project.

    Description:

Application
for Validation

PART IV--Exportability (cont.)

6. Describe any community and home variables critical to the success
    of the project (e.g., the necessity for parental and community
    involvement, etc.).

    Description:

Application
for Validation

PART IV--Exportability (cont.)

7. Describe clearly and precisely the activities critical to the success
    of the project.

    Description:

Application
for Validation

PART IV--Exportability (cont.)

8. List essential materials (software) used by students, teachers, and
    others and the source and cost of items. Describe the availability
    of the materials.

    Description:

Application
for Validation

PART IV--Exportability (cont.)

9.   Describe the types, numbers and qualifications of personnel required
     to operate the project successfully.

     List types, numbers and qualifications:

Application
for Validation

PART IV--Exportability (cont.)

10.   Describe procedures and materials necessary for personnel training.

      Describe procedures and identify materials:

Application
for Validation

PART IV--Exportability (cont.)

11. Discuss the feasibility of adopting the entire project or components
     of the project.

     Report evidence:

PART IV--Exportability (cont.)

12. Describe any special equipment (hardware) and/or unique facilities
required for the project.

Description of equipment and facilities:

Application
for Validation

PART IV--Exportability (cont.)

13.   Identify special problems encountered in implementation of the
      project and describe solutions: (unique to this kind of project)

      <u>List problems and solutions:</u>

STATE REVIEW AND RATING FORM

Directions: Review the Application for Validation

Rate each item contained in the Application under the three parts (Effectiveness/Success, Cost Information, and Exportability) by indicating on the Summary Rating forms whether the information furnished by the local educational agency is acceptable or unacceptable.

The criteria for acceptability of information include the completeness, the quality, and the appropriateness of the applicant's response to each question. The reviewer should keep two questions constantly before him: (1) Has the project successfully met the criteria for effectiveness/success, cost information, and exportability as defined in both the Application for Validation and On-Site Validation form? (2) Has the project provided verifiable evidence to support its claims?

State Review
and Rating Form

Review and Rating of Evidence of Effectiveness/Success

Directions: Review the evidence provided for each item under Part II,
Effectiveness/Success, in the Application for Validation.

Rate as "acceptable" (A) or "unacceptable" (U) the information fur-
nished by the local educational agency on each item.

Items 1, 5, 6,and 7 for each objective must receive a rating of
"acceptable" (A) or the objective must be eliminated from further con-
sideration or nomination for validation. If the objective is eliminated,
the state review team should determine if the objective is crucial to the
significance of the project or practice under consideration for valida-
tion. Upon such determination, the entire project or practice should be
rejected from further review.

State Review
and Rating Form

Review and Rating of Evidence of Effectiveness/Success (cont.)

SUMMARY RATING

Evidence of Effectiveness/Success Items	Rating A=Acceptable U=Unacceptable Nominated Objective by Number						
	1	2	3	4	5	6	7
*1. Measurability of objective ··········							
2. Needs determination ···············							
3. Intensity of project activities ·····							
4(a). Evaluation design ·················							
4(b). Evaluation procedure ··············							
4(c). Project activities ················							
4(d). Sampling technique ················							
4(e). Control group selection ···········							
4(f). Instrumentation ···················							
4(g). Qualified personnel ···············							
4(h). Data accuracy ·····················							
4(i). Data analysis procedures ··········							
*5. Attainment of objective ···········							
*6. Learner change and generalizability··							
*7. Statistical and educational significance ·····················							

*Items 1, 5, 6, and 7 for each objective must receive a rating of "acceptable"
(A) or the objective must be eliminated from further consideration or nomina-
tion for validation. If the objective is eliminated, the state review team
should determine if the objective is crucial to the significance of the project
or practice under consideration for validation. Upon such determination, the
entire project or practice should be rejected from further review.

State Review
and Rating Form

Review and Rating of Evidence of Cost Information

Directions: Review the evidence provided for each item under Part III,
Cost Information in the Application for Validation.

Rate as "acceptable" (A) or "unacceptable" (U) the information fur-
nished by the local educational agency on each item.

Each item must receive a rating of "acceptable" (A) or the project
or practice must be rejected from further review.

SUMMARY RATING

Rating

A=Acceptable
U=Unacceptable

Evidence of Cost Items

1. Cost information for last completed budget period ☐

2. Information on per-learner cost ☐

3. Information on average number of hours per learner ☐

4. Information on start-up costs for replication ☐

5. Information on per-learner start-up costs ☐

State Review
and Rating Form

Review and Rating of Evidence of Exportability

Directions: Review the evidence provided for each item under Part III,
Exportability, in the Application for Validation.

Rate as "acceptable" or "unacceptable" (A) or (U) the information
furnished by the local educational agency on each item.

Items 1, 2, 3, 8, and 10 must receive a rating of "acceptable" (A)
or the project or practice must be rejected from further review.

SUMMARY RATING

Evidence of Exportability Items	Rating A=Acceptable U=Unacceptable
* 1. Description of learner needs	[ ]
* 2. Continuation of project with state or local funds	[ ]
* 3. Willingness to serve as a demonstration site	[ ]
4. Description of target population	[ ]
5. Description of institutional variables	[ ]
6. Description of community and home variables	[ ]
7. Description of project activities	[ ]
* 8. Availability of software	[ ]
9. Description of personnel	[ ]
*10. Training procedures and materials	[ ]
11. Adaptability of project	[ ]
12. Description of hardware	[ ]
13. Description of problems and solutions	[ ]

*Items 1, 2, 3, 8, and 10 must receive a rating of "acceptable" (A) or the
project or practice must be rejected from further nomination or considera-
tion for review.

State Review
and Rating Form

State Educational Agency Selection Form

Name of Project _____

School District _____

Address _____

_____

Upon the review of Application for Validation:

_____ This project is selected for validation.

_____ This project is not selected for validation.

_____
Signature of Appropriate SEA Official

_____
Print name

_____
Title

_____
Date

ON-SITE VALIDATION FORM

Directions: This form is used by the validation team to record its on-site findings and ratings of evidence. The evidence to be validated on-site is found in the local project's Application for Validation and its attachments of reports and other documents.

The form has four parts:

Part I: Validation of Information and Project Description

Part II: Validation of Evidence on Effectiveness/Success

Part III: Validation of Evidence on Cost

Part IV: Validation of Evidence on Exportability

Please read the directions carefully. Note in Part II, Validation of Evidence on Effectiveness/Success, validation of evidence and the reporting of the findings are to be done by objective.

Validation is based on evidence presented, although additional evidence obtained during the validation visit may be recorded and validated.

The validation report for each item should contain the following information: (1) what you validated; (2) how you validated; (3) what you found.

Rate the evidence according to the instruction sheets preceding each Part.

The project abstract should be validated carefully and completed after Parts II through IV have been validated. It will become the major source of information about the project or practice.

Submit four copies of the validation report, including all supporting documents, to the State educational agency within 10 days after on-site validation.

PART I--Validation of Information and Project Description
(Complete Part I After Completing Parts II through IV)*

<u>Directions</u>: Verify and correct the Application for Validation, Part I.
Sections A and B, (Information and Project Description, Pages 15-18).
This part does not require ratings. After verification and corrections,
Sections A and B become part of the Validation Report. The team valida-
tion report format is found on pages 106-114.

*Parts II through IV serve as the source of information for Part I.

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success

DIRECTIONS FOR RATING

On-site validation of effectiveness/success is based on the
evidence reported in Application for Validation, Part II
Effectiveness/Success and the accompanying support documents
on pages 19-34.

Validation of evidence and the reporting of findings is to be
done by objectives and should parallel the evidence presented
in the Application for Validation. The 15-item Validation of
Effectiveness/Success corresponds to the 15-item Application
for Validation. Since validation is done by objective, you
will need as many sets of Part II blank validation forms as
there are objectives to be validated. The handbook contains
one set of forms. Reproduce as many sets as you need.

Rating by Validation Item

1. Examine and verify the evidence provided for each item
    under each objective by the project personnel. Validate
    each objective separately.

2. Circle the appropriate number. Assign a point value of
    "0" to any item for which no observable evidence is pre-
    sented.

    Assign a point value of "1" to any item for which the
    project staff presents observable evidence that is per-
    suasive in support of the item intent.

    Assign a point value of "2" for any item for which the
    project staff presents observable evidence of a substan-
    tial and persuasive, but not conclusive, nature for the
    item.

    Assign a point value of "3" for any item for which the
    project staff presents observable evidence which is both
    conclusive and compelling that the intent of the item is
    wholly fulfilled.

3. Record the rating value for each item on the Validation
    Summary Record (at the end of this section) in the appro-
    priate item/objective cell (page 81).

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Project objective(s) identified for validation have been
attained and the performance of the learners has been
improved.

Objective No. ___

1. Review the structure of the objectives presented in Application for
    Validation, Part II. Determine if the objective contains the neces-
    sary specifications to render it measurable at a given point in time.
    The specification must include: (1) who is able to do what, (2) at
    what level of performance, and (3) under what conditions. Any
    objective not meeting the necessary specifications of measurability
    must be eliminated from further investigation and validation.
    Include an explanation of the deficiencies. If the objective to be
    eliminated is crucial to the significance of the project or the
    practice under validation, a meeting of the entire validation team
    should be called at this point to determine whether further valida-
    tion of the project or practice is warranted.

    Validation of Evidence:

Rating of Evidence:
(Circle appropriate number)

```
         0          1          2          3
         |          |          |          |
   Objective Fails          Objective
     To Meet                 Meets
   Specifications          Specification
```
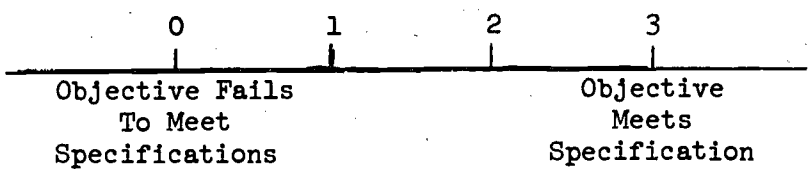
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

2.   Examine and verify the needs assessment procedures and findings for
     the nominated objective and determine the adequacy of the evidence of
     need to justify the selection of the objective.

     Validation of Evidence:

Rating of Evidence:

```
          0              1              2              3
          |              |              |              |
   _____|_____|_____|_____|_____
        Omitted                              Adequate
```

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

3.   Examine and verify the activities (methods, strategies, program
     intervention, etc.) employed to accomplish the objective. Verify
     the intensity of each method in terms of full-time equivalent
     professional and nonprofessional personnel required, hours of
     instruction, etc.

     Validation of Evidence:
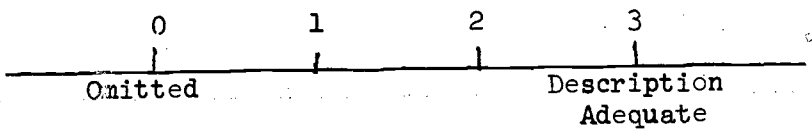
Rating of Evidence:

```
        0          1          2          3
        |          |          |          |
    Omitted                          Description
                                      Adequate
```

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

4(a).   Each objective must have an evaluation design which will provide
        the information necessary to determine if the learner change
        occurred at the levels specified in the objective.

        Review the evaluation design for each objective for the purpose
        of determining that implementation of the design yielded infor-
        mation for rendering conclusions about the attainment of the
        objective. (In the absence of such a design, the validator
        should eliminate the objective from further investigation and
        discuss the discrepancies encountered in the evaluation design.)
        If the objective to be eliminated is crucial to the significance
        of the project or practice under validation, a meeting of the
        entire validation team should be called at this point to deter-
        mine whether further validation of the project or practice is
        warranted.

        Validation of Evidence:

Rating of Evidence:
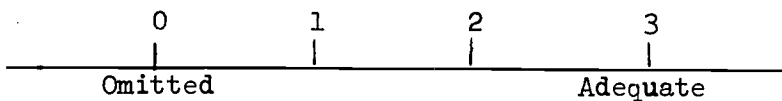
```
        0           1           2           3
        |           |           |           |
      Plan                    Plan
     Omitted                Adequate
```

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

4(b).   Review the evaluation procedures for each objective. The descrip-
        tion of the procedures should include who did what to whom,
        how, when, and under what conditions to collect evaluative data.

        Validation of Evidence:

Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
_____|_____|_____|_____|_____
      Omitted                        Description
                                     Adequate
```

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. _____

4(c). Review the evidence that supports the project's claim that the
        project activities were the cause of the attainment of the objective(s).

        When control group(s) or norms are used for purposes of comparison,
        the data should convincingly demonstrate that the differences reported
        are attributable to project intervention, not to normal growth or achieve-
        ment.

        <u>Validation of Evidence:</u>

Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
_____
     Omitted                          Evidence
                                      Adequate
```

On-Site Validation Form
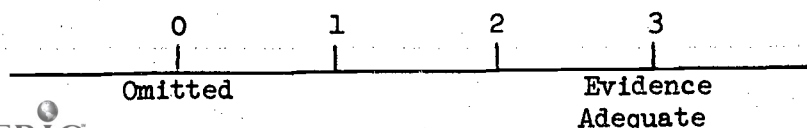
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

4(d). Review the sampling technique used for each objective. Verify the
reported sample size, selection techniques, margin of error, and
confidence limits and determine its appropriateness.

If sampling was not used, write NA (not applicable) in the space
marked 4(d) on the Effectiveness/Success Summary Sheet.

<u>Validation of Evidence:</u>

Rating of Evidence:

```
      0           1           2           3
      |           |           |           |
   Omitted                             Adequate
                                       Sampling
                                       Procedures
```
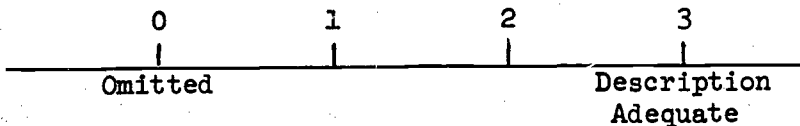
On-Site Validation Form
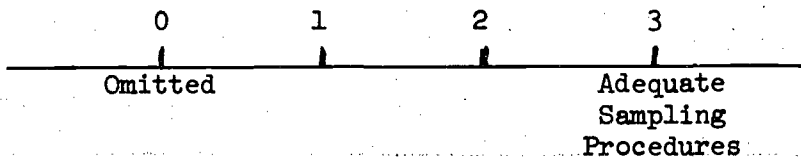
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

4(e).   Review the procedures used to select control groups. Verify that
        the procedures used do not violate the underlying assumptions of a
        "control group."

        Where procedures are "not applicable," write NA in the space marked
        4(e) on the Effectiveness/Success Summary Sheet.

        Validation of Evidence:

Rating of Evidence:

```
      0            1           2           3
      |            |           |           |
   Omitted                              Selection
                                        Procedure
                                        Adequate
```

On-Site Validation Form
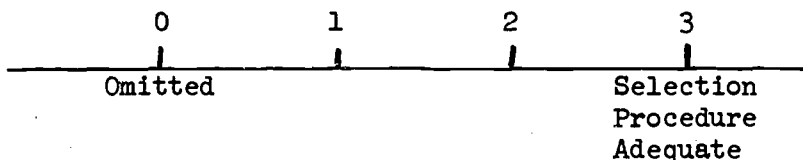
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

4(f).   Examine and verify the instrument's validity, reliability, and
        sensitivity to measure the range, scope, and nature of the behavior
        measured and determine the adequacy of the instrument used.

        Validation of Evidence:
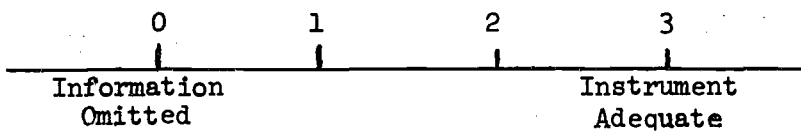
Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
   Information                        Instrument
    Omitted                            Adequate
```

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

4(g).   Persons responsible for data collection should be qualified for
        their tasks. Review, by objective, the tasks performed in the
        data collection process and those competencies (either stated or
        implied) required to perform those tasks.

        If there was no evidence, ask for this information. Identify
        instruments administered by persons not qualified.

        Validation of Evidence:

Rating of Evidence:


```
          0            1            2            3
          |            |            |            |
       Omitted                              Adequate
                                            Qualification
```

On-Site Validation Form

PART II—Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

4(h).   Review data verification procedures used for assuring the accuracy
         of data for each objective. The description should include the
         nature of and degree to which data verification procedures were
         used to detect and correct errors in data management.

         Validation of Evidence:

Rating of Evidence:

```
       0           1           2           3
 _____|_____|_____|_____|_____
       Omitted·                         Procedures
                                        Adequate
```

On-Site Validation Form
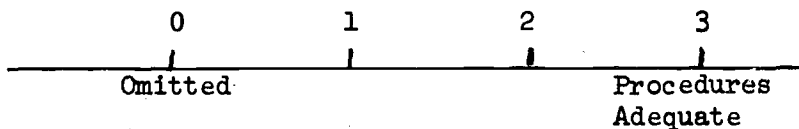
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

4(i). For each objective, there should be one or more appropriate data analysis procedure(s) to determine the extent to which objectives were attained.

Review the data analysis procedure(s) for the objective. Identify any objective for which there was no provision for analysis of data or for which the analysis procedure was inappropriate. Explain the inappropriateness. Invalidate all conclusions based on such analysis. If conclusions are invalidated and that objective eliminated from validation, a meeting of the entire validation team should be called to determine whether further validation of the project or practice is warranted.

Validation of Evidence:

Rating of Evidence:

```
        0          1          2          3
        |          |          |          |
     Omitted                        Analysis
                                    Procedure
                                    Adequate
```

On-Site Validation Form

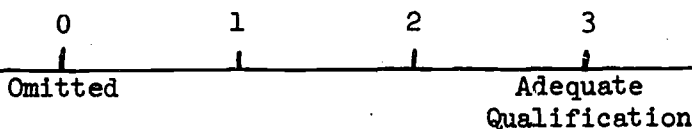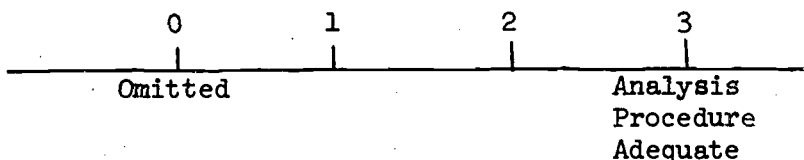PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

5. The evaluation findings reported for each objective in the Applica-
    tion for Validation should give acceptable quantitative evidence
    that the learner performance attainment was met as expected. Verify
    that the attainment level for each objective was reached and cite
    the appropriate evidence.

    Objectives failing the criterion must be eliminated from further
    consideration. If the objective is eliminated, a meeting of the
    entire validation team should be called to determine if the objec-
    tive was crucial to the significance of the project or practice under
    validation. Upon such determination, the entire project or practice
    should be rejected from further validation.

    Validation of Evidence:

Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
_____|_____|_____|_____|_____
     Omitted                         ~ ~idence
                                     Acceptable
```

On-Site Validation Form
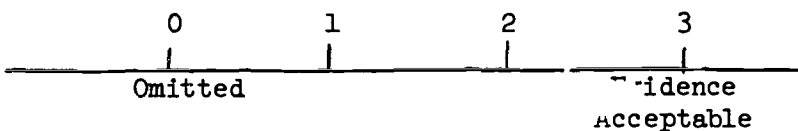
PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ____

6. The evaluation supports the conclusion that the associated learner
    change implicit in the attainment of the objective was directly
    associated with project activities. Examine the conclusions drawn
    from the evaluation evidence for the objective for the purposes of
    verifying that the evidence supports the probability that learner
    change was associated with project activities; examine the conclu-
    sions to determine the generalizability of the findings.

    Objectives failing the criterion must be eliminated from further
    consideration.

    Validation of Evidence:
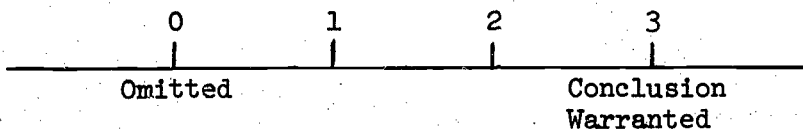
Rating of Evidence:


```
      0           1           2           3
      |           |           |           |
  _____

    Omitted                    Conclusion
                               Warranted
```

On-Site Validation Form

PART II--Validation of Evidence on Effectiveness/Success (cont.)

Objective No. ___

7. Review and verify the evidence supporting the conclusions that the
    findings for each objective are (a) <u>statistically</u> and (b) <u>education-
    ally</u> significant.

    <u>Validation of Evidence:</u>

Rating of Evidence:

```
         0          1          2          3
         |          |          |          |
        No                              Yes
```
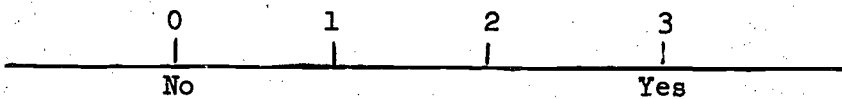
PART II--Validation of Evidence on Effectiveness/Success

SUMMARY RATING

Evidence of Effectiveness/Success Items	Rating Points Nominated Objectives by Number						
	1	2	3	4	5	6	7
*1. Measurability of objectivity							
2. Needs determination							
3. Intensity of project activities							
4. Evaluation (See directions below.)							
*5. Attainment of objective							
*6. Achievement and learner change and generalizability of project							
*7. Statistical and educational significance							
SUMMED RATING POINTS (Summed Rating Points Must Total 19 for Validation of Each Objective.)							
Total Scaled Score(Summed Score Divided by 7) Transfer Scaled Score to p. 104.							

Add additional objectives as needed.

*Items 1, 5, 6, and 7 must each receive a rating of
3 points. If any of these items does not receive
a rating of 3 points, reject the objective from
further validation.*

Directions for Item 4 (Evaluation, parts a-i): Enter rating for each item.
For each objective, total the rating (parts a-i). Divide the total by 9 (the
number of subitems).
If item 4(d) or 4(e) is rated NA (not applicable), divide the total by 8.
If item 4(d) and 4(e) are rated NA (not applicable), divide the total by 7.
Enter result under item 4 in summary record above.

4.   Evaluation

	Rating Points Nominated Objectives by Number						
	1	2	3	4	5	6	7
(a). Evaluation design							
(b). Evaluation procedures							
(c). Project activities							
(d). Sampling techniques							
(e). Control group selection							
(f). Instrumentation							
(g). Qualified personnel							
(h). Data accuracy							
(i). Data analysis procedures							
TOTAL							

On-Site Validation Form

PART III--Validation of Evidence on Cost Information

Cost Information: Information on start-up and operational costs
which, when combined with Part II, Effectiveness/Success, and Part
IV, Exportability, will help an interested school district make a
decision about adoption/adaption of the project practice.

DIRECTIONS FOR RATING

On-site validation of cost is based on the evidence reported in
the Application for Validation, Part III, Cost Information, and
the accompanying supporting documents.

Rating by Validation Item

1. Examine and verify the evidence provided for each item by the
    project personnel.

2. Circle the appropriate number. Assign a point value of "0" to
    any item for which no observable evidence is presented.

    Assign a point value of "1" to any item for which the project
    staff presents observable evidence that is persuasive in support
    of the item intent.

    Assign a point value of "2" for any item for which the project
    staff presents observable evidence of a substantial and persua-
    sive, but not conclusive, nature for the item.

    Assign a point value of "3" for any item for which the project
    staff presents observable evidence which is both conclusive and
    compelling that the intent of the item was wholly fulfilled.

3. Record the rating value for each item on the Validation Summary
    Record (on page 88) in the item cell keyed to the number of the
    item.

On-Site Validation Form

PART III--Validation of Evidence on Cost Information (cont.)

1. Examine and verify the total expenditure for the last completed
    grant period and the estimated cost of adopting/adapting this
    program by another school district.

    Validation of Evidence:

Rating of Evidence:
(Circle the appropriate number)

```
        0           1           2           3
        |           |           |           |
     Omitted                   Complete and
                                reasonable
```

On-Site Validation Form

PART III--Validation of Evidence on Cost Information (cont.)

2.   Examine and verify the evidence on per-learner cost and the method used to determine cost.

Validation of Evidence:

Rating of Evidence:

```
        0          1          2          3
        |          |          |          |
_____|_____|_____|_____|_____
     Omitted                Complete and
                            reasonable
```

On-Site Validation Form
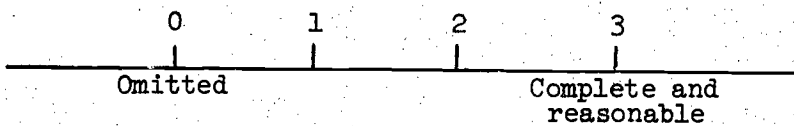
PART III--Validation of Evidence on Cost Information (cont.)

3.   Examine and verify the evidence related to the determination of the
     average number of hours per learner served for the last grant period.

     Validation of Evidence:

Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
      Omitted                 Complete and
                              reasonable
```

On-Site Validation Form
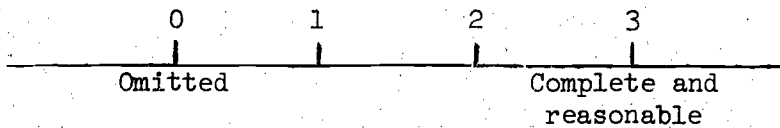
PART III--Validation of Evidence on Cost Information (cont.)

4. Examine and verify the evidence related to the estimated start-up
    costs for replication of the project and the method used to deter-
    mine the costs.

    Validation of Evidence:

Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
   Omitted                            Complete and
                                       reasonable
```
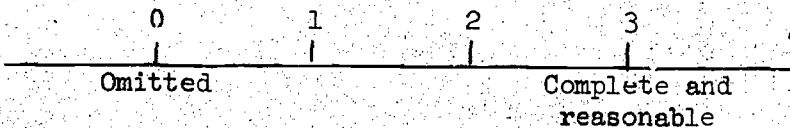
PART III--Validation of Evidence on Cost Information (cont.)

5.   Examine and verify the evidence related to the estimated per-learner
      start-up costs for the purpose of replication in a similar environ-
      ment.

      Validation of Evidence:

Rating of Evidence:


```
        0                1              2              3
        |                |              |              |
      Omitted                                  Complete and
                                               reasonable
```
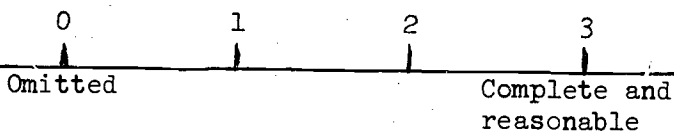
PART III--Validation of Evidence on Cost Information

SUMMARY RATING

Evidence of Cost Items

Rating
Points

1. Cost information for last completed grant period

2. Per-learner cost information

3. Information on average number of hours per learner

4. Information on start-up costs for replication

5. Information on per-learner start-up costs

SUMMED RATING POINTS
(Summed Rating Points Must Total 15 for Validation)

Total Scaled Score (Summed Score Divided by 5)

Transfer Scaled Score to p. 104.

On-Site Validation Form

PART IV--Validation of Evidence of Exportability

DIRECTIONS FOR RATING

1. Examine and verify the evidence provided for each item reported
    in the Application for Validation, Part IV, Exportability.

2. Report in the space provided HOW you validated the evidence
    presented and the FINDINGS of the validation. DO NOT
    repeat the evidence presented by the project unless new evi-
    dence, not reported in the Application for Validation, is used.

3. Circle the appropriate number. Assign a point value of "0" to
    any item for which no observable evidence is presented.

    Assign a point value of "1" to any item for which the project
    staff presents observable evidence that is persuasive in sup-
    port of the item intent.

    Assign a point value of "2" for any item for which the project
    staff presents observable evidence of a substantial and per-
    suasive, but not conclusive, nature for the item.

    Assign a point value of "3" for any item for which the project
    staff presents observable evidence which is both conclusive
    and compelling that the intent of the item was wholly fulfilled.

4. Record the rating value for each item on the Validation Summary
    Record (on page 103) in the item cell keyed to the number of the
    item.

On-Site Validation Form

PART IV—Validation of Evidence on Exportability (cont.)

> A validated practice is exportable if (1) it is feasible to
> communicate to other school districts and (2) it can be
> adopted or adapted by other school districts with similar
> needs and environments. Used interchangeably with Portable,
> Replicable, and Communicability.

1. Examine and verify the description and documentation of the local
    educational need for this project.

    Validation of Evidence:

Rating of Evidence:
(Circle the appropriate number)

```
        0          1          2          3
        |          |          |          |
     Omitted                        Adequate
                                    Evidence
                                    of Need.
```
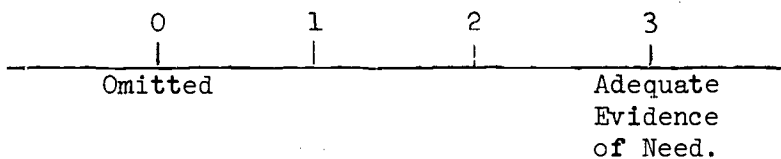
PART IV --Validation of Evidence on Exportability (cont.)

2.   Examine and verify the evidence that the project will be continued
     with State or local funds afte᠎ the termination of Federal funds.

     Validation of Evidence:

Rating of Evidence:

```
         0           1           2           3
         |           |           |           |
    _____
      Omitted                             Adequate
                                          Evidence
                                          of Need.
```
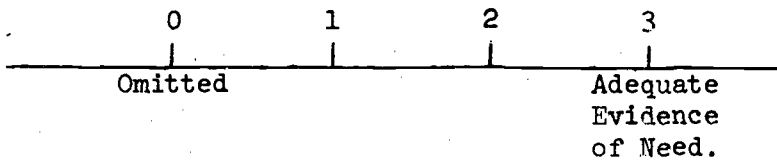
PART IV--Validation of Evidence of Exportability (cont.)

3.   Examine and verify the evidence that the Board of Education will
      operate the project as a demonstration site, assuming funds are
      made available for demonstration purposes.

      Validation of Evidence:

Rating of Evidence:

```
         0           1           2           3
         |           |           |           |
      Omitted                  Some      Sufficient
                              Evidence    Evidence
```
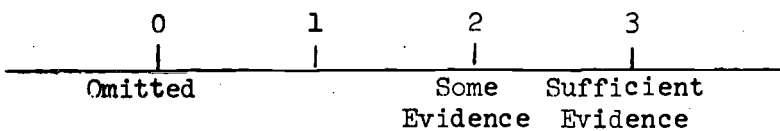
PART IV --Validation of Evidence on Exportability (cont.)

4.   Examine and verify the accuracy of the described target population
     of the project.

     Validation of Evidence:

Rating of Evidence:

```
        0         1         2         3
        |         |         |         |
_____|_____|_____|_____|_____
    Omitted                    Adequate
                               Description
```

PART IV--Validation of Evidence of Exportability (cont.)

5.   Examine and verify the accuracy of the descriptions of institutional
     variables critical to the success of the project, i.e., school admin-
     istration, teaching staff, physical facilities.

     Validation of Evidence:

Rating of Evidence:

         0   1   .   3
         | | | |
    ──
      Omitted   Acceptable
                                        Accuracy

PART IV--Validation of Evidence of Exportability (cont.)

6.   Examine and verify the accuracy of the descriptions of any community
      and home variables, e.g., the necessity for parental and community
      involvement.

      Validation of Evidence:

Rating of Evidence:


```
          0            1           2           3
          |            |           |           |
  _____|_____|_____|_____|_____
      Omitted                          Acceptable
                                        Accuracy
```
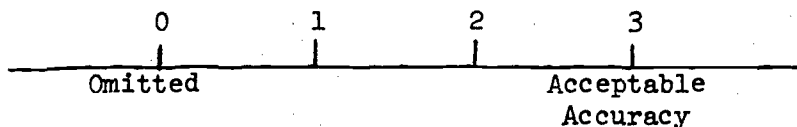
PART IV--Validation of Evidence of Exportability (cont.)

7. Examine and verify the accuracy of the description of the activities
    determined by the project staff to be critical to the success of the
    project.

    Validation of Evidence:

Rating of Evidence:

```
        0           1           2           3
        |           |           |           |
 _____
      Omitted                     Accurate
```
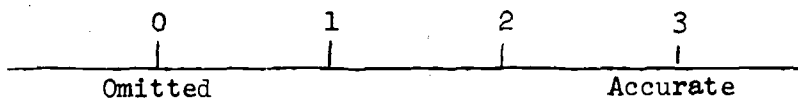
PART IV--Validation of Evidence of Exportability (cont.)

8. Examine and verify that the essential materials (software) are fully
    developed and publicly available for potential adoptors.

    <u>Validation of Evidence</u>:

Rating of Evidence:

```
        0            1            2            3
        |            |            |            |
     Omitted                              Software
                                           Fully
                                          Developed
                                            and
                                          Available
```
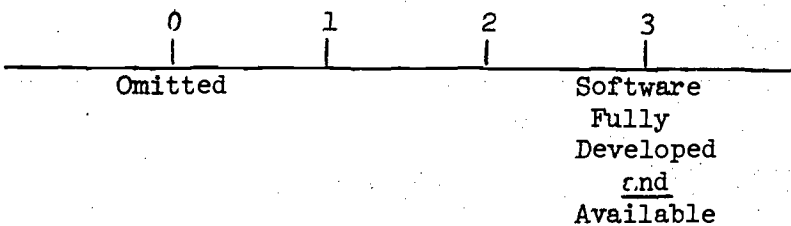
PART IV--Validation of Evidence of Exportability (cont.)

9. Examine and verify the descriptions of the types, numbers and special
    qualifications of personnel required for the project.

    Validation of Evidence:

Rating of Evidence:

```
            0           1          2          3
            |           |          |          |
   _____|_____|_____|_____|_____
      Omitted                        Adequate
                                    Description
```
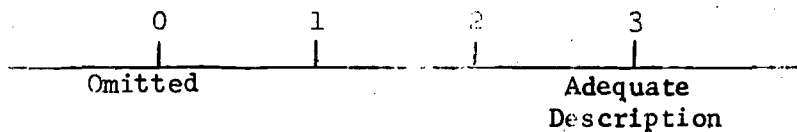
PART IV--Validation of Evidence of Exportability (cont.)

10.   Examine and verify the descriptions of the procedures and materials
       necessary for personnel training.

       Validation of Evidence:

Rating of Evidence:


```
        0           1           2           3
        |           |           |           |
_____
    Omitted                          Adequate
                                     Description
```
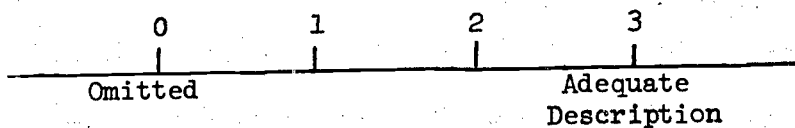
PART IV--Validation of Evidence of Exportability (cont.)

11. Examine and verify the claim that the project can be adopted in whole or in part.

     Validate Evidence:

Rating of Evidence:

```
        0         1         2         3
        |         |         |         |
_____
      Omitted                      Claim
                                    Sub-
                                  stantiated
```
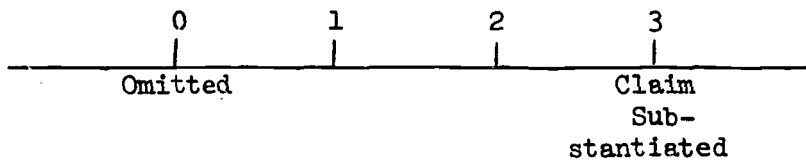
PART IV--Validation of Evidence of Exportability (cont.)

12.   Examine and verify the adequacy of the description of the special
       equipment (hardware) and/or unique facilities required for the
       project.

       Validation of Evidence:

Rating of Evidence:


```
            0           1         2          3
            |           |         |          |
   Omitted                             Adequate
                                       Description
```
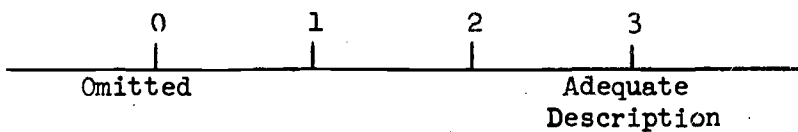
PART IV--Validation of Evidence of Exportability (cont.)

13.   Examine and verify the accuracy of the descriptions of the problems
       and solutions in implementation of the project.

       Validation of Evidence:

Rating of Evidence:

```
       0          1          2          3
       |          |          |          |
_____|_____|_____|_____|_____ _
                                       Adequate
                                   Descriptions of
                                    Problems and
                                     Solutions
```
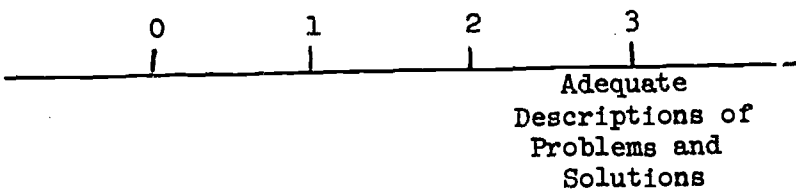
On-Site Validation Form

PART IV--Validation of Evidence of Exportability (cont.)

SUMMARY RATING

Evidence of Exportability Items	Rating Points
* 1. Description of Learner Needs	☐
* 2. Continuation of Project with State or Local Funds	☐
* 3. Willingness to Serve as a Demonstration Site	☐
4. Description of Target Population	☐
5. Description of Institutional Variables	☐
6. Description of Community and Home Variables	☐
7. Description of Project Activities	☐
* 8. Availability of Software	☐
9. Description of Personnel	☐
*10. Training Procedures and Materials	☐
11. Adaptability of Projects	☐
12. Description of Hardware	☐
13. Description of Problems and Solutions	☐

SUMMED RATING POINTS   ☐
(Summed Rating Points Must Total 35 for Validation)

Total Scaled Score (Summed Score Divided by 13)   ☐

Transfer Scaled Score to p. 104.

*Items 1, 2, 3, 8, and 10 must each receive a rating of 3 points. If
any one of these items does not receive a rating of 3 points, reject the
project from further validation.

VALIDATION SUMMARY

Validation of Evidence on Effectiveness/Success

Total Scaled Score... ☐

Validation of Evidence on Cost

Total Scaled Score .... ☐

Validation of Evidence on Exportability

Total Scaled Score .... ☐

TOTAL .... ☐

VALIDATION REPORT

Directions: The Validation Report consists of five sections.

Section A, Project Information, and Section B, Project
Description, are to be taken from Part I, Sections A and B,
of the Application for Validation after such information
has been verified on site or corrected.

Section C contains the conclusions and recommendations of
the team members including minority reports.

Section D is a statement of the innovativeness of the
Project, and

Section E requires six attachments of reports and certifica-
tions.

Validation Report

Section A

PROJECT INFORMATION

Area of concern _____
             (e.g. Career Education, Handicapped, Reading, etc.)

Project Title _____

Project Director's Name _____

_____
Address   City   State   Zip Code

Phone Number (include area code) _____

Application Agency _____

Location _____
        (Street Address)

_____
City   State   Zip Code

Superintendent's Name _____

_____
Address   City   State   Zip Code

Phone Number (include area code) _____

Project Period: Beginning _____   Ending _____
                            date   date

Expenditures:

Grant Period	Title III Funds	Other Funds	Total Funds
___ to ___	$_____	$_____	$_____
___ to ___	$_____	$_____	$_____
___ to ___	$_____	$_____	$_____
___ to ___	$_____	$_____	$_____
Total	$_____	$_____	$_____

Section B

PROJECT DESCRIPTION

1. Describing the Context

    a. Describe the needs and motivation that encouraged the local
        education agency to apply for ESEA Title III funding.

    b. Discuss the general purpose or goals of the project.

    c. Describe the context in which the project operated such as
        locale, population of the school and community, financial
        conditions of the school, other special features.

2. Explaining the Project

    a. The opening statement should describe "what" the project
        proposes to accomplish. This should include the identifi-
        cation of the major measurable projective objectives. The
        "what" may also show what makes the project different from
        similar projects.

    b. The information on "what" should be followed by "how,"
        which refers to the services, activities, methods, person-
        nel, facilities, equipment, and materials used to accomplish
        the objectives of the project. Services refers to such
        services as guidance and counseling, health, and reading
        instruction. Methods refers to such methods as individual-
        ized instruction or a phonetic approach to reading. Report
        only major activities of the teacher and the learners and
        the duration of such activities. Personnel refers to pro-
        fessionals, including consultants, and nonprofessionals,
        including volunteers and teacher aides.

    c. The information on "how" should be followed by "who."
        Describe the beneficiary participants such as students,
        parents, teachers. Include information on special attri-
        butes such as dropouts, handicaps, migrants. Give the
        number of participants and their grade spans.

    d. Follow the information on "how" with "when" and "where."
        "When" refers to a specific time or period of the project
        (e.g., summer, after-school, four-day week, one-hour per
        day). "Where" refers to the place where the services are
        performed (e.g., in school, off campus, at a center or
        other location).

2. Explaining the Project (cont.)

    e. Give human interest examples relating to the involvement of children--their activities, attitudes, reactions and feelings; problems encountered; special relationships with the community; etc.

3. Describing Effectiveness

    Summarize the evaluation strategy and the evidence of the effectiveness and exemplary character of the program.

    a. Begin by identifying the major measurable objectives that were validated. This will set the stage for describing effectiveness by indicating who should do what under what conditions and to what minimum standard of performance.

    b. Describe the number and method of selecting participants for the project and also for evaluation, if they differ.

    c. Describe the number and method of selecting persons for the comparison groups, if any.

    d. Describe the special occurrences during the project year that might affect the interpretation of the project results such as the number of participants who left the project, the number who were added, any period of inactivity for the project, unavailability or lateness of arrival of materials.

    e. Describe the evaluation strategy. This includes what was evaluated and who, when, where, and how the evaluation was conducted. Identify the evaluation instruments and discuss their validity and reliability. Give the time lapse between pre-tests and post-tests, if applicable.

    f. Describe the findings and relate them to each objective. Use measures of central tendency, dispersion, and other descriptive statistical techniques in your description of the findings. Report other analysis undertaken. Report comparisons made from collected data. Illustrate summary data in graphic displays, charts, and tables.

    g. Report the statistical test used to determine the significance of the learner change and the resulting level of significance. Taking into account the errors of measurements and the internal and external validity of the data, draw conclusions as to the extent to which each objective was attained and the statistical and educational significance of that attainment.

3. <u>Describing Effectiveness</u> (cont.)

> When using control group(s) or norms for purposes of comparison, the data should demonstrate that the statistical differences found were attributable to project intervention activities, not to normal growth or achievement.

>   h. State conclusions where possible that the project is effective and is superior to other more commonly used approaches or methods and that the findings are generalizable to other groups.

4. <u>Describing Costs</u>

Give the developmental and operational costs, based on the total expenditure cost of the last grant period. Based on your experience, estimate what you believe would be the start-up cost for another district (assuming the district can profit from your development of materials, etc.).

5. <u>Describing Exportability Factors</u>

Summarize step-by-step the processes that would be involved in adoption of the project by other school districts, including information about materials, equipment, staff training.

6. <u>Publications and Materials</u>

If locally developed publications are available for dissemination, give title, description and cost.

7. <u>Describing Unanticipated Outcomes and Spinoff Findings</u>

Validation Report

Section C

Conclusions and recommendations of team members including minority report (attach additional sheets as needed):

Validation Report

Section D

A statement as to the innovativeness of the project as viewed by the Validation Team (attach additional sheets as needed):

Validation Report

Section E

Six attachments make up Section E:

1. A copy of the <u>on-site validation form</u> with the team's final
    rating.

2. Copies of individual team members written reports which form
    the basis for the chairman's summary report.

3. Certification by team members that the reports and accompany-
    ing documents are accurate and valid and that the project has
    been validated. (See sample form on p. 113.)

4. Certification by the superintendent of the local educational
    agency that the project will be continued and the conditions
    of the continuation. (See sample form on p. 114.)

5. Certification by the Chief State School Officer that the team
    ratings and comments have been reviewed and found to be
    accurate and complete. (See sample form on p. 115.)

6. State educational agency checklist. (See p. 116.)

CERTIFICATION BY VALIDATION TEAM (E3)

Name of Project _____ _____

School District _____ _____

Address _____ _____

_____ _____

We hereby certify that the above cited project

____ is certified as being validated

____ is not certified as being validated

Date _____

Signature of Validation Team: Address and telephone number:

(1) _____   _____
(Chairman)   _____

(2) _____   _____
                                        _____

(3) _____   _____
                                        _____

(4) _____   _____
                                        _____

Comments:

CERTIFICATION BY SCHOOL SUPERINTENDENT (E4)

Name of Project: _____

School District: _____

Address: _____

I hereby certify that the above cited project, which is under my administra-

tion, will, if validated, and if federal, state or other funds are available,

serve as a state or national demonstration site for a period of at least one

calendar year from the date of notification of such selection.

_____
Superintendent of School District

_____
Date

CERTIFICATION BY CHIEF STATE SCHOOL OFFICER (E5)

I hereby certify that:

1. Project: _____
                                  (Title)

    in the _____ was visited on _____
           (name of local educational agency)   (date)

    by a team of_____ experienced and trained validators.
                 (no. of team members)

2. The team consisted of: _____ _____
                                    (Name)   (State)

                           _____ _____
                                    (Name)   (State)

                           _____ _____
                                    (Name)   (State)

                           _____ _____
                                    (Name)   (State)

3. I have examined the team's final report, and based on the data reported,
    I am satisfied that the project meets all the criteria of exemplariness
    and is hereby declared validated.

                               _____
                                   (Chief State School Officer)

                               _____
                                            Date

Name of Project _____

State _____

    The following checklist will be used to alert appropriate officials of any possible problems which might affect the project being disseminated. State educational agencies may wish to review the items in the checklist when they consider projects for nomination for validation. The questions should be answered in terms of the project.

<u>YES</u> <u>NO</u>

____ ___ Is the title of the project included?

____ ___ Is the name, address and phone number of the Project Director included?

____ ___ Is the name of the local superintendent included?

____ ___ Is there a statement of the LEA's commitment to continue the project as a demonstration site?

____ ___ Is the project period and funding information complete?

____ ___ Is the target population identified?

____ ___ Are the project objectives clearly and succinctly stated?

____ ___ Are the activities designed to achieve <u>each</u> objective clearly stated?

____ ___ Are the evaluation strategy and the evaluation findings clearly stated?

____ ___ Are the evaluation findings statistically and educationally significant?

____ ___ Does the project meet the criterion for exportability?

____ ___ Does the project meet the criterion for effectiveness/success?

____ ___ Does the project meet the criterion for cost information?

____ ___ Does the project have evidence of LEA commitment?

____ ___ Did the validating team contain the minimum number of three (3) experts?

____ ___ Did the State Advisory Council recommend the project for consideration?

____ ___ Does the project conform to ESEA Title III regulations?

____ ___ Are there any fiscal audit problems pending?

____ ___ Is there any organized negative community reaction to the project?

____ ___ Are any civil rights or other legal matters pending?

____ ___ Is the majority (over 50%) of the cost of the project contracted?

____ ___ If there are nonpublic school children living in the project area having similar needs are they included in the project?

_____
Signed by Appropriate Official for Nominating State

_____
Date

FORM FOR SUBMITTING ESEA, TITLE III, MATERIALS
TO THE USOE DISSEMINATION REVIEW PANEL

PROGRAM AREA (e.g., career education, disadvantaged, reading):

PROJECT TITLE:

LOCATION:

SOURCE AND LEVEL OF FUNDING:

PROGRAM START DATE:

BRIEF DESCRIPTION OF PROJECT:
      Goals and objectives
      Context (community, school, student characteristics)
      Program description (grade level, years of operation, size, curricula,
         materials, staffing, facilities, time involved, parental involvement,
         preservice/inservice training, etc.)
      Costs (total, per pupil, or expressed in other terms, initial implementation,
         ongoing maintenance, etc.)

EVIDENCE OF EFFECTIVENESS (not to exceed 8 pages):
      Summarize in appropriate detail the evaluation evidence for the effec-
tiveness and exemplary character of the program or model in question. In
order to be acceptable, the evaluation need not be a strict experimental
design (i.e., longitudinal measures, random assignment to treatment and con-
trol groups, etc.), although this type of evaluation evidence would be the
most desirable. However, in order for USOE to officially approve and recommend
for wide scale adoption a particular educational project, technique, or model,
there must be some kind of high quality, objective, methodologically sound,
quantitative assessment which demonstrates that the project in question is
effective and superior to other more commonly used approaches or methods. Thus,
in order to approve the dissemination of any project, the panel will require a
detailed summary of the role and evidence including such things as who conducted
the evaluation, sample sizes, differences or changes in whatever outcome measures
were employed, the statistical reliability and educational significance of
these differences, etc.