DOCUMENT RESUME

ED 209 778 EA 014 270

AUTHOR Reed, Linda; And Others
TITLE Survey of State Procedures for the Validation of Educational Programs.
INSTITUTION CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.
SPONS AGENCY National Inst. of Education (ED), Washington, D.C.
PUB DATE Aug 81
NOTE 218p.; A collaborative effort of the Research and Development Exchange. For related documents, see EA 014 269 and EA 014 271-272.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Educational Improvement; *Educational Practices; Elementary Secondary Education; Federal State Relationship; Information Dissemination; National Surveys; *Program Effectiveness; *Program Validation; *Quality Control; Regional Laboratories; Research and Development Centers; State Departments of Education; Tables (Data); *Validated Programs

ABSTRACT

Members of the Research and Development Exchange (RDx) agreed to collaborate in the development of a resource base on the identification and validation of promising educational programs, practices, and products. State activities in validation and state concerns about and recommendations concerning current nationally used processes are the subject of this report. Questionnaires were sent by the regional educational laboratories to the states in their regions concerning: (1) the extent to which procedures to validate exemplary programs are being used by state departments of education; (2) the nature of the validation process in use; (3) state implementation procedures for validation and the scope of state validation efforts to date; (4) state organizational arrangements for validation and the nature of state support for the dissemination of validated programs; and (5) the extent of state collaborative validation activities. An overview of current state validation practices is shown on a chart. Survey results, organized by region, are presented in 17 tables accompanied by descriptions. A brief section discusses concerns and issues about the validation of educational programs and practices. In the appendices are summaries for each state, a list of state contacts, a description of validation processes, and the survey form (MLF)

Survey of State Procedures for the Validation of Educational Programs

August 1981

A Collaborative Effort of the
Research and Development Exchange

Prepared by

Linda Reed
R&D Interpretation Service
CEMREL, Inc.

Ed Patrick
Regional Exchange
Research for Better Schools, Inc.

David Holdzkom
Regional Exchange
Appalachia Educational Laboratory

The material in this publication was prepared under a contract with the National Institute of Education, U.S. Department of Education. Its contents do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

Research and Development Exchange (RDx)

Regional Exchanges (Rx)

Appalachia Educational Laboratory (AEL)
P.O. Box 1348
Charleston, West Virginia 25325
(800) 624-9120

Director: Sandra Orletsky

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

Director: Carol Thomas

McREL
4709 Belleview
Kansas City, Missouri 64112
(816) 756-2401

Director: Susan Everson

Northeast Regional Exchange (NEREX)
Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824
(617) 256-3985

Director: J. Lynn Griesemer

Northwest Regional Educational Laboratory (NWREL)
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

Director: Joe Pascarelli

Research for Better Schools, Inc. (RBS)
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

Director: Richard McCann

Southwest Educational Development Laboratory (SEDL)
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

Director: Preston Kronkosky

SWRL Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720
(213) 598-7661

Director: Roger Scott

Central Support Services

System Support Service
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3179

Director: Stanley Chow

R&D Interpretation Service
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

Director: Linda Reed

Resource and Referral Service
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Director: Jay Smink

Dissemination Support Service
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

Director: Joe Pascarelli

CONTENTS

ACKNOWLEDGMENTS

This report is the result of a collaborative effort of the Research and Development Exchange (RDx), a national effort funded by the National Institute of Education. Each of the eight Regional Exchanges (Rx) in the RDx participated in the effort. Without the assistance of the Rx staff members, this report would have been an impossible undertaking. The laboratories and RDx staff members which were involved are listed below.

Appalachia Educational Laboratory (AEL)	David Holdzkom Merrill Meehan Shirley Keene Lori Roberts
CEMREL, Inc.	Greg Goodman Dane Manis
Far West Laboratory for Educational Research and Development	Carol Thomas
Mid-Continent Regional Educational Laboratory (McREL)	Karen Benson Susan Everson
Northeast Regional Exchange (NEREX)	Richard Lavin Larry Vaughn
Northwest Regional Educational Laboratory (NWREL)	David Campbell Kathleen Cotton
Research for Better Schools, Inc.	Ed Patrick
Southwest Educational Development Laboratory (SEDL)	Nancy Baker Jones Preston Kronkosky Jack Lumbley Anna Hundley
SWRL Research and Development	Judy Larson

A number of additional people were instrumental in the undertaking. Cecilia DiBella, Director of the Massachusetts Dissemination Project (representing the Northeast Consortium at the time), and Clark Chipman, Educational Program Specialist with the Division of Educational Dissemination, ROEP V, served on the RDx Validation Task Force. Each of the state people who is identified as a state contact, both in the state summary and in the list of state contacts (Appendix B), was essential to the process. These SEA representatives completed the initial survey, read and often carefully revised their state summary, and had endless patience with questions and requests for clarification called in by telephone. Finally, the people who served as external reviewers for the document offered valuable suggestions for improvement. The external reviewers are listed on page vii.

RDIS staff have in many ways served as the backbone of the overall effort in validation. Karen Temmen served on the Validation Task Force and coordinated the development of the resource file. Sandy Ruder and Mary Ann Isaacs were responsible, respectively, for production of all documents related to the effort and abstracting and indexing of the file.

Linda Reed
Director
R&D Interpretation Service

EXTERNAL REVIEWERS

Mr. Peter Bachmann
State Facilitator
Delaware Department of Public Instruction
P.O. Box 1402
Bover, Delaware 19901

Dr. George E. Brehman, Jr.
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Ms. Virginia Cutter
2616 Spring Lane
Austin, Texas 78701

Mr. Gene Dickson
Director, Title IV-C and State Facilitator
Department of Elementary and Secondary Education
Kneip Building
Pierre, South Dakota 57501

Mr. George Harris
Ohio Departments Building
65 S. Front Street, Room 804
Columbus, Ohio 43215

Mr. George Katagiri
Oregon Department of Education
700 Pringle Parkway, S.E.
Salem, Oregon 97310

Dr. Richard Keene
Specialist in Research Design and Statistics
Evaluation and Planning
Utah State Office of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111

Mr. Michael Kuhn
Department of Education
Knott Building
Tallahassee, Florida 32304

Mr. Ronald E. Lesher
Director, Program Systems
New Jersey Department of Education
Division of Operations, Research, and Evaluation
P.O. Box 2019
Trenton, New Jersey 08607

Mr. Charles J. Nelson
Oregon Department of Education
700 Pringle Parkway, S.E.
Salem, Oregon 97310

Mr. Tom Odneal
Director, Title IV
Missouri Department of Elementary and Secondary Education
Box 480
Jefferson City, Missouri 65101

Col. Francis T. Phillips, Jr.
Coordinator of Special Programs and Grants
Virginia Department of Education
Box 6Q
Title IV-C Office
Richmond, Virginia 23216

Mr. Al Ramirez
Nevada State Department of Education
Capitol Complex
Carson City, Nevada 89710

Mr. Richard Riley
Title ESEA
Maine Department of Educational and Cultural Services
Education Building, Mail Station 23
Augusta, Maine 04333

EXTERNAL REVIEWERS (Continued)

Mr. Jarod Shady
State Facilitator
Loraco Plaza
Concord, New Hampshire 03301

Ms. Ann Shenassa
345 Education Building
University of Illinois
Urbana, Illinois 61801

Dr. Beverly Wheeler
Director of Information Dissemination
Arizona State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Mr. Robert Workman
USOE Region X
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101

Survey of State Procedures for the Validation of Educational Programs

INTRODUCTION

The Research and Development Exchange (RDx) is a network of regional educational laboratories and university-based research and development centers working to support state and local school improvement efforts. Initiated by the National Institute of Education (NIE) in 1976, the RDx is composed of eight Regional Exchanges (Rx) and four central support services.

In 1979 members of the RDx agreed to collaborate in the development of a resource base on the identification and validation of promising programs, practices, and products. It had become apparent to several of the Exchanges that the identification of high quality educational programs was a matter of considerable concern to many of the states in their regions, a concern which surfaced at the same time that the U.S. Office of Education was introducing a revised version of the Identification, Validation, Dissemination (IVD) process. Three Exchanges have, at the request of their clients, conducted conferences on validation, and a fourth Exchange is planning such a conference. The collaborative effort, it was decided, would include development of a central file of resource materials with an accompanying annotated bibliography, development of a synthesis of the literature on validation, a survey of state activities in validation of educational programs, practices, and products, and development of a list of state-based concerns and recommendations about validation.

Our goals for the collaborative effort were

1. To create a centralized information base to which the Regional Exchanges and their clients would have access, to be housed at CEMREL

and managed by the Research and Development Interpretation Service (RDIS).

2. To assist, where appropriate, state planning, refinement, and/or implementation of validation procedures by creating a pool of information about states' activities, including management systems, training procedures, criteria used by validation teams, and procedures for supporting and disseminating information about validated programs and practices.
3. To attempt to influence the future agenda of the Department of Education with regard to the validation of educational programs and practices.

This volume constitutes the report on state activities in validation and on their concerns about and recommendations with respect to current nationally used processes. The survey study was designed to identify: (1) the extent to which procedures to validate exemplary programs are being used by state departments of education in the fifty states; (2) the nature of the validation process in use; (3) state implementation procedures for validation and the scope of state validation efforts to date; (4) state organizational arrangements for validation and the nature of state support for the dissemination of validated programs; and (5) the extent of state collaborative validation activities.

The study was conducted in 1980-1981 by the Regional Exchanges and RDIS. RDIS staff were primarily responsible for the design and overall management of the survey. Each of the Regional Exchanges assisted with the collection of

data from state staff in their respective regions and also served as a member of the RDx Task Force on Validation.

To the best of our knowledge, this survey is the second study which has obtained detailed information about state activities in validation. A similar survey was conducted in August 1977 by Ray E. Foster of the Educational Innovations Section of the Florida Department of Education.* The RDx survey, designed to offer information about state activities in more detail than the Florida report, shows that the state of affairs has not changed a great deal since 1977.

---

*Ray E. Foster, Survey of Certification Methods Applied to Innovative Public School Programs (Tallahassee, Florida: Educational Innovations Section, Florida Department of Education, 1978).

DESCRIPTIVE STUDY

This section of the report will present the purpose and method relevant to the "Questionnaire to Identify State Procedures for the Validation of Educational Programs, Practices, and Products" employed in the descriptive study of state validation activities.

Purpose

The descriptive study was designed to identify (1) the extent to which procedures to validate exemplary programs are being used by state departments of education in the fifty states, (2) the nature of the procedures used for validation (whether nationally or state developed), (3) how state staff typically organize themselves to implement validation policies and procedures, (4) the extent and nature of state support of pre- and post-validation activities, and (5) the extent to which states collaborate with one another.

The Questionaire

The "Questionnaire to Identify State Procedures for the Validation of Educational Programs, Practices, and Products" (see Appendix D) was divided into several sections. The first asked for specific information about the person completing the questionnaire. This information was considered important because the group conducting the survey felt that these people would be called upon for additional information as the results of the survey were compiled. Such was indeed the case--contact people were called upon several times to supply additional information and to review material specific to their state (see Appendix B for a complete list of state contacts).

The first question on the questionnaire asked respondents whether the state has a formal method for validating, or certifying the effectiveness of, educational programs and practices. Respondents who answered "no" were asked to complete answers 2-10. Questions 2-4 were designed to determine whether the state had ever had a formal procedure, when it had been in effect, and why it had been discontinued. Question 5 asked whether the state has a promising practices file. Respondents answering "yes" were asked to complete questions 6-10, which elicited information about the state's procedure for identifying promising practices and managing the promising practices file.

Questions 11-22 on the questionnaire asked respondents to describe in detail the validation procedure used by the state, the criteria upon which applications for validation were judged, the composition of validation teams, training procedures for validators, responsibilities of the state and local education agency for support and dissemination of validation programs and projects, state mechanisms for assisting programs which are not approved for validation, and state policies concerning re-validation.

The purpose of the questions was to elicit detailed information about state policies and procedures so that an across-state comparison could be made. Respondents were encouraged to attach state-developed procedure manuals, application forms, criteria, and so on, so that the information could be as complete as possible and so that they might save time in completion of the questionnaire.

Questions 23-26 asked for information about the number of professional staff in the state department of education who were responsible for

validation activities, the number of applications for validation submitted on a yearly basis, the number of programs and projects validated, on the average, per year, and the schedule for completion of the processing cycle. The purpose of these questions was to identify the overall level of effort, by region and nationally, that states are devoting to validation activities and the number of validated programs that result from the effort.

Question 27 asked respondents to identify the ways in which the state collaborates with other states in the area of validation of educational programs and practices. The question was designed to identify the extent to which states support interstate adoption of validated programs, use interstate teams of validators, or use a shared validation procedure.

Questions 28 and 29, the last two questions on the survey form, asked respondents to indicate their level of satisfaction with the procedure used by their state and to identify concerns and issues about validation which they would like to see brought to the attention of federal government officials involved in the development and implementation of federally sponsored validation procedures. The purpose of these questions was to determine the extent to which the collective attitude of the respondents was favorable or unfavorable with respect to the status of validation of educational programs and practices in the United States. In addition, the group conducting the survey was interested in identifying common concerns and issues which should be brought to the attention of federal officials.

Method

This section of the report will describe the sample, procedure, and data analysis process involved in the survey study.

The collaborative team and their responsibilities. In May 1979, several Regional Exchanges (Rx) within the Research and Development Exchange (RDx) agreed to collaborate in the development of a resource base consisting of both theoretical documents on validation and up-to-date descriptions of current practices in the identification and validation of exemplary programs and practices. A major part of this effort, they agreed, would be an analysis of state activities in the area of validation of exemplary programs and practices. The Research and Development Interpretation Service (RDIS) agreed to coordinate the collaborative effort, and each cooperating Rx identified a staff member who would represent the Exchange and its region in the effort.

RDIS was responsible for the development of the "Questionnaire to Identify State Procedures for the Validation of Educational Programs, Practices, and Products." Rx staff were responsible for identifying appropriate state education agency personnel in their region who could be asked to complete the questionnaire, for compiling the results of the survey for their region, for making follow-up contacts with the respondents as necessary to acquire additional information or clarification and to have them review materials relevant to their state, and for reviewing the various drafts of the state analysis.

Sample. Cooperating Exchange staff were responsible for identifying the sample for the descriptive study. Each Rx staff member identified the person in each state in the region who was most knowledgeable about validation policies and procedures in that state. The majority of respondents were in state department units or divisions responsible for and in large part supported by ESEA Title IV-C money. The titles of those divisions ranged from

Title IV-G to Office of Planning and Evaluation to Office of Program Improvement to Division for Development. Most of the respondents are involved in validation activities for only a small portion of their time.

Procedure. In February 1980, each Exchange received a packet of materials from RDIS which initiated the collaborative effort on validation. The packet included a copy of the survey for each of the states served by the Rx. Rx staff were to decide how best to acquire the information necessary to complete the questionnaires. Following is a summary of how the information was gathered.

Appalachia Educational Laboratory (AEL)	Mailed out the surveys; followed with a letter and personal contact by state consultants; confirmed the information by sending out completed questionnaires and following up with a phone call.
CEMREL, Inc.	Analysis of state procedures from file information was followed by a phone call interview; confirmed the information by sending the completed questionnaires and following up with a phone call.
Mid-Continent Regional Educational Laboratory (McREL)	Phone call interview; confirmed the information via a phone call.
Northeast Regional Exchange (NEREX)	Phone call interview; confirmed the information by personal visit and by phone.
Northwest Regional Educational Laboratory (NWREL)	Phone call to state contacts; mailed out surveys; clarification by phone calls.
Research for Bettter Schools, Inc.	Mailed out the surveys and discussed the task with state staff via the phone; followed up with an in-depth telephone interview upon receiving the initial response to obtain elaboration on the responses.

Southwest Educational Development Laboratory (SEDL)	Mailed out the surveys to designated persons in the state departments of education. Follow-up telephone calls were made where necessary in order to elaborate on or verify information returned.
SWRL Research and Development	Mailed out surveys to state contacts.

The survey questionnaires were completed between March 1980 and February 1981. All information on the questionnaires was confirmed during the months of January and February 1981. Table 1 shows the number of states, by region, which were surveyed and the responses received.

Table 1. Number of states surveyed by region, and the number of states with validation procedures

Region	No. of States in Region	No. of States Surveyed	No. of States Responding	No. of States Responding With Validation Procedure	No. of States Planning A Procedure	No. of States With No Procedure
AEL	9	9	9	8		1
CEMREL	8	8	8	8		
McREL	6	6	6	6		
NEREX	7	7	7	7		
NWREL	6	6	6	5	1	
RBS	4	4	4	4		
SEDL	6	6	6	4	2	
SWRL	4	4	4	3		1

Data analysis process. After initial completion of the survey questionnaire, Rx staff compiled the information from the states in their region. In October 1980, the RDx Task Force on Validation of Educational Programs and Practices met in Boulder, Colorado, to compile the data from those Rxs which had completed the survey of their states, to identify areas

where the data needed further clarification, and to identify additional steps in the process. A subgroup of the Task Force was identified and given the responsibility of writing the first draft of the state analysis.

In early March 1981, the Task Force subgroup met in Charleston, West Virginia, to continue the compilation of the data from the state surveys and to draft the following sections of the state analysis: Introduction, Survey Study, Results, and State Summaries. The group identified areas where additional data clarification was needed and returned the surveys and first draft of the analysis to Rx staff for further clarification and review. Rx staff sent each state contact the summary for their state for review, and if necessary, completion or clarification (see Appendix A for the state summaries). State contacts also received a copy of the first draft of the analysis and were asked to make suggestions for revision. Rx staff were also asked to fill in, and confirm with their states, an overview chart of state activities (pages 15-23).

In July 1981, the complete first draft was sent to a panel of external reviewers selected by the Regional Exchanges. The responses of the reviewers were studied by the members of the Validation Task Force and, where appropriate, incorporated in the final draft.

Chart 1

OVERVIEW OF CURRENT STATE VALIDATION PRACTICES

The survey results are summarized in Chart 1, an Overview of Current State Validation Practices, on the pages that follow. The chart is broken into two parts: Part 1 identifies the validation process used by each state and state implementation procedures and validation efforts to date; Part 2 identifies state organizational arrangements and support for dissemination of validated programs. To facilitate a better understanding of the charts, brief descriptions of the Identification, Validation, Dissemination (IVD) process, the Joint Dissemination Review Panel (JDRP) process, and the Sharing Business Success process can be found in Appendix C.

Chart 1. OVERVIEW OF CURRENT STATE VALIDATION PRACTICES

Part 1

C = Combination
V = Variable
O = Optional
SF = State Facilitator

State	VALIDATION PROCESS USED: STATE PROCESS: IVD	Modified IVD	State Dev.	Modified JDRP	STATE IMPLEMENTATION PROCEDURE AND VALIDATION EFFORTS TO DATE: PRIMARY SOURCE OF TRAINING: IVD	State	VALIDATION PROCEDURE: Prescreen Applicants	Use Site Visit	Use Out of State	Use Panel	Avg. # PROJECTS REVIEWED/YEAR: 1-10	11-more	Avg. # PROJECTS VALIDATED/YEAR: 1-5	6-10	11-more	VALIDATION SCHEDULE: Set Dates Once a Year	Open Dates	STATE SUPPORT OF NONVALIDATED PROGRAMS: Informal/ On Request	Systematic	REVIEW RE-VALIDATION: Yes	No	Considering
AK			•			•		•		•	•			•					•		•	
AR	•				•		•	•	•		•		•				•	•			•	
AZ			•			•	•	•		•						•				•		
CA			•			•		•		•	•			•		•			•		•	
CO	•				•	•	•		•		•		•			•						•
CT			•			•	•	•		•		•			•	•			•			•
DE	•				•		•	•	•		•		•			•		•			•	
FL	•					•	•	•	C	•	•			•		•		•			•	
GA	•				•		•	•	•		•		•				•	•		•		
IA	•				•		•	•	•		•		•				•	•			•	
ID		•				•	•	•	•	•	•		•			•		•			•	

	VALIDATION PROCESS USED				STATE IMPLEMENTATION PROCEDURE AND VALIDATION EFFORTS TO DATE																	
	STATE PROCESS				PRIMARY SOURCE OF TRAINING		VALIDATION PROCEDURE				Avg. # PROJECTS REVIEWED/YEAR		Avg. # PROJECTS VALIDATED/YEAR			VALIDATION SCHEDULE		STATE SUPPORT OF NONVALIDATED PROGRAMS		REQUIRE RE-VALIDATION		
State	IVD	Modified IVD	State Dev.	Modified JDRP	IVD	State	Prescreen Applicants	Use Site Visit	Use Out of State	Use Panel	1-10	11-more	1-5	6-10	11-more	Set Dates Once a Year	Open Dates	Informal/ On Request	Systematic	Yes	No	Considering
IL	●				●		●	●	●			●		●		●			●		●	
IN	●				●		●	●			●		●				●				●	
KS	●			●	●		●	●	●		●		●			●		●				●
KY			●			●	●	●		●		●			●		●	●		●		
MA		●				●	●	●				●		●		●			●		●	
MD			●		●	●	●	●			●		●				●	●		●		
ME		●			●		●	●			●		●				●		●			●
MI			●			●	●	●				●			●		●				●	
MN	●				●		●	●	●	●	●		●			●					●	
MO	●				●		●	●	●		●		●				●	●			●	
MT		●				●	●	●	●	●	●		●				●	●			●	

Chart 1. OVERVIEW OF CURRENT STATE VALIDATION PRACTICES

Part 1 (continued)

C = Combination
V = Variable
O = Optional
SF = State Facilitator

	VALIDATION PROCESS USED				STATE IMPLEMENTATION PROCEDURE AND VALIDATION EFFORTS TO DATE																			
	STATE PROCESS				PRIMARY SOURCE OF TRAINING		VALIDATION PROCEDURE				Avg. # PROJECTS REVIEWED/YEAR		Avg. # PROJECTS VALIDATED/YEAR			VALIDATION SCHEDULE		STATE SUPPORT OF INVALIDATED PROGRAMS		RESUBMIT RE-VALIDATION		
State	FPO	Modified FPO	State Dev.	Modified JDAP	FPO	State	Prescreen Applicants	Use Site Visit	Use Out of State	Use Panel	1-10	11-more	1-5	6-10	11-more	Set Dates Once a Year	Open Dates	Informal/ On Request	Systematic	Yes	No	Considering
NB	●				●		●	●	●		●		●			●		●			●			
NC	●					●	●	●	C	●	●		●			●		●			●			
ND	●					●	●	●	●		●		●				●	●				●		
NH				●		●	●	●		●	●			●			●		●			●		
NJ	●					●	●	●	●			●		●		●			●			●		
NM			●			●	●	●			●			●		●		●				●		
NY			●			●	●	●	●			●			●		●		●			●		
OH			●			●	●	●				●	●			●						●		
OK	●				●		●	●			●		●			●		●			●			
OR			●		●			●		●	●		●			●						●		
PA			●	●	●					●		●			●	●		●				●		

	VALIDATION PROCESS USED				STATE IMPLEMENTATION PROCEDURE AND VALIDATION EFFORTS TO DATE																			
	STATE PROCESS				PRIMARY SOURCE OF TRAINING		VALIDATION PROCEDURE				Avg. # PROJECTS REVIEWED/YEAR		Avg. # PROJECTS VALIDATED/YEAR			VALIDATION SCHEDULE		STATE SUPPORT OF NONVALIDATED PROGRAMS		REQUIRE RE-VALIDATION		
State	IYD	Modified IYD	State Dev.	Modified JDRP	IYD	State	Prescreen Applicants	Use Site Visit	Use Out of State	Use Panel	1-10	11-more	1-5	6-10	11-more	Set Dates Once a Year	Open Dates	Informal/ On Request	Systematic	Yes	No	Considering
RI	●				●		●	●			●		●			●			●		●	
SC	●					●		●	C	●	●		●				●	●			●	
SD	●				●		●	●	●		●		●			●		●			●	
TN		●				●		●		●	●		●				●	●			●	
TX			●			●	●	●				●			●	●		●		●		
UT	●	●			●		●	●	●		●		●				●	●	●	●		
VA	●				●		●	●	●	●		●	●				●	●			●	
VT			●			●	●	●	●		●		●				●		●			●
WA			●			●	●	●		●	●			●			●					●
WI	●				●		●	●			●		●			●		●			●	
WV			●			●	●	●		●	●		●			●		●			●	
WY	●				●		●	●	●		●		●				●	●			●	

C = Combination
V = Variable
O = Optional
SF = State Facilitator

Chart 1. OVERVIEW OF CURRENT STATE VALIDATION PRACTICES

Part 2

State	STATE ORGANIZATIONAL ARRANGEMENTS AND SUPPORT FOR DISSEMINATION OF VALIDATED PROGRAMS											
	STATE STAFF			AMOUNT OF STATE FINANCIAL SUPPORT		D/D RESPONSIBILITIES			DISSEMINATION PROCESSES		
	IV-C	Other	#	For D/D	For A/A	Operate at Least 1 Year as Demo. Site (Awareness Sessions, etc.)	Provide Materials to and Assist A/As	Monitor/Evaluate A/As	State Catalog	Printed Media	Fairs Workshops Conferences
AK			1	50-100K			●		●	●	●
AR	●		1	V	V	●	●		●	●	●
AZ		●		--	--		●		●		●
CA	●		1 FT, 8 PT	560K	10K	●	●	●	●	●	●
CO	●		1	10-20K	5K	●	●	●		●	
CT	●	●	3	10K	5K	●	●			●	●
DE		●	1	5-6K	5-6K	●	●		●		●
FL	●		1	V	5K	●	●	●	●	●	●
GA	●		5			●	●			●	●
IA	●		1	V	5K	●	●			●	●
ID	●		5		$800-7.5K	●	●	●		●	

STATE ORGANIZATIONAL ARRANGEMENTS AND SUPPORT FOR DISSEMINATION OF VALIDATED PROGRAMS

State	STATE STAFF			AMOUNT OF STATE FINANCIAL SUPPORT		D/D RESPONSIBILITIES			DISSEMINATION PROCESSES		
	IV-C	Other	#	For D/D	For A/A	Operate at Least 1 Year as Demo. Site (Awareness Sessions, etc.)	Provide Materials to and Assist A/As	Monitor/Evaluate A/As	State Catalog	Printed Media	Fairs Workshops Conferences
IL	●		1FT,25PT	30-50K	1.5 FTE	●	●		●	●	●
IN	●		6	V	5K	●	●		●	●	●
KS	●		1		3K	●	●		●	●	●
KY		●	4			●	●		●	●	
MA	●	●	6+	V	3K	●	●		●		
MD	●	●	12PT	--	--	●	●		●	●	
ME	●	●	2	V	7K	●	●	●	●	●	●
MI	●		1FT,20PT	60-70K	5K	●	●		●	●	●
MN	●		3	6K	10K	●	●		●	●	●
MO	●		3		5K	●	●		●	●	●
MT	●		3				●			●	

C = Combination
V = Variable
O = Optional
SF = State Facilitator

Chart 1. OVERVIEW OF CURRENT STATE VALIDATION PRACTICES

Part 2 (continued)

	STATE ORGANIZATIONAL ARRANGEMENTS AND SUPPORT FOR DISSEMINATION OF VALIDATED PROGRAMS											
	STATE STAFF			AMOUNT OF STATE FINANCIAL SUPPORT		D/D RESPONSIBILITIES			DISSEMINATION PROCESSES		
State	IV-C	Other	#	For D/D	For A/A	Operate at Least 1 Year as Demo. Site (Awareness Sessions, etc.)	Provide Materials to and Assist A/As	Monitor/Evaluate A/As	State Catalog	Printed Media	Fairs Workshops Conferences
NB	●		6	10-60K	2.5K	●	●	0		●	
NC	●		1			●	●			●	●
ND	●		1	3-15K	3-15K	●	●		●	●	●
NH	●	●	1	10-25K	3-6K	●	●	●	●	●	●
NJ		●	2	30K	7-8K	●	●		●	●	●
NM	●		2	10K	--	●	●		●	●	●
NY	●	●	6	45-60K	7.5K	●	●		●	●	●
OH	●		2		V	D/D Decides			●	●	●
OK	●		--	V	V	●	●		●	●	
OR	●		2	25-100K	5K		●	●	●	●	●
PA	●		2		5-6K	●	●		●	●	●

STATE ORGANIZATIONAL ARRANGEMENTS AND SUPPORT FOR DISSEMINATION OF VALIDATED PROGRAMS

State	STATE STAFF IV-C	STATE STAFF Other	STATE STAFF #	AMOUNT OF STATE FINANCIAL SUPPORT For D/D	AMOUNT OF STATE FINANCIAL SUPPORT For A/A	D/D RESPONSIBILITIES Operate at Least 1 Year as Demo. Site (Awareness Sessions, etc.)	D/D RESPONSIBILITIES Provide Materials to and Assist A/As	D/D RESPONSIBILITIES Monitor/Evaluate A/As	DISSEMINATION PROCESSES State Catalog	DISSEMINATION PROCESSES Printed Media	DISSEMINATION PROCESSES Fairs Workshops Conferences
RI	●	●	2	V	6-10K	●	●			●	
SC	●		1			●	●		●	●	
SD	●		1	700 (SF)	5-7.5K (IV-C)	●	●	●	●	●	
TN		●	4			●				●	●
TX		●	5	--	1.5 million a year	●	●		●	●	●
UT	●	●	--	V	V	●	●				●
VA	●		3	25K	10K	●	●	●	●	●	
VT	●	●	3	--	5-6K	●	●		●	●	●
WA		●	1	10-25K	IV-C, 500K state, 1.2 million		●			●	●
WI	●		1	15K	3-25K	●	●			●	●
WV	●		3	25K	5K	●	●			●	●
WY	●		1	6K		●	●			●	●

RESULTS OF SURVEY: TABLES AND DESCRIPTIONS

The following pages represent the results of the survey, organized by region. The Regional Exchanges and the states they serve are as follows:

Appalachia Educational Laboratory (AEL)	Alabama, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
CEMREL, Inc.	Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin
Mid-Continent Regional Educational Laboratory (McREL)	Colorado, Kansas, Nebraska, North Dakota, South Dakota, Wyoming
Northeast Regional Exchange (NEREX)	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont
Northwest Regional Educational Laboratory (NWREL)	Alaska, Hawaii, Idaho, Montana, Oregon, Washington
Research for Better Schools, Inc.	Delaware, Maryland, New Jersey, Pennsylvania
Southwest Educational Development Laboratory (SEDL)	Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas
SWRL Research and Development	Arizona, California, Nevada, Utah

Table 2. Number of States Using Various Validation Practices

Region	None/ Planning Stage	IVD	State Variation of IVD	State Variation of JDRP	State Developed
AEL (9)	1 (AL)	5 (FL,GA,NC,SC,VA)	1 (TN)	1* (KY**)	2 (KY**,WV)
CEMREL (8)		6 (IL,IN,IA,MN,MO,WI)			2 (MI,OH)
McREL (6)		6 (CO,KS,NB,ND,SD,WY)		1* (KS)	
NEREX (7)		1 (RI)	2 (MA,ME)	1 (NH)	3 (CT,NY,VT)
NWREL (6)	1 (HI)		2 (ID,MT)		3 (AK,OR,WA)
RBS (4)		2 (DE,NJ)		1 (PA)	1 (MD)
SEDL (6)	2 (LA,MS)	2 (AK,OK)			2 (NM,TX)
SWRL (4)	1 (NV)	1* (UT)	1 (UT)		2 (AZ, CA)
National Totals	5	23	6	4	15
Percentage of Total (N=50)	10	46	12	8	30

*Sharing Business Success

**For each response, it was possible for a state to respond in a way that would place the state in more than one category. In all cases, the responses of the states were interpreted literally.

TABLE 2

Number of States Using Various Validation Practices

In summary, the data in Table 2 indicate that the great majority of states are presently involved in validating educational programs and practices. Approximately 46 percent (N=23) of the states use the USOE recommended Identification, Validation, Dissemination (IVD) procedure. Another 12 percent of the states (N=6) reportedly use a state variation of the IVD process. Thus, over half of the states surveyed are involved in the IVD process or some variation thereof.

Interestingly enough, 30 percent (N=15) of the states use state developed processes for validating educational programs and practices. Overall, less than 10 percent of the states (N=4) use exclusively variations of the Joint Dissemination Review Panel (JDRP) process. Finally, 10 percent of the states (N=5) are either not involved in validating educational programs at this time (Alabama and Nevada) or are in the planning stages for implementing a validation program (Hawaii, Louisiana, and Mississippi). Alabama does maintain a resource file of promising programs and practices, and Nevada has a procedure for identifying educational projects and programs as exemplary.

Table 3. Number of States Using IVD or Other Criteria

Region	IVD Criteria	Variation of IVD Criteria or State-Developed
AEL (8)	5 (FL,GA,NC,SC,VA)	3 (KY,TN,WV)
CEMREL (8)	6 (IL,IN,IA,MN,MO,WI)	2 (MI,OH)
MCREL (6)	6 (CO,KS,NB,ND,SD,WY)	
NEREX (7)	3 (MA,ME,RI)	4 (CT,NH,NY,VT)
NWREL (5)	2 (ID,MT)	3 (AK,OR,WA)
RBS (4)	2 (DE,NJ)	2 (MD,PA)
SEDL (4)	2 (AR,OK)	2 (NM,TX)
SWRL (3)	1 (UT)	3 (UT,CA,AZ)
National Totals	27	19
Percentage of Total (N=45)	60	42

TABLE 3

Number of States Using IVD or Other Criteria

The IVD process validates programs by two primary criteria. Programs are validated which are educationally effective and which are exportable. Evidence of effectiveness is not prescribed but typically may include gains on standardized achievement tests or other quantitative data collected on reliable and valid instruments.

Exportability is somewhat more subjective. Evidence from replication sites is used if available. The expertise and experience of the site review team is often used to meet this criterion, but programs submit information concerning population served, resources required, and special conditions which affect the implementation of the program.

In addition to these criteria, the program seeking validation must provide resource specifications: how much and what kinds of resources must be committed to a project for start-up, training of staff, materials, facilities, contracted services, and travel. Table 3 confirms that the IVD criteria are used by over half (N=27 or 60%) of the 45 states reporting that they have validation processes.

The JDRP rests primarily on one criterion: evidence of educational effectiveness. Although some consideration is given to the transportability of an innovation, the primary consideration is an objective analysis of the evidence of educational effectiveness.

Nineteen of the states (42%) report that state-developed criteria must be met in order for the program to be validated. While these criteria frequently include the IVD criteria, other evidence might include ability to maintain a demonstration site (Texas); existence of training materials (Tennessee); or evidence that the program is cost-effective (Kentucky). See the state summaries for other examples of state-developed criteria.

Table 4. Number of States Using Various Training Procedures

Region	USOE, Colorado Springs (IVD)	Regional Office Training (IVD)	USOE Training Replicated in State (IVD)	State Designed and Conducted Training	Teams Trained Exclusively by Other States
AEL (8)		2 (FL*,NC)	1 (GA)	5 (KY**,NC,SC,TN,WV)	1 (VA)
CEMREL (8)		2 (IA,MO)	4 (IL,IN,MN,WI)	2 (MI,OH)	
McREL (6)	1 (CO)	1 (SD)	4 (CO,KS,NB,WY)	1 (ND)	
NEREX (7)	2 (ME,RI)			5 (CT,MA,NY,NH,VT)	
NWREL (5)			2 (ID,MT)	3 (AK,OR,WA)	
RBS (4)		2 (DE,MD)	1 (NJ)	2 (MD,PA)	
SEDL (4)			2 (AR,OK)	2 (NM,TX)	
SWRL (3)	1 (UT)			2 (AZ,CA)	
National Totals	4	7	14	22	1
Percentage of Total (N=45)	9	16	31	49	2

* Second-level training, replicating ROEP training, is provided in-state.

**Trainers trained by the U.S. Office of Education have created in-state training for state-developed validation procedure.

TABLE 4

Number of States Using Various Training Procedures

Twenty-five states (56%) of the states which use a validation procedure train their validators in the Identification, Validation, Dissemination (IVD) Process developed as a national validation process by the (then) U.S. Office of Education. Three (3) states which recently started the process took advantage of direct USOE training, which occurred most recently in 1979 in Colorado Springs, Colorado. That two-day conference was held to introduce and offer training in the use of the newest edition of Sharing Educational Success: A Handbook for Validation of Educational Practices, the procedural handbook for the IVD process.

The USOE training consisted of an orientation by Office of Education staff; presentations on differences between the new and old IVD procedures; a case study exercise in which teams reviewed an application for validation and prepared an opinion regarding validation of the project; discussion of the project with actual staff from the project; reports by the teams; and meetings by regions to discuss possibilities for collaboration.

In 1980-81, seven states (16%) had validators trained via replications of the national (USOE, 1979) training seminars conducted by Regional Offices of Educational Programs (III, IV) of the U.S. Department of Education. The one way in which these training sessions differ from national training is in the use of panel simulations instead of actual validated-project staff. In addition, fourteen states have replicated national training seminars within their own state.

Twenty-two states (49%) design and conduct their own training sessions for validators. These sessions range from a one-hour orientation session for a review panel (West Virginia) to a one-day workshop conducted by the State Department of Education (Arizona), to an on-site briefing for validation teams prior to every site visit (New Mexico). Most training sessions are one-half day in length.

One state, Virginia, uses teams trained exclusively by other states.

Table 5. Number of States Using 1, 2, 3, 4 or 5 Member Validation Teams*

Region	Number on Team 1	2	3	4	5	Other
AEL (8)			4 (FL,NC, SC,VA)	2 (GA,TN)	1 (WV)	1 (KY--panel)
CEMREL (8)	1 (MI)	2 (IL,MN)	5 (IA,IN,MO, OH,WI)			
McREL (6)			5 (KS,NB,ND, SD,WY)		1 (CO)	
NEREX (7)		2 (CT,NH**)	3 (MA,NY,VT)	2 (ME,RI)		2 (CT,NH)
NWREL (5)			2 (ID,WA)	1 (MT)	2 (AK,OR)	
RBS (4)			2 (DE,NJ)	1 (MD)		1 (PA-- panel, 33 members)
SEDL (4)			4 (AR,NM,OK,TX)			
SWRL (3)			1 (UT)	1 (AZ)		1 (CA-- panel, 7 members
National Totals	1	4	26	7	4	5
Percentage of Total (N=45)	2	9	58	16	9	11

*When we encountered a range (3-4, 6-8, etc.) we used the higher number.

**Site visits are optional.

TABLE 5

Number of States Using 1, 2, 3, 4, or 5 Member Validation Teams

When the IVD process was first initiated in 1972, USOE encouraged state staff to use three-person validation teams composed of staff with evaluation, administrative, and content area/curriculum expertise. These staff divided responsibilities for assessing project effectiveness, resource specifications, and project exportability, respectively. Data collected in the present survey (Table 5) indicate that the majority of the states (26 or 58%) still use three-person validation teams and attempt to staff these teams with personnel that have expertise in the areas indicated above. Five states (11%) conduct site visits with either one or two panel members and another elevev states (25%) use teams composed of four or five members. In the former case university staff with evaluation and/or administrative expertise are usually employed. In the latter case teams are bolstered with state staff, state IV-C Advisory Committee staff, or LEA regionally based validators located near the project being validated.

Five states (11%) use validation panels to render final judgment on project validation. For a more complete explanation of the state panel procedures, see the state summaries (Appendix A).

Table 6. Number of States Using In-State or Out-of-State Validation Teams and Chairs

Region	All In-State	All Out-of-State	Chair Out-of-State	Combination
AEL (8)	3 (KY,TN,WV)	3 (GA, KY*, VA**)	1 (SC)	2 (FL,NC)
CEMREL (8)	4 (IN,MI,OH,WI)	2 (IL,MO)		2 (IA,MN)
McREL (6)		2 (NB,ND)	3 (CO,SD,WY)	1 (KS)
NEREX (7)	5 (CT,MA,ME,NH,RI)			2 (NY,VT)
NWREL (5)	4 (AK,ID,OR,WA)		1 (MT)	
RBS (4)	2 (MD,PA)	1 (NJ)	1 (DE)	
SEDL (4)	3 (NM,OK,TX)	1 (AR)		
SWRL (3)	2 (AZ, CA)			1 (UT)
National Totals	23	9	6	8
Percentage of Total (N=45)	51	20	13	18

*Sharing Business Success.

**Virginia will use a combination as of 1981.

TABLE 6

Number of States Using In-State or Out-of-State Validation Teams and Chairs

All of the states which reported having a validation procedure (45 or 90%) use validation teams to review the applications for validation, conduct on-site visits, write reports which contain their recommendations regarding validation, and in some states, make the final decision.

Before the 1979 revision of Sharing Educational Success, the IVD process required the use of out-of-state validators. The revision, which was designed to be more flexible, encourages the use of out-of-state validators but does permit the use of validators from within the state. This increased flexibility has led a number of states which had used out-of-state validators to discontinue that practice. They cite as primary reasons for the use of in-state validators the increasing costs involved in interstate travel and the greater accessibility of the people involved.

A total of 23 states of the 45 states which have validation procedures (51%) report using in-state validation teams. This includes 13 of the 15 states which have developed their own validation process. Nine states (20%) use out-of-state validation teams, six states (13%) employ an out-of-state validation team chairperson, and seven states (18%) use a combination of in-state and out-of-state people.

Table 7. On-Site Visits by Validation Teams

Region	Yes	Number of Days*					Number of People*				
		.5	1	2	2.5	3	1	2	3	4	5
AEL (8)	8	WV	KY	SC,TN,VA	FL	GA,NC			FL,KY,NC, SC,VA	GA,TN	WV
CEMREL (8)	8		MI	IA,IL,IN,MN, MO,OH,WI			MI	IL,MN	IA,IN,MO, OH,WI		
McREL (6)	5			KS,NB,SD		ND,WY			NB,ND,SD, WY	KS	
NEREX (7)	7		CT,MA,NH	ME,NY,VT**	RI			NH,VT	CT,MA,NY	ME,RI	
NWREL (5)	5		WA	AK,ID,OR**	MT				ID,WA	MT	AK,OR
RBS (4)	3	MD	DE	NJ				NJ	DE	MD	
SEDL (4)	4		NM,OK,TX			AR			AR,NM,OK, TX		
SWRL (3)	3		AZ	CA,UT			CA		UT	AZ	
National Totals	43	2	11	22	3	5	2	5	25	8	3

*When we encountered a range (e.g., 1 1/2-2, 3-5), we used the higher number.

**Vermont and Oregon have 2 one-day visits.

TABLE 7

On-Site Visits by Validation Teams

A significant difference between the JDRP and the IVD validation processes is that JDRP does not permit visits to the site of the program being considered for validation while IVD mandates such a visit.

Of 45 states reporting that validation procedures are used, 43 (96%) require that site visits be conducted by a validation team. Colorado and Pennsylvania do not make use of site visits.

Of those states using on-site visits (N=43), most (25 or 58%) use teams of three people, although Michigan and California use single-person teams, while West Virginia, Alaska, and Oregon send teams of five on site visits. Five (12%) states use two-person teams and the other eight states (19%) have four-person teams.

Site visits, for the most part, require two days. Twenty-two states (51%) of the 43 using site visits make two-day visits. Two states (5%) make half-day site visits, and five states (12%) devote three days to this activity. Validation teams from eleven states (26%) make one-day visits to the site and three states' teams (7%) spend 2 and 1/2 days on-site.

Table 8. Number of Staff at SEA Responsible for Validation

Region	No Staff Assigned	1	2	3	4	5	6	Other
AEL (8)		FL,NC,SC		VA,WV	KY,TN	GA		
CEMREL (8)		IA*,WI	OH	MN*,MO			IN	IL*,MI*
McREL (6)		CO,KS,ND,SD,WY					NB	
NEREX (7)		NH	ME,RI	CT,VT			NY	MA*
NWREL (5)		AK,WA	OR	MT		ID		
RBS (4)		DE*	MD,NJ,PA					
SEDL (4)	OK	AR	NM			TX*		
SWRL (3)	UT,AZ*							CA*
National Totals	3	15	8	7	2	3	3	4
Percentage of Total (N=45)	7	33	18	16	4	7	7	9

*AZ - still developing, no staff yet
CA - 1 FTE, 8 part-time (5-10%)
DE - 15-20% of one person
IA - one part-time person
IL - 1 FTE, 20-25 part-time
MA - 6 program, 3 evaluation
MI - 1 FTE, 20 part-time
MN - 3 FTE, 2 part-time
TX - 5 people, 2 are actively involved

TABLE 8

Number of Staff at SEA Responsible for Validation

In 15 state departments (33% of the states with a validation process), one person has primary responsibility for validation activities. Eight states (18%) have two people who are responsible for validation, and seven states (16%) have three. Several states--California, Illinois, Michigan--assign responsibility for validation to a full-time staff member and use large numbers of other staff on a part-time or percent of FTE basis.

Two states (4%) identify four people as responsible for validation, three states (7%) use five people, and in three states (7%) six people are assigned. Massachusetts has nine staff members assigned to validation.

Table 9. Number of States that on the Average Consider 1-4, 5-10, 11-25 or More Than 25 Projects for Validation Each Year

Region	1-4	5-10	11-25	More Than 25
AEL (8)	2 (NC,SC)	6 (FL,GA,KY, TN,VA,WV)		
CEMREL (8)	3 (MO,IN,IA)	2 (MN,WI)	3 (IL,MI,OH)	
McREL (6)	3 (KS,SD,WY)	3 (CO,NB,ND)		
NEREX (7)	2 (RI,ME)	2 (NH,VT)	3 (CT,MA,NY)	
NWREL (5)	3 (ID,MT,OR)	2 (AK,WA)		
RBS (4)	1 (MD)	1 (DE)	2 (NJ,PA)	
SEDL (4)	1 (AR)	2 (NM,OK)		1 (TX)
SWRL (3)*		1 (UT)		1 (CA)
National Totals	15	19	8	2
Percentage of Total (N=45)	33	42	18	4

*AZ - it's too soon to tell.

TABLE 9

Number of States That on the Average Consider
1-4, 5-10, 11-25 or More than 25 Projects
For Validation Each Year

Table 9 reveals that there is a fair amount of variation among states in the average number of programs considered per year for validation. Of the 45 states that have validation programs, one third (33%) consider 1-4 programs per year, 42% (N=19) consider 5-10 programs per year for validation, and 18% (N=8) consider 11-25 programs. Only two states, California and Texas, consider 25 or more programs per year for validation; both of these states consider between 80 and 100 programs each year.

Table 10. Number of Programs and Practices Validated Annually (Average)

Region	Not Available	1-4	5-10	11-25	+
AEL (8)		6 (GA,NC,SC, TN,VA,WV)	1 (FL)	1 (KY)	
CEMREL (8)		6 (IA,IN,MO, MN,OH,WI)	1 (IL)	1 (MI)	
McREL (6)		6 (CO,KS,NB ND,SD,WY)			
NEREX (7)		3 (ME,RI,VT)	2 (MA,NH)	2 (CT,NY)	
NWREL (5)		3 (ID,MT,OR)	2 (AK,WA)		
RBS (4)		2 (DE,MD)	1 (NJ)	1 (PA)	
SEDL (4)		1 (AR)	2 (NM,OK)		1 (TX-50)
SWRL (3)	1 (AZ)	1 (UT)		1 (CA)	
National Totals	1	28	9	6	1
Percentage of Total (N=45)	2	62	20	13	2

TABLE 10

Number of Programs and Practices Validated Annually (Average)

Twenty-eight states (62% of the 45 which have a validation process) validate between one and four programs/processes each year. Only one state--Texas--validates more than 25 programs each year.

Nine states (20%) validate between five and ten programs each year. Of the six states (13%) which validate between 11 and 25 programs annually, four average 12 programs, one state--California--validates 25, and one state--Kentucky--reports that the range is between 10 and 20.

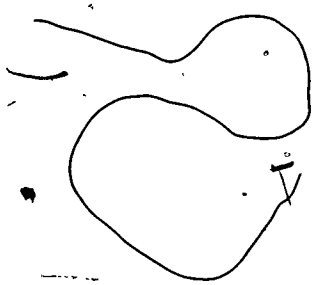

Table 11. Number of States Using Specific Dissemination Procedures

Region	Catalog	Brochures/ Newsletters	Resource File	Awareness Conferences (Educ. Fairs)	Facilitators (Linkers)	On-Site Open House	Other
AEL (8)	FL,SC, VA	FL,GA,TN, WV	GA,KY	GA,NC,TN,WV	FL,NC	NC,SC,VA	FL,KY,NC, SC,TN,VA
CEMREL (8)	IL,IN, MI,MN, MO,OH	IA,IL,IN, MI,MN,MO, OH,WI	IL	IA,IL,IN, MI,MN,MO, OH,WI	IA,IL,IN,MI, MN,MO,OH,WI	IA,MO	
McREL (6)	ND,SD	CO,NB,ND, WY		WY	CO,KS,WY	NB	SD,WY
NEREX (7)	MA,ME, NH,NY, VT	CT,ME,NH, NY,RI,VT	MA,NH,NY	CT,ME,NH, NY,VT	CT,MA,NY,RI		
NWREL (5)	OR	AK,ID,MT, OR,WA	AK,OR	AK,MT,WA	WA		AK,MT, OR,WA
RBS (4)	DE,MD, PA	DE,MD,NJ, PA	DE,MD,NJ,PA	DE,NJ,PA	DE,MD,NJ,PA	PA	
SEDL (4)	AR,NM, OK,TX	AR,NM,OK, TX	NM,TX	AR,NM,TX			TX
SWRL (3)	UT,AZ	AZ		CA	CA		AZ,CA,UT
National Totals	26	36	14	28	23	7	16

NOTE: Numbers total more than number of states because states do more than one thing.

TABLE 11

Number of States Using Specific Dissemination Procedures

Generally speaking, states disseminate information about validated programs through print media and through "face-to-face" interactions. "Print media" includes brochures, catalogues, and newsletters which provide descriptions of validated projects to other educators who may find the program to be of interest. Twenty-six states (58% of those reporting they have validation procedures) publish such catalogs and 36 (80%) prepare and disseminate brochures and newsletters.

Resource files are maintained by 14 states (31%). Interestingly, two states which do not have program validation procedures have established "promising practices" files. Resource files typically provide program abstracts and may include instructional materials developed by validated programs as well as human resource listings.

"Face-to-face" interactions through which the states disseminate information about validated programs include awareness conferences, education fairs, presentations at professional conferences and workshops, and on-site "open houses." In addition, state departments of education in 23 states (51% of those states which validate programs) use staff or facilitators as "linkers." These people bring together educators with a particular need with other educators who have developed a validated program to address a similar need.

Other dissemination procedures include publishing articles in educational journals, use of the media (radio, television, and newspapers), and traveling seminars.

Because many states employ more than one dissemination strategy, numbers on this table total more than the 45 states responding to this question.

Table 12. Responsibilities of the Developers of Validated Programs and Projects

Region	Operate as demonstration site 1 year	Operate as demonstration site 2 years	Operate as demonstration site 3 years	Participate in awareness activities	Answer requests	Develop and disseminate materials	Provide T.A. to potential adopter/adapter	Prepare for JDRP submission	Monitor/evaluate adoptions/adaptions	Other
AEL (8)		SC,TN			KY,NC WV	SC,VA WV	FL,NC VA		FL,VA	
CEMREL (8)		IA,IL IN,MI MN,MO WI		IA,IN MI,WI	WI	MI	IA,IL IN,MI MN,MO			OH*
McREL (6)	NB,KS SD			CO,KS NB,ND SD,WY	NB	KS,WY	KS,NB ND,SD WY	ND,SD	CO,KS NB,ND SD,WY	
NEREX (7)	CT,MA ME,NH NY,RI VT			CT,MA ME,RI VT	NH	CT	MA,ME RI,VT			
NWREL (5)	ID			AK,MT WA	AK,ID MT,OR WA	AK,MT OR,WA	AK,MT OR,WA		MT,OR	
RBS (4)	DE,MD NJ,PA			DE,MD NJ,PA	DE,MD NJ,PA	DE,MD NJ;PA	DE,MD NJ,PA			
SEDL (4)	AR	OK,NM TX		AR,OK NM,TX	AR,OK NM,TX	AR,OK NM,TX	AR,OK NM,TX			
SWRL (3)	UT		CA	CA,UT	AZ	CA,UT				
National Totals	17	21	1	28	20	21	30	2	10	1

*Responsibilities of Ohio projects are self-determined. They are encouraged by SEA staff to seek JDRP approval.

Table 12

Responsibilities of the Developers of Validated Programs and Projects

Almost all of the states which have validation procedures require that developers of validated programs and projects actively participate in disseminating their programs. (The only exception is Ohio, where validated programs have no mandatory responsibilities. However, they are encouraged by SEA staff to seek JDRP approval.)

States that use the IVD process require that the school superintendent certify that, if state or other funds are available, the validated project will serve as a state or national demonstration site for a period of at least one calendar year from the date of notification (Sharing Eductional Success, page 45). Seventeen of the states require that developers of validated projects continue to operate as a demonstration site for one year, twelve states for two years, and one state for three years.

Twenty-eight states require developers of validated projects to participate in awareness activities, twenty states require projects to respond to written requests for information, and twenty-one require projects to develop and disseminate materials that describe the project.

A majority of the states (30) also require developers of validated projects to provide technical assistance to school districts which decide to adopt or adapt the project. Ten of those states require continuing contact--the developer must monitor the progress of the adopter/adapter and must evaluate the effectiveness of the adoption/adaptation. Michigan projects, for example, assist adopters in the preparation of grant submissions, help them with budgeting, and assist them in the selection and training of staff.

Two states, North Dakota and South Dakota, require developers of validated projects to submit their projects to JDRP for approval.

Table 13. Number of States Which Support the Activities of Developers of Validated Programs

Region	None	Technical Assistance	Additional Funding to be a Demonstration Project	JDRP Assisted	Title IV-C	Source of Funds State Dissemination Grants	Range
AEL (8)		1 (GA)	7 (FL,KY,NC,SC, TN,VA,WV)		3 (TN,VA,WV)		up to 25,000
CEMREL (8)		2 (IN,OH)	8*(IA,IL,IN,MI, MN,MO,OH,WI)		8*(IA,IL,IN, MN,MO,OH, WI)		6-70,000
McREL (6)	1 (KS)	2 (ND,WY)	4 (CO,ND,SD,WY)	1 (SD)	3 (CO,NB,WY)	4 (CO,NB,SD, NY)	5-100,000
NEREX (7)		7 (CT,MA,ME, NH,NY,RI, VT)	6 (CT,MA,ME,NH, NY,RI)		6 (CT,MA,ME, NH,NY,RI)		5-80,000
NWREL (5)	1 (ID)		4 (AK,MT,OR,WA)		4 (AK,MT,OR, WA)	2 (MT,OR)	10-100,000
RBS (4)	2 (MD,PA)	2 (DE,NJ)	2 (DE,NJ)	1 (NJ)	1 (NJ)		5-30,000
SEDL (4)	1 (TX)		3 (AR,NM,OK)		3 (AR,NM,OK)		up to 10,000
SWRL (3)	1 (AZ)	1 (UT)	2 (UT,CA)		2 (UT,CA)		up to 70,000
National Totals	6	15	36	2	30	6	
Percentage of Total (N=45)	13	33	80	4	67	13	

*Being funded to do awareness and/or training activities is included in the definition of "demonstration project." Not all D/Ds actually operate visitation sites as part of their funding agreement.

TABLE 13

Number of States Which Support the Activities of Developers of Validated Programs

Once a program has been validated it may be eligible for additional funding as a demonstration site, to develop training materials and strategies to help adopters install the program, or to disseminate information in other ways. Six states (13% of the 45 states which have a validation process) do not support developers of validated programs.

In 36 states (80%), D/Ds are eligible for additional funding to operate as a demonstration project, disseminating information about the program to other educators, conducting training, and assisting educators who adopt/adapt the validated program for replication. Typically, these grants range from $5,000 to $30,000 for two years. In 30 of these states (67%), ESEA Title IV-C money is used for this purpose. Other states use state dissemination grant funds or special categorical funds.

In addition to direct monies for D/Ds, state adopter projects often contract for services with the D/D. It should be noted that validation does not automatically entail continuation funding.

Technical assistance, often in the form of workshops focusing on dissemination strategies, is offered D/Ds by 15 states (33%).

Table 14. States Supporting Adoption/Adaptation Activities and Nature of Support

Region	State	Grants Given?	Source	Duration	Amount
AEL (8)	GA	TA only			
	KY	Yes	IV-C		
	FL	Yes	IV-C	1 year	$ 5,000
	NC	Yes	IV-C		
	SC	Yes	IV-C		
	TN	Yes	IV-C		
	VA	Yes	IV-C	1 year	$10,000
	WV	Yes	IV-C	18 months	$ 5,000
CEMREL (8)	IA	Yes	IV-C		up to $5,000
	IL	Yes	IV-C		1-1.5 FTE for LEA training activities
	IN	Yes	IV-C		up to $5,000
	MI	Yes	IV-C		up to $5,000
	MN	Yes	IV-C		up to $10,000
	MO	Yes	IV-C		up to $5,000
	OH	Yes	IV-C		varies
	WI	Yes	IV-C		$3-25,000
McREL (6)	CO	Yes	IV-C		approx. $5,000
	KS	Yes			up to 3K
	NB	Yes	IV-C		approx. $2,500
	ND	Yes	IV-C		approx. $6,000
	SD	Yes			$5-7,500
	WY	No			
NEREX (7)	CT	Yes	IV-C	1 year	approx. $5,000
	MA	Yes	IV-C	1 year	approx. $3,000
	ME	Yes	IV-C	1 year	approx. $7,000
	NH	Yes	IV-C	1 year	approx. $3-6,000
	NY	Yes	IV-C		approx. $7,500
	RI	Yes	IV-C	1 year	$6-10,000
	VT	Yes	IV-C	1 year	approx. $5-6,000
NWREL (5)	AK	No Data			
	ID	Yes	IV-C		$800-7,500
	MT	Yes	IV-C		
	OR	Yes	IV-C		$5,000
	WA	Yes	IV-C, State, Career Ed.		IV-C, $5,000,000; state, $1.2 million
			IV-B		
RBS (4)	DE	Yes	State Staff	1 year	$5-6,000
	NJ	Yes	IV-C	1 year	up to $10,000 (avg. $7-8,000)
	MD	Yes			Planning stage
	PA	Yes	IV-C	1 year	avg. $5-6,000
SEDL (4)	AR	Yes	IV-C		varies
	NM	No			
	OK	Yes	IV-C		varies
	TX	Yes	IV-C		total of $1.5 million in 1980-81
SWRL (3)	AZ	TA only			
	CA	Yes	IV-C (some NDN funds)	1 year	approx. $10,000
	UT	Yes	IV-C		varies

TABLE 14

Number of States Supporting Adoption/Adaptation Activities and Nature of Support

The large majority of the states involved in the validation of exemplary programs provide support for adoption/adaptation (A/A) activities. Thirty-five of the states reported that they award IV-C A/A grants ranging from $500 to $20,000, with the average being about $5,000 to $8,000, to assist districts with the implementation of validated projects. In most cases the grants are for the first year. Most states also stipulate that the monies are to be spent on purchasing project materials and for staff development. The monies are not intended to support new staff. In the majority of states the grants are awarded on a competitive basis. In recent years, however, sufficient funding has been available to meet the needs of most A/A applicants.

Table 15. Number of States That Provide Some Form of Assistance for Non-Validated Programs

REGION	YES	DESCRIPTION
AEL (8)	7	FL - TA Provided by state education agency GA - TA Provided by state education agency KY - TA Provided by state education agency NC - TA Provided to projects with potential SC - TA Provided for projects with potential TN - TA Provided by state education agency VA - TA Provided by state education agency
CEMREL (8)	4	IA - Helped one project in the last 3 years IL - Provides TA for projects prior to validation consideration MO - Provides informal assistance WI - Helps on data reporting
McREL (6)	3	KS - TA, validation team offers suggestions NB - TA Provided by state education agency ND - TA Provided by SDE on request
NEREX (7)	7	CT - TA Provided through State Facilitator MA - TA Provided by state education agency ME - TA Provided by state education agency NH - TA Provided by state education agency and State Facilitator NY - TA Provided by state education agency RI - TA Provided by state education agency VT - TA Provided by state education agency
NWREL (5)	3	AK - Mini-grants, TA provided by state education agency ID - TA Provided by state on request MT - TA Provided by state on request
RBS (4)	4	DE - TA Provided by state on request MD - TA Provided by state on request NJ - TA Provided by state on request PA - TA Provided by state on request
SEDL (4)	4	AR - TA Provided by state; projects can also apply for a grant OK - TA Provided by state education agency NM - TA Provided by state education agency TX - TA Provided by state education agency
SWRL (3)	3	AZ - TA Provided by state education agency CA - TA Provided by state education agency on request UT - TA for projects with Provisional Endorsement
National Total	35	

TABLE 15

Number of States that Provide Some Form of Assistance for Non-Validated Programs

Most of the states (35 or 78%) offer assistance to projects that are not approved for validation, but they do so only if assistance is requested. Formal feedback to the developers about the weaknesses in the application for validation and suggestions for correcting those weaknesses is standard procedure. In some cases, this is done during the pre-screening process; it may also be done by the on-site validation teams. Projects which are not validated but which have high potential for validation may be given intensive assistance in resubmission of their application. In two states (North Carolina and South Carolina) technical assistance is given only to projects with high potential; in two states (Arizona and Colorado) projects which have potential can apply for additional funding; and in one state (Utah) projects which are given provisional endorsement may apply for funds to further develop and to demonstrate the project.

Table 16. Number of States That Require Revalidation of Validation Programs

Region	Yes	No	Has Re-validation Been Considered?
AEL (8)	2*	6	No (4) Yes, being considered (1) Yes, but rejected (1)
CEMREL (8)		8	No, 5-year limitation on funding the projects means they all run out before they would need to be re-validated anyway
McREL (6)		6	No (3); in 1 state, team has to be available for revisit Yes (3); 1 state will re-validate after 2 years
NEREX (7)		7	Yes (2) RI - Education amendments of 1978 place a restriction on funding of demonstration activities beyond 5 years NY - Developers are required to validate new components and new target groups for previously validated projects before they can demonstrate them.
NWREL (5)		4	WA - Considering re-validation every 3 years
RBS (4)		4	NJ - will start re-validating in 1981 PA - surveys programs each year
SEDL (4)	2*	1	NM - considering removing validated programs from the file after 2 years; programs could then apply for re-validation
SWRL (3)		3	AZ - 2-year life on validations UT - Endorsement is for a specified period of time.

*Georgia--each year each validated project is re-visited by SEA staff to assure that the program is still effective and that resources for awareness, TA, and staff development are adequate, and to determine that people are observing and then adopting.
Kentucky--after 3 years
Oklahoma
Texas--after 2 years

TABLE 16

Number of States that Require Revalidation of Validated Projects

Table 16 reveals that revalidation procedures have been established by only four states: Georgia, Kentucky, Oklahoma, and Texas. Revalidation procedures are being considered by six other states, particularly to validate new components of validated projects and potential applications to new target groups. Overall, given the fact that there is generally a five-year limit on IV-C project funding, the projects expire before revalidation is necessary.

Table 17. Participation in Cooperative Activities With Nearby States

Region	No	Yes	Description
AEL (8)		8 (FL,GA,KY, NC,SC,TN, VA,WV)	--Regional training of validators --Use people from other states as validators --3 share catalogues and/or literature
CEMREL (8)	4 (IN,MI, OH,WI)	4 (IA,IL,MN, MO)	--Use people from other states as validators --Regional training of validators
McREL (6)	1 (CO)	5 (KS,NB,ND, SD,WY)	--Use people from other states as team leaders --Use people from other states as validators --Regional training of validators
NEREX (7)		7 (CT,MA,ME, NH,NY,RI, VT)	--Participation in USOE catalog and information exchange --Use people from other states as validators
NWREL (5)	4 (AK,ID, OR,WA)	1 (MT)	--Planning exchange with adjoining state --Use people from other states as validators --Considering exchange plan with USOE Regional Office
RBS (4)		4 (DE,MD,NJ, PA)	--Participated in conference to share information on validation and to discuss issues
SEDL (4)	1 (TX)	3 (AR,NM,OK)	--Exchange of validation team --Exchange of directories --Technical assistance from validation coordinator (NM) to other states in the process of developing a state validation plan
SWRL (3)	2 (AZ,CA)	1 (UT)	--Exchange of validation team members
National Totals	12	33	
Percentage of Total (N=45)	27	73	

TABLE 17

Participation in Cooperative Activities With Nearby States

Thirty-three states (73% of the 45 states with validation procedures) report that they are involved in cooperative activities with other, nearby states. Cooperation occurs in the areas of validator training (often organized by the ROEP), use of out-of-state teams, and exchange of information, usually through program catalogues but also through conferences and workshops. One state--New Mexico--reports that the validation coordinator has given technical assistance to other states which are in the process of developing state validation plans.

Several states report that the use of out-of-state validation teams has declined or will probably decline as the impact of reduced ESEA IV-C funds begins to be felt among the states.

CONCERNS AND RECOMMENDATIONS

One of the goals of the Validation Task Force in conducting the survey was to identify concerns and issues about the validation of educational programs and practices which state contacts feel should be brought to the attention of federal agencies which sponsor the development of validation procedures. This section reports their responses.

Many respondents felt that the revised IVD process was meeting their needs adequately. Frequently these respondents characterized JDRP as "too rigorous" and "inflexible." A common criticism of JDRP, which has been overcome in the IVD, was that a site visit was not a mandated feature of the JDRP validation process.

Some respondents mentioned that JDRP seems more interested in the research aspects of a program than in its potential for improving education. On the other hand, one respondent criticized JDRP for relying too heavily on classical research/statistical methodologies and felt that newer methods could be used by JDRP. Causal path analysis and regression analysis were cited as two such newer methods.

However, the IVD was not without its critics. Several respondents criticized the "sketchy" nature of the IVD training and the multitude of state procedures. It was felt that IVD has little meaning outside of the state validating a given program. In short, while JDRP is criticized for being too rigorous, IVD is criticized for being "watered down" and having no real standards.

Other concerns which surfaced included issues focusing on funding. Concern was expressed that D/Ds are not accountable for their work, either with adopters or for new development. It was felt that funding to permit closer monitoring of D/Ds could alleviate these problems. Several respondents felt that smaller states were especially hurt by IV-C funding cuts, particularly as more LEAs in the states become aware of the value of validated projects. The reduction of funds to both D/Ds and adopters will have a negative impact, just as the process and its value is becoming clear to some LEAs.

Finally, concern was voiced that national standards result in irrelevance to some population groups. Bilingual and Native American populations were cited as examples of populations for whom many IVD questions are irrelevant and conversely whose programs were not evaluated by criteria meaningful to the program developers.

In addition to voicing concerns, respondents made a number of positive recommendations for strengthening the process of validation and dissemination of programs.

Coordination and communication were the foci of several recommendations:

- There should be more and better communication with federal officials in the regional offices.
- Funding should be made available to encourage contiguous states to work together for validating programs.
- The encouragement of use of one set of criteria by all states would permit sufficient reliability to permit easier adoption across state lines.
- IVD criteria should be accepted by all ESEA categorical programs.
- State/regional/national catalogs of programs should include data about <u>use</u> of projects by adopters.

Several suggestions concerned the scope of programs examined by JDRP:

- JDRP should look at programs in career education, nutrition education, child development, etc.

- JDRP should examine higher education programs.
- JDRP should examine programs developed in non-public schools.
- JDRP should encourage programs to submit other than just those that are student achievement-oriented.
- JDRP should examine innovations of a program developed by adopters.

Two suggestions which were mentioned frequently concerned JDRP procedures and standards.

- JDRP should mandate site visits.
- JDRP standards should be more flexible.

Several recommendations concerned funding:

- D/Ds should receive more support for ongoing development activities.
- Funds should be dedicated to encouraging regional activities.
- The five-year funding limit should be re-examined.
- IV-C funding should be increased as more LEAs become involved.

A number of recommendations centered on knowledge of diffusion:

- Catalogs should be updated and non-functioning programs eliminated. NDN files should also be updated.
- Adopters should be followed up in a systematic way.
- Re-training should be provided for adopters periodically.

APPENDIX A: STATE SUMMARIES

ALABAMA

Prior to 1976, Alabama used the IVD process to validate educational programs and practices. This system is no longer in use. However, the Alabama Information and Development System (AIDS) maintains a resource file which includes Alabama promising programs and practices (nominated by local superintendents and SEA consultants), NDN exemplary programs, and Alabama SDE documents.

Selected abstracts from this file are disseminated to educators who request information on a given topic.

Contact Person

Dr. R. Meade Guy
Director, Alabama Information and
Development System
Room 607, State Office Building
Montgomery, Alabama 36130

(205) 832-3138

Validation Process and Criteria Used

Alaska makes use of a state-developed procedure, which is a variation of the IVD process. "Criteria for Excellence" have been developed jointly by practitioners and Department of Education (DOE) staff in the following areas: reading (K-12), mathematics, health, bilingual/bicultural, gifted and talented, staff development, certified staff evaluation, guidance/counseling, and correspondence study. These criteria listings are available on microfiche from the San Mateo Education Resources Center (SMERC) and in hard copy from the Alaska DOE.

Training Procedures for Validators

Using the Criteria for Excellence, DOE staff members conduct one- to two-hour orientation sessions, during which team members are taken through the validation process. Alaska has approximately 100 trained validators.

Validation Procedures

The validation procedure is conducted by in-state validation teams composed of a content specialist practitioner, a building principal, a public relations person, and a team leader who is usually someone from the DOE. In-state personnel are utilized in order to conserve financial resources. Site visits, usually one day in duration, are conducted by teams of three to five people.

Organizational Arrangements

One DOE staff member serves as leader of the state validation effort, with other staff participating as requested. Between five and twelve programs/practices are considered for validation each year, and an average of six are validated annually. Those failing to meet the state's validation criteria may receive help in the form of technical assistance and/or mini-grants from the state.

Support and Dissemination

Support is provided to developers of validated programs and projects via Basic Skills Improvement and ESEA Title IV-C grants which total $50,000-$100,000. Applicants compete for grant awards, but promising practices nominees are given priority. The grants are for one year and range between $1,000 and $5,000.

A variety of kinds of support are provided by the state, including assisting projects to locate consultants through the state's Talent Bank, providing release time for staff development, supplying self-assessment packages to projects, and disseminating information about validated programs. Methods of information dissemination include: press releases to all media statewide; articles in the monthly DOE publication Alaska Education News; awarding certificates of merit; entering abstracts of validated programs/projects into the computerized Alaska Knowledge Base; and providing bookmarks (conference handouts) listing all promising practices. Developers are also invited to present their programs/projects at appropriate conferences throughout the school year.

Developers of validated programs and projects are not required to operate those projects for any specific length of time. However, the programs and projects are validated for three years, at which time they may renominate and do another self-assessment. They may update their abstract and renew if they care to. They are required to provide technical assistance, develop and disseminate materials, and make themselves available to respond to requests from adopter/adapters (A/As). They need not conduct training at their own or the A/A site, nor are they required to monitor or evaluate A/A activities. They may take the steps necessary to prepare for JDRP, but they are not required to do so.

Contact Person

Eula Ruby, Director
Division of Education Program Support
Alaska State Department of Education
State Office Building, Pouch F
Juneau, Alaska 99811

(907) 465-2830

ARIZONA

Validation Process and Criteria Used

Arizona is developing its own validation process. The process is presently in the development/pilot stage. Programs are rated according to four general categories: instructional objectives and program delivery; evaluation and results; setting, resources, and exportability; and management staffing.

Training Procedures for Validators

Validators are trained through a one-day workshop conducted by Arizona State Department of Education personnel.

Validation Procedures

The Verification Team is composed of in-state persons who are independently appointed and assigned by the Arizona Department of Education to verify a program. During pilot stage, team members are ADE personnel who are professional educators and/or content, program, or evaluation specialists. One-day on-site visits are conducted by teams of three or four people.

Organizational Arrangements

Because the process is now in the pilot stage, the staff for the validation program has not been assembled. There is no information available about the number of programs which will be validated each year. The number of programs which will be reviewed will be determined by the number which apply and are accepted by the review committee to be established by the Department of Education. Projects which are not validated can request professional technical assistance as provided by program units in the Arizona Department of Education.

Support and Dissemination

No funds are currently allocated to support the activities of developers of validated programs. Adaptation/adoption activities will be supported only through non-financial technical assistance.

Information about validated programs will be put into the state's data retrieval system. A catalog of abstracts will be circulated to local education agencies and other interested persons. In addition, appropriate announcements will be directed at staff in local education

agencies through various forms of media. Responsibilities of the developers of validated programs will include responding to inquiries and sharing information with potential adopters.

Contact Person

Dr. Beverly Wheeler
Director of Information Dissemination
Arizona State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

(602) 255-5235

ARKANSAS

Validation Process and Criteria Used

Arkansas uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Validation teams are trained in the IVD process by trainers certified by the U.S. Department of Education.

Validation Procedures

The validation team consists of three people: an experienced validator to evaluate effectiveness/success; a person experienced in public school finance; and a person experienced in curriculum development and program exportability. Out-of-state teams are used in order to achieve a totally objective review free of in-state influences. The team conducts a three-day site visit.

Organizational Arrangements

The Title IV office has one person who is responsible for coordinating validation activities. Two or three programs are considered for validation each year; on the average, two are validated.

Projects can submit an application for validation any time after they have completed their final evaluation (usually in the spring). If the application is acceptable, the validation team is selected and a site visit date is scheduled. D/D application must be received by February 1; grants are awarded between March and June. Projects which are not validated can, if eligible, receive additional funding during the competitive grant cycle and can also request non-financial technical assistance through the Title IV office.

Support and Dissemination

Support of validated projects takes the form of developer/demonstrator grants offered by Title IV-C. D/D responsibilities are (1) to maintain a demonstration site at the local district; (2) to provide awareness activities upon request; (3) to provide staff development activities for adopters; and (4) to insure the availability of project-developed materials for adopting districts. Grants are also made to districts wishing to adopt a state IVD validated project.

Information about validated programs is disseminated through the Title IV project directory, an Ed Fair, state department publications, news releases, brochures, educational television, and official memoranda to all school superintendents.

Contact Person

Mr. Fay Bohannon
Coordinator, Title IV, ESEA
Division of Federal Programs, Title IV
Arch Ford Education Building
State Capitol Mall
Little Rock, Arkansas 72201

(501) 371-1245

CALIFORNIA

Validation Process and Criteria Used

California uses a state-developed process for ESEA Title IV-C projects which consists of review of acceptable applications by a seven-member review panel. A paper screening is conducted on each project submitted. From the paper screening, a number of projects are selected for representatives to be invited to present their program and respond to the panel's questions. In cases where the panel is impressed by a program's exportability but has some questions about the student performance data presented, an on-site visit is conducted.

Twelve criteria are used in the validation process:

1. Provides evidence that the original evaluation design was credible and well-managed.
2. Provides valid data which document that the original program produced desirable change in student performance.
3. Addresses a statewide critical need which is clearly identified.
4. Is economically feasible--the dissemination/diffusion costs are reasonable and the cost to adopters is feasible.
5. Incorporates an instructional strategy for dissemination/diffusion which is considered innovative, creative, unique, or original statewide.
6. Incorporates an instructional strategy and/or products which can be duplicated in a new location (replicability).
7. Incorporates an instructional strategy and/or products which can be installed in parts and/or phases (adaptability).
8. Incorporates an instructional strategy which is observable and is clearly defined (communicability).
9. Provides valid data that document the achievement of the process objectives of the original program.
10. Provides evidence that the instructional program and/or products are ready for adoption.
11. Provides assurance that the applicant is willing to serve as a dissemination/diffusion agent.

12. Supports, complements, and supplements the local education agency's program in school improvement or master plan for special education.

Training Procedures for Validators

Department of Education staff conduct a three to four hour orientation session prior to the review process. The session covers the responsibility of panel members, the criteria used for scoring, and appropriate interaction between the panel and presenters.

Validation Procedures

Review panels are formed to develop recommendations to the Department of Education. All panel members are in-state; each panel is composed of

1. Five educators from outside the Department of Education with expertise in content areas, ESEA Title IV-C, and dissemination/diffusion strategies
2. One community member who has had extensive experience with education and specifically with ESEA Title III/IV-C programs
3. One Department of Education Title IV-C staff member who had limited or no contact with the program during operational years.

All panel members are in-state because the Department of Education feels that the best resources are in the state; this procedure is also cost effective and efficient. A one or two day site visit is conducted by a consultant in the Office of Program Evaluation and Research to review evaluation data, format, etc.

Organizational Arrangements

One full-time consultant is employed by the Department of Education to coordinate validation activities for the state. In addition, eight regional consultants devote 5 to 10 percent of their time to validation as requested by the full-time consultant. Approximately 80-100 programs are considered for validation each year. Of these, approximately 12 programs are newly funded to disseminate for three years. Twenty-five or more are validated as exemplary and are funded to disseminate each year.

The schedule is as follows:

First Friday of February	One-page application submitted by interested applicants.
April 1	Applicants submit a report on program effect on student performance and program exportability.
April-May	Review panel conducts paper screening, has selected program representatives make presentations, consults with Department of Education staff members, conducts on-site visits where appropriate.
June-July	Notification of funding.
June-August	Workshops on preparing brochures, awareness materials, packets establishing adoption/adaption minimum criteria, and other diffusion activities in California.
Throughout the year:	Regularly scheduled meetings of project directors to share problems, needs, and to provide mutual support.

Support and Dissemination

The California Department of Education supports the activities of developers of validated programs through grant awards that average $70,000. Local education agencies which are interested in adoption/adaptation activities may compete for up to $10,000 (ESEA Title IV-C) to assist in installation of a validated program. Adoptions are also partially subsidized by National Diffusion Network funding. The state disseminates information about validated programs through traveling seminars, regional mini-seminars, Centers for Education Improvement (CCEI)--three regions in California--links with other Department of Education staff, and professional conferences. The developers of validated programs are required to actively disseminate information about their program throughout the state, to provide awareness/information to CCEI's and local education agencies, to participate in the main traveling Seminar, and to attend appropriate state conferences of professional organizations.

Note: There are other validation procedures in use at the state department, including one for business practices. However, IV-C is the major validator in the state.

Contact Person

Ira D. Barkman
Coordinator, Exemplary Programs
Replication Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

(916) 322-6797

COLORADO

Validation Process and Criteria Used

Colorado uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Validators are trained by ROEP staff in accordance with U.S. Department of Education guidelines.

Validation Procedures

The validation team is composed of two people: an evaluation specialist, who is university-based, and a local school administrator. Thus, for economic reasons, validators are from in-state. Site visits are not part of the validation procedure.

Organizational Arrangements

The Director of Title IV-C is responsible for validation. Eight programs were considered last year, of which three were validated. The process begins in July when applications of programs are screened. In August, the validation team meets to discuss each accepted application. The result of that meeting is validation or rejection. Rejected programs can apply for additional IV-C funding.

Support and Dissemination

Those IV-C programs which are validated can apply for state dissemination grants. These projects then launch a campaign to bring about awareness, training, and follow-up. The state also funds A/As through IV-C grants to replicate validated programs.

Contact Person

Chuck Beck
Director, Colorado State
Facilitator Project
830 S. Lincoln
Longmont, Colorado 80501

(303) 772-4420

CONNECTICUT

Validation Process and Criteria Used

Connecticut uses a state-developed process for the validation of educational programs and practices.

Projects or programs which apply for validation must provide evidence that each objective was accomplished at or above the criterion level, that the accomplishment of the objective was the result of project activities, and that the reported findings are educationally significant.

Training Procedures for Validators

Connecticut has a panel of seven people who review all applications for validation. The panel member training consists of workshops on the criteria used in the validation procedure.

Validation Procedures

One-day site visits, conducted by a two- or three-member team, are part of the validation procedure. Team members are all from within the state. One member of each team is a qualified evaluator. Using in-state validators means that validators will be easily accessible and that expenses will be kept at a minimum. In addition, the full panel of validators reviews all projects that have applied for validation and thus has a better understanding of the needs and possibilities.

Organizational Arrangements

Three State staff members participate in validation activities (FTE=0.5). The State Facilitator coordinates the activities of a Validation Panel. Projects are initially screened by State staff, and only those which are most likely to be validated are invited to apply. Of the seventeen projects which were submitted during the first year (1979-80), thirteen received State Validation. Projects which are not validated are able to request technical assistance through the State Facilitator and are able to reapply during a later cycle.

Timeline of the Connecticut Validation Program:

December 1	Letters of intent to apply are submitted by LEAs
January 2	Approved projects are invited to apply
February 15	Applications for validation are received

March 1	Applications are submitted to Validation Panel
March-April	Visitations by teams
May	Panel meets for final action on applications
June	State Board action and notification of applicants

Support and Dissemination

The state provides IV-C funds to validated developers in the form of Demonstrator Grants. These one-year grants during the fourth year of operation are usually less than $10,000. The funds are awarded for the following purposes: (1) continue the delivery of project services within the developer LEA, (2) develop dissemination and training materials, and (3) provide for the costs of awareness and training activities.

The state also funds one-year Adopter Grants for local educational agencies. The limit on these grants is $5,000. Funds may be used to purchase training materials and services from the developer and to provide stipends, release time and travel for the staff of the adopting district. Opportunities are provided three times a year to apply for Adopter Grants: January 15, April 15, and October 1.

The developer/demonstrator (D/D) of a state-validated project receives one year of funding through a Demonstrator Grant for the purpose of disseminating its practices state-wide. After this one year these demonstration activities can be maintained by Adopter Grant funds which are used by adopters to purchase training from the D/D. Presently, there is no limit on the length of time that a state-validated project may be considered an official D/D.

The State provides descriptions of all state-validated projects to all local educational agencies. This is done in conjunction with the announcement of the Adopter Grant program each year. Moreover, during the year awareness conferences are held during which potential adopters receive information about state-validated model projects.

Contact Person

Dr. Roger Richards
Bureau of Research, Planning and Evaluation
State Department of Education
Box 2219
Hartford, Connecticut 06115

(203) 566-8250

Dr. Richard E. Lappert
Coordinator, Title IV-B-C
State Department of Education
Box 2219
Hartford, Connecticut 06115

(203) 566-3593

DELAWARE

Validation Process and Criteria Used

Delaware uses the IVD process and the criteria outlined in the Sharing Educational Success (SES) Manual.

Training Procedures for Validators

Eleven personnel from the state of Delaware participated in a two-day SES training session, involving a validation submission simulation, sponsored by Regional Office of Educational Programs and state staff in March, 1980.

Validation Procedures

Three to five member validation teams conduct one day site visits of projects applying for validation. The teams are drawn from the pool of seven state department staff (subject specialists, research staff, etc.), and four non-state department staff (LEA administrators, higher education, etc.) who are certified validators. An out-of-state team chairperson is used to provide an external flavor and reduce certain kinds of criterion. Normally, several things precede the visit:

1. State Department of Public Instruction staff know about and monitor the program
2. A proposal is submitted to the state
3. Preliminary screening occurs--state staff help the districts determine if they are ready for a site visit
4. Approved proposals go to the selected panel
5. The panel decides to review or not to review via a site visit.

Organizational Arrangements

At present, the state NDN Facilitator manages the state validation effort on about a 20 percent time basis. To date five projects have been considered for validation and three were validated. The state's schedule for validation is as follows:

January	Announcement
March	Submission and Screening

March	Teams selection
April	Site visit
May	Approvals
July	Additional funding for dissemination
September--on	Additional data gathered for possible JDRP publication.

Projects that do not pass validation are encouraged to contract for evaluation expertise from sources of their own choice or from a State University Evaluation Unit organized to serve LEAs.

Support and Dissemination

Additional IV-C funding of $5,000 to $6,000 per project is provided to validated projects (D/Ds) for dissemination purposes only in the fourth year of the projects. The state assists local education agencies with $5,000-$6,000 project adoption (A/A) grants which can be used for staff development and materials but not for hiring new personnel. Developer/demonstrators (D/Ds) must continue operation as demonstration sites for at least one year, carry on awareness activities, demonstrate their project, and assist adopters. Information on validated projects is disseminated primarily through the IV-C office and through the NDN State Facilitator's Office. The state IV-C Project Inventory Booklet, which describes developmental and validated projects, is shared with all districts annually.

Contact Person

Dr. Peter J. Bachmann
State Specialist, Educational Facilitator
and Program Dissemination
Delaware Department of Public Instruction
P.O. Box 1402
Dover, Delaware 19901

(302) 736-4583

FLORIDA

Validation Process and Criteria Used

The IVD process is used for validating educational programs and practices. In conjunction with it, the validation procedures of the Joint Dissemination and Review Panel are used. The criteria used are those identified by IVD: evidence of educational change and exportability.

Training Procedures for Validators

A cadre of validators/trainers was trained by ROEP IV staff. These trainers then train other validators who can be used in or out of the state.

Validation Procedures

The validation team is composed of three people: two evaluation specialists and one exportability/content specialist. Typically, one evaluation specialist lives in Florida while the other two team members are from out-of-state. This mixture permits the team to be cost effective and guarantees the independence of the team members. As part of the validation procedure, this three person team spends 2 and 1/2 days visiting the project site.

Organizational Arrangements

One professional at the SEA has primary responsibility for validation. While the number of programs considered for validation varies, an average of five each year is considered. In the past three years, all programs considered were validated. Since 1974 when the validation process was initiated, 27 of 31 development projects have been validated. The other four projects were not nominated for the validation process.

In March of each year, projects notify the SEA that they intend to submit a request for validation. In April, the application is submitted by the project for review and comments. The revised application is submitted to the State Advisory Council for review and approval. The project director attends their meeting to answer questions. Simultaneously, the validation team members are identified.

In May, applications are forwarded to team members who schedule site visits for May and June. Following the visits, programs are notified of approval and prepare demonstration plans. Programs which fail to be

fail to be validated are provided technical assistance by the SEA so that they can be strengthened. Finally, the SEA publishes a listing of all validated programs.

Support and Dissemination

Validated programs are eligible for two years of demonstration grants to share their program. In addition, the state makes available adopter grants of $5000 for one year for the installation and evaluation of the validated program. During the period, the D/D assists the adopter in installing the program, staff training, and monitoring and evaluating the trial use of the program.

The SEA disseminates information about validated programs through newsletters, catalogues, conferences, and the SEA dissemination network.

Contact Person

Dr. Ralph G. Vedros
Program Administrator
Department of Education
Knott Building
Tallahassee, Florida 30301

(904) 488-7128

GEORGIA

Validation Process and Criteria Used

IVD procedures and criteria are used.

Training Procedures for Validators

Validators are trained by state department of education staff. Some team members were trained by staff of the North Carolina Department of Public Instruction.

Validation Procedures

Validation teams are composed of four people: a research/evaluation specialist, a content area specialist, an administrator, and the SEA team coordinator. All validation teams are composed of educators from outside of Georgia. This lends greater credence to team decisions and also permits project staff to learn about projects outside of Georgia. An on-site visit by the four member team of two-three days is required.

Organizational Arrangements

Five FTE are responsible for validation of educational programs and practices. Five or six programs are considered for validation each year, of which four or five are validated.

State Support and Dissemination

Developers of validated programs are obligated to maintain observation sites and to assist other educators interested in using the project. Staff support funds and materials production funds are available from the state. Similarly, funds for adoption are available from the state.

The SEA, through the Education Information Center, maintains a validated practices file and produces and disseminates pamphlets and awareness materials, and conducts conferences. Finally, SEA staff visit each validated project annually to assure that the program continues to be effective and to ensure that materials (awareness, TA, staff developmente) are adequate.

Contact Person

Dr. Jess Pat Elliott
Director of Research
State Department of Education
Atlanta, Georgia 30334

(404) 656-2402

HAWAII

Hawaii does not have a formal validation process but does have a procedure for identifying promising practices. State, district, and school administrators identify projects according to criteria which indicate that the projects are:

- Effective
- Replicable
- Congruent with policies and directions

Projects which meet these criteria become eligible for dissemination by the Office of Instructional Services of the Hawaii Department of Education.

The draft of Hawaii's validation process is being prepared for formal adoption by the State Department of Education. At that point Hawaii will have its identification, validation, and dissemination system in place. A field test of the system will be conducted during 1981-82.

Contact Persons

Winona Chang/Kathleen Steffen
Office of Instructional Services
Hawaii State Department of Education
233 South Vineyard Street
Honolulu, Hawaii 96813

(808) 548-3425

Validation Process and Criteria Used

Idaho uses the JDRP process (called National Validation) and an IVD variation (called State Validation) and the Idaho Commendation Model (called State Commendation). The Idaho Commendation is given to programs and projects which receive a favorable review from an in-state, three-member review team, and approval of that review is given by the State Superintendent of Public Instruction. State Commendation qualifies the project for adoption within the state. In order to receive State Commendation, developers submit an application detailing project activities and costs and providing evidence of project effectiveness. The accuracy and validity of the application are then examined and verified by the on-site review team, which rates the project for measurability of objectives, responsiveness to a real educational need, transportability, adequacy of evaluation plan and instruments, and other variables.

Training Procedure for Validators

Dr. Bert Stoneberg, Jr., and Dr. Roger Reynoldson have reviewed the IVD training and, although this has not occurred as yet, they are equipped to train others. For the State Commendation process, some 45 people are trained and participate regularly in reviewing projects. Approximately one-third of these individuals are members of the State Advisory Council, another third are from universities, and a third are from local school districts.

Validation Procedures

Idaho's validation teams are composed of a university professor, a local district person with project expertise, and an advisory council member. These State Commendation process personnel are from within the state and conduct on-site visits of two day's duration.

Organizational Arrangements

Idaho has five Title IV-C staff members. One project was recommended for State Commendation in 1980 and in 1979 there were four. All were validated following a procedure which is incorporated into the technical assistance provided to each project during its three-year life. Both State Validation and State Commendation involve application by the project developer and on-site review by a validation team. Project success and exportability are the major criteria. Idaho does not systematically provide assistance to programs failing to receive validation, although assistance from Title IV-C staff is available on request.

Support and Dissemination

Idaho does not make provision for continued funding to developers of validated projects. They are invited to use local school funds to meet project needs. Title IV-C grants for adopters/adapters ranging from $800 to $7500 are awarded on a competitive basis, with the average grant being about $3000. SEA staff monitor the use of project funds.

Information about validated projects is disseminated via the SEA's newspaper, memos to district superintendents, and other communications sent by the SEA dissemination consultant and other SEA staff.

Developers of validated projects are asked to continue their project activities for one year beyond phase-out of Title IV-C funds. They are available to provide technical assistance and information, at the discretion of the district, and they develop and disseminate materials. Some developers monitor or evaluate A/A activities, but preparation for JDRP is not part of their responsibility.

Contact Person

Charles Brown
Coordinator of Dissemination
Idaho State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

(208) 334-3225

ILLINOIS

Validation Process and Criteria Used

Illinois uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

One SEA staff person is certified as a trainer and validator. In November 1979, 20-25 people were trained in IVD effectiveness measures and 20 were trained as exportability analysts. Each group received 1/2 day of training, including some cross-training.

Validation Procedures

The validation team consists of two people. A person with expertise in evaluation works with a person with subject or administration expertise. Especially for validation of special education projects, the content expertise is desirable. The team members are drawn from out-of-state, but increasing costs may limit this procedure in the future. A two-day site visit is made by the two members of the team.

Organizational Arrangements

During the first and second years of a project, the staff works to develop the project for submission for IVD. Typically, out of ten or twelve programs screened, six are nominated for validation. On the average, six programs successfully undergo the IVD process and are validated each year through the Title IV section.

The timeline for validation is as follows:

September	Review of validation procedures with project director.
October	Notification of submission.
December	Applications are due in the Title IV office, at which time they are screened by in-state team and Title IV staff.
January	Technical assistance provided for revising promising applications.
February	SEA notifies nominees; validation teams are selected and given project applications.

March	One day regional meeting for all teams and nominated programs.
April/May	On-site visits.
June	Certification of validated projects.
July	Validated projects may receive D/D funding.
September	Distribution of Wings of Progress, a catalogue of validated programs.

Support and Dissemination

Validated programs are eligible for demonstration funding. Funding levels vary across validated programs. Generally 1 or 1.5 FTE to provide in-service training is supported by the state. Adopters are not funded directly, although in-service training and materials are made available from the D/Ds.

Contact Person

Karol Richardson
Assistant Manager, Title IV
Illinois State Board of Education
100 No. First street
Springfield, Illinois 26708

(217) 782-3810

INDIANA

Validation Process and Criteria Used

The IVD process and IVD/JDRP criteria are used. A state-developed process is used for in-state programs such as state history.

Training Procedures for Validators

Validator training procedures are in accordance with the IVD program.

Validation Procedures

The guidelines of IVD are used for building review teams. In-state validators are on the teams. Site visits of two days are conducted by the team, which has two or three members.

Organizational Arrangements

Six staff members of the SEA are responsible for validation. Each year between one and four programs are considered for validation, of which one or two programs are ultimately validated. For programs failing to be validated, continued technical assistance may be available on a case-by-case basis.

Support and Dissemination

SEA staff coordinate awareness activities and on-site training provided by D/Ds. Up to $5,000 is available for assisting adopters, in addition to monitoring and technical assistance by SEA staff. All validated programs become part of the in-state Adoption/Replication Grants Program.

Contact Person

Don Treibic
Indiana Department of Public Instruction
Division of Innovative Education
Room 229, State House
Indianapolis, Indiana 46204

(317) 927-0386

Validation Process and Criteria Used

The IVD process and criteria and JDRP criteria are used.

Training Procedures for Validators

A one-day training session in the IVD process is conducted, usually on a regional basis in conjunction with other states. Additional personnel with experience/expertise are recruited.

Validation Procedures

The validation team is composed of three people: the team leader, a content specialist, and an evaluation specialist. While both in-state and out-of-state specialists serve on the teams, it is generally preferable to have all team members from out-of-state. The team visits the site being reviewed, spending two days with the project.

Organizational Arrangements

Responsibility for validation is diffused through the SEA by funding source. To date, seven projects have been validated by IVD (the last one was in 1976), and eight projects have received JDRP approval in the last five years. Increasingly, the SEA is emphasizing submission to JDRP. There is no set schedule for IVD validation. While IVD is part of the state plan for ESEA Title IV-A this is done on an ad-hoc basis. In the last three years, only one program failed to be validated after submission for IVD review. Thus, no formal mechanism exists for assisting programs failing validation.

Support and Dissemination

A validated program may qualify for fourth-year funding at approximately its third-year level. The D/D is responsible for maintaining a demonstration site and for training adopter personnel, as well as for in-state awareness activities.

Contact Persons

David Lidstrom, NDN State Facilitator
Iowa State Department of
Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

(515) 281-3111

Max Morrison, Chief
ESEA Title IV and
Dissemination Section
Iowa State Department of
Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

(515) 281-5274

KANSAS

Validation Process and Criteria Used

Kansas uses the IVD process and the criteria suggested in the Sharing Educational Success handbook.

Training Procedures for Validators

Kansas has a team or pool of people who were trained at USOE sponsored training sessions in the early and mid-1970s.

Validation Procedures

Kansas conducts two day on-site visits as part of this validation procedure. Usually three to four evaluation specialists and control specialists are on the team. They use one out-of-state person on the team to add to the team's objectivity. Only one out-of-stater is used primarily for cost reasons.

Organizational Arrangements

One state staff member has primary responsibility for the state's validation process. Usually, one or two programs are considered per year for validation and one or two are validated.

The schedule for the validation programs in Kansas is as follows:

1.	Formal state invitation for projects in third year development to submit letter of intent.	December 1
2.	State concurrance on "letters of intent."	January
3.	Those accepted attend state session to prepare applications for validation.	January 15
4.	State review team reviews application for validation.	March
5.	Formal validation team goes on site visit.	May
6.	If state validated and want to, help prepare projects for JDRP.	by October 1

Programs that fail validation are generally left to their own devices with regard to meeting the state requirements at some future date.

Support and Dissemination

The state does not directly support developer/demonstrator (D/D) activities, but state IV-C monies are available on a grant basis to assist adopter/adapters (A/As) with the implementation of state validated projects. The state duplicates materials from validated projects for interested school districts and uses various other means for disseminating information about the projects.

The state requires that developers serve as demonstration sites and assist A/As with implementation.

Contact Person

Phil Thomas
Director, Educational Improvement Section
Kansas State Department of Education
120 East 10th
Topeka, Kansas 66612

(913) 296-3136

KENTUCKY

Validation Process and Criteria Used

A state-developed process is used. A field review team verifies that the program meets criteria of program effectiveness, cost effectiveness, and exportability. For school business practices, the ASBO "Sharing Business Success" validation program is used.

Training Procedures for Validators

Validator teams are trained by U. S. Department of Education certified validators or by SEA staff. Training focuses on overview of the Validation Procedures program and use of the Field Review Package.

Validation Procedures

Validation teams include one representative of the State Validation Review Panel, an SEA curriculum specialist for the subject area reader review, an LEA or non-SEA staff person with responsibility in a program similar to the program being reviewed.

Members of the validation team are all in-state educators. For "Sharing Business Success," all validators are from out-of-state, as required by ASBO.

Site visits of no more than one day are part of the validation process. These visits are made by all three team members.

Organizational Arrangements

Four persons from the SEA Dissemination Unit are responsible for program validation. In addition, 12 or more other SEA staff (from curriculum sections) participate in validation efforts.

Validation is organized in a three-phase mode. In the first phase (Important People - Important Programs [IP]) any program may be nominated for review. The person nominating the program provides data concerning the success and innovative nature of the program. These data are verified by SEA officials who then include the program in a "promising practices" file. Between 100 and 200 programs are included here.

The second phase (10-20 programs) involves the field review of promising practices. Results of the field review are submitted to a State Review Panel, consisting of at least 13 SEA staff. This panel, by a 3/4's majority, votes to validate after studying field review recommendations. Finally, the panel recommends 1-5 programs for JDRP

submission. Since this validation process is in its first year, no results have been obtained. SEA staff estimate that 10-20 programs will receive state validation (Phase II) this year.

No unusual mechanism exists for assisting programs failing to be validated, although technical assistance from SEA staff is available to them.

Support and Dissemination

Support of D/Ds from the SEA is decided on a case by case basis by the Bureau with which the program works most closely. The validated program is eligible for funding from the SEA Bureau as a demonstration site. Some support of adopters is available through Title IV-C or through appropriate bureaus of the SEA.

Moreover, the IP file is disseminated by the SEA once validated programs respond to individual information requests.

The State Validation Review Panel grants validation to a state program for a period of three years.

Contact Person

Geri Weaver
Director, Division of Research
and Evaluation
Office of Research and Planning
Kentucky Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

(502) 564-4743

LOUISIANA

Louisiana does not as yet use a formal method for validation of education programs and practices. The Louisiana Dissemination Network (R&D) of the SEA solicited descriptions of exemplary programs from local school superintendents for presentation at four regional workshops held in the fall of 1980. A catalog of promising programs and practices was produced as a result of these regional workshops. During 1981-82, the LDN(R&D) is planning to establish a State Validation process, which will be pilot-tested in two or three school systems.

A State Facilitator is located in the State Department of Education and is part of the Title IV staff. The State Facilitator supports the efforts of NDN programs working in Louisiana and assists state-developed projects in their JDRP submission. He also serves on the State Department of Education Dissemination Advisory Committee, in-house advisory group to the LDN(R&D), established as a result of the Louisiana Dissemination Capacity Building Project, jointly funded by the National Institute of Education and the Louisiana State Department of Education.

Contact Person

Sue F. Wilson
Section Chief, Dissemination
Louisiana Dissemination Network (R&D)
Bureau of Development
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

(504) 342-4268 or 4269

MAINE

Validation Process and Criteria Used

Maine uses a modified IVD process with effectiveness and exportability criteria.

Training Procedures for Validators

Validators attend national training workshops conducted by the Department of Education.

Validation Procedures

The validation team consists of two evaluation specialists from the state university system who are experienced in the use of the national IVD process, a Department of Education consultant who specializes in the project's fields, and a Title IV staff professional. These people are all from within the state. Maine originally used out-of-state validators but discontinued this practice because of the expense involved. The validation procedure includes a one- or two-day site visit.

Organizational Arrangement

Coordination of validation activities is handled by two professionals in the State Department of Education. An average of two or three projects are validated each year. State personnel are very selective with respect to projects that are encouraged to apply for validation.

If a project is not validated on the first try, it may request additional technical assistance from the state Title IV office and may reapply after completing the recommendations made by the validation team.

Support and Dissemination

Title IV-C projects which are validated by the State Department of Education can apply for fourth- and fifth-year funding. In the fourth year, they can receive up to 50 percent of the third-year funding, and in the fifth year up to 25 percent of the third-year funding. Schools which wish to adopt a project can apply for up to $7,500 for one year to adopt any state, regionally, or nationally validated project.

The state disseminates information about validated projects and programs through a state directory, through cooperation with the State Facilitator Center, and through RECON, the New England Regional

Communication Network catalogue. Projects which are validated are required to continue to function within the local education agency and to serve as a demonstration site. The project director participates in workshops and in training sessions.

Contact Person

Dr. Lois W. Jones
Title IV-C Coordinator
Department of Educational and
Cultural Services
Station 23
Augusta, Maine 04333

(207) 289-2475

MARYLAND

Validation Process and Criteria Used

Maryland uses a state developed process to verify* Promising Educational Practices and Services (PEPS). The four major criteria for approval by the PEPS verification program are: statistically significant project effects, effects judged to be the result of the project, educational significance of the project, and project transportability.

Training Procedures for Validators

At present, at least one person from each division or office in the State Department of Education has been trained as a validator. Seven staff were trained at a Region III, ROEP, two-day "Sharing Educational Success" Validation Workshop in 1980. Five other state staff were trained via a one-day workshop conducted by PEPS core staff using SES (IVD) and state-developed materials.

Validation Procedures

In Maryland a state verification team composed of at least two evaluation staff and two content area staff is selected from the twelve available validators, after a program verification application is screened for completeness. The validation team then reviews the application for compliance with the PEPS criteria. If the project application is lacking in some way, the verification team can either request additional information or reject the application. If it appears that the application satisfies the PEPS criteria, a one-half day site visit is scheduled. On site each member of the verification team completes a PEPS Verification Checklist. The bottom line of the checklist is approval or disapproval of the project based on the team's collective judgment.

Organizational Arrangements

One staff member from the Division of Instruction, Program Assessment Branch, has primary responsibility (part-time) for managing PEPS. Eleven other state staff are also involved on a part-time as-needed basis. Three of these staff are involved in IV-C work.

The state verification process, PEPS, was initiated in the Spring of 1981 and is expected to be fully operational by September 1981. To date, four projects have been reviewed in a pilot test of the process; one was validated.

---

*Maryland prefers to use the term "verification" instead of "validation" for the state process used to identify and certify promising educational practices.

The state's verification schedule is as follows:

Open Date	District completes "PEPS Submittal Form" and sends it to Division of Instruction (DOI), Program Assessment Branch.
	The form is screened for completeness by Program Assessment staff.
	A four or five person PEPS team or panel is convened to review the application for validation.
	The PEPS team requests more information, rejects the application, or accepts the application and sets up a site visit.
	The PEPS team conducts a half-day on-site visit and rates the program on the Verification Checklist. The program is accepted or rejected based on the team's collective recommendation.
	DOI and project staff meet to complete a Process Resource Chart on the Project.
September 15 and March 15	Information about new Promising Practices is distributed in the PEPS manual.

State DOI staff plan to provide evaluation assistance to applicants, on a request basis, contingent on the status on validation applications from LEAs.

Support and Dissemination

At present the state does not provide financial support for dissemination or continued development to the developers of verified programs. Support is also unavailable to adopter/adapter (A/A) districts, although the state hopes to support A/A activities depending on the future availability of funds.

Developers must agree to operate as a demonstration site for one year and to provide training and technical assistance to A/As.

State information about verified programs will be disseminated to all school principals twice annually through one page additions to the PEPS manual. State linkers and school librarians will assist with dissemination.

Contact Person

John A. Johns
Specialist in Program Assessment
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

(301) 659-2380

MASSACHUSETTS

Validation Process and Criteria Used

Massachusetts uses a state-developed, modified IVD process. The validation process is accomplished by a one-day on-site visit by a validation team. At the conclusion of the on-site visit, the program or practice will either be validated as an exemplary model for state diffusion, validated for state information dissemination, or not be validated. If the program or practice is validated for statewide diffusion, it will be eligible for financial support from the Department of Education to share information about the program with other school districts in Massachusetts.

Validation focuses on three criteria:

1. Evidence of effectiveness. Supporting evidence is provided to show that the attainment of the major objective(s) can be attributed to the project activities.

2. Exportability. Information is provided to demonstrate that it is feasible to transport the program or practice to other school districts and that it can be adopted or adapted by other school districts.

3. Cost Analysis. Sufficient information is provided describing needed costs of start-up, operation and management, and the population to be served, which, when combined with evidence of effectiveness and exportability, will assist an interested school district in making an informed decision about adoption or adaption of the program or practice.

Training Procedures for Validators

Validation teams receive a full day of training from State Department of Education staff. Simulation materials have been prepared for use in this training. Additionally, simulation training is provided for validators of School Business Practices. A validator's handbook for School Business Practices has been prepared, modified from the ABSO Validation Manual. An additional half-day of training is scheduled for validators after they have been given their site visitation assignments and are preparing to review a specific project or practice. Both validators and Title IV-C project directors attend a two-day seminar on validation specifically aimed at the JDRP review process. Technical assistance is provided by the Evaluation Resource Center for those projects that intend to apply for JDRP validation.

Validation Procedures

A three person, in-state validation team, consisting of one evaluation specialist and two practitioners, conducts a one-day site visit to review the project or program. Cost-effectiveness considerations have led to the use of in-state validators. The State has trained a cadre of validators over the years since the initiation of IVD. Many of these persons were previous (Title III) project directors who had projects reviewed through the IVD process as early as 1972. The validation process is managed by the Evaluation Resource Center staff, who prepare the schedule for on-site validation and build the validation teams. In the specific case of school business practices, three school business officials (usually at the assistant superintendent level) comprise the teams. These teams are often complemented by superintendents or Title IV project directors who sit on the team when the practice concerns energy, school food services, or regional cooperative practices such as quantity purchasing.

Organizational Arrangements

Six regional program officers and three evaluation consultants are responsible for the implementation of the Massachusetts Validation Process. Approximately 24 programs or projects are submitted for consideration each year. Of these, eight to ten are validated.

Applications for validation must be submitted to the Department of Education by April 1. Training for validators takes place in May, and on-site visits are conducted from May through September. Notification of approval is made in October, and a catalog describing validated programs and projects is published in November. Projects which are not validated can request technical assistance from the State Department of Education. This can take the form of evaluation support, assistance with the state mandated management system, or workshops to assist projects in preparing for JDRP submission.

Support and Dissemination

The state supports projects which have been validated by providing them with fourth-year funding. Districts which would like to adopt or adapt a validated project or program can apply to the state for a grant of up to $3,000.

The state disseminates information about validated programs and projects through newsletters, awareness sessions, and MAGG, a computerized practice file developed to be compatible with ERIC and the Bibliographic Retrieval Service National Practice File. Additionally,

the U.S.O.E. (Region I) disseminates information on state validated practices through RECON, the New England Regional Communication Network. An index to state-validated projects has been prepared by the RECON staff describing effectiveness, implementation requirements, financial requirements, and available services. LEAs can then draw from the contiguous New England states when they decide to adopt/adapt a practice.

Contact Person

Dr. John Reynolds
Massachusetts Coordinator, Title IV-C
Springfield Education Center
155 Main Street
Springfield, Massachusetts 01105

(413) 739-7271

MICHIGAN

Validation Process and Criteria Used

The Michigan Department of Education uses a state-developed validation process which is described fully in a handbook developed in 1977 by the Department. Criteria were established for four project classifications: Planning, Developmental/Operational, Experimental and Demonstration. Validation is required to move from Experimental to Demonstration project status. By definition, validation is the process of reviewing and verifying the results of an evaluation of an experimental project. Projects are certified as validated by a Project Classification Committee, chaired by the Deputy Superintendent, if the evaluation data show that they are both effective and exportable. A major criterion for effectiveness is that the project meet its specified performance objective for specific target populations. Exportability is defined as replicability in the experimental year of the project. Overall, the entire project is reviewed in light of the following questions to determine its qualifications for a "Demonstration" classification:

1. How accurate were the data processing procedures?
2. How accurately were the data analyzed?
3. What percent of the conclusions stated in the evaluation report are supported by the collected data?
4. What percent of the process performance objectives are supported by written documentation?
5. To what extent is there evidence that information gained from the evaluation was utilized in management decisions?
6. What percent of the product performance objectives were successfully validated?
7. What percent of the product performance objectives were achieved?

Training Procedures for Validators

Research staff of the Department train new validators to use the published handbook. Validators are required to have a technical background in evaluation and may not be currently employed by the Department or the school district operating the project to be validated. The orientation/training of validators is usually accomplished in one day.

Validation Procedures

The state utilizes a pool of approximately 18-20 validators drawn on a voluntary basis mostly from university settings in Michigan. The state-required one-half to one-day validation site visits are usually conducted by a one-person team. The rationale for using independent evaluators as validators is to avoid political bias (the validators receive honorariums) and to contribute to quality control. Validator on-site visitation responsibilities and procedures for data collection/evaluation are outlined fully, with prescribed forms, in the Handbook.

Organizational Arrangements

Michigan maintains approximately six staff on the Experimental Demonstration Centers Program unit. One person manages the state validation activities. Although the number varies, approximately a dozen projects are considered for validation each year. On the average about 10-12 projects are validated each year. Projects are removed after several years. Usually there is a mix of old and new Demonstration Projects.

Validation can occur at any time of the year according to Michigan procedures. A prescribed sequence of events is suggested, therefore, rather than specific dates...

1. The Service Area staff select projects for nomination and validation.
2. The Service Area selects a representative to serve as a facilitator for validation.
3. The Service Area notifies the project staff of nomination.

   Service Area staff should check to determine if the superintendent knows and approves of the proposed validation.
4. The Service Area staff encumber the funds needed for their total validation activity.
5. The Experimental and Demonstration staff select validators and establish an on-site visit date(s).
6. The on-site visitation is conducted.
7. The validation report is received.

Support and Dissemination

Typically, the Department grants demonstration projects $60,000 to $70,000 for one to three years for: travel, training, developing demonstration training materials, reproducing materials, and supporting the project director and a secretary. In 1980, about 25 projects received the above support. The Department provides adoption grants up to $5,000 ($3,500-$4,000 average) for A/A districts. Demonstration site staff also schedule follow-up visits to A/A sites to provide implementation assistance.

Demonstration project staff are required to: conduct awareness workshops; develop and maintain "implementation checklists"; and help client schools obtain adoption grants by providing assistance with grant forms, budget, training schedules, staff selection, implementation, etc.

The Department employs dissemination procedures ranging from the preparation of awareness brochures and Department of Education Project listings to the conduct of state awareness conferences and subject area awareness workshops by Regional Supplemental Centers.

Contact Person

John Osborne
Coordinator, Experimental Demonstration
Center Programs
Box 30008
Lansing, Michican 48909

(517) 373-1806

MINNESOTA

Validation Process and Criteria Used

Minnesota uses the current IVD validation process and the criteria cited in the Sharing Educational Success manual.

Training Procedures for Validation

Minnesota draws on a pool of people in the state who are trained in the IVD procedure.

Validation Procedures

Minnesota uses a combination of out-of-state and in-state people to pre-screen projects to determine their readiness for a validation process site visit. If a project is deemed ready for a site visit, one or two in-state validators with expertise in evaluation and/or the content area conduct a two-day site review of the project. A combination of in- and out-of-state people is used to promote objectivity and as an expedient approach given current resource problems.

Organizational Arrangements

Minnesota use three full-time staff members from Title IV-C and two part-time people from the Office of Planning and Evaluation to conduct the validation process. Typically six to nine projects are considered for validation each year, and two to three are validated.

The state's schedule for validation is as follows:

October	First review of project status: materials and evaluation data
November-March	Projects nominated for site visits and teams assembled
April-May	On-site validation reviews
June	Reconvening of screening panels to review end-of-year data from projects recommended for validation by on-site teams
July 1	Funding of validated projects

Basically, the state has no formal structure to assist projects that fall short of the validation criteria. Project staff are free to try again on their own efforts.

Support and Dissemination

Validated projects receive state IV-C funds to serve as demonstration sites (D/Ds) and assist adopters. Districts choosing to adopt validated projects also receive one year of IV-C funding to assist with start-up activities. D/D staff are required to provide A/As with training and technical assistance. The state disseminates information about validated projects through the Title IV-C dissemination/awareness system.

Contact Person

Len Nachman
Evaluation Supervisor
Minnesota Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

(612) 296-5032

MISSISSIPPI

Mississippi does not have a validation procedure at this time but is in the process of developing a procedure. The proposed procedure will include pre-screening of applications by State Department of Education staff; review of the application by the validation team leader, an out-of-state person with U.S.O.E. certification and five years of recent experience in educational management and evaluation; an on-site visit by the team leader and two additional in-state team members who have state certification as validators; and submission of a report by the team to the State Department of education. Projects will be validated for their effectiveness/success (purpose and objectives, program activities, evaluation design, and results and analysis); exportability; educational significance; target population; materials, equipment, and facilities; and staffing and training requirements.

Contact Person

Clyde Hatten
Coordinator--ESEA Title IV
Mississippi State Department
of Education
P.O. Box 771
Jackson, Mississippi 39205

(601) 354-6958

MISSOURI

Validation Process and Criteria Used

Missouri uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Missouri validation team members have received U.S. Department of Education certified training. The 20 or so validators on the state list receive a day of retraining each year in addition to pre-validation briefings.

Validation Procedures

The state usually conducts two-day validation site visits and uses three person teams. The administrative teams are selected to include administrative, evaluation, and subject area personnel. Out-of-state validation team members are employed to add to the objectivity/credibility of the process.

Organizational Arrangements

In Missouri 3.5 FTEs are on the staff of the division section responsible for the validation of educational projects. Usually three or four projects, out of about 20 third year projects, are nominated per year for validation and most are validated.

The state has no set schedule for validation. Selected projects have $2,500 written in for validation expenses in their third year. Usually the state initiates a mid-year meeting to review project data to make "go" or "no-go" decisions regarding potential validation site visits.

Projects that fail in their attempts at meeting the state validation requirements may obtain technical assistance on an informal request basis from the Department of Elementary and Secondary Education (DESE). The state, however, does not have a formal assistance program or procedure for providing aid to these districts.

Support and Dissemination

The state does not provide direct funding to assist validated projects. Developer training activities, however, are funded through

Title IV-C. The state does assist adopter/adapters (A/As) through the Pacesetter process as outlined in the IV-C ESEA Manual for Project Applicants.

Developers of validated projects must agree to continue project operations for one year, host visits by potential A/As, and make training available the summer following validation.

The state disseminates information about validated projects through the Missouri Pacesetter catalog and through handouts at DESE workshops.

The state also disseminates information through the VIP Program and the Facilitator Project.

Contact Person

Tom Odneal
Director, Title IV-C
Missouri Department of Elementary and Secondary Education
Box 480
Jefferson City, Missouri 65101

(304) 751-3468

Validation Process and Criteria Used

In Montana a variation of the IVD process is used, with some sections of the handbook having been rewritten for clarity and to meet local needs. The JDRP process is utilized when appropriate. Validation criteria reflect the concern that projects meet their stated objectives, that they have a probability of being useful and successful in other settings, that they be cost effective, that they be "complete and intact" where originally developed and implemented, and that they are worthy in the professional judgment of experienced educators and project validators.

Training Procedures for Validators

Professional educators from all areas of education received training in the first session conducted by the Title IV Coordinator at the Montana Office of Public Instruction (OPI) and an on-site validation team. These initial 15 trainees were taken through the validation process by the group of experienced team members. There is an intent to conduct additional training as needed.

Validation Procedures

Montana validation teams are made up of an out-of-state person who is trained in the validation process and who usually serves as the chairperson, a specialist who is familiar with the content area of the project, an administrator, and an evaluator. On-site visits of 2 or 2 and 1/2 day's duration are part of the validation procedure. Montana educators involved in the project validation process feel that participation by an out-of-state person makes the process more objective and also serves to acquaint out-of-state people with the Montana projects, thereby facilitating out-of-state adoptions.

Organizational Arrangements

The consultant in charge of the project and two other staff members make up the unit responsible for the validation process in Montana. The number of projects considered for validation varies depending on the year and the funds available. On the average, three or four projects are validated annually. The validation schedule involves notifying schools throughout the year that applications for validation are being accepted. The validation process can take place at any point during the year. Over a two- to four-month period the following events take place. A validation request, together with project information and materials, is

submitted to the OPI. An in-house review takes place to assess the likelihood that the project meets the state's criteria. The school receives, completes, and submits a formal application form. The IVD team is selected, reads the project proposal, conducts an on-site review, and announces findings to the project personnel and school administration. The team then prepares its report and the chairperson submits it to the OPI. If validated, projects may apply for demonstration status. Projects not receiving validation may request assistance from OPI staff.

Support and Dissemination

Projects which have been validated may apply for demonstration funds in accordance with the OPI philosophy that demonstration activity costs should not have to be assumed by the district. The state also pays for all of the necessary adoption/adaption activities with the district(s) involved, including substitute pay, travel, needed materials and equipment, and follow-up activities. The OPI disseminates information about validated projects via content area consultants and in proposal writing workshops, at which descriptions of projects are distributed to participants. There is an intent to publish a brochure or mini-catalog this summer, which will provide additional information about validated projects.

Developers of validated projects, if they receive demonstration project monies, have different responsibilities depending on the type of project; for example, some are able to conduct large-group training and others work with small groups. The decision to submit the project for JDRP validation is at the discretion of project personnel.

Contact Person

Judy Johnson
Assistant Superintendent for
Special Services
Office of the Superintendent of Public Instruction
State Capitol Building
Helena, Montana 59601

(406) 449-3693

Validation Process and Criteria Used

Nebraska uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validation

Training, patterned after the workshop organized by the federal government, is provided regionally.

Validation Procedures

Validation teams consist of three people: one administrator, one evaluation specialist, and one content area specialist. All validators are from out-of-state, which adds credibility to team judgments. A two day site visit is an integral part of the team's work.

Organizational Arrangements

Six people at the SEA are responsible for validation. Approximately five programs are considered each year, of which one or two are ultimately validated.

The schedule for Nebraska's validation process is as follows:

1.	Schools are notified of the process.	
2.	An abstract is submitted by those interested.	
3.	Abstracts are screened.	by February 1
4.	Those accepted are invited to submit a preliminary application.	due February 15
5.	Preliminary applications are screened.	by March 1
6.	If a preliminary application is accepted, an invitation to submit an application for validation is extended.	March 15
7.	Applications for validation are screened.	April 1

8. If an application for validation is accepted, the persons submitting it are invited to go through a training process and to have an on-site visit.

9. On-site visit is conducted. after April 1

Programs not validated can request technical assistance, if they wish to re-apply for validation.

Support and Dissemination

Validated projects are eligible for funding for dissemination activities. The D/D must agree to continue the program, to accept site visits from other educators, and to share information with others.

Title IV-C monies are available to districts wishing to adopt a validated program. The state disseminates information about validated programs through press releases, brochures, and newsletters and by providing funding for awareness visits.

Contact Person

Jack Baily
Administrator of Special Services
Nebraska Department of Education
P.O. Box 94987
301 Center Mall Street
Lincoln, Nebraska 68509

(402) 471-2481

NEVADA

Nevada does not have a formal validation process but does have a procedure for identifying educational projects and programs as exemplary. In 1973, the Nevada State Department of Education produced a publication entitled "Evaluation Guidelines" to provide educational projects with information related to needs assessment, goals, objectives, and program validation . The State Department of Education conducts periodic and routine reviews of educational projects and through this process identifies exemplary programs. Information about these exemplary programs is disseminated on a referral basis and through periodic awareness workshops conducted by the SDE.

Contact Person

Al Ramirez
Nevada State Department of
Education
Capitol Complex
Carson City, Nevada 89710

(702) 885-5700

NEW HAMPSHIRE

Validation Process and Criteria Used

New Hampshire uses a state-developed process which is somewhat similar to the IVD and JDRP processes but which is not as rigorous as those processes. The process utilizes a five-member dissemination review panel focusing on effectiveness review criteria. Six criteria are used in the review of projects which apply for validation: (1) project objectives are clearly specified; (2) implementation steps are clearly described; (3) target population is clearly described; (4) evaluation design is appropriate both from a research perspective and to the objectives; (5) measures of change are valid and reliable for the specific population and the purpose of the project; and (6) results obtained are both statistically significant and educationally meaningful.

Training Procedure for Validators

There is only one internal validation team in New Hampshire. This team held one-day workshop to review criteria, generate consensus guidelines for operation of the panel, and examine examples of acceptable and unacceptable evidence of effectiveness. Since the team members have remained the same, and projects are evaluated on a rolling basis, improvement in the quality of the team's decisions comes from experience.

Validation Procedures

Currently four staff members within the New Hampshire State Department of Education serve on the validation team. The validation panel must consist of at least five regular members, and provision is made to include content specialists when necessary. The current chair is the Director of the New Hampshire Dissemination Project, and the other members are the Director of the Planning and Evaluation Unit, the Consultant for Exemplary and Developmental Programs in the Vocational Education Unit, the State Facilitator, and the State Consultant for Language Arts and Reading. The Title IV-C consultant serves as a non-voting consultant to the team.

No out-of-state validators are used by the state. The validation team works without a budget. Because the team members are State Department of Education staff, they are available to meet several times a year.

Site visits are made when the team feels they are necessary, and the team decides how many members will conduct the visit.

Organizational Arrangements

One person in the State Department of Education, the Director of the New Hampshire Dissemination Project, has primary responsibility for state validation activities. Five to ten projects apply for validation each year. The passing rate is about 60 percent of the components seeking validation. (One project may have only one component; another may have three and only one of the three may pass validation; a third may have five components and all may pass.)

Notices of validation opportunities are distributed approximately four times a year. When a project submits a request for validation, the Director of the New Hampshire Disssemination Project visits the project director, and together they plan the strategy for subsequent actions. Within three to four weeks of the initial request, a validation team meeting is scheduled to review the project, and the project is informed of the decision at the conclusion of the review meeting.

After the team decision is made, the Director of the Dissemination Project assists the project in disseminating the components that have been validated and improving those that have not. The project may later request validation of previously unvalidated components.

Support and Dissemination

Developers of validated projects can apply for a diffusion grant through Title IV-C. Persons wishing to adopt or adapt a validated project can apply for a Title IV-C A/A grant.

The state disseminates information about validated projects through RECON (New England Regional Communication Network), through Project SPREAD (the state promising practices file), and through the State Facilitator. Directors of validated projects are required to respond to requests for information about the project. Many go beyond this minimum requirement and disseminate materials, conduct workshops, invite visitations, and speak at conferences. Funded validated projects conduct comprehensive dissemination efforts based on objectives negotiated with the Title IV-C office during the funding process. Also Title IV-C funds the New Hampshire Facilitator Center to provide technical assistance to all state validated projects.

Contact Person

James V. Carr
Coordinator, ESEA Title IV
New Hampshire State Department of Education
64 North Main Street
Concord, New Hampshire 03301

(603) 271-3481

NEW JERSEY

Validation Process and Criteria Used

New Jersey uses the IVD process and also incorporates the following criteria from the JDRP Ideabook: change occurred, statistical significance, educational significance, generalizability, effects from the intervention, and credibility/interpretability of the evidence.

Training Procedures for Validators

New Jersey state staff conducted two, day-long reviews of the SES simulation, derived from the 1979 Denver, Colorado, USOE training session, to train six out-of-state and two in-house staff as validators.

Validation Procedures

New Jersey's certified validators consist of a school superintendent, an evaluation specialist, and four teacher-training university professors, in addition to the state project director and a state evaluation staff person. The six out-of-state validators read validation applications once a year and decide if projects are ready for a site visit. A two-step procedure is used for practical and economic reasons. The state attempts to ensure that projects are "prepared for validation" before going through the expense and trial of a site visit. The use of out-of-state staff reduces the probability of political bias in the selection of projects. The one-day site visits are conducted by two validators. One person usually handles exportability/cost questions while the other handles effectiveness/success matters.

Organizational Arrangements

Basically two staff persons are involved in project validation--the Director of Program Systems on a roughly 15 percent time basis and the Coordinator of Evaluation on a roughly half-time basis, providing IV-C project evaluation assistance.

Since 1973, 56 programs have been validated. The number validated per year has varied from 4 to 12. On the average, some 25 projects are in development each year. Another 30 are in the demonstration stage, and roughly 60 are under adoption. Roughly 70 to 80 percent of the programs developed are validated.

The state's validation schedule is as follows:

May	Orientation session for eligible projects.
July-September	Technical assistance and review.
September 22	Submission to panel.
October 2-3	Panel meets to discuss submission.
October 13-31	Visitations by teams.
November 1	Notification of decisions regarding validation.

The state provides technical evaluation assistance, through the Office of Evaluation, to all projects. The projects usually take advantage of this assistance at the beginning of their fourth year.

Support and Dissemination

The state provides IV-C money to developers (D/Ds) for dissemination--for the reproduction of materials, brochures, etc., and for part of staff salaries for dissemination activities. The money provided for dissemination in the fourth year cannot be more than 75 percent of the project's third year development funding and ranges from $10,000 to $100,000, with the average being around $30,000. In the fifth year, the IV-C money awarded the demonstrator for dissemination cannot be more than 75 percent of the fourth-year award. Overall, IV-C projects are limited to five years of funding: three years for development and two years for dissemination. In 1980-81, New Jersey funded 32 demonstration projects (ESEA, Title IV-C). The 1980-81 figure includes one validated Follow-Through project and one validated State Compensatory Education R&D project.

The state area provides IV-C Adopter/Adapter (A/A) grants to local education agencies. The grants cover only in-district activities (staff development, etc.) and are usually for no more than $10,000 for one year, with the average being $7,000 to $8,000. New Jersey funded 64 ESEA IV-C adoptions in 1980-81.

Developers must agree to participate actively in the dissemination of the project for at least a year. Most developers participate during the fourth and fifth years of the project.

State information about validated programs is disseminated via catalogs, brochures, awareness conferences, and a computer search file system.

Contact Person

Ronald E. Lesher
Director, Program Systems
New Jersey Department of Education
Division of Operations, Research,
and Evaluation
P.O. Box 2019
Trenton, New Jersey 08625

(609) 292-7984

NEW MEXICO

Validation Process and Criteria Used

New Mexico uses a state-developed process for validating educational programs and practices. Central to this process is the Validation Task Force, which reviews program nominations and self-evaluation forms and chooses members of the on-site verification teams. The major criterion for validation is that specific program objectives, as specified, must have been met. Applicants must submit documentation of specific program outcomes which indicates the extent to which objectives have been met. Acceptable program outcomes can be specific to students, teachers, administration/management, parents/community, or other areas related to school improvement. Both statistical and narrative/subjective data can be submitted.

Training Procedure for Validators

There is no formalized training procedure for verification team members. Members of a verification team meet before the on-site visit to review all available materials and to coordinate activities for the visit itself.

Validation Procedures

The Validation Task Force consists of four people, including a representative from each of four State Department of Education units: Evaluation, Elementary and Secondary, Vocational Education, and ESEA Title IV. On-site verification teams include three people, usually a state Department of Education person, a local education agency person, and a university faculty member. All members of the verification team are from within the state because they tend to be familiar with existing state programs, they understand and are invested in the concept of within-state school improvement efforts, and the State Department of Education prefers to use volunteers rather than paid consultants.

One-day site visits by the three-member verification teams are part of the state's validation procedure.

Oraganizational Arrangements

Two professional staff members in the State Department of Education are responsible for validation activities. During the 1979-80 school year, in a pilot test of the state validation plan, eight Title IV projects were invited to apply for validation. All of these--6 Title IV-C projects and 2 Title IV-B projects--were validated. Beginning in the 1980-81 school year, the process was opened to all interested programs in the state.

Informational presentations on the state's validation procedures are made at the state administrators' conference and at the state Title IV conference in the Fall. For 1980-81 nomination forms were due at the State Department of Education on September 30 and self-evaluation forms were due on November 14. On-site verification visits, possibly in conjunction with regularly scheduled "in-depth visits" by State Department of Education curricular specialists, were conducted in Spring 1981 and notification of results was made in late Spring.

Projects which are not approved for validation can request technical assistance from the State Department of Education. It may be possible to provide validation-related assistance to interested districts by members of "in-depth visit" teams from the various State Department of Education curricular units during their regularly scheduled district visits.

Support and Dissemination

For the 1980-81 school year, two validated Title IV-C projects have been awarded funding for dissemination/demonstration purposes. Each project received $2,500. No funds are currently available for school districts which are interested in adopting or adapting a project.

The state disseminates information about its validation process and validated programs in several ways: the state maintains a collection of one-page descriptions of validated programs in the Department of Education's Resource Center which are available to interested school districts; state staff make presentations regarding the state validation process and validated programs at statewide conferences and workshops; and the state mails out brochures describing the validation process and the current program collection to district superintendents.

Validated programs must be willing to operate the program for an additional two years; respond to telephone and letter requests for program information and keep a record of those requests; host visits from interested persons; provide printed information about program management and operations to interested districts; and lend available program materials.

Contact Person

Susan Brown
Coordinator, ESEA Title IV
New Mexico State Department of Education
Education Building, Room 102
Santa Fe, New Mexico 87503

(505) 827-5441

NEW YORK

Validation Process and Criteria Used

New York has developed its own procedure for validation of Title IV-C funded projects. Applications can be filed at any time, and a preliminary review begins immediately. Site visits are conducted if warranted. A site visit team report to the State Education Department is the basis for the decision about validation. Projects which seek validation are required to submit a statement regarding their objectives, which must be in measurable terms; assessment techniques; the evaluation design; a summary of the data; a statistical analysis if one was performed; and a statement about the educational significance of the project or program. Additional requirements are a statement about the context within which the project operates, a description of the project, and cost data.

Training Procedures for Validators

New members are nominated by current members of the Validation Team, district superintendents, or State Education Department personnel. Members are picked on the basis of their backgrounds in evaluation, administration, or program content expertise. Training sessions are conducted by the Coordinator of Validation and feature case studies of validation evidence.

Validation Procedures

Projects are prescreened by a state-staffed preliminary review team. The team consists of an evaluation specialist, a content specialist, and a program manager in Title IV-C. The site visit team includes an evaluation specialist, a content specialist, and a school administrator. Although teams are usually made up of in-state validators, out-of-state validators may be used if they are located nearby. The practice of using in-state validators is preferred because it is more cost-effective. On-site visits are 1 and 1/2 to 2 days in length and are conducted, at a minimum, by three people. Occasionally, a State Education Department representative will participate in the site visit.

Organizational Arrangements

There are six staff members in the division responsible for validation; one of these people supervises the process. Fifteen to twenty individuals in other program units have been involved in preliminary reviews of applications. Approximately 25 projects voluntarily apply for validation each year. From December 1976 through December 1980, 102 applications were reviewed. Of those completed, 50 were validated and 52 were rejected.

There is no specific time schedule for submission of applications. Preliminary review is completed within two to five weeks after an application is received. If a site visit is necessary, a team is selected and the visit is scheduled four weeks in advance. The team report is submitted to the State Education Department one to three weeks after the site visit.

If a program or project is not validated, the developers may be given strong encouragement to reapply. Reviews of applications contain diagnostic commentary about the nature of the evidence and the way the evidence is presented in the application.

Support and Dissemination

After a project or program is validated, the state provides funding for continued development. The state also provides LEAs with money for demonstration activities. Districts which would like to adopt or adapt a project or program can submit applications for funding to the state. The state does not prohibit school districts from replicating programs with other sources of money.

The state disseminates information about validated projects and programs through publication of a catalog, "New York State Education Programs That Work," and through the NDN regional facilitators in New York. Projects or programs that are validated must agree to serve as demonstration projects if the state has determined a widespread need for adopting the project.

Contact Person

Richard L. Egelston
Validation Coordinator/Title IV-C
Program Manager
Room 860 EBA
New York State Education Department
Albany, New York 12234

(518) 474-2380

NORTH CAROLINA

Validation Process and Criteria Used

IVD and JDRP procedures and criteria are used.

Training Procedures for Validators

IVD validators were trained by ROEP IV. A similar activity to train regional validators was conducted in-state.

Validation Procedures

Validation teams include specialists in evaluation and content/exportability. Depending upon the nature of the program being validated, teams are composed of in-state and/or out-of-state educators. This mix tends to enhance the team's credibility. On-site visits of two or three days are routinely conducted by the three-person team.

Organizational Arrangements

One SEA staff person is responsible for coordination of validation. He assists other SEA staff members who are working with programs which might be validated. While no established number of programs is considered for validation each year, there are usually several programs which request validation. To date, all programs which have been nominated have been validated.

The Division of Development of the SEA discusses the validation concept with each new development project at the beginning of the funding year (July). When a project is nominated (usually in its second year), a timeline is established by the project and the validation coordinator. By April 1, all applications to serve as a demonstration site must be submitted by programs likely to be validated. Similarly, post-validation procedures are planned on an individual project basis. Plans include the provision of technical assistance to projects which are not validated if, in the judgment of the validators, they might be validated in the future.

Support and Dissemination

Depending on availability of funds, developers of validated programs are funded as demonstration sites. Adopter grants are also available for training, travel, and materials. The local education agency is also encouraged to provide funding to adopt validated projects.

Developer/demonstration projects agree to provide awareness, training, and technical assistance to potential and actual adopters. The eight regional facilitators (SEA staff) disseminate information about validated programs. Also, because SEA content specialists are involved in this program development, they disseminate validated program information to North Carolina school districts.

Contact Person

Mr. Henry Helms
Director, Division of Development
North Carolina Department of Public Instruction
Education Annex I
Raleigh, North Carolina 27611

(919) 733-7018

Validation Process and Criteria Used

North Dakota uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Validators participated in regional training sessions. Local training by trained validators is also provided.

Validation Procedures

Validation teams are composed of three persons: an evaluation specialist, a content area specialist, and a fiscal/administrative specialist. The three team members are all out-of-state educators, since it is felt that they will be less biased, for or against, a given program.

During the on-site visit, which lasts a minimum of two days and may run no more than three, the team is supplemented by state education agency directors.

Organizational Arrangements

One person at the SEA has responsibility for validation. While nine programs were originally validated, and three programs are annually validated, there is no fixed schedule for validation. Rather, the procedure is implemented based on demand and on initial quality review by the state validation coordinator.

Programs which fail to be validated are provided technical assistance, again, on a demand basis.

Support and Dissemination

Developer/demonstrators (D/Ds) [illegible] technical assistance on request to the SEA. Adoptions are [illegible] in accordance with state objectives so that grant funds for NDN adoptions can have impact in terms of state needs. At present validated programs are not required to seek state revalidation.

For the most part, the D/D's primary responsibility is to create awareness and to host visitors to the project. The state disseminates information about validated programs through state publications targeted to teachers and to administrators. In addition, the state works with projects to prepare JDRP submissions.

Contact Person

Dr. David Lee
Director, ESEA IV-C
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505

(701) 224-2391

Validation Process and Criteria Used

Ohio uses a state-developed validation process and publishes a manual for Project Validation in Ohio to structure the process. Ohio's validation criteria include:

1. Evidence of success by project objectives. Emphasis is on statistical proof of the treatment model.
2. Start-up, management and operational costs must be specified for producer and potential adopter districts.
3. The project must continue to operate past the federal funding period.
4. Appropriate target audiences must be specified as well as the need for this project in other districts.
5. The project must identify key learner activities, materials, and processes necessary for an adopter to obtain similar results.
6. Key instructional variables must also be specified.
7. Critical project activities and elements for success must be specified.
8. If appropriate, the pros and cons of partial adoption must be discussed.
9. Personnel needs must be specified.
10. Any special problems for potential adopters should be discussed.
11. A description of the evaluation design is required.
12. A description of the activities and procedures used in attaining the objectives is required.
13. Developed processes or products must be exportable to other districts.

Training Procedures for Validators

The Ohio Department of Education, Division of Planning and Evaluation, is responsible for the conceptualization and implementation

of program validation. Division staff nominate, select, and train a core group of people regionally dispersed in the state for the validation teams. New validators are oriented by Division staff and team leaders, using the state's Manual for Project Validation, via phone and mail. An on-site pre-visitation orientation meeting is held for project developers and validation team members the evening prior to the two-day on-site.

Validation Procedures

The state validation procedure consists of two-day site visits, usually in March, by three person validation teams consisting of an evaluator to assess evidence for success, a curriculum person to assess exportability, and a financial/administrative person to assess economic efficiency. Only in-state validators are used for reasons of cost and quality control regarding the state process. Sites are chosen through review of a self-nomination form completed by interested projects.

Organizational Arrangements

Two Division of Planning and Evaluation staff manage the state's validation process. The number of programs considered for validation has varied from 5 to 15 per year. On the average two to three projects have been validated per year.

The state schedule for validation is listed below:

April-December	District self-nomination for the validation review process made by the superintendent of the developer district
December-January	State screening of the 25-page self-nomination form for completeness
January-February	Organization of the on-site teams begins
March	On-site project reviews are conducted
April	Awards regarding validated programs are announced.

Programs that are not validated may re-enter the process.

Support and Dissemination

Since 1974, the Division of Planning and Evaluation has conducted an Adoption Grants Program. Over 400 grants were awarded in the first three years of the program. The Division also supports D/D districts in that

validation grants are awarded to districts to cover all the necessary costs of the orientation/training meeting and the on-site validation activities of the review team. Finally, Division staff support the district through the preparation of a Coordinator's Manual if the project is accepted in the Adoption Grants Program.

The extent of developer participation in the dissemination of the project is left to their self-determination. Division staff frequently encourage projects to seek JDRP certification.

The state disseminates information about validated projects through the "Forword" newsletter, at the annual spring awards conference and through the Adoption Grants Program if accepted. The State Advisory Council for IV-C considers validated projects for Adoption Grant inclusion.

Contact Person

George Harris
Educational Consultant
Division of Planning and Evaluation
Ohio Department of Education
Room 802
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

(614) 466-4838

Validation Process and Criteria Used

Oklahoma uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

To date, validation team members have received training in seminars on the IVD process. They are certified IVD on-site validators.

Validation Procedures

Oklahoma uses in-state teams composed of two to three people, including both evaluation specialists and content specialists. The use of in-state validators reduces expenses for the state, and the validators are more readily available. As part of the validation procedure, the team spends one day visiting the project site.

Organizational Arrangements

The Title IV-C staff is very small. Other departments within Title IV assist Title IV-C staff in validation activities. Two to ten applications for validation are received each year, and four to five projects are validated.

The sequence of events in the validation process is as follows:

Announcements are made to schools
Interested IV-C projects should notify State Department of Education
Schools that receive favorable response will submit one page on accomplishments
Identified sucessful projects are notified
Validation team is appointed
Site visit date is determined
Final submission of application
Validation team reads the report
Validation team makes the "on-site visit"
Validation team makes their report to State Department of Education
School is notified of approval or disapproval.

Title IV-C projects which are not validated but which show potential can request technical assistance from the State Department of Education.

Support and Dissemination

The state supports the activities of developers of validated programs and projects through the awarding of competitive Title IV-C grants. School districts which are interested in adopting or adapting a project can also apply for funds on a competitive basis.

The state prints a directory of all Title IV-C projects operating for the current year. This directory is mailed to every school district in Oklahoma. Special articles on state developer/demonstrators are included in the "Oklahoma Educator," a regular publication of the State Department of Education that goes to all school districts in Oklahoma.

Developer/demonstrators are required to respond to requests for information from other schools and to receive visitors from schools interested in adopting the project. If a school officially adopts the project, then the developer/demonstrator is available to give technical assistance to the adopting school.

Contact Person

Al Underwood
Administrator, Title IV-C
Oklahoma State Department
of Education
Oliver Hodge Memorial Education
Building
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

(405) 521-3694

OREGON

Validation Process and Criteria Used

Oregon makes use of a state-developed validation process in which projects under consideration are given ratings in six areas and a final, overall rating. Materials are reviewed for the evidence they give that the program is complete, transportable, and self-sustaining. The utilization of project materials at the test site(s) receives a rating, as does the likelihood that a "typical district" could successfully adopt the program. The process requires that the project be successfully used by an adequate number of teachers, and a rating is also assigned based on evidence that the "typical teacher" can use or has used the program successfully. Likewise an adequate number of students must have experienced success with the program and because of the program.

Training Procedure for Validators

The Oregon validation process has no special training procedure. The process is, however, characterized by a long-term association between project staff and the validation team, whose activities follow from the state's validation guidelines and rating form.

Validation Procedures

One Title IV-C project officer, three State Advisory Council members, and an Oregon Department of Education (ODE) subject matter specialist generally comprise the monitoring team for the project under consideration. Monitoring visits generally take place twice a year throughout the development phase of the project. Recommendations for validation are determined by the cumulative findings made during these visitations over a period of several years. The final decision is made by the full Council based on a review of the monitoring team report.

Organizational Arrangements

The ODE Title IV-C unit has a staff of two people. Two or three projects are considered and validated each year.

The final year of development is the project's field test year. When projects are notified of their funding, they are encouraged to collect by early spring the project data to be reviewed by the validation team. This timing makes validated projects available for adoption the following year. The project may also receive a dissemination grant.

Support and Dissemination

Title IV-C provides between $25,000 and $100,000 for dissemination purposes to validated projects. The grants are issued on a competitive basis and are for one year. Substitute pay, travel allowances, and some materials and staff training costs are provided. Technical assistance is readily available from Title IV-C staff and other validation team members.

Dissemination of information about validated projects occurs in several ways. Some projects have grants to disseminate information about their projects. Dissemination activities include appearances and presentations at conferences, educational fairs, school board meetings, and other appropriate meetings in response to invitations. Validated projects also provide technical assistance to A/As, respond to requests for materials and information, conduct training, monitor adoption procedures and assist A/As in their program evaluation.

The ODE supports the dissemination effort by publishing descriptive information by means of catalogs listing programs available for districts to adopt; through newsletters developed by ODE programs; in articles published in the ODE newspaper, EDU-GRAM, which is published six to seven times a year; and through the information services offered by the ODE Resource Center.

Contact Person

Chuck Nelson, Program Specialist
ESEA Title IV-C
Oregon Department of Education
700 Pringle Parkway, S.E.
Salem, Oregon 97310

(503) 378-6799

PENNSYLVANIA

Validation Process and Criteria Used

A variation of the JDRP panel procedure is used in Pennsylvania. Districts applying to validate a project must submit a ten-page validation application paper describing the project's need, objectives, program activities, evaluation outcomes, materials, and exportability to a 30 member panel, the Pennsylvania Diffusion Panel, which is convened annually. A mix of IVD and JDRP criteria is used in evaluating submissions for validation. Panel members rate each program, using a four-page criteria checklist, on its evidence of program need, effectiveness, capability to diffuse, adoptability, and cost to diffuse.

Training Procedures for Validators

New members of the Pennsylvania Diffusion Panel receive a one to two hour orientation from the Panel Coordinator regarding the state's validation rating procedure and criteria.

Validation Procedures

As was noted above, the 30 member Pennsylvania Diffusion Panel is convened annually to review submissions for validation. Members of the Panel are selected to represent a cross-section of specialties--evaluation, content areas, research, and administration. Only in-state people are used and of these roughly two-thirds are Pennsylvania Department of Education staff. The state does not ordinarily use site visits in the validation procedure and chose the Panel process for cost and convenience reasons. Each of the project papers submitted for validation is read by approximately 15 Panel members and must be approved by two-thirds of the readers to become validated.

Organizational Arrangements

Pennsylvania has two Title IV-C staff who are primarily involved in the validation process. One staff member monitors the D/Ds and coordinates the Pennsylvania Diffusion Plan. The other allocates IV-C monies for the plan. Approximately 25 programs are considered for validation each year and of these 12-15 are validated.

Since 1976 a total of 84 programs have been validated. The state's schedule for validation is as follows:

August 1	Announcement of requests for validation and panel meeting date
October 1	Deadline for submissions of applications for validation
October 15	Pennsylvania Diffusion Panel convened to review applications
February 15	Orientation for directors of validated projects regarding D/D responsibilities/procedures
March/April	Open house week by D/D projects to facilitate awareness

Programs that are not validated are asked to make recommended changes and resubmit the following year. The Director of the Panel suggests technical assistance sources on a request basis.

Support and Dissemination

The state does not provide direct support for developer/demonstrators (D/Ds). The state, however, does provide grants to the adopter/adapters (A/As) of state validated projects--approximately $6,000 for the initial year. These monies can be used to contract for support (travel, workshops, and materials) for D/Ds. Developers (D/Ds) must agree to participate in the diffusion of their projects, if validated. D/Ds must conduct awareness or training workshops, prepare program materials and generally cooperate with A/As. The PDE/RISE Catalog of IV-C Projects, brochures, newsletters, and education association journals are used to disseminate information on the state validated projects.

Contact Person

Waldo G. Weaver, Coordinator
Pennsylvania Diffusion Network
Pennsylvania Department of Education
Box 911, 333 Market Street
Harrisburg, Pennsylvania 18108

(717) 787-7372

RHODE ISLAND

Validation Process and Criteria Used

Rhode Island uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Validators attend national training workshops conducted by the Department of Education.

Validation Procedures

Members of the validation teams used by Rhode Island are specialists in one or more of the following areas: evaluation, finance, dissemination, and content. Under the old IVD system, out-of-state validators were used to review projects. Because of financial considerations and the new flexibility of the IVD process, in-state validators are now used. Site visits are part of the validation procedure. They last 2 and 1/2 days and are conducted by three or four people.

Organizational Arrangements

Two professional staff members in the State Department of Education are responsible for coordinating validation activities. In addition, all Title IV staff contribute some portion of their time as needed. Two to three programs or practices are submitted for consideration each year. Of these, on the average, one or two are validated.

An announcement goes out to school districts in January of each year. Letters of intent to apply must be received by February 28, and the full application must be submitted in March. Site visits are conducted in April, May, and June, and awards are made by June 30. In past years, projects which were not validated could apply for an evaluation grant to assist them in establishing proof of effectiveness/success. Such grants are no longer available. However, projects can request technical assistance from the State Department of Education. Technical Assistance is also available for projects which intend to prepare a submission for JDRP approval.

Support and Dissemination

The state supports the activities of developers of validated projects and programs by paying the cost of demonstrating and disseminating the project. School districts which want to adopt a project can apply for a grant from the state.

Rhode Island disseminates information about its validated projects and programs through RECON, the New England Regional Communication Network. Developers of validated projects are responsible for disseminating information about their project, providing inservice programs for adopters of the project, and helping adopters develop applications for adoption grants.

Contact Person

Dr. John Custer
Consultant, Title IV
State Department of Education
234 Promenade Street
Providence, Rhode Island 02908

(401) 277-2617

Validation Process and Criteria Used

The IVD process is used for validating programs and procedures where developers plan to apply for JDRP approval. For other programs, the criteria and procedures of IVD are used except that the composition of the validator team is different.

Training Procedures for Validators

Validators are trained by South Carolina Department of Education staff (certified validator trainers).

Validation Procedures

The validation team is composed of two evaluation specialists and one content specialist. If necessary, because of the program's scope, the team can be expanded. The team chairperson is from out-of-state but, for economic reasons, other team members are from within the state. The team visits the program site for one or two days.

Organizational Arrangements

One professional at the SEA is responsible for validation. She is assisted by other SEA staff in the program offices as necessary. The number of programs considered for validation has been two per year, although it is anticipated that their number will double in 1981. On an average, one program per year is validated.

No fixed schedule for validation exists. As the need arises, programs are scheduled for team visits. A program which is not validated is examined for potential validation. If such potential exists, technical assistance is provided by the SEA evaluation consultant or SEA program consultants.

Support and Dissemination

ESEA IV-C funding is used for support of both D/Ds and projects which are interested in adopting or adapting (A/A). D/Ds are responsible for statewide dissemination and training A/A staff. Dissemination is built into IV-C project proposals.

Contact Person

Mr. Joseph C. Pate
Chief Supervisor, Title IV-C Section
Office of Federal Programs
South Carolina State Department of Education
1429 Senate Street
Columbia, South Carolina 29201

(803) 758-2911

SOUTH DAKOTA

Validation Process and Criteria Used

South Dakota uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

The validation team leader was trained at a U.S. Department of Education training conference and has subsequently trained other in-state people.

Validation Procedures

The teams are composed of evaluation and curriculum specialists from universities. Out-of-state team members were used in the past, but for economic reasons and for professional growth, two team members will be in-state this year.

Applicants are prescreened. Three people are on the site visit team. The visit lasts between 1 and 1/2 and 2 days.

Organizational Arrangements

One person at the SEA is responsible for validation. Each year, one or two programs apply for validation, and the applicants have been successful.

In October, meetings are held with potential projects. In December, the projects are nominated for validation. The on-site visits occur in April, and in May decisions to validate are made.

Support and Dissemination

The state funds projects which have been validated for continuation and for dissemination. During this period, validated projects are encouraged to prepare for JDRP submission.

Adoptions are supported with Title IV-C funds. Additionally, the state provides grant writing workshops to encourage wider adoption of validated programs.

The state also helps disseminate information through publications to administrators and to teachers.

Contact Person

Gene Dickson
Director, Title IV-C and State Facilitator
Department of Elementary and
Secondary Education
Kneip Building
Pierre, South Dakota 57501

(605) 773-3395

Validation Process and Criteria Used

A state-developed variation of the IVD process is used for validation. The major criteria for program validation include:

- Effectiveness
  - Clarity of objectives
  - Availability of data
- Exportability
  - Training packages
  - Materials lists as packages

Training Procedures for Validators

Validators are trained during a one-day training seminar.

Validation Procedures

Generally, the validation team is composed of one content specialist, one evaluation specialist, and one exportability specialist. These people are all in-state educators because there is no money budgeted to support out-of-state validators and because of specific requirements in the state validation process.

The team of three or four people makes an on-site visit of two days as part of the review procedure.

Organizational Arrangements

Four SEA staff are directly responsible for coordination of the state validation procedure, although fifty SEA staff persons may be available as part of the review team.

Each year three to five programs are considered for validation, of which two to four annually are validated.

Although a fixed schedule has not been established, the following series of steps are undertaken within the validation process:

1. Preliminary conference
2. Letter to LEA inviting application for validation
3. Response from LEA
4. First submission from LEA
5. Revisions, as required
6. Identification of review team

7. On-site visit
8. Recommendation by Title IV-C Advisory Council, based on team recommendation
9. Notification by Commissioner of Education
10. SEA publication of awareness materials

Programs which submit but are not validated are invited to seek technical assistance from Developmental Programs office staff.

Support and Dissemination

Programs which are validated may apply for demonstration funding for two years. This funding comes from ESEA Title IV-C. In any event, successful developers must continue the program for a minimum of two years. Similarly, LEA adopters can be supported by funds of ESEA Title IV-C.

The SEA disseminates information about validated programs through awareness conferences, brochures, and mailings to school units.

Contact Person

Barbara Oakley Adkisson
Developmental Programs
Tennessee Department of Education
116 Cordell Hull Building
Nashville, Tennessee 37219

(615) 741-1896

Validation Process and Criteria Used

A state-developed process is used for validation. In order to be eligible for validation a program must:

1. Have been in operation two or more years
2. Continue in operation for two additional years
3. Be observable in operation
4. Have been designed to meet a documented need
5. Provide formal written objectives, the evaluation design, and documentation showing evidence of success in meeting the needs for which it was designed
6. Be replicable in a similar school district or regional education service center
7. Be in compliance with applicable regulations if financed partially or totally by categorical state or federal funds
8. Be open to a verification visit by an individual or team designated by the state validation steering committee

Additional criteria for effectiveness are developed to be appropriate to the particular program being examined.

Training Procedures for Validators

Specific training for all team members has not been possible because of financial constraints. However, in 1979-80, a half-day training session for about 20 people was conducted. Training focused on purposes of validation, criteria, procedures, and instrumentaton.

Validation Procedures

A validation team of two to five people, representing content, evaluation, and administrative specialists visits the site for at least one day.

Organizational Arrangements

Two professionals at the SEA are actively involved in the validation effort. Each year, about 100 programs are considered for validation, of which about half are ultimately validated. The sequence of events is as follows:

May 1-31	Announcement to school superintendents, regional educational service centers, other special mailing lists, SEA specialists
June 1-October 31	Nominated program directors complete detailed self-report form
November 1-30	SEA specialists and task forces (including out-of-agency people) review self-reports from program directors and recommend visiting or not
December 1-May 1	Visit programs
mid-May	Statewide steering committee meets to review reports of programs visited and to make selections
September 1	Annual directory published

Those programs which are not validated are provided technical assistance on an informal basis. Moves are currently being made to strengthen this procedure.

Support and Dissemination

Those programs which are validated and which become demonstration sites undertake nine obligations:

1. Serve a term of approximately two years, ceasing when the normal program schedule ends during the summer following the second year of the term

2. Receive reasonable numbers of visitors by appointment at designated times appropriate to program and staff scheduling, student needs, etc.

3. Provide a place for orientation of visitors

4. Hold brief visitor orientation and debriefing sessions

5. Appoint a staff member to be responsible for orienting and guiding visitors

6. Provide visitors with a brief printed program description and schedule

7. Have visitors sign register provided by the Texas Education Agency and send completed register sheets to TEA

8. If invited, send a representative to present the program at a regional or state awareness conference

9. Provide written information which would be useful to another agency considering adoption or adaption.

The state disseminates information through quarterly newsletters to local superintendents, a program directory, through resource centers, in regional service center newsletters, and by presentation at state conferences.

Finally, programs are revalidated for two years following documentation of successful evaluation results.

Contact Person

Marj Wightman
Director
Division of Disseminaton
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701

(512) 475-5601

Validation Process and Criteria Used

The Utah State Board of Education has adopted a procedure which allows for three levels of endorsement of educational projects or programs: (1) full endorsement; (2) provisional endorsement; or (3) endorsement as a model program.

In order to be fully endorsed, a program must meet three conditions: (1) it must be shown to be effective in producing change in the target population; (2) it must be reasonable in cost and have estimates of costs to districts wishing to adopt the program; and (3) it must be exportable. JDRP approved programs are automatically fully endorsed.

Provisional endorsement means that: (1) the program is likely to be fully endorsed only if some additional, specified product development and/or evaluation is carried out; (2) it is believed that dissemination of the program would benefit learners; and (3) the desired product development and/or evaluation processes could be carried out in the developing and/or adopting districts in three years or less. Model programs must meet at least three conditions: (1) the practice can be of value to other school districts; (2) at least one LEA must agree to serve as a demonstration site; and (3) the responsibilities of that LEA must be agreed to in writing.

For any of these levels, an SEA professional staff member must nominate the program. If a project or program is recommended for full or provisional endorsement, then the SEA advocate and a representative from the Office of Research and Planning assist the LEA in completing the application for validation. An external evaluation team evaluates the application and recommends action on endorsement. The decision to endorse or reject the program is made by the Office of Instructional Services Administrator's Coordinating Committee.

Training Procedures for Validators

Currently, validators are certified by national training programs.

Validation Procedures

The state uses both in-state and out-of-state validation teams in order to have several options available to project developers and state administrators. Validation teams for business practices consist of three specialists covering the following three areas of concern: effectiveness, cost statement and efficiency, and exportability. Validation teams for other practices have expertise in effectiveness, cost, and exportability. On-site visits are usually two days in length and are usually conducted by three team members.

Organizational Arrangements

No State Department of Education personnel are specifically assigned to coordinate validation activities. Approximately three programs or practices are given full endorsement each year. Title IV-C developmental projects are encouraged to prepare for validation in their second year so that problems can be remedied by the third year. In the case of business practices, some projects that are not validated are given assistance in preparation for validation. The "provisional" endorsement is a mechanism used to assist local education agencies with the validation process. No specific schedule for validation is set by the state.

Support and Dissemination

Endorsed programs receive technical assistance from the state to plan for demonstration and dissemination. For business practices, the preparation of validation applications is facilitated by an educational research firm through a contract with the state. Adoption and adaptation activities are supported by Title IV-C grants.

Business practices are disseminated by the state at the state and national ASBO conferences. Other validated practices are disseminated through meetings of project directors of experimental programs. Dissemination also takes place through distribution of Educational Programs That Work and through funding of adoption projects by Title IV-C. In January of each year, a listing and description of all endorsed programs is published. Developers of validated projects, with the help of Title IV-C grants, are responsible for active dissemination of their project.

Contact Person

Dr. Richard Keene
Specialist in Research Design and Statistics
Evaluation and Planning
Utah State Office of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111

(801) 533-5888

Validation Process and Criteria Used

The 1980-1981 school year is the pilot year for Vermont's state validation model. In the pilot year, the process is considered less rigorous than either the JDRP or IVD validation models. However, the Vermont model does incorporate several effectiveness and exportability criteria common to the JDRP and IVD models. One unique feature of Vermont's process is the stipulation that all projects seeking validation must have been adopted and funded by the local school district for at least one year after federal funds ceased.

Training Procedures for Validators

Formal training procedures have not yet been established. However, state staff and outside consultants skilled in both evaluation and dissemination are involved at each step of the validation process.

Validation Procedures

Several steps are employed in Vermont's validation process. Initially all Title I and Title III/IV projects are screened by state staff according to a checklist to determine whether or not projects are suited for validation. At this stage five criteria are employed: funding level, local continuation, availability of impact data, availability of exportability information, and perceived statewide need.

Projects meeting initial criteria are scheduled for pre-validation site visits by state evaluation and dissemination consultants. Also, state staff contact superintendents and project directors to confirm their willingness to become a state validated project. During pre-validation visits, state staff utilize two checklists covering a number of effectiveness and exportability criteria.

At the conclusion of the visit, validators meet with local officials and either recommend a validation visit by an outside consultant or help the project develop a plan of action to strengthen their chances for future validation.

Projects confirmed by a pre-validation visit then are visited by an outside consultant who verifies the findings rendered by state staff during the pre-validation visit. The reports of outside consultants are examined by state evaluation and dissemination staff, State Advisory Council members, and the Director of the Division of Federal Assistance. This team renders a decision whether or not to validate projects within one week of the validation visit made by the outside consultant.

Organizational Arrangements

Title I and IV staff are involved in the initial pre-screening process. Pre-validation visits are conductd by state dissemination and evaluation consultants. The proportion of state staff time involved in the validation process is determined by the number of eligible projects each year. To date, no projects have been validated, but four projects recommended by initial screening have received pre-validation visits from state staff and are being scheduled for validation visits by outside consultants.

Projects recommended for further development in the pre-validation visit must apply for additional support from Title IV by May 1st of each year. Once the additional development suggested by the pre-validation visit team is completed, projects are granted state validation.

Support and Dissemination

All validated projects must be those developed under Title I and III/IV funding. Once validated projects are maintained on local funding sources, Title IV funds are not directly available to validated projects. However, Title IV adopter/adapter (A/A) monies are used to defray the developer's costs in training adopters and installing the project in the adopter site.

Vermont A/A grants are usually within the range of $3,000-$8,000 with an approximate average of $5,000. Districts adopting state validated projects must apply in a competitive grants process for support. The duration of A/A grants is one year.

State-validated projects must agree to participate actively in the dissemination of the project. Validated projects make commitments to train all adopters and otherwise assist in the installation of the project at the adopter site.

State information about validated programs is disseminated via catalogues, direct contact with districts, brochures, awareness conferences, and a computer search file system.

The Department also has a promising practices file known as VERB (Vermont Educational Resource Base) in which Department of Education staff and practitioners in the field are encouraged to submit Vermont originated or Vermont developed products, publications, practices, methods, consultants, etc., for entry in the VERB data base. The accepted entries are put on master microfiche and made available without

charge to elementary and secondary teachers on duplicate microfiche or paper copy. The VERB entry abstracts are periodically issued in indexes and widely circulated through the State.

Contact Person

Ronald Rubin
Coordinator, Title IV-C
State Department of Education
Montpelier, Vermont 05602

(802) 828-3124

VIRGINIA

Validation Process and Criteria Used

Virginia uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

To date, all validators have been trained by the U. S. Department of Education.

Validation Procedures

The validation team is composed of three people: a chairperson, an effectiveness/success specialist, and an exportability specialist. Before 1981 all validators were from out-of-state, which increased validity and reliability of findings as well as precluding built-in prejudices. Beginning in 1981, teams have been composed of in-state and out-of-state validators. A two-day site visit is included as part of the validation process.

Organizational Arrangements

Three people at the SEA are responsible for validation. All Title IV-C projects in their last funding year are given an opportunity to apply for validation. The SEA staff reviews and analyzes the readiness for validation of the projects. Those judged ready are then reviewed by the validation team. On the average, two or three projects each year are validated.

Title IV-C staff provide technical assistance to projects desiring re-submission for validation. Similarly, technical assistance is provided during the initial application period.

While the schedule for validation is not fixed, a typical schedule includes these steps:

Letters forwarded to all terminating projects in early February.

Desire of local division to be considered for validation submitted to state by March 1.

Conferences held with each submitter starting the end of March. Title IV-C staff members and appropriate content personnel of the Department participate in these conferences.

Those selected to proceed, i.e., those who have been identified as meeting the requirements, will submit their validation proposals during April.

Teams identified during April and on-site visits held in May and/or the early fall.

Teams, during exit interviews on site, announce success or failure and submit their written report to the state Title IV-C representative at that time.

Following review of the report and the recommendations, the State Department officially notifies the superintendent concerned and forwards a grant award for the first year of operation.

All state validated projects are contained in the Profiles and are encouraged, if data are acceptable, to proceed for JDRP approval.

Support and Dissemination

Projects which are state validated are provided up to $25,000 for two years to support dissemination-diffusion activities. The school district maintains the demonstration site out of local funds. Adopter programs to install one-year-pilot projects are eligible for maximum funding of $10,000 to be used for training and materials. However, personnel salaries, and capital equipment cannot be purchased from this money.

D/Ds are eligible for grants to develop materials and to monitor adopters.

The SEA also disseminates information about validated programs through the Profiles Handbook and through staff recommendations to potential adopters.

Contact Person

COL Francis T. Phillips, Jr.
Coordinator of Special Programs
and Grants
Virginia Department of Education
Box 6Q
Title IV-C Office
Richmond, Virginia 23216

(804) 786-3178/7215

WASHINGTON

Validation Process and Criteria Used

Washington uses a state-developed validation process which is very compatible with the JDRP process, except that the state requires on-site project review. Major criteria used by validation teams include: evidence of a real need for the program/project; review of project objectives to insure that they follow directly from the stated needs and are measureable; review of the evaluation design to insure that it will produce evidence of project success or failure; indications that the project will be relevant and of interest to other districts and that they would be able to afford it; and review of the project to insure that it addresses an important problem in a meaningful way.

Training Procedure for Validation

Washington currently has 15 trained and certified validators. Certification requires two days of training plus involvement in on-site evaluation experience. Training is conducted by teams of three people who assisted staff of the Office of the Superintendent of Public Instruction (SPI) in the development of the state validation manual and who have been involved in the development of Sharing Educational Success. Once validators have been certified, recertification is planned for every three years. Additional validators are chosen from a list of people invited to send resumes for review. Twenty-three of the 64 persons submitting resumes have been selected and are called "Members of Tri-Partite."

Validation Procedures

In putting together validation teams, major emphasis is placed on evaluation training and experience. The team leader must have highly developed skills in evaluation and measurement, and other team members must have a solid background and experience in curriculum development and administration/budgeting. On-site visits are conducted by three-person teams and are of one day's duration.

Organizational Arrangements

The Director of Grants Management at SPI assumes the responsibility of coordinating the state's validation process. Washington has had such a process for one year, during which ten projects were considered for validation and six were validated. Applications may be submitted at any time during the year. They are reviewed at SPI for completeness and

accuracy, after which a decision is made as to whether to have an on-site team review the project. If the application is approved, the team conducts its review and prepares a recommendation. If the application is not approved, it is returned to the submitting district with suggestions for improvement. Technical assistance is provided subsequent to submission of a preliminary application for validation.

Support and Dissemination

SPI provides fourth and fifth year funds for replication from its Title IV-C budget, generally in the range of $10,000-$25,000 per year. In FY 81 approximately $500,000 in Title IV-C funds were provided for adoption purposes, and approximately $1.2 million is provided annually from the state legislature for adoption. Career education and Title VI-B Handicapped also provide support for adoption.

Information about validated programs and projects is disseminated by the Washington State Facilitator, by Project KNOW-NET (the NIE State Capacity Dissemination Program) through Your Public Schools (the SPI publication with a circulation of 35,000), and by brochures, newsletters, and program and SPI staff.

Developers of validated projects are responsible for securing a minimum of one adoption per year, and preferably more than one. Training and follow-up are provided to adopting districts. Project staff make presentations at education fairs, are available to provide project information, and disseminate project materials.

Contact Person

Jean Wieman
Director, Programs and Learning Resources/Dissemination
Office of the State Superintendent of Public Instruction
7510 Armstrong Street, S.W. FG11
Tumwater, Washington 98504

(206) 753-6717

WEST VIRGINIA

Validation Process and Criteria Used

A state developed process for validation of educational programs and practices is used. The review team looks for evidence of educational effectiveness and exportability.

Training Procedures for Validators

An orientation (one hour) is conducted for team members in advance of the site visit.

Validation Procedures

The validation team is composed of five people: a member of ESEA IV-C Advisory Council, an SEA content specialist, a higher education specialist, a local education agency content specialist, and an SEA evaluation specialist. This combination was chosen because of cost-effectiveness and because of requirements of the state validation plan. The members of the team visit on site for three to five hours.

Organizational Arrangements

Three staff persons from the SEA Title IV-C office are responsible for the coordination of validation activities. They are assisted by other SEA staff as required by the state procedures manual. On the average, ten programs annually are considered for validation, of which two are validated.

Projects in their third fiscal year are eligible for validation team review. Deadline for applications is February 15. A review of the application is made by March 15. On-site visits occur between May 1 and June 15, with applications for D/D grants due from successful validated projects by July 1.

Support and Dissemination

During the first year as a validated project (fourth program year) the project is eligible for 75 percent of its third-year budget, not to exceed $25,000. In the second year as a validated project, 50 percent of the fourth-year budget--to a maximum of $12,500--is available. Adaptors are able to compete for IV-C funds for amounts up to $5,000 for up to 18 months. A portion of the D/D award is designated specifically for dissemination activities.

In addition, the SEA disseminates information about validated programs through awareness conferences and a variety of print media.

Contact Person

Dr. Alpha E. Wilson
IV-C Coordinator
West Virginia State Department
of Education
Building 6, Room B-261
Capitol Complex
Charleston, West Virginia 25305

(304) 348-2699

WISCONSIN

Validation Process and Criteria Used

Wisconsin uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Validation team members in Wisconsin received a one-day workshop based on SES materials and Atlanta Region materials for the U.S. Office of Education.

Validation Procedures

Wisconsin uses three-person validation teams to conduct one or two day site visits of projects. The state uses only in-state validators primarily for cost considerations. The teams consist of a content specialist, a person with evaluation expertise, and a person with a general curriculum background. All team members rate all aspects of a project (i.e., effectiveness/success, exportability, etc.).

Organizational Arrangements

One full-time and one part-time person are responsible for Wisconsin's validation program. Approximately five programs are considered for validation each year and, on the average, three are validated.

The state's schedule for validation is listed below:

Third year	Letter of intent prior to application
Summer after third year	Application
September-October	Review of the project; immediate notification from on-site validators
January	Applications for dissemination grants considered

State staff provide general consulting assistance with project data analysis, interpretation, and reporting. Data organization seems to be the most common problem.

Support and Dissemination

Validated projects are eligible for one year D/D grants up to $15,000, and are eligible for renewal upon application. Support of adopter/adapter (A/A) activities is a major priority. About half of the state monies (IV-C) are used to support A/As who can qualify for grants ranging from $3,000 to $25,000. The average A/A grant runs about $18,000 to $20,000.

Developers of validated projects must agree to continue the projects and provide general information to A/As.

The state disseminates information about validated projects through Title IV-C newsletters, regional meetings, and brochures.

Contact Person

Bill Bowman/Nancy Scott
Coordinator, Title IV-C
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, Wisconsin 53702

(608) 266-5357

WYOMING

Validation Process and Criteria Used

Wyoming uses the IVD process and the validation criteria outlined in the Sharing Educational Success manual.

Training Procedures for Validators

Validators are trained at ROEP workshops and/or state training workshops.

Validation Procedure

The validation team is typically composed of three people: a research specialist, a content area specialist, and an administration specialist. Of the three, two are usually in-state, with the team leader being brought in from another state.

Applicants are prescreened. The site visit is a major part of the validation process. All three team members spend three days on-site.

Organizational Arrangements

One person in the SEA is primarily responsible for validation, although any trained consultant at the SEA can work on validation.

Since this is the first year in which IVD has been used, it is difficult to report numbers of programs considered for validation. To date, three programs have been validated.

There is no fixed schedule for validation. Usually a request is forwarded to the State Superintendent from a local superintendent. The validation process then is set in motion. After the site visit, a program which is not recommended for validation is informed of reasons why validation is withheld. No formal mechanism, however, exists for helping programs which have not been validated.

Support and Dissemination

The state support of D/Ds is individualized for each project. Level of funding and source of funding vary. The D/D is responsible for developing awareness materials and making workshop presentations.

The state supports A/As via materials and workshops. The state does not currently fund adopters but is looking for ways to support A/As through funding. Dissemination by the state is handled through a state dissemination network, newsletters, and workshops.

Contact Person

Mr. Jack Prince
Coordinator of Educational Innovation and Media Services
State Department of Education
Hathaway Building
Cheyenne, Wyoming 82001

(307) 777-6252

APPENDIX B: LIST OF STATE CONTACTS

LIST OF STATE CONTACTS

Alabama

Dr. R. Meade Guy
Director, Alabama Information and Development System
Room 607, State Office Building
Montgomery, Alabama 36130
(205/832-3138)

Alaska

Eula Ruby, Director
Division of Education Program Support
Alaska State Department of Education
State Office Building, Pouch F
Juneau, Alaska 99811
(907/465-2830)

Arizona

Dr. Beverly Wheeler
Director of Information Dissemination
Arizona State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602/255-5235)

Arkansas

Mr. Fay Bohannon
Coordinator, Title IV, ESEA
Division of Federal Programs, Title IV
Arch Ford Education Building
State Capitol Mall
Little Rock, Arkansas 72201
(501/371-1245)

California

Ira D. Barkman
Coordinator, Exemplary Programs Replication Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916/322-6797)

Colorado

Chuck Beck
Director, Colorado State Facilitator Project
830 S. Lincoln
Longmont, Colorado 80501
(303/772-4420)

Connecticut

Dr. Roger Richards
Bureau of Research, Planning, and Evaluation
State Department of Education
Box 2219
Hartford, Connecticut 06115
(203/566-8250)

Dr. Richard E. Lappert
Coordinator, Title IV-B-C
State Department of Education
Box 2219
Hartford, Connecticut 06115
(203/566-3593)

Delaware

Dr. Peter J. Bachmann
State Specialist, Educational Facilitator and Program Dissemination
Delaware Department of Public Instruction
P.O. Box 1402
Dover, Delaware 19901
(302/736-4583)

Florida

Dr. Ralph G. Vedros
Program Administrator
Department of Education
Knott Building
Tallahassee, Florida 30301
(904/488-7128)

8/81

Georgia

Dr. Jess Pat Elliott
Director of Research
State Department of Education
Atlanta, Georgia 30334
(404/656-2402)

Hawaii

Winona Chang/Kathleen Steffen
Office of Instructional Services
Hawaii State Department of Education
233 South Vineyard Street
Honolulu, Hawaii 96813
(805/548-3425)

Idaho

Charles Brown
Coordinator of Dissemination
Idaho State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720
(208/334-3225)

Illinois

Karol Richardson
Assistant Manager, Title IV
Illinois State Board of Education
100 No. First Street
Springfield, Illinois 26708
(217/782-3810)

Indiana

Don Treibic
Indiana Department of Public Instruction
Division of Innovative Education
Room 229, State House
Indianapolis, Indiana 46204
(317/927-0386)

Iowa

David Lidstrom, NDN State Facilitator
Iowa State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515/281-3111)

Iowa (continued)

Max Morrison, Chief
ESEA Title IV and Dissemination Section
Iowa State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515/281-5274)

Kansas

Phil Thomas
Director, Educational Improvement Section
Kansas State Department of Education
120 East 10th
Topeka, Kansas 66612
(913/296-3136)

Kentucky

Geri Weaver
Director, Division of Research and Evaluation
Office of Research and Planning
Kentucky Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601
(502/564-4743)

Louisiana

Sue F. Wilson
Section Chief, Dissemination
Louisiana Dissemination Network (R&D)
Bureau of Development
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504/342-4268 or 4269)

Maine

Dr. Lois W. Jones
Title IV-C Coordinator
Department of Educational and Cultural Science
Station 23
Augusta, Maine 04333
(207/289-2475)

8/81

Maryland

John A. Johns
Specialist in Program Assessment
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301/659-2380)

Massachusetts

Dr. John Reynolds
Massachusetts Coordinator, Title IV-C
Springfield Education Center
155 Main Street
Springfield, Massachusetts 01105
(413/739-7271)

Michigan

John Osborne
Coordinator, Experimental Demonstration Center Programs
Box 30008
Lansing, Michigan 48909
(517/373-1806)

Minnesota

Len Nachman
Evaluation Supervisor
Minnesota Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612/296-5032)

Mississippi

Clyde Hatten
Coordinator--ESEA Title IV
Mississippi State Department of Education
P.O. Box 771
Jackson, Mississippi 39305
(601/354-6958)

Missouri

Tom Odneal
Director, Title IV-C
Missouri Department of Elementary and Secondary Education
Box 480
Jefferson City, Missouri 65101
(304/751-3468)

Montana

Judy Johnson, Assistant Superintendent for Special Services
Office of the Superintendent of Public Instruction
State Capitol Building
Helena, Montana 59601
(406/449-3693)

Nebraska

Jack Baily
Administrator of Special Services
Nebraska Department of Education
P.O. Box 94987
301 Center Mall Street
Lincoln, Nebraska 68509
(402/471-2481)

Nevada

Al Ramirez
Nevada State Department of Education
Capitol Complex
Carson City, Nevada 89710
(702/885-5700)

New Hampshire

James V. Carr
Coordinator, ESEA Title IV
New Hampshire State Department of Education
64 North Main Street
Concord, New Hampshire 03301
(603/271-3481)

New Jersey

Ronald E. Lesher
Director, Program Systems
New Jersey Department of Education
Division of Operations, Research, and Evaluation
P.O. Box 2019
Trenton, New Jersey 08625
(609/292-7984)

8/81

New Mexico

Susan Brown
Coordinator, ESEA Title IV
New Mexico State Department of Education
Education Building, Room 102
Santa Fe, New Mexico 87503
(505/827-5441)

New York

Richard L. Egelston
Validation Coordinator/Title IV-C
Program Manager
Room 860 EBA
New York State Education Department
Albany, New York 12234
(518/474-2380)

North Carolina

Mr. Henry Helms
Director, Division of Development
North Carolina Department of Public Instruction
Education Annex I
Raleigh, North Carolina 27611
(919/733-7018)

North Dakota

Dr. David Lee
Director, ESEA IV-C
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701/224-2391)

Ohio

George Harris
Educational Consultant
Division of Planning and Evaluation
Ohio Department of Education
Room 802
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215
(614/466-4838)

Oklahoma

Al Underwood
Administrator, Title IV-C
Oklahoma State Department of Education
Oliver Hodge Memorial Education Building
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405/521-3694)

Oregon

Chuch Nelson
Program Specialist
ESEA Title IV-C
700 Pringle Parkway, S.E.
Salem, Oregon 97310
(503/378-6799)

Pennsylvania

Waldo G. Weaver, Coordinator
Pennsylvania Diffusion Network
Pennsylvania Department of Education
Box 911, 333 Market Street
Harrisburg, Pennsylvania 18108
(717/787-7372)

Rhode Island

Dr. John Custer
Consultant, Title IV
State Department of Education
234 Promenade Street
Providence, Rhode Island 02908
(401/277-2617)

South Carolina

Mr. Joseph C. Pate
Chief Supervisor, Title IV-C Section
Office of Federal Programs
South Carolina State Department of Education
1429 Senate Street
Columbia, South Carolina 29201
(803/758-2911)

8/81

South Dakota

Gene Dickson
Director, Title IV-C and State Facilitator
Department of Elementary and Secondary Education
Kneip Building
Pierre, South Dakota 57501
(605/773-3395)

Tennessee

Barbara Oakley Adkisson
Developmental Programs
Tennessee Department of Education
116 Cordell Hull Building
Nashville, Tennessee 37319
(615/741-1896)

Texas

Marj Wightman
Director
Division of Dissemination
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701
(512/475-5601)

Utah

Dr. Richard Keene
Specialist in Research Design and Statistics
Evaluation and Planning
Utah State Office of Education
250 E. Fifth South Street
Salt Lake City, Utah 84111
(801/533-5888)

Vermont

Ronald Rubin
Coordinator, Title IV-C
State Department of Education
Montpelier, Vermont 05602
(802/828-3124)

Virginia

COL Francis T. Phillips, Jr.
Coordinator of Special Programs and Grants
Virginia Department of Education
Box 6Q
Title IV-C Office
Richmond, Virginia 23216
(804/786-3178 or 7215)

Washington

Jean Wieman
Director, Programs and Learning Resources/Dissemination
Office of the State Superintendent of Public Instruction
7510 Armstrong Street, S.W. FG11
Tumwater, Washington 98504
(206/753-6717)

West Virginia

Dr. Alpha E. Wilson
IV-C Coordinator
West Virginia State Department of Education
Building 6, Room B-261
Capitol Complex
Charleston, West Virginia 25305
(304/348-2699)

Wisconsin

Bill Bowman/Nancy Scott
Coordinator, Title IV-C
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, Wisconsin 53702
(608/266-5357)

Wyoming

Mr. Jack Price
Coordinator of Educational Innovation and Media Services
State Department of Education
Hathaway Building
Cheyenne, Wyoming 82001
(307/777-6252)

8/81

APPENDIX C: DESCRIPTION OF VALIDATION PROCESSES

The IVD, JDRP, and Sharing Business Success Processes

A Brief Explanation

This material was drawn from "The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues," written by Linda Reed, R&D Interpretation Service, CEMREL, Inc., for the R&D Exchange, 1981.

The Joint Dissemination Review Panel

Almost 250 programs have been validated since 1972 by the Joint Dissemination Review Panel (JDRP), originally the Dissemination Review Panel. In 1975 the United States Office of Education, which originally developed the process, enlarged the panel by the addition of representatives from the National Institute of Education and made it the Joint Dissemination Review Panel. From 1975 to 1980, the panel was composed of 22 members, eleven from USOE and 11 from NIE. Members of the panel were chosen for their experience in education and for their ability to analyze evaluative evidence on the effectiveness of educational products and practices.

JDRP review was originally confined to programs developed with federal funds. The panel now reviews a broad range of programs which come from all states and which have been developed with funds from a variety of sources. Only proprietary projects and products are not eligible for review.

The Joint Dissemination Review Panel Ideabook, the major publication of the panel, establishes, and explains in detail, criteria for evaluating programs, giving samples of convincing and non-convincing data from validation applicants. The Ideabook also lists typical evaluation hazards which validation teams should be alert for.

Six questions must be addressed by a validation team as it examines an educational practice, although the Ideabook makes it clear that evidence of "effectiveness is the sole criterion for approval by the JDRP"[1]:

---

[1] Tallmadge, G. Kasten. The Joint Dissemination Review Panel Ideabook. Washington, D.C.: U.S. Office of Education and National Institute of Education, 1977.

1. Did a change occur? Was the change a positive one that was in some way related to the objectives?

2. Was the effect consistent enough and observed often enough to be statistically significant?

3. Was the effect educationally significant?. . . In judging the educational significance of an intervention's impact, two factors must be considered: the size of the effect and the importance of the area in which it happened. There ought to be a reasonable balance between the two factors. The chance that a small gain would be considered educationally significant is higher in a broad or educationally important area than in a narrow or less important area.

4. Can the intervention be implemented in another location with a reasonable expectation of comparable impact?

   Is the project setting unique?
   Is the project effect solely due to the unique characteristics of the staff?
   What evidence is there to suggest that the intervention would work with different participants, in a different setting, and with a different staff?
   What components are essential? Can these be disseminated?

5. How likely is it that the observed effects resulted from the intervention?

   Can plausible alternative explanations be generated?
   Can the alternative explanations be rejected?

6. Is the presented evidence believable and interpretable?

   Are there any apparent inconsistencies in the data presented?
   Are enough data presented to satisfy the skeptical evaluator?
   Are the inferences drawn from the data consistent with the evidence?
   Has evidence been presented that common errors have been avoided? [2]

Project staff who decide to submit their project for review by JDRP follow a specific format for submitting materials (see page 3). They can submit no more than 10 pages of explanation and documentation. The difficulty of selecting the most appropriate information and of demonstrating avoidance of typical evaluation pitfalls leads most project directors to hire outside evaluators.

Footnote 3

FORMAT FOR SUBMITTING MATERIALS
TO THE JOINT DISSEMINATION REVIEW PANEL

PROGRAM AREA: (e.g., Title III, reading, career education, environmental education, education for the handicapped)

I. INTERVENTION TITLE, LOCATION:

Specify the title of the intervention and the location for which evidence of effectiveness is being submitted.

II. DEVELOPED BY:

Indicate who developed the intervention originally, even if this happened at a different site than the one for which evidence of effectiveness is being presented.

III. SOURCE AND LEVEL OF FUNDING:

List all funding sources for the intervention at the location for which evidence of effectiveness is presented and, for each source, list the amount of funds (see Figure 1 for an example).

IV. YEARS OF INTERVENTION DEVELOPMENT:

Indicate the year or years during which the intervention was originally developed or tested.

V. BRIEF DESCRIPTION OF INTERVENTION:

Briefly describe the intervention for which claims of effectiveness are being made. The description should cover at least the following points:

What is the intervention?
What are its objectives?
What claims of effectiveness are being made?
What is the context in which it operates?
Who are the intended users and beneficiaries?
What are the characteristics of the groups on which the intervention was developed and tested?
What are the salient features of the intervention?
What are the costs of adoption and maintenance of the intervention?

VI. EVIDENCE OF EFFECTIVENESS:

Describe the evidence of effectiveness for the intervention. This section should deal with each of the following points, although not necessarily in the same order:

Interpretability of measures: Evidence that the quantitative measures are reliable and valid indicators of the effects claimed.

Credibility of evidence: Who collected and analyzed the data, what assurances are there that the findings are objective?

Evidence of impact: What is the evidence that something happened? What are the effects claimed for the intervention?

Evidence of statistical reliability of the effects: What is the evidence that the effects happened often enough and with sufficient reliability to be likely to happen again under similar circumstances?

Evidence that the effects are educationally meaningful: What is the evidence that the effects are large enough, powerful enough, or important enough to be educationally meaningful, regardless of their statistical significance?

Evidence that the effects are attributable to the intervention: Can alternative explanations such as practice effects, maturation, selection of superior treatment groups, etc., be ruled out?

Evidence of generalizability to the populations for which the product or practice is intended: Evidence that the product or practice has been tested widely enough and under sufficiently diverse circumstances to give assurance that the effects claimed may be similar when the product or practice is used elsewhere for the populations intended.

The review process actually begins with the belief of a project officer that the project is worthy of national dissemination. All submissions are reviewed in-depth by the originating federal program office. They are examined for factual accuracy, social fairness, and possible harm to users, as well as for evidence of effectiveness. The final review is conducted by a seven-member sub-panel of the JDRP convened by the Executive Secretary. A vote is taken on the submission immediately after the review--a simple majority is required for a favorable decision. JDRP has been known to ask for resubmission where evidence is less than adequate for a decision. The minutes of all reviews are available to project staff and the general public.

Projects that are approved by JDRP become eligible for, but are not guaranteed, dissemination funds distributed by the Department of Education to selected projects. These projects become part of the National Diffusion Network (NDN), a nationwide system established to assist schools, postsecondary institutions, and others in improving their education programs through the adoption of exemplary education projects approved by JDRP; such projects are known as Developer/Demonstrator (D/D) projects. With these funds, and with the assistance of State Facilitators (SFs)--offices located with each state and funded by the Department of Education to help local schools and others learn about and adopt D/D projects--the staff of validated projects can assist in the adoption or adaptation of their programs or practices at other sites. D/D projects are described in the NDN catalog, Educational Programs that Work, which is distributed nationally.

Identification, Validation, Dissemination (IVD)

The IVD process was initiated jointly by the National Advisory Council for Supplementary Centers and Services, State ESEA Title III Coordinators and ESEA Title III personnel in the U.S. Office of Education, and the National Association of State Advisory Council Chairmen, with input and assistance from the State Departments of Education. Although IVD was initially designed for the validation of Title III (now Title IV) programs, the developers hoped that the process would be used for validating other programs as well. In fact, most states that use the IVD process use Title IV funds to validate programs funded under that Title.[4]

The IVD process represented for its developers a quality control effort which would serve a dual function:

> First, it would provide a systematic mechanism by which the educational value and effectiveness of emerging programs, practices, and products could be reviewed and assessed as to their success; i.e., the purposes and outcomes of developmental projects would be "proven to work." Second, the validation process would enable the creation of a bank of proven educational practices. Once programs and products have been validated as effective and exportable, they could be entered into this bank of successful programs. The validation program, therefore, addressed the need to identify and to certify programs and practices that could facilitate constructive educational changes in our nation's public and non-profit private schools, and provided guidance not only in establishing the educational worth of a project at its original site but also in its successful replication in other school systems.[5]

The IVD process is guided by a handbook called Sharing Educational Success: A Handbook for Validation of Educational Practices. The original handbook made very explicit the procedures to be used by the state, by the validation team, and by project staff. It offered three very general criteria, but the forms

in the handbook made very explicit the requirements for meeting these criteria. Projects were given no guidance in Sharing Educational Success regarding evaluation hazards or kinds of data that represent proof of achievement gains.

In 1979, a revised edition of Sharing Educational Success was completed by the U.S. Office of Education in cooperation with the Association of State Advisory Councils and the State Departments of Education. Three major considerations led to the need for a revised edition: (1) the states felt the need to develop a cadre of individuals at the state level who would be well trained and who would ensure quality control of the validation standards nationally; (2) there was a need for state autonomy in the validation process--autonomy which would allow the states to modify, within federal guidelines, processes and procedures for project validation; and (3) there was a need to reduce the cost of the IVD process for both the states and the federal government.[6]

In the IVD process, each state validates projects that it believes are exemplary, based on the following criteria:

1. Effectiveness/Success: Project objectives identified for validation are supported by convincing evidence showing statistically and educationally significant outcomes.

> The documented effectiveness or success of a program or practice is of paramount importance for validation. A program or practice can be "proven to work" in numerous ways including: (1) by demonstrating with convincing evidence that the program will bring about desired change or improvement over the existing practices, (2) by demonstrating a more efficient or cost-effective program or practice through improved management, resource utilization, etc., or (3) by demonstrating with convincing evidence that a desired objective may be accomplished without detriment to the existing program.[7]

2. Exportability: Information is provided to demonstrate project or practice is capable of being diffused to other school districts and can be adopted or adapted by other school districts with similar needs and environments.

> For the project as a whole (or for each applicable component) information required includes evidence of educational significance, a description of the minimum level of adoption or replication which would produce similar results, and information about the target population; staffing and training requirements; materials, equipment, and facilities; replication costs; and special problems.[8]

Sharing Educational Success describes six steps to be taken in the validation process. These steps can be modified by individual states to meet their own needs, and time- and money-saving options are suggested.

1. LEA completes and submits application for validation to the state agency or office responsible for coordinating validation activities at the state level.

2. Preliminary review by the state agency for validation followed by:
   a. approval for validation team review; or
   b. return to the LEA for revision according to suggestions; or
   c. disapproval for further validation.

3. Selection of the validation team:
   a. the team leader to be selected from out-of-state from the list of USOE-trained team leaders within the region,
   b. two team members selected from within the state from the list of State-trained members.

4. Review of application by individual team members. (This may be done as individuals in isolation from the other team members or the team may be convened to review an individual application or serve as a panel to review a group of applications):
   a. the team leader makes recommendations to the state agency responsible for validation that the identified revisions are to be completed before the on-site team visit is conducted.
   b. the team leader informs the state agency responsible for validation that the on-site visit be conducted according to the existing application.

5. Conduct of the on-site visit. The most frequent procedure is to send all team members on-site. Some states have designated an individual team member to conduct the on-site visit as a cost savings measure. The individual conducting the on-site visit serves the role of collecting and clarifying any incomplete or missing information identified by the review of the application by the whole team.

6. The primary decision of the validation team is either approval or disapproval under the IVD standards.

   If approved the team might also make the following recommendations:
   1. Submission to JDRP
   2. State Dissemination
   3. A special component or product be recognized as worthy of distribution.[9]

An abbreviated form of the application requirements for IVD validation is on pages 9 and 10.[10] The requirements set forth in the original edition of Sharing Educational Success, again in abbreviated form, can be found in the Appendix.

The IVD process requires no commitment from the federal government beyond assistance in training validation teams. After a program or practice is validated, the developers of Sharing Educational Success recommend that the state take one or more steps:

> Successful completion of the federal-state IVD process would be tied to a "pay-off" to the project and to the state. Such rewards may include, but not be limited to, entry into a state-operated diffusion network, access to funds for project diffusion, preliminary screening for national JDRP validation, or to otherwise serve as a vehicle for educational improvement within the state.[11]

The Department of Education may furnish technical assistance for state-level diffusion, but only if a state-validated project is also approved by JDRP.

IVD SUBMISSION REQUIREMENTS
(Abbreviated Form)

Part I. Information and Overview

A. Applicant Information (including expenditures)

B. Project Abstract or Overview

A two-page summary describing key elements: target group, needs addressed, what you did (process), results, significance of results, and cost and exportability factors.

Part II. Effectiveness/Success

A. Purpose and Objectives

1. Identify the major purpose of the program or practice.
2. List the anticipated changes or objectives of the program or practice.
3. Identify how much change in process or behavior was expected for each objective if this was not included in the statement of objectives.
4. Describe how the major objectives are interrelated and if they are of equal importance.
5. Identify new or unanticipated objectives as well as any objectives that were deleted during the project.

B. Program Activities

1. Describe the process(es) including each key element, such as:

   a. What the learner did differently
   b. What the teacher did differently
   c. Use of traditional or non-traditional materials
   d. Special management plan(s)
   e. Duration and intensity of process (i.e., daily schedule)
   f. Involvement of parents and/or community

C. Evaluation Design

1. Describe briefly the evaluation design utilized in the project. (Time series, baseline, norm referenced, traditional experimental-control design, discrepancy model, case study, etc.)

2. Establish that the evaluation instruments or data-gathering techniques utilized were valid, reliable and sensitive....The following format is suggested for each instrument:

   a. Test or data gathering device
   b. Validity
   c. Reliability
   d. Norm group (if norm-referenced tests)
   e. Criteria levels (if criterion-referenced tests)
   f. Other relevant characteristics

3. Show that evidence was systematically gathered and recorded.

D. Results and Analysis

1. Report the results of the process intervention. Relate these results to specified objectives, both process and product. Indicate whether results met or varied from expectations.

   The following format would be helpful in responding for each objective:

   a. Expected change or anticipated outcome
   b. Actual change or results. Utilize charts, graphs, statistical summaries where appropriate
   c. Significance of results--either statistical or otherwise. If other than statistical provide rationale for evaluation of significance.

   For overall project results:

   a. Estimate of educational or practical significance of findings
   b. Brief interpretation of results

2. Show that the results were systematically and competently analyzed.

3. Report unanticipated outcomes of major importance and significance.

IVD SUBMISSION REQUIREMENTS
(Abbreviated Form)
Continued

Part III. Exportability

The documented success of a program is an essential part in making that program available for diffusion. The actual process of diffusion may require a different, but related, set of program activities and materials. This section will identify and document the program's capability to diffuse a successful program.

1. Educational Significance

   Importance to the educational community, magnitude of the problem, benefits of a replication in another school site, etc.

2. Target Population

   Describe the appropriate learner population for the replication of the program and any unique characteristics about the original site that may limit the success of a replication.

3. Staffing and Training Requirements

   Describe special staffing and any training that is needed in order to replicate the program. Is such staff usually available to a school district; can the training be segmented?

4. Materials, Equipment, Facilities

   Describe all required program materials, equipment, and facilities necessary to replicate the program. Provide copies during on-site visit.

5. Minimum Adoption or Replication

   Describe what would constitute a minimum level of replication of your program that would produce similar results to those you have documented as successful. Can individual components be replicated?

6. Replication Costs

   Detail all costs, including costs of training, materials, and start-up.

7. Special Problems

   Describe special problems that are likely to be encountered in the replication and operation of your program. How can they be overcome or avoided?

Sharing Business Success (SBS)

Business practices which successfully go through the procedure outlined in A Handbook for Identification, Validation, and Dissemination of School Business Practices receive validation approval from both the State Education Agency and the Association of School Business Officials. The Process is similar to the Identification, Validation, Dissemination (IVD) process in operation but is similar to the JDRP process in its rigor.

Applicants for validation are required to submit a preliminary application which is reviewed by a screening committee. Applicants supply the following information: (1) a statement of major outcomes in objective form; (2) a description in sequence of the changes, interventions, or activities whch caused the accomplishments or outcomes; (3) a description of how the outcomes were evaluated and evidence that achievements were significant, the result of the new practice, and persistent over time; (4) a description of materials and/or equipment used by the practice; (5) a statement of all costs; (6) a description of savings in time and/or money; (7) a description and number of personnel directly affected or involved in the practice; and (8) a statement about other relevant information or special conditions bearing on the success of the practice.[12]

Those local education agencies which are invited to make full application must supply extensive information about the practice--its effectiveness, efficiency, cost, and exportability--and must undergo at least a one and a half day site visit. The criteria for success are those used by the Joint Dissemination Review Panel (JDRP).

SHARING BUSINESS SUCCESS

Submission Requirements
(Abbreviated Form)

I. Basic Information

II. Abstract of the Practice

Includes statement of accomplishments as objectives or outcomes, description of activities, description of materials and/or equipment, costs, savings in time and money, description of personnel, and evidence of effectiveness, efficiency, and exportability. Also includes a brief description of locally designed publications and materials and a description of unanticipated outcomes and spin-offs.

III. Effectiveness Criterion

Only major objectives should be presented for validation. A major objective represents a central outcome of the practice which will be reflected in the amount of effort, staff time, funds expended, and anticipated outcome.

Supply the following information for each objective:

1. Objectives should be stated in measurable terms describing who or what has been affected, when it was to be accomplished, how the accomplishments have been measured, how one will know that the accomplishments have occurred, and under what conditions.

2. Provide evidence to show that there was need for the objective.

3. Describe in detail the activities used to achieve this objective including, where appropriate, the period of operation, special materials, staffing, facilities, and inservice training, etc. What was done?

4. Describe the evaluation design, i.e., pre-post measure, baseline data, post measure only, experimental control.

5. Describe data collection procedures specifying type of data collected, method of data collection, timelines (a table format is suggested).

6. If evaluation information was collected on a sampling of the practice participants, describe sampling technique. Give sample size and evidence of representativeness.

7. Where control units or groups were used, describe how they were selected and give some indication of their equivalency to the experimental group or unit.

8. Identify and describe each instrument or measuring device used in the evaluation.

9. Give evidence that persons responsible for data collection (administration of tests, inventories, rating forms, or scales) were qualified for their tasks. If any instrument utilized required special training or procedures, so indicate.

10. Describe data verification procedures used to assure the accuracy of data. The descriptions should include the nature of and degree to which data verification procedures were used to detect and correct errors in data management.

11. Describe the data analysis procedure(s) used in data treatment and interpretation. Include names of persons or agencies responsible for data analysis.

12. Provide statistical evidence (results or findings) that the expected or acceptable levels of attainment (criterion levels) was achieved.

13. Describe supporting evidence that the attainment of the objective can be attributed to the activities of this practice.

14. Provide evidence of economic or educational impact of the reported findings. Cite both positive and negative outcomes. Consider the impact of the practice on one or more of the following: management, instruction, personnel, student services, and educational climate of the school and community.

15. State the conclusions which were drawn from the results and findings reported in item numbers 12 and 14.

SHARING BUSINESS SUCCESS

Submission Requirements
(Abbreviated Form)
Continued

IV. Efficiency Criterion

Efficiency is that characteristic of a practice that identifies it as being exemplary when measured by a comparison of its products with costs, time, and effort.

1. Needs Priority Standard. Describe how the priority for implementing this practice was determined.

2. Cost Comparability Standard. Describe the per unit cost of the practice and compare it with the per unit cost before the practice was implemented and with other similar practices, if known.

3. Time Comparability Standard. Provide data on the time (real time or staff hours) saved, as a result of this practice. Compare with other practices or with conditions before practice was installed.

4. Product Comparability Standard. This standard requires an assessment of the degree of magnitude of the needs alleviation. The question is not whether there is a statistically significant gain or change, but rather how that gain compares to gains made by other known practice with similar objectives.

   Provide information which compares the gains, if applicable, made by the practice with other practices previously used by (1) your school system, and (2) by other school systems.

5. Cost Absorption. Provide information regarding (1) what similar activities this practice replaces, and (2) how the costs were absorbed by its installation, and (3) how any savings were utilized.

6. Long-term Benefit Comparability Standard. Present information which shows long-term outcomes and impact in terms of time and dollar cost.

V. Cost Statement Criterion

A summary of the expenditures (including indirect costs) for the start-up and operation of the practice. Information is given for each objective.

Item	Start-up Costs	Operational Costs	Indirect Costs
Personnel			
Staff Development			
Materials			
Equipment			
Contracted Services			
Other			
TOTAL			

VI. Exportability Criterion

1. Need Standard. Provide a description of the need for this practice in other districts. If the practice can be adopted in part, the evidence should substantiate this.

2. Stability Standard. Present evidence that the practice will continue in approximately the same manner for a period of time that will allow examination by interested observers.

SHARING BUSINESS SUCCESS

Submission Requirements
(Abbreviated Form)
Continued

3. Specificity Standard.

   a. Number and qualifications of staff
   b. Effect of the practice on staff, organization, and community
   c. Description of essential equipment and facilities
   d. Description of essential materials
   e. Required staff training
   f. Community participation
   g. Description of additional factors essential to the success of the practice

4. Receptivity Standard. Describe the willingness of the school administration to act as host and assign staff to assist potential adopters.

5. Visibility Standard. Describe the activities, materials, and equipment now available which convey an understanding of the practice to a potential adopter.

6. Simplicity Standard. Describe the practice in terms of the ease of understanding, extent of training required, singleness of purpose, and adoptability without major adjustments to other organizations.

7. Availability Standard. Discuss the availability of materials and equipment that are essential to the practice.

8. Special Problems. Identify special problems (unique to this kind of practice) which the adopting district might encounter in implementing the practice and describe solutions.

VII. Certifications and Attachment of Supporting Documents

FOOTNOTES

1. G. Kasten Tallmadge, The Joint Dissemination Review Panel Ideabook (Washington, D.C.: USOE and NIE, 1977), p. 2.

2. Ideabook, pp. 9ff.

3. Ideabook, pp. 74-75.

4. Linda Reed, David Holdzkom, and Ed Patrick, Survey of State Procedures for the Validation of Educational Programs, developed by the Research and Development Exchange, 1981. See this report for a discussion of state validation activities.

5. William Hinze, Sharing Educational Success: A Handbook for Validation of Educational Practices, Revised Edition (Washington, D.C.: Association of State Advisory Councils and State Departments of Education with assistance from the U.S. Office of Education [1979]), p. 2.

6. Hinze, pp. 6-7.

7. Hinze, p. 20.

8. Hinze, pp. 26-27.

9. Hinze, pp. 9-11.

10. Hinze, pp. 19-27.

11. Hinze, p. 9.

12. Association of School Business Officials (ASBO), Research Corporation, A Handbook for Identification, Validation, and Dissemination of School Business Practices (Chicago, Illinois: ASBO, 1979), pp. 19-20.

APPENDIX D: STATE SURVEY

QUESTIONNAIRE TO IDENTIFY STATE PROCEDURES FOR THE VALIDATION OF EDUCATIONAL PROGRAMS, PRACTICES, AND PRODUCTS

During the past two years, it has become apparent to several of the Regional Exchanges within the Research and Development Exchange that the identification of high quality educational programs and practices is a matter of considerable concern to many of the states in their regions. Three Regional Exchanges have, at the request of their clients, conducted conferences on validation, and a paper describing various validation procedures and the issues that have been raised about validation has been written by staff of the Research and Development Interpretation Service, a central support service to the RDx.

In October 1979 several Regional Exchanges agreed to collaborate in the development of a resource base on the identification and validation of promising programs and practices. This will include development of a central file of resource materials, further refinement of the RDIS paper, possible development of a list of recommendations to the new Department of Education, and an analysis of state activities.

Our goals are (1) to create a centralized information base to which the Regional Exchanges and their clients will have ready access (an annotated bibliography of all materials in the file will be sent to each state contact): (2) to facilitate state planning and/or refinement of validation procedures by creating a pool of information about states' activities, including management systems, training procedures, criteria used by validation teams, and procedures for disseminating information about validated programs or programs identified as promising; and (3) to attempt to influence the future agenda of the Department of Education with regard to the validation of educational programs and practices.

I would like to thank you in advance for taking the time to complete this questionnaire. Wherever you find it convenient, please feel free to attach materials which will answer a question and, thus, save you time. Please return this questionnaire to Regional Exchange staff.

Linda Reed

Linda Reed
Director
R&D Interpretation Service

February 10, 1980

QUESTIONNAIRE TO IDENTIFY STATE PROCEDURES FOR THE VALIDATION OF EDUCATIONAL PROGRAMS, PRACTICES, AND PRODUCTS

Your Name: _____

Your Title: _____

Your State: _____

Complete Address: _____

_____

_____

_____

Telephone Number: ( ) _____

1. Does your state have a formal method for validating, or certifying the effectiveness of, educational programs and practices?

_____ YES. If your answer is "yes," please go on to question number 11, page 3.

_____ NO. If your answer is "no," please answer the following questions, 2-10, as applicable.

2. Has your state ever had a formal procedure? _____

If so, please identify the procedure used. _____

_____

_____

3. When was the procedure used? _____

4. Please explain briefly why the procedure is no longer used.

_____

_____

_____

5. Does your state have a procedure for identifying promising practices, that is, practices that are identified as promising but are not validated?

_____ YES (Please answer questions 6-10)

_____ NO

6. How are promising practices identified? _____

_____

_____

_____

_____

_____

(If available, please attach materials describing the program, particularly the criteria used for identifying projects as promising.)

7. Who is eligible to submit a practice for consideration as a promising practice?

_____

_____

_____

8. Does the state maintain a central file of promising practices?

_____ YES. Please attach a description of the file and of the format used for describing practices, if available.

_____ NO

9. How is information about the promising practices disseminated?

_____

_____

_____

10. What are the responsibilities of the developers of promising practices?

_____

11. What procedure is used by your state for validating educational programs and practices?

_____ The IVD (Identification, Validation, and Dissemination) Process, outlined in Sharing Educational Success: A Handbook for Validation of Educational Practices.

_____ A variation on the IVD Process.

_____ A state-developed process.

_____ The Joint Dissemination Review Panel Process, outlined in the Ideabook.

_____ Other (please identify) _____

_____

IF YOU USE A VARIATION ON THE IVD PROCESS, A STATE-DEVELOPED PROCESS, OR A PROCESS YOU HAVE IDENTIFIED IN THE "OTHER" CATEGORY, PLEASE ATTACH A DESCRIPTION OF THE PROCESS.

12. Please list below, or attach a list of the major criteria used to determine effectiveness/success and exportability.

13. Please describe the training procedures used for validation teams.

14. What is the composition of your validation teams (evaluation specialists, content specialists, etc.)?

15. Does your state use in-state or out-of-state validation teams?

Please describe briefly the state's rationale for this preference.

16. Are on-site visits part of the validation procedure? _____

If your answer is yes, how long are these visits? _____

How many people are on the site visit team? _____

17. How does the state disseminate information about validated programs and projects?

18. What are the responsibilities of the developers of validated programs and projects in your state?

19. Does the state in any way support the activities of developers of validated programs and projects? Please describe.

20. Does the state in any way support adaptation/adoption activities? Please describe.

21. Does the state require that programs and practices that have been validated be "re-validated" at any point? If not, has such a policy been considered?

22. Does the state have a mechanism for assisting programs which are not validated in meeting the requirements at some future time? Please describe.

THE FOLLOWING QUESTIONS ASK ABOUT THE STATE'S MANAGEMENT SYSTEM FOR THE VALIDATION OF EDUCATIONAL PROGRAMS AND PRACTICES. PLEASE ATTACH SUPPORTING MATERIALS WHEREVER POSSIBLE.

23. How many people are on the staff of the division responsible for the validation of educational programs and practices?

24. How many programs and practices are considered for validation each year?

25. How many programs and practices are validated, on the average, each year?

26. Please outline the state's schedule for yearly validation of programs. (Include such items as the following: announcement goes to schools ~~on~~ . . ; intention-to-submit deadline; first submission; identification of teams; first reading of submissions; site visit period; etc.) Also include post-validation activities, such as notification of approval, publication of catalog, etc.

27. Does your state participate in any cooperative activities with other states nearby? (For example, exchange of validation teams, development of collective catalogs, co-sponsored training sessions)? Please describe.

28. Please describe below your level of satisfaction with the current procedures used by your state. In what ways would you like to see them changed?

29. One of our goals is to bring to the attention of the federal government issues and concerns which the states have identified concerning federally sponsored or developed validation procedures. Please use the space below to describe any concerns you might have. (This might include concerns about costs, consistency, flexibility, whether programs should be validated, scheduling, dissemination, etc.)

THANK YOU FOR YOUR ASSISTANCE.

The RDx Collaborative Effort on the Validation of Educational Programs and Practices includes four products:

Survey of State Procedures for the Validation of Educational Programs, by Linda Reed, Ed Patrick, and David Holdzkom. St. Louis, Missouri: CEMREL, Inc., for the R&D Exchange, 1981.

Survey of State Procedures for the Validation of Educational Programs. Executive Summary, by Linda Reed, Ed Patrick, and David Holdzkom. St. Louis, Missouri: CEMREL, Inc., for the R&D Exchange, 1981.

The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues, by Linda Reed. St. Louis, Missouri: CEMREL, Inc., R&D Interpretation Service, 1981.

Validation of Educational Programs, Practices and Products: An Annotated Bibliography, prepared by Karen Temmen, Mary Ann Isaacs, and Sandra Ruder. St. Louis, Missouri: CEMREL, Inc., for the R&D Exchange, 1981.