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ABSTRACT

A study identified strategies used in selected rural states for evaluating the effectiveness of vocational programs and services for handicapped and disadvantaged students. During the study, the researcher examined the documents used by 13 rural states to assess their vocational programs for handicapped and disadvantaged individuals. This examination consisted of a content analysis of the actual evaluation instruments and telephone interviews with individuals involved in program evaluation in each state. Based on " this analysis, it appeared that the evaluation of vocational educátion programs for handicapped and disadvantaged students is an organized activity in most rural states, with 10 the 14 states in the study sample having evaluation programs. Nine of these states evaluated vocational programs for special needs students separately from other vocational programs. The predominate evaluation strategy used to assess these vocational programs was to have one or more external evaluators visit each program to interview students and teachers, view program facilities, and observe the program in operation. Recommendations emerging from the study included calls to specify state education agency (SEA) purposes for evaluating vocational programs and to have state program evaluation systems include a mechanism for assessing the impact of program evaluation of the SEA on local education agencies and on specific programs and services. (MN) b



AN ANALYSIS OF STATE SYSTEMS FOR EVALUATING HANDICAPPED AND DISADVANTAGED VOCATIONAL EDUCATION PROGRAMS AND SERVICES

A Thesis Presented

bу

James Robert Frasier

to

The Department of Vocational Education & Technology and The Department of Special Education, Social Work, and Social Services

In Partial Fulfillment of the Requirements For a Certificate of Advanced Study College of Education and Social Services

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I have had the good fortune of receiving assistance from several individuals during preparation of this paper. First acknowledgement must go to the state consultants for handicapped and disadvantaged vocational education programs. Who forwarded their evaluation materials and consented to being interviewed by telephone. Without their special cooperation, this paper would not have been possible.

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James R. Frasier

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I. INTRODUCTION

Background

The Vocational Education Act of 1963 (PL 88-210) encouraged states to develop vocational programs and services for unemployed youth, the socially disadvantaged, and the handicapped (Barlow, 1976; Williams, 1971). How well local education agencies (LEA's) implemented programs and services to meet the vocational training needs of these populations was to be determined by periodic state-level evaluations and evaluation findings reported to Congress by the National Advisory Council on Vocational Education in 1968 (PL 88-210).

After reviewing findings of the Advisory Council on Vocational Education's Report (Essex, 1968), which questioned whether vocational programs had served special needs populations, Congress required states in the 1968 Vocational Education Act Amendments to use specific percentages of federal funds for handicapped and disadvantaged programs and prescribed new vocational education program evaluation requirements (PL 90-576).

However, as noted by the General Accounting Office (1974), Lee (1971) and Wentling (1980), evaluation requirements mandated in the 1968 Amendments were a source of confusion for many states: areas of state evaluation responsibility remained unclear; federal evaluation requirements remained vague; and a clear definition of evaluation and evaluation procedures was lacking in the legislation.

In preparation for the 1976 Hearings on

Reauthorization of the 1968 Amendments, the U.S. Office of

Education contracted with the Olympus Research Corporation

to conduct a national assessment of vocational education

programs for the handicapped and disadvantaged.

Summarizing the general state of monitoring and evaluation

of vocational education programs for the handicapped, the

Olympus Research Corporation Report (1974) stated:

Actual enrollment figures were not available, and in most states there was little information of completers, dropouts, and placements. Follow-up data were not available in any state. (p.206)

The Olympus Research Corporation's Report (1976) on the status of vocational education for disadvantaged populations also found actual enrollment figures were unavailable and observed program evaluation at state education agency (SEA) and LEA levels was unsystematic and inadequate:

Considering the informality of the planning process, it should come as no surprise that the monitoring and evaluation of programs for the disadvantaged was equally as informal at both the state and local levels. (p.161)

In response to this continued lack of information about the impact of vocational education and the confusion of many states over federal evaluation requirements, Congress prescribed at least 28 specific requirements related to federal, state, and local program evaluation activity in the 1976 Vocational Education Act Amendments (Wentling, 1980). Focusing on program evaluation by the states, the 1976 Vocational Education Act Amendments (PL 94-482) identified systematic program evaluation as a responsibility of the SEA (Federal Rules and Regulations, October 3, 1977):

The State Board shall, during the five-year period of the State Plan, evaluate in quantitative terms the effectiveness of each formally organized program or project supported by Federal, state, and local funds. These evaluations shall be in terms of:

- a) planning and operational processes;
- b) results of student achievement;
- c) results of student employment success; and,
- d) results of additional services, as measured by a, b, and c of this section that the state provides to special populations. (pp.53842-3)

Although some states had evaluation systems in operation that needed only minor changes to comply with the 1976 mandates, most states had to develop entirely new evaluation systems capable of systematically evaluating all vocational programs (Smith & Holt, 1979, 1980; Wentling & Russo, 1978). Consequently most SEA's were faced with the common problem of developing, implementing and/or revising their respective evaluation systems with only a limited knowledge base available from other states.

Statement of the Problem

Vermont, like many other states, did not have a system for evaluating special needs programs and services as mandated in the 1976 Amendments. In an effort to comply with the evaluation mandates, the Vermont Division of Vocational Education recently contracted with the University of Vermont to develop a statewide system for the evaluation of handicapped and disadvantaged (H/D) programs.

One of the first activities undertaken by the University's project staff was to search for information about strategies used by other states to evaluate H/D programs and services. Perhaps, other states had successfully used a particular evaluation strategy and/or had encountered problems with an evaluation strategy that

could have provided valuable data for the project staff to consider in designing a Vermont system. However, an ERIC search of literature and telephone contacts with several individuals knowledgable about vocational program evaluation yielded only limited information about other states evaluation strategies.

Confronted with this lack of data, the University's project staff was presented with the problem of how to obtain information about the types of strategies used by other states to evaluate H/D programs that could be useful in designing a H/D program evaluation for the Vermont Division of Vocational Education.

Purpose of the Study

The overall purpose of the study was to identify strategies used in selected states for evaluating the effectiveness of H/D vocational education programs and services as required by the 1976 Vocational Education Act Amendments.

More specifically, the two central objectives of the study were:

(1) To identify the types of evaluation strategies

presently being used by rural states in

assessing the planning and operational processes of vocational education programs and services for handicapped and disadvantaged persons; and,

. To make information gained from the study available for use in designing a statewide system for evaluating handicapped and disadvantaged vocational education programs in Vermont.

Major Questions of the Study

The 1976 Amendments clearly emphasized the role of the individual states in the overall evaluation of programs. In order to gain a more complete understanding of how each state had responded to the evaluation mandates, the study sought to answer two major questions:

- (1) What types of evaluation strategies were being used by rural states to assess the planning and operational processes of programs and services designed for handicapped and disadvantaged students enrolled in vocational education programs?
- (2) Were handicapped and disadvantaged programs and services evaluated as a part of, or separate from, rural states on-going systems for

6 ___ 6

evaluating all vocational education programs within the periods of their five year plans?

Limitations of the Study

Initially, the University's project staff was interested in securing information about the types of strategies used by SEA's to evaluate-H/D programs and services in terms of program planning and operational processes, results of student achievement, and results of student employment success as required by the 1976 Amendments. However, an analysis of Vermont's Quality Assessment System (QAS) For Evaluating Vocational Education Programs revealed information within the QAS could be adapted for determining results of H/D student achievement and results of student employment success (Frasier & Albright, Note 1). Based on this analysis, the Vermont Division of Vocational Education and the University's project staff decided to emphasize program planning and operational processes in the design of a H/D program evaluation system for Vermont. Therefore, to provide the project staff with information for use during development and refinement of a Vermont H/D program evaluation system, the study was limited to identifying SEA evaluation

strategies for assessing program planning and operational processes.

As the project staff was concerned with development of a SEA-level H/D program evaluation system, only SEA personnel were interviewed by telephone. Due to budgetary constraints and time lines imposed by an immediate need for information during design of a Vermont H/D program evaluation system, contact with persons knowledgeble about sample states evaluation practices was limited to a single telephone interview with each SEA's consultant for H/D programs. No attempt was made to include LEA personnel.



DEFINITION OF TERMS

Handicapped - "A person who is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or a person with learning disabilities, and who by reason of this handicap requires special education and related services in order to succeed in a regular vocational program and/or requires a modified vocational education program" (Federal Register, October 3, 1977:53864).

Disadvantaged - "Persons (other than handicapped persons)
who have academic or economic disadvantages and require
special services, assistance, or programs in order to
enable them to succeed in vocational education programs"
(Federal Register, October 3, 1977).

Academic Disadvantaged ...means that a person: lacks reading and writing skills; lacks mathematical skills; or performs below grade level. (p. 53864)

Economic Disadvantaged ...means: family income is at or below national poverty level; participant or parent(s) or guardian of the participant is unemployed; participant or parent of participant is recipient of public assistance; or participant is institutionalized or under State guardianship" (p. 53864)

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Evaluation - "Evaluation is the process of delineating, obtaining, and applying descriptive and judgemental information; concerning some objects merit; as revealed by its goals design, implementation, and results; and for purposes of decision making and accountability." (Stufflebeam, 1976)

Rural States - States that, according to the 1970 Census, have more than 50 percent of their population living neither in central cities nor in suburban areas (Bryan, 1981). .

Planning and Operational Processes - These terms will include questions developed to identify program planning and operational processes in H/D evaluation documents (as listed in Appendix G); AND, program planning and operational processes such as:

- (1) Quality and availability of instructional offerings; (2) Guidance, counseling, and placement and follow-up
- (3) Capacity and condition of facilities and equipment; (4) Employer participation in cooperative programs vocational education; Teacher/pupil ratios; and,
- Teacher qualifications (Federal Register, October 3, 1977:53842).



Special Needs Populations - Special needs populations are:

Special Needs ropulation

(1) Women;

(2) Members of minority groups;

(3) Handicapped persons;

(4) Disadvantaged persons; and

(5) Persons of limited English-speaking ability.

(Federal Register, October 3, 1977:53843)



II. REVIEW OF LITERATURE

A review of literature relevant to SEA evaluation practices in vocational education was conducted for the purpose of examining how states have implemented the evaluation of H/D vocational education programs as prescribed by the 1976 Vocational Education Act Amendments. The literature search was implemented in two stages:

First, a search limited to state H/D program evaluation practices; and, second, an expanded search that involved all state-level vocational education program evaluation practices.

H/D Program Evaluation Practices

An ERIC search of literature in August 1981 specifically related to SEA evaluation of H/D vocational education programs since the 1976 Amendments, and an expanded ERIC search of literature in January 1982 related to SEA evaluation of vocational special needs programs, disclosed only one related article by Wentling and Russo (1978). This scarcity of information about vocational special needs program evaluation was also noted in a recent



review of SEA special needs program evaluation practices by Phelps (1980) and in a recent review of literature on the evaluation of vocational education programs and services for Limited English-Speaking populations by Thomas and Margos (1982). Smith (1982) identified a similar lack of writing in the professional literature on the evaluation practices used by SEA's to conduct general education program evaluation.

General SEA Program Evaluation Practices

A general survey of literature related to SEA evaluation of vocational education programs since the 1976 Amendments identified a series of three studies contracted by the National Institute For Education to determine the progress of states in implementing the evaluation requirements of the 1976 Amendments: the Contract Research Corporation national survey on the status of evaluation activity across the states (Smith & Holt, 1979, 1980); the Abt Associates study of the extent to which the states had implemented various provisions of the 1976 Amendments (Beuke, Lukas, Brigham, Glick & Breen, 1980); and, the Wentling national survey of State Director's For Vocational Education to determine the extent to which program evaluation requirements had been implemented in their



respective states (Wentling, 1981; Wentling & Barnard, 1982). However, of these three studies, only the Abt and Wentling studies provided information about the extent to which SEA's had evaluated the results of additional services for special needs populations.

Highlights of the Abt and Wentling Studies

The Abt Study - The major emphasis of the Abt Study (Beuke et al., 1980) was to determine the extent to which 15 sample states had implemented provisions of the 1976 Amendments related to: program improvement; educational, equity; and the distribution of federal funds. States were selected to ensure: geographical representation based on the four census regions; percent of the total potential vocational student population; and type of vocational governance structure used by the state to administer the 1976 Amendments. Data from state and local levels were collected during the 1979-80 school year by combining case study and survey methodologies. Interview data were supplemented by an analysis of documents collected in each of the 15 states surveyed.

Findings of the Abt Study (Beuke et al., 1980) related to the evaluation of special needs programs and services disclosed:



- Very little attention had been given to evaluating the results of additional programs and services for special needs populations.
- All sample states which had a formal program review process included some items on special needs populations, but the extent of attention given by states to the evaluation of special needs populations programs and services varied considerably.
- The primary emphasis of SEA evaluations related to special needs populations had been on access to vocational programs and services.
- employment success had not been conducted by SEA's in the 15 states surveyed.
- There appeared to be, among those states that gave a more extensive evaluation, a widely used evaluation strategy format of sequenced self-study by the local school district, external review by a team of individuals, and development of a local



improvement plan based on the results of the external team review.

The Wentling Study - The major purpose of the Wentling Study (Wentling, 1981; Wentling & Barnard, 1982) was to determine the opinion of State Directors For Vocational Education concerning: 1) the extent to which the evaluation requirements of the 1976 Amendments had been implemented in their respective states and territories; and 2) how they perceived the effectiveness and utility of vocational program evaluation. A survey questionnaire, mailed to the state directors with a cover letter signed by the Executive Director of the National Association of State Directors of Vocational Education, was the data collection method used in this study. The response rate was 88%.

A review of findings in the Wentling Study (Wentling, 1981; Wentling & Barnard, 1982) related to evaluation of special needs populations programs and services revealed:

- By the spring of 1981, the evaluation of programs and services for special populations was not yet fully implemented in 29 states.
- Very little had been done to evaluate the results of programs and services to special populations.



A total of 36 state directors indicated they would continue to evaluate programs and services for special populations even if federal evaluation requirements were eliminated.

However, a major limitation of the Abt and Wentling studies was the aggregation of data under the generic category of "special needs populations". Neither study delineated state evaluation activities for each special need population group. Consequently, specific information related to how states evaluated handicapped and disadvantaged programs was lacking in both studies.

III. METHODS AND PROCEDURES

The analyses in the study were based on handicapped and disadvantaged program evaluation materials received from sample states and from telephone interviews conducted with H/D consultants following a review of each state's evaluation documents. Methods and procedures for selecting sample states, collecting and analyzing SEA evaluation documents, and conducting telephone interviews are described in this section.

Sample

Nineteen rural states (as identified by Bryan, 1981) formed the target population of the study. A stratified single-stage sampling method adapted from Moser & Kalton (1972) was used to assure an even geographic spread of selected states.

Target states were alphabetically ordered, numbered 1 through 19, and divided into four groups according to the four census regions: Northeast, North Central, South and West (U.S. Bureau of the Census). The regional grouping of these target states is shown in Appendix A.



As the Northeast Region had only three states and Vermont was excluded from the selection process, two states were selected from this group. A table of random numbers was used to identify four states in each group until a total of 14 states were selected as the sample.

Collection of H/D Evaluation Documents

A telephone request to individuals in SEA's responsible for H/D vocational education programs (H/D consultants) was the primary method used to obtain evaluation documents.* A personal letter (shown in Appendix B) was sent to each state H/D consultant within two days following the first telephone contact. The letter, adapted from Erdos (1970), reiterated the purposes of the study, identified the H/D documents requested, and expressed appreciation for the individual's anticipated cooperation.



^{*}Note: Two U.S. Office of Education Directories were used to identify H/D consultants of sample states: (1) The 1981 Directory of State Officials with Responsibilities for Vocational Education of Disadvantaged Youth; and, (2) The 1981 Directory of State Personnel Responsible for Vocational Education of Handicapped Persons.

If state evaluation documents were not received within 15 working days after the initial telephone request, a follow-up telephone contact was made to inquire whether the requested documents had been sent. A third and final telephone inquiry was made when the documents were not received within 30 working days after the initial telephone request.

Design of Instruments

Two categories of content analysis, the evaluation of program planning and the evaluation of program operational processes, were used in the study. Conceptually, these categories directly corresponded to two types of evaluation within the CIPP Evaluation Model (Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman & Provus, 1971): evaluation of program planning processes with C - Context Evaluation; and evaluation of program operational processes with P - Process Evaluation.

Context Evaluation provides information for planning decisions by describing actual conditions, determining unmet needs and unused opportunities, and provides general information for determination of program goals. (p. 218)

Process Evaluation provides information for implementing features of the program, potential sources of program failure, and provides general information for determination of program improvement. (p. 229)



Questions for identifying the evaluation of H/D program planning and operational processes were formulated by a two-step process adapted from Stufflebeam's (1976) framework for designing evaluation studies:

Step 1. General questions were delineated for evaluation of program planning (Context Evaluation) and program operational processes (Process Evaluation).

Step 2. Specific questions for identifying the evaluation of H/D program planning processes and program operational processes were formulated from the general questions developed in Step #1.

A similar two-step process was also suggested by Wentling (1980) for use in developing questions to evaluate the effectiveness of occupational education and training programs.

The format of "IF YES-then" questions was adapted from Stufflebeam's et al. (1971) contingency mode of context evaluation. These questions, written to reflect the meaning of each program planning and operational process question within the content analysis instruments, were formulated to probe for types of: a) evaluation designs

used to implement H/D program evaluations; b) strategies used to "verify how" a program's planning and operational processes were being evaluated; and, c) strategies used to "verify the effectiveness" of a program's planning and operational processes.

Possible strategy types commonly used in evaluation were listed under each "IF YES-then" question to facilitate ease of recording information and to maintain continuity within each category of analysis. The formating of strategy types under each question is shown in Appendix C.

Validation of Instruments

Internal and external regiew procedures adapted from Sanders and Cunningham (1973) were used in the development of the content analysis instruments to maximize the potential of questions for identifying H/D program planning and operational processes.

Two internal reviews of the content analysis instruments were conducted by selected faculty members at the University of Vermont. The first internal review was done by three individuals who were selected for their prior work with handicapped and disadvantaged programs and/or experience with rural educational programs. The second internal review was carried out by another two individuals



selected for their expertise in evaluation of educational programs.

An external review was conducted by an independent panel of three experts. Experts were selected who had previously adapted the CIPP Model's (Stufflebeam et al., 1971) conceptual framework for designing vocational education evaluation systems, and/or who had specialized in designing evaluation systems for vocational special needs programs.

Throughout the internal and external review process, each person was given the same set of instructions for reviewing the content analysis instruments. Individuals were requested to critically review and comment on the appropriateness of: a) each content analysis question for identifying H/D program planning and operational processes and to offer additional questions that could be used to identify such processes; and, b) the "IF YES - then" question format for identifying types of SEA evaluation strategies. A sequential record of internal and external reviewer suggestions and the action taken in response to each reviewer's comments is presented in Appendix D.

The content analysis instruments used in the study are shown in Appendix E (planning processes) and in Appendix F (operational processes).



Analysis of H/D Evaluation Documents

States H/D evaluation documents were analyzed using a method of qualitative analysis for determining the presence of particular content (Berelson, 1971). The procedures employed are described in sequence below:

- 1. Before starting the analysis of a state's documents, the evaluation materials were read by the investigator in order to gain an appreciation for the organization, content and implementation procedures of the state's evaluation system.
- 2. Each state's documents were first analyzed for evaluative questions (hereafter referred to as indicators) indicating SEA efforts to evaluate program planning processes and, then, for SEA efforts to evaluate program operational processes.
- 3. To simplify use of the Planning and Operational Content Analysis Instruments, the presence/absence of each category's indicators (as suggested by Wentling, Note 2) were recorded on Code Sheets as shown in Appendix G.

- 4. After completion of the content analyses, the marked code sheet indicators triggered the selection of appropriate Content Analysis Instrument Indicator Sheets (Appendix H) within the content analysis instruments.
- 5. Evaluation strategy types were identified for each category of analysis indicator and recorded on the appropriate Content Analysis Indicator Sheets.

When the content analysis of all states were completed, a two-step analysis of data was conducted.

First: State Category of Analysis Indicator Sheets were sorted by number. Second: The types of evaluation strategies used by each state, as marked under "IF YES - then" questions, were compiled in descriptive form.

Establishing Inter-rater Reliability

Inter-rater reliability was established through adaptation of a method suggested by Thomas (Note 3) for determining agreement between individuals using content analysis instruments.



Before a sample state's documents were analyzed, a non-involved state's H/D evaluation documents were jointly analyzed by an independent rater and the investigator. Throughout this joint analysis, each rater helped to train the other by: openly sharing information; discussing use of the instruments; clarifying the intent of questions; discussing and resolving differences; and noting reasons for similar judgements.

Following the joint analysis, the investigator worked alone to conduct a state-by-state content analysis of H/D evaluation documents. After the investigator had completed the analysis of documents from all sample states, the findependent rater randomly selected and analyzed two state's evaluation documents. The number of agreements between raters divided by the number of agreements plus the number of disagreements were calculated to give the percentage score of inter-rater reliability for each content analysis instrument.

Telephone Interviews

H/D consultants of sample states were interviewed by phone after the content analysis of documents had been completed. Individuals interviewed were those who had been previously contacted for information about their respective



state's evaluation of H/D vocational programs. Before each interview began, the purposes of the study were reiterated, questions related to the study answered, and verbal assurance was given to the person interviewed that individual and state names would not be identified in reporting of the study.

The telephone interviews with individuals whose states did not have formally structured H/D program evaluation instruments or procedures were very limited (Appendix I). The questions asked were merely intended to: (1) verify the state's lack of a formally structured H/D program evaluation system; (2) inquire whether H/D programs were evaluated as part of, or separate from, the state's on-going system for evaluating all vocational education programs within the period of the five year plan; and, (3) ask about plans the state might have had regarding the evaluation of H/D programs and services.

A more extensive telephone interview instrument was developed for states with formally structured H/D program evaluation instruments and procedures. The first part of the interview was intended to: (1) verify how the documents received were currently being used (e.g. under revision, no longer in use); (2) inquire whether H/D programs were evaluated as part of, or separate from, the state's on-going system for evaluating all vocational education



programs within the period of the five year plan; and, (3) if necessary, clarify items about the state's H/D evaluation system that had resulted from the content analysis of SEA evaluation documents. The second part involved a set of questions (Appendix J) that was intended to probe for the opinion of H/D consultants concerning: a) purposes for evaluating special needs programs; b) utility of their respective state's evaluation instruments and procedures for determining the effectiveness of H/D program planning and operational processes; c) "use" of evaluation results by the SEA and local education agencies; and d) difficulties encountered in developing and in implementing their respective state's H/D evaluation instruments and procedures.

Telephone interview data were tabulated in descriptive form, state by state, and used to supplement each state's document analysis.

The telephone request to sample states for H/D program evaluation documents resulted in the receipt of materials from 13 of 14 states.

' Four categories of program evaluat on activity were initially identified in the documents reviewed from sample states: (1) states with separate, formally structured, H/D program, evaluation instruments and proc €dures; (2) states with formally structured #D program evaluation instruments and procedures integrated into their total vocational education program evaluation system; (3> states conducting H/D program evaluation, but without formally structured instruments or procedures; and, (4) states not evaluating ∠H/D vocational education programs. However, a fifth category of SEA program evaluation activity was added as a result of telephone interviews with the consultants. This fifth category consisted of states in the process of developing a H/D program evaluation system. These five categories of SM evaluation activity are listed in Table 1.



Table 1

Smple Stantes H/D ProgramWaluation Activity

Category	Number of States
States with separate, formlized, H/D program evaluation systems	4
States with formalized H/D program evaluation integrated into the 5 year state evaluation systm	1
Jour 2010 C.	
States conducting H/D progum evaluation but without a formalized system	. 5
States in the process of developing a H/D program evaluation system	3
States not conducting H/D pogram evaluation	
	makan atau an
	Total states 14°
🖘 🔭 i i i i i i i ja	



To facilitate clarity in the reporting of data analysis findings, the four states with separate, formally structured, H/D program evaluation instruments and procedures and the one state with H/D program evaluation instruments and procedures "integrated" into the total SEA vocational program evaluation system were combined into a single category entitled, "SEA's with formally structured H/D program evaluation systems. In order to maintain the anonymity of these five states and sustain continuity in reporting results of the study, each state was arbitrarily assigned a number from 1 to 5.

Findings reported in this section have been ordered to reflect: (1) the results of document analyses for states with formally structured H/D program evaluation systems; (2) the results of H/D consultant telephone interviews for states with formally structured H/D program evaluation systems; and, (3) the results of H/D consultant telephone interviews for states conducting evaluation, but without formally structured H/D program evaluation instruments or procedures.



Results of the Content Analyses

A. Program Planning and Operational Processes

A content analysis of materials received from five sample states with formally structured H/D program evaluation systems revealed each state's documents had evaluative questions for assessing program planning and operational processes. This finding was affirmed by inter-rater reliability scores of 88 percent, using the Content Analysis Instruments for Identifying Program Planning Processes, and of 85 percent, using the Content Analysis Instruments for Identifying Program Operational Processes.

The presence of states evaluative questions for assessing program planning and operational processes are identified by category of analysis indicators in Table 2. In terms of program planning processes, the three most commonly used indicators identified:

- whether the unmet needs of an individual student influenced the student's program goals and objectives;
- 6 whether the individuals knowledgable about the needs of H/D students were involved in planning that



Presence of DIA Evaluative Activity by Category of Analysis Indicators

	Indicators of frages flaming freezuss	treasure by state						Presence by state				
				<i>n</i>		50'.	Indicators of Program Operational Processes	M -M				
1,	Does the SEA evaluate whether the LEA has made efforts to identify locally available handicapped/disadvantaged resources and/or services?	ı		21		•	1. Does the SEA evaluate whether LEA program goals and objectives have been implemented as planned?				£/1	i
1.	Does the SEA evaluate efforts made by the LEA to utilize locally available handicapped/disadvantaged resources and or services?		\ I			 	2. Does the SEA evaluate whether people involved in and/or affected by the program are aware of the program's purpose(s)?		I	E		
***	Does the SIA evaluate efforts made by the LEA to identify those students in need of special services or programs in order to succeed in their vocational education program?			ĭ		I	 Does the SEA avaluate whether people involved in and/or affected by the program are aware of the services provided by the program? 		Ĭ	· ·	•	
	Does the SEA evaluate whether the LEA handicapped/ disadvantaged program is serving only those students who are unable to succeed in their vocational education program?	X		N		Ï	4. Does the SEA evaluate whether people involved in and/or affected by the program whe in agreement with the adequacy of instructional resources available for use by the participants?	Ī	1	X	Ĭ	I
S	Bors the SEA evaluate whether the LEA Program assesses the unmet needs of each individual program participant prior to providing services?	्रे क्ट अप्रदेश	en Par Ten	ija sa a	ra di Sa San Alba, San Alba,		5. Does the SEA evaluate whether the goals and objectives planned to help the student succeed in a vocational program have been implemented by the program as planned?	ggrid se t Eld Anna Ly	्रे स्थापन स्वतः वर्षः स्थापनारम्		812 177 0 00	restant Victoria
(Does the SEA evaluate whether individuals knowledgeable about the student (e.g. parents, trachers, special educators) are involved in assessment activities that saek to identify the student's unmet needs prior to the program providing services?			X		I	6. Does the SEA evaluate whether the vocational instructor has participated in the implementation of program goals & objectives planned to help the student succeed in a vocational program?	. 1 ,	*		=	
	Does the SEA evaluate whether the unmet needs of an individual student influence the student's program poals and objections a participant in the handicapped/lisadvantaged program?	Ĭ	Ï.	I	". X	x	7. Does the SEA evaluate whether the program is having an effect on the participant's performance in his/her vocational education program?			X	* 4	
, ,	oes the SEA evaluate whether the unnet needs of ndividual students influence the formation of the EA program's goals and objectives?	1	F .				8. Does the SEA evaluate whether people involved in and/or affected by the program believe the instructional offerings available are appropriately matched with		•	I		
ġ	oes the SEA evaluate whether the student's vocational nstructor is involved in the planning which develops oals and objectives for meeting the student's unmet eeds?		X				Identified student unmet needs? 9. Does the SEA evaluate whether the program has an appropriate teacher/pupil ratio?			X	•	
(i	oes the SEA evaluate whether individuals knowledgeable bout the needs of handicapped/disadvantaged students r.g. handicapped/disadvantaged workers, advisory pomittee members) are involved in the planning that offuences the formation of the <u>LEA program's</u> goals and objectives?		₹ •	X			10. Does the SEA evaluate whether the program's instructor(s) has the teacher qualifications to work with handicapped/					
, t	oes the SEA evaluate whether the LEA has established implines for completing major program goals and bjectives?						disadvantaged students?	:				:
12. De	ses the SEA evaluate whether the LEA has a plan for openenting the program's goals and objectives?				<i>†</i>					•		

Hote. S - State

influenced formulation of the LEA program's goals and objectives; and,

whether the local H/D program was serving only those students who were unab le to succeed in their regular vocational education perogram.

In terms of program operation processes, the two most commonly used indicators iden ified:

- whether people involved in and/or affected by a H/D program were in agreement with the adequacy of instructional resources available for use by the participants; and
- whether a program instructor(s) had the necessary teacher qualifications to work with handicapped and/or disadvantaged students.

B. Program Evaluation Dessigns

Through the content analy sis of H/D evaluation documents, two groups of H/D p rogram evaluation designs were identified: centralized and decentralized. States with centralized evaluation designs had direct, on-site, SEA involvement during evaluation activities and the final program evaluation report was written by the SEA. Conversely, states with decentralized evaluation designs



minimized direct SEA involvement during evaluation activities and the SEA did not write the final program evaluation report.

The evaluation designs of states #1 and #3 were centralized. In both states, the program teacher was responsible for conducting a self-evaluation using SEA prescribed instruments. Findings from the self-evaluation were then verified by the H/D consultant during an on-site verification team visit held to confirm all vocational teacher self-evaluations. The final program evaluation report was written by the H/D consultant using findings of the on-site verification visit.

States #2 and #4 had decentralized evaluation designs. In each of these states, a local evaluation team (its composition based on SEA guidelines) was responsible for conducting an evaluation of the program using SEA prescribed instruments. Following the evaluation, a member of the local team wrote the final program evaluation report and submitted it to the H/D consultant.

The evaluation design of state #5 was centralized, but a mixture of SEA and LEA directed program evaluation activities. In this state, an inter-disciplinary, self-study evaluation committee selected by the LEA (its composition based on SEA guidelines) was responsible for conducting a school-wide evaluation of all supportive



After completion of this study, an SEA appointed external evaluation team, using the same type of SEA evaluation instrument as used by the LEA, conducted an evaluation of the school's supportive services to special needs students. However, the final evaluation report was written by the state consultant for vocational special needs using: (a) the results of the LEA self-study; (b) the vocational special needs external evaluation team's findings; and (c) the reports of two other external evaluation teams that had assessed regular vocational programs and the school's compliance with state and federal vocational education laws.

The analysis of state's H/D program evaluation designs revealed each of the five sample states with formally structured H/D program evaluation systems:

- o utilized SEA designated Likert-type scales to quantitatively record the extent of program planning and operational processes;
- used the same evaluation design for ssessing the effectiveness of program planning pagesses as it used for assessing the effectiveness of program operational processes; and,



employed the same evaluation design to evaluate H/D programs as t used to evaluate other vocational education programs.

C. Program Evaluation Strategies

Evaluation strategies in four of five states involved the use of an external individual(s) in the evaluative process. In the one state not involving an external evaluator(s), the evaluative strategy was to survey individuals involved in and/or affected by all vocational programs.

The four external evaluation strategies identified to assess the effectiveness of H/D program planning and operational processes were:

1. The H/D consultant (state #1). The consultant conducted an on-site visit to view the program in operation, talk with the program's students and instructor, and review program and student records. Based on this visit, the consultant verified the program instructor's self-evaluation of program effectiveness.



- 2. A special needs "expert" appointed by the H/D consultant (state.#3). The expert was appointed from a group of individuals selected and trained by the H/D consultant. The consultant or expert conducted an on-site visit to view the program in operation, talk with the instructor, and review program and student records. Based on this visit, the evaluator verified the program instructor's self-evaluation of the program's effectiveness.
- An LEA appointed team of individuals, its

 composition prescribed by the SEA, employed in

 vocations not directly related to education (state

 #4). Usually, this team has been composed of local

 H/D program advisory committee members. An evening

 meeting of team members was held to discuss SEA

 formulated questions about the program and to rate

 the program's effectiveness.
- 4. An SEA appointed team of special needs experts from outside the LEA (state #5). Experts from other school districts persons employed as vocational special needs instructors or in occupations related to the education of handicapped and/or disadvantaged individuals conducted an on-site visit,

interviewed students and the program staff, viewed the program in operation, and reviewed program and student records. Based on this visit, the team members evaluated the program's effectiveness using a SEA developed instrument.

In the one state not involving an external, evaluator (state #2), the LEA conducted an opinion survey (its composition determined by the SEA) of individuals involved in and/or affected by vocational education programs. Four groups of individuals (randomly selected by SEA prescribed percentages) were surveyed: parents, students, school professional staff and advisory committee members.

Instruments were individualized for each survey group and contained questions related to the effectiveness of all vocational education programs. Individual responses were tabulated, recorded as group mean scores and reported on an SEA prescribed form.

2. Telephone Interview Results For States With Formally Structured Evaluation Systems

The H/D consultant telephone interviews for states with formally structured H/D program evaluation systems revealed a generally positive opinion about the purposes,



effectiveness, utility, and value of their respective state's H/D program evaluation system.

When asked whether H/D programs were evaluated as part of, or separate from, their state's on-going system for evaluating all vocational education programs within the period of their SEA's Five Year Plan, consultants in four states (states #1, #3, #4, and #5) answered they evaluated H/D programs as a separate activity and with separate instruments. The consultant of state #2 responded H/D program evaluation was included within - was part of - the SEA's evaluation instrument used for evaluating all vocational education programs. All consultants indicated H/D program evaluation was conducted at the same time as the SEA was evaluating all other vocational education programs as required in the 1976 Amendments.

In response to the question: "What are the purposes for evaluating H/D programs and services in your state?", all consultants stated it was to provide information for program improvement. Thirteen additional purposes related to program planning and operational processes were also identified by consultants. These purposes are listed in Table 3.

On a scale of 1 to 5, with 5 being the highest, consultants assigned a number value of 3 or 4 when asked how well their state's H/D evaluation system was able to



Table 3

H/D Consultants Opinions About the Purposes for Evaluating H/D Programs

Purposes	Consultant opinions by state					
	S#1	S#2	S#3	S#4	S#5	
•						
To determine whether the LEA program is serving H/D students	X				X	
To determine whether the LEA is doing what it said it would do to meet the needs of H/D students (e.g. meeting objectives stated in the funding proposal	x					
	A.	. F	· * * * * * * * * * * * * * * * * * * *		-1.	
To provide information for program improvement	x	X	. . x	x	X	
To evaluate program planning processes	X					
To identify student progress		X	1			
To identify teaching management problems		X				
To identify inservice needs of H/D instructors		x			*. *	
To gain information of what is actually happening in H/D programs for informing the state legislature and parent groups		X				
To be accountable for use of federal funds		X		r.	-	
To determine whether the program is providing quality level services to H/D students	· .		Х	· · · · · · · · · · · · · · · · · · ·		
To determine whether services are being provided to H/D students in a non-threatening environment			x			
To meet federal evaluation requirements				X		
To help the LEA determine local H/D program needs			**************************************	e gr	X ·	
To determine what the H/D program is doing						
P Program 19 HOTHE	*		· ·		Х	

Note. S = state



determine the effectiveness of local program planning processes. When asked to rate their system's ability to determine the effectiveness of local program operational processes, consultants of states with an on-site, SEA appointed, evaluation team component assigned a numerical value of 4.5 and 5, while consultants of states without an on-site, SEA appointed, evaluation team component rated their system's effectiveness as 1 and 2.5. Consultant ratings are graphically illustrated in Table 4.

When asked whether their state had encountered any difficulties during development of its H/D program evaluation system, all consultants responded they were unaware of any particular problems or were not employed by the SEA at the time the system was developed. However, two consultants mentioned they had encountered difficulties during the implementation of their state's H/D program evaluation system. The consultant of state #1 disclosed the state's H/D program evaluation system did not readily apply to all H/D programs and that more than one system was needed for evaluation of H/D programs and services. The consultant of state #2 outlined three difficulties encountered by the SEA in using its survey instruments: (1) the LEA's found it time consuming to administer, collect and tabulate the questionnaires; (2) the LEA's needed more

Table 4

Consultant Ratings of How Well Their System Can Assess H/D Program Planning and Operational Processes

There are Principle	Consultant ratings by state					
Type of Process	,S#1	· S#2	S#3	S#4	S#5	
		,		ğ		
Program planning processes	4 .	- 4	3	4	4'	
Program operational processes	4.5	2.5	5	1	5	
			·		6	

Note. S = State

Ratings are on a scale of 1 to 5 with 5 being the highest.



help from the consultant to interpret survey results than SEA time and travel funds could provide; and, (3) the questions in the surveys were too complex or too technical for some respondents.

With the exception of one state's difficulty in using its survey instruments, all consultants expressed a belief that reaction of local personnel to their state's evaluation of H/D programs had been good to excellent.

When asked the question: "How do you as a state consultant think the local level vocational educators use results of H/D program evaluations?", the following responses were received:

"They take it to heart and 90% of the LEA's implement recommendations. We know this because our State Advisory Council for Vocational Education did an evaluation of how LEA's perceived our H/D evaluation system." (state #1)

"They take the evaluation seriously. It has resulted in people from the community becoming involved in planning processes and using program advisory committee members. It gives a real purpose to advisory committee meetings." (state #2)

"Yes and No. If they like the evaluation, they seem to keep the program. If not, they drop it and make a new application for another handicapped or disadvantaged program. They don't seem to like improving on what they have." (state #3)





"They attempt to implement recommendations because it is their own local people making recommendations, not the state." (state #4)

"The LEA's implement them. If they don't we don't fund the program again." (state #5)

In response to the question: "How do you as a state consultant use results of H/D program evaluations?", all consultants reported using results for monitoring whether program evaluation recommendations had been implemented by the LEA. Consultants of states with centralized evaluation designs indicated using program evaluation findings to make recommendations for program improvement and, when visiting H/D programs, to determine whether these recommendations had been implemented. Similarly, the consultants of states with decentralized evaluation designs, when visiting H/D programs, mentioned using results for determining whether the LEA had implemented recommendations made by the locally appointed program evaluation team. The specific responses of consultants are listed in Table 5.



Table 5

Reported Use of

Program Evaluation Results

by Consultants To make recommendations for program improvement	<i>S#</i> 1 X	S#2	\$#3	S#4	S#5³
	X		A TOTAL TOTA		
	х .		7, 9	4.4	
			x		X
To see if recommendations for program improvement have been implemented when visiting the H/D program	**		x	•	x
	· · · · · · · · · · · · · · · · · · ·		1	* :	*
To see if local recommendations made by the locally appointed evaluation team have been implemented when visiting the H/D program		X		x	
To develop a state plan of action for working with the LEA	• • • • • • • • • • • • • • • • • • • •	X			
To determine whether the program will be refunded	•	x		v	
			¥		
To-design-inservice programs for H/D instructors /		X			
				·.	· .



3. Telephone Interview Results For States Conducting Evaluations But Without Formally Structured Evaluation Instruments or Procedures

The H/D consultant telephone interviews for states conducting H/D program evaluations, but without formally structured evaluation instruments or procedures, disclosed each of these states evaluated H/D programs: (1) at the same time as all other vocational education programs; and, (2), with instruments and/or procedures different than those used in the state's on-going system for evaluating all vocational education programs.

During telephone interviews, consultants in these states revealed they controlled the evaluation design by acting as the external evaluator. The consultant: a) made an on-site visit; b) determined whether the program was meetings its goals and objectives as stated in its funding proposal; and, c) wrote the final program evaluation report.

Consultants in this group expressed they knew their H/D programs well and, thus, did not need to conduct an evaluation using formally structured instruments and/or procedures. Some consultants referred to using H/D program standards "if necessary" to aid in the evaluation of a "marginal" program. Others indicated they evaluated programs through informal visits and observations of the



program over an indefinite period of time. Three consultants expressed a personal desire to have a formally structured H/D program evaluation system, but each was doubtful whether federal and/or state funds would be made available to develop and implement such a system.

Telephone interviews identified three states in the process of developing their H/D program evaluation systems. The consultants of two states disclosed their SEA's were in the process of developing entirely new SEA evaluation systems based on results of Federal monitoring reviews by the U.S. Department of Education. The other state's consultant disclosed a new SEA evaluation-system was being developed to meet evaluation guidelines recently mandated by the State Director of Vocational Education.

One state did not evaluate H/D vocational education programs. This state's consultant stated the SEA had never conducted evaluations of H/D programs in the past, nor was the consultant aware of plans to conduct such evaluations in the future:



The evaluation of handicapped and disadvantaged vocational education appeared to be an organized activity in most rural states. More than two-thirds of the sample states, 10 of 14 states, evaluated H/D programs.

Although all states evaluated H/D programs at the same time as all other vocational education programs were being evaluated, only one state evaluated H/D programs as part of its total SEA vocational education program evaluation system. In the other nine states, H/D programs were evaluated separately, apart from, other vocational education programs.

The predominate evaluation strategy used for assessing H/D programs was to have an external evaluator(s) visit each program to talk with the instructor(s), interview students, view program facilities and records, observe the program in operation, and report findings to the SEA. In the one state without an external evaluator component, the strategy was to include H/D program assessment questions within the SEA's opinion survey administered to individuals involved in and/or affected by all vocational education

programs.

Based on the analysis of documents provided by states with formally structured evaluation instruments and procedures, the types of strategies used for assessing H/D program planning and operational processes were determined by each state's preference for either a SEA controlled (centralized) or a LEA controlled (decentralized) evaluation design. States with a centralized evaluation design utilized control strategies for conducting evaluations which overtly involved the H/D consultant in all phases of each program evaluation, limited the extent of LEA involvement in program evaluation activities, and placed responsibility for writing the final program evaluation report on the H/D consultant. In contrast: states with a decentralized evaluation design utilized control strategies for conducting evaluations which minimized involvement of the H/D consultant in program evaluation activities, encouraged LEA involvement during program evaluation activities, and excluded the H/D consultant from participation in preparation of the final program evaluation report.

However, regardless of whether the SEA preferred a centralized or a decentralized evaluation design, all SEA's with formally structured evaluation instruments and procedures used the same strategies for controlling the content of evaluative questions and the recording of



evaluator's assessments. In each state, this control was effected through the joint strategies of requiring an evaluator(s) to use SEA prescribed: (1) questions for assessing the effectiveness of program planning and operational processes; and, (2) Likert-type scales for recording their opinions about the extent of H/D program planning and operational processes.

All states conducting H/D program evaluation but without formally structured instruments or procedures had centralized evaluation designs. Among these states, the sole evaluation strategy was to have the H/D consultant act as an external evaluator, but without formal SEA strategies for assessing the effectiveness of program planning and operational processes. In essence, the H/D consultant determined the conduct, content and recording of program evaluations on a program-by-program basis.



VI. DISCUSSION AND RECOMMENDATIONS

The number of operational process indicators recorded by the researcher appeared to have little relationship with consultant ratings of how effectively their evaluation systems were able to assess H/D program operational processes. For Example: State # 3 had six indicators and state # 5 had one indicator of program operational processes (see Table 2 on page 33). But, on a scale of 1 to 5, 5 being the highest, each of these state's consultants rated their evaluation system's effectiveness as "5" (see Table 4 on page 43). Apparently, regardless of how many indicators were present in the SEA's evaluation documents, some other factor(s) must have influenced the ratings of consultants about the effectiveness of their systems for assessing program operational processes.

One influencing factor appeared to be the extent of SEA involvement in activities during assessment of LEA program operational processes. In states with an on-site, SEA appointed, evaluation team component (states #1, #3 and #5), consultants rated their evaluation system as very effective for assessing program operational processes.

But, in states without an on-site, SEA appointed,



evaluation team component (states #2 and #4), consultants rated their system as less than effective for assessing program operational processes.

This observation suggests the need for further research to determine whether the LEA's of sample states would agree with reported consultant ratings of their SEA evaluation system's effectiveness. If, for example, LEA's of states with centralized evaluation designs (states #1, #2 and #3) reported direct SEA involvement increased the effectiveness of program evaluations and the LEA's of states with decentralized evaluation designs (states #2 and #4) identified the lack of direct SEA involvement decreased the effectiveness of program evaluations, then the degree of SEA involvement may proportionately increase program evaluation effectiveness. Perhaps, if SEA involvement increases the effectiveness of program evaluations, then SEA participation in *1 evaluation activities should be part of each state's program evaluation design.

Another discrepancy in the study data became apparent when consultant opinions about the "purposes" for conducting evaluations were compared with their opinions about how they as consultants "used" program evaluation results. Of the 14 purposes for evaluating H/D programs reported by consultants (see Table 3 on page 41), only the purpose of program evaluation "to provide information for



program improvement" was mentioned by all consultants. However, as can be seen in Table 5 on page 46, consultants used program evaluation results for making program improvement recommendations and for determining whether program improvement recommendations had been implemented by the LEA's. Evidently, although not mentioned by consultants, another purpose of program evaluation was to provide criteria for determining whether LEA's had implemented program improvement recommendations.

Based on this analysis of data, it was unclear to the researcher whether consultants were providing technical assistance when they visited programs (e.g. offering equipment modification suggestions and curriculum revisions to meet the learning needs of a handicapped student), and/or, whether consultants were making compliance checks when they visited programs (e.g. monitoring the extent of program improvement in order to determine if the program should be refunded). Perhaps, as reflected in the following comments of consultants about how they thought LEA's used program evaluation results, SEA's mostly "used" results to provide information for compliance checks:

"LEA's implement them (recommendations for program improvement). If they don't, we don't refund the program again" (p. 44); and,



[&]quot;If the LEA likes the evaluation, they seem to keep the program. If not, they drop it and make a new

application for another H/D program. They don't seem to like improving on what they had". (p.45)

However, if SEA's use program evaluation results for the predominate purpose of providing information to make program compliance checks, LEA's may simply be making program improvements in order to secure refunding or terminating programs to avoid SEA monitoring practices. A study focusing on LEA program implementation practices could be helpful in defining the state's role in working with LEA's about program improvement matters.

To developers of state systems for evaluating H/D programs and services, the following general recommendations are offered:

- Identify the SEA's specific purposes for evaluating H/D programs and services.
- Determine the extent to which the SEA will be directly involved in evaluation activities (e.g. during LEA orientation meetings, during the actual conduct of the evaluation, during preparation of the final program evaluation report).
- 6 Establish with the SEA who will be responsible for the actual conduct of the program evaluations (e.g. the H/D consultant, a LEA or SEA appointed



evaluation team, an independent third party evaluator).

- Have the SEA define and enumerate how program evaluation results will be used after programs have been evaluated.
- Build into the state's H/D program evaluation system a mechanism for assessing the impact of program evaluation on the SEA, LEA's, and programs and services for handicapped and disadvantaged vocational education students.



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APPENDIX A

GEOGRAPHIC DIVISIONS OF THE UNITED STATES
AND RURAL STATES WITHIN EACH DIVISION

62



FOUR GEOGRAPHIC DIVISIONS OF THE UNITED STATES

AND RURAL STATES WITHIN FACH DIVISION*

Geographic Division	Percent of Population Outside Central Cities and Suburbs
Northeast	
Maine New Hampshire **Vermont North Central	79 73 100
Iowa Kansas Nebraska North Dakota South Dakota	65 58 57 88 86
South	
Arkansas Mississippi Kentucky North Carolina South Carolina West Virginia	69 82 60 62 61 68
Alaska Idaho Montana New Mexico Wyoming	100 84 75 69 100

^{*}The four geographic divisions are taken from the U.S. Bureau of the County and City Data Book, 1977 and the identification of rural state their respective percent of populations outside of central cities and from Politics in the Rural States: People, Parties and Processes by P

**Vermont w tted from the stratified random selection of states.





APPENDIX E

LETTER TO EACH STATE'S HANDICAPPED AND DISADVANTAGED CONSULTANT

64



The University of Vermont

DEPARTMENT OF VOCATIONAL EDUCATION & TECHNOLOGY COLLEGE OF - JAIGULTURE, AGRICULTURAL ENGINEERING BUILDING BURLINGTON, VERMONT 05405 / (802) 656-2001



February 3, 1982

Special Programs Unit Department of Public Instruction Division of Vocational Education Education Building,

Dear

Thank you for favorably receiving my phone inquiry yesterday about information concerning evaluation of secondary handicapped and disadvantaged vocational education programs.

As I indicated to you in our conversation, the University of Vermont is under contract with the Vermont Division of Vocational Education to develop an evaluation system for secondary handicapped and disadvantaged programs. Our effort is to develop a two level, SEA-administered, evaluation system that can be:

- integrated into Vermont's regular 5 year cycle for evaluation of all programs as per the 1976 evaluation mandates; and,
- used as an independent instrument in the evaluation of an individual handicapped or disadvantaged program at the discretion of the Vermont Special Needs Consultant.

When we have completed the evaluation system our project develops for the Vermont Division of Vocational Education, I will send you a copy of the document.

I look forward to receiving handicapped and disadvantaged evaluation materials. Thank you for you help and cooperation.

Sincerely,

dim Frasier

Evaluation Project Coordinator

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An Equal Opportunity Employer



APPENDIX C

FORMATING OF "IF YES-THEN"
QUESTION VARIABLES

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COMMENTS CONCERNING CONTENT ANALYSIS:

APPENDIX D

RECORD OF REVIEWER CRITIQUES AND ACTION TAKEN

Procedures

The following three criteria were established by the researcher for determining the utility of reviewer's comments:

- Only those reviewer comments and/or suggestions which clearly expanded the focus of the study were not added to the instruments. These were recorded as "BSTS" (Beyond the Scope of the Study).
- All additions and/or modifications suggested by each reviewer would be added to the content analysis instruments.
- 3. Only those deletions suggested by the External Review Panel would be excluded from the content analysis instruments.

This appendix has been divided into three sections: (a)
First Internal Review; (b) Second Internal Review; and (c) External
Review Panel. Each section has a summary of individual reviewer's
comments and a statement of action taken by the researcher in
response to the reviewer's comments. The content analysis
instruments used by each grouping of reviewers are presented at
the end of each section.





FIRST INTERNAL REVIEW



Comments of Reviewer #1	Action Taken
No Comments	, N/A
	فعردان يعين تريز الأربسة سودان والكي وبلك الروات
Comments of Reviewer #2	Action Taken
Intent of questions was unclear and wording of questions seemed awkward	All questions were reworded
Comments of Reviewer #3	Action Taken
Uncertain about the intent of differences between second and third	Comment noted by

State_Code # MAJOR QUESTION: What types of evaluation strategies are being used by the SEA to evaluate the <u>Planning</u> Processes of programs and services designed by LEAs for the disadvantaged and handicapped students enrolled in vocational education programs?



___with an inter-agency evaluation instrument designed
in cooperation with vocational & special education

Are disadvantaged and handicapped programs and services evaluated with a common instrument, or with individually designed instruments?

with a common instrument

with individual, separate instruments

III. What is the present "use" status of the SEA's evaluation documents utilized for evaluation of handicapped and/or disadvantaged programs and services?

> __currently being used without revision _currently being used but with revisions or modifications

for disadvantaged programs & services

currently being used but under revision

no evaluation document currently being used, but the SEA is developing one for use within one year

no evaluation document currently being used, nor does the SEA have plans for developing one

no evaluation document(s) were furnished by the
SEA for use in this study

What are the major evaluation strategy formats used by the SEA to evaluation the Planning Processes of LEA Programs and Services for disadvantaged and handicapped vocational education students?

	Disadvantaged	Handicapp
THE CATE		
LEA Self-evalua	4C10N	
using ata dei	veloped instruments	
LEA Self-eyalua	ation	
using LEA dev	veloped instruments	
External Evalua	otion Team	-
using SEA dev	veloped instruments	
External Evalua	otion Team	
using LEA dev	reloped instruments	
External evalua	otion by an "expert"	
using SEA dev	/eloped instruments	
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EVALUATION by 5	tate Consultant	· · · · · · · · · · · · · · · · · · ·
using LLA dev	eloped instruments	
informal Evalua	tion by State Consultant	
using neither	SEA or LEA Instruments	
Other		,
		- 1
	strategies used by the SEAs to verify planning p	
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	- parents	-
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ing ang panggan ang panggan ng Panggan Tanggan ang panggan ng Panggan n	- vocational faculty	بىرىڭ ئىستىن دىدى مە
	- pupil support personnel	
	- program advisory committee	
	- other	
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and a service of the	th - students	\ <u> </u>
	th - students - parents	
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Does the SEA evaluate the need for the program or service by assessing the LEA's efforts to identify and utilize resources and services available in the school and community for handicapped & disadvantaged students?	
YésNo	
IF YES: What evaluation strategy formats are used by the SEA to determine the LEA's efforts to identify and utilize such resources & services?	IF YES: What evaluation strategies are used by the SEA to verify the effectiveness of procedures used to identify such resources and sevices?
<u>Disadvantaged</u> Histoapped	Disadvantaged Handic
LEA Solf-evaluation	
usingtSEA developed instruments LEA-Self-evaluation	Written survey of = students = parents
using LEA developed Instruments	- administrators - vocational faculty
External Evaluation Team. using SEA developed instruments	- vocational faculty - pupil support personnel
External Evaluation Team	- program advisory committee
using LEA developed instruments the last the las	- other Personal Interviews with - students
External evaluation by an expert using SEA developed instruments	• parents
External evaluation by an "expert" using EEA-developed instruments	- administrators - vocational faculty
Independent Third Party Evaluation	• pupil support personnel
using neither SEA or LEA instruments	- program advisory committee - other
Evaluation by State Consultant using SEA developed instruments	Review of Student - records
Evaluation by State Consultant	- test scores - drop-out rates
using LEA developed inscruments Informal Evaluation by State Consultant	- other
using neither SEA or LEA Instruments	Review of LEA - 1 and 5 year Plans - Grant Application (RFP)
Other.	• End of year program report
TO UPO IN THE STATE OF THE STAT	Review of SEA - Consultant's visit reports
IF YES: What evaluation strategies are used by the SEA to verify LEA efforts to identify and utilize such resources and services?	
Written survey of - students <u>Disadvantaged Handicapped</u>	- Kinimum program standards
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- administrators	effectiveness of procedures used to identify & utilize such resources & services
- vocational faculty - pupil support personnel	
program advisory committee	COMMENTS CONCERNING CONTENT ANALYSIS:
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- parents	
- administrators - vocational faculty	
pupil support personnel	
- program advisory committee	
Review of student - records	
- test scores - drog-out ratios	
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٠.	External Evaluation Team	-	- vocational faculty	
	using SEA developed instruments		- pupil support personnel - program advisory committee	
	External Evaluation Team		- other	
3	using LEA developed instruments	-	Personal interviews with - students	
	External evaluation by an "expert" using SEA developed instruments		- parents	• • •
	External evaluation by an "expert"		- administrators	
	using LEA developed instruments		- vocational faculty	
	Independent Third Party Evaluation		- pupil support personnel	
	using meither SEA or LEA instruments	<u></u>	- program advisory committee	
	Evaluation by State Consultant		- other Review of student - records	
	using SEA developed instruments	,	test scores	:
	Evaluation by State Consultant using LEA developed instruments		- drop-out rates	
٠,	Informal Evaluation by State Consultant		- other	* *
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	Other	· · · · · · · · · · · · · · · · · · ·	- Grant Application (RFP)	
٠,		<u></u>	= End of year program report	
			- End of year program report	
<u>ES</u> :	What evaluation strategies are used by the SEA to <u>verify</u>	that students	- End of year program report - other Review of SEA - Consultant's visit reports	
<u>ES:</u>	are correctly identified as needing services?		- End of year program report - other Review of SEA - Consultant's visit reports - Compilance reports	
<u>.</u>	are correctly identified as needing services? Disadvant		- End of year program report - other Review of SEA - Consultant's visit reports - Compilance reports - Minimum program standards	
<u>S</u> ;	are correctly identified as needing services? Olsadvant Written survey of - students		- End of year program report - other Review of SEA - Consultant's visit reports - Compliance reports - Minimum program standards - other	
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Student's unmet needs are correctly identifie Written survey of - students - parents - administrators - vocational faculty - pupil support personnel - program advisory commits - other ersonal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory commits - other - records - test scores - drop-out ratios - other - Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program repo - other - Review of SEA - Consultant's visit repor - Compiliance reports - Minimum program standard - Minimum program standard	d? Disadvantaged tee tee	Handicapped	The SEA does not seek to vi of procedures used to Ide of students	- Compliance reports - Minimum program standards - other - other - other the effectiveness - entify the unmet needs	

5.	Does the SEA evaluate how people knowledgeable about the student are involved in the assessment which identifies the student's unmet needs?	. F.		
	Yes No.			
	IF YES: What evaluation strategy formats are used by the SEA to determine the involvement of people knowledgeable about the student in the assessment which identifies the student's unmet needs? Disadvantaged / Handicapped		IF YES: What evaluation strategies are used by the SEA to verify the effectiveness of procedures used to involve people in the assessment which identifies the student's unmet needs? Disadvantaged Hang	<u>IICapped</u>
	LEA Self-evaluation			, ,
	using SEA developed instruments		Written survey of - students	-
	LEA Self-evaluation		= parents = administrators	-
:	using LEA developed instruments		- vocational faculty	~
	External Evaluation Team using SEA developed instruments		= pupil support personnel	پين ^{يس} ريم ^{وم} ون
	External Evaluation Team		- program advisory committee	
	using LEA developed instruments	-	- other	-
	External evaluation by an "expert"		Personal Interviews with - students - parents	~
	using SEA developed instruments		- administrators	~~. ~
	External evaluation by an "expert" using LEA developed instruments		- vocational faculty	ار به در از انتخاب المراجعة
	Independent Third Party Evaluation	-	- pupil support personnel	
	using neither SEA or LEA instruments		- program advisory committee	
•	Evaluation by State Consultant		- otherReview of student - records	-
	using SEA developed instruments Evaluation by State Consultant		test scores	ا م
	using LEA developed instruments	•	- drop-out rates	-
	Informal Evaluation by State Consultant		- other	~
	using neither SEA or LEA instruments		Review of LEA - 1 and 5 year Plans - Grant Application (RFP)	
	Other		- End of year program report	~~ ~~
,			- other	~
Ī	YES: What evaluation strategies are used by the SEA to verify LEA efforts to involve such people in the assessment? Disadvantaged Handicapped		Review of SEA - Consultant's visit reports - Compliance reports - Minimum program standards - other	~~
<u>.</u> 1	Written survey of - Students	ا عصورت ال	The SEA does not seek to verify the effectiveness	والمستدر والمعاولات
œ	- administrators		of procedures used to involve people in the	
٠	- vocational faculty -		, assessment which identifies the student's unmet	
	- pupil support personnel		needs —	~
	- program advisory committee	. **		
	Personal Interviews with - students		COMMENTS CONCERNING CONTENT ANALYSIS:	
	- parents			•
:	- administrators			
	- vocational faculty - pupil support personnel	. •		
	- program advisory committee	:		
	- Other			. •
:	Review of student - records			
	- test scores			
	- drop-out ratios			
	Review of LEA - 1 and 5 year Plans		The state of the s	
	- Grant Application (RFP)			
	- End of year program report			.* .
	- other		And the second of the second of the second	
	Review of SEA - Consultant's visit reports - Compliance reports			
	- Hinimum program standards			. 1
	- other			
	The SEA does not seek to verify the involvement			1000
	of such people in the assessment	· · · · · ·	17. s	~~
•	The second secon			

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the sta evaluate how the unmet needs of individual Programy arrite satticipants influence the formation of goals and oblitives for each individual participant? __Yes IF YES: What evaluation strategy formats are used by the SEA belermine. how individual participants influence the formation of their If IS: What evaluation stratege ies are used by the SEA to verify the respective goals and objectives? effectiveness of procedumeres used by the LEA with individual participants to provide for influencing the formation of their Handleapped respective goals and Alamectives? Disadvantaged **Handicapped** LEA Self-evaluation using SEA developed instruments Written survey of - studen tts LEA Self-evaluation • parent 🕿 using LEA developed instruments - admini =strators External Evaluation Team. - vocali conal faculty using SEA developed instruments - pupil support personnel External Evaluation Team - programma advisory committee using LEA developed instruments - other External evaluation by an "expert" Personal Interviews with - studen = ts using SCA developed instruments - parent 🛫 External evaluation by an "expert" - admini 🕳 trators using LEA developed instruments - vocati conal faculty Independent Third Party Evaluation - pupil = support personnel using weither SEA or LEA instruments - programmen advisory committee Evaluation by State Consultant = other using 'EA developed instruments Review of student. - record Evaluation by State Consultant - test seacores using ITA developed instruments - drop-o-court rais Informal Evaluation by State Consultant - other using neither SEA or LEA instruments . Review of LEA - 1 and S year Plans Other - Grant -Application (RFP) = End of year program report IF YES: What evaluation strategies are used by the SEA to willy that - other individual participants influence the formation of thir Review of SEA - Consul - tant's visit reports respective goals and objectives? - Condi - ance reports Handicapped Disagranuged - Minimu≕am program standards Written survey of - students - other_ - parents The SEA does not seek to verify the effectiveness - administrators of procedures used to prox-vide for participant's Influencing of their resp-ective goals & objectives

- vocational faculty - pupil support personnel .- program advisory committee - other Personal Interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee other Review of student - records . - test scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans __ - Grant Application (RFP)

- End of year program report

e other

Review of SEA - Consultant's visit reports

- Compliance reports

- Miniama program standards

nther
 The SEA does not seek to verify that individual

participants influence formation of goals & objectives

CONTENTS CONCERNING CONTENT AND CALYSIS:

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to the second of	
— IF YES: What evaluation strategy, formats are used by the SEA to determine how individual participant's unmet needs influence the formation	IF YES: What evaluation strategies are used by the SEA to verify the
of the LEA's program or service goals & objectives?	effectiveness of procedures used by the LEA with participants
<u> </u>	to provide for their influencing the formation of the LEA's
LEA Self-evaluation	program or service goals and objectives? <u>Disadvantaged</u>
using SEA developed instruments	man and a second se
LEA Self-evaluation	Written survey of - students
using LEA developed Instruments	- parents - administrators
External Evaluation Team	manadarah darah da
using SEA developed instruments	- pupil support personnel
External Evaluation Team	- program advisory committee
using LEA developed instruments	• other
External evaluation by an "expert" using SEA developed instruments	Personal Interviews with - students
External evaluation by an "expert"	rersonal interviews with - students - parents - administrators - vocational faculty
using LEA developed Instruments	- administrators
Independent Third Party Evaluation	12254:50.01 (0.00)
using noither SEA or LEA instruments	- pupil support personnel
Evaluation by State Consultant	- program advisory committee
using SEA developed instruments	Daviday of student
Evaluation by State Consultant	test scores
using LEA developed instruments	- drop-out rates
Informal Evaluation by State Consultant	- other
using neither SEA or LEA instruments Other	Review of LEA - 1 and 5 year Plans
VVIICE	- Grant Application (RFP)
IF YES: What evaluation strategies are used by the SEA to verify that	- End of year program report
individual participant's unment needs influence the formation	- other
of the LEA's program or service goals and objectives?	Review of SEA - Consultant's visit reports
Disadvantaged Handicapped	- Compliance reports
Written survey of students	- Hinfmum program stanlards
parents .	The SEA does not seek to verify the effectiveness
- auministrators	of procedures used to provide for the participation
- vocational faculty	of program participants in the formation of
- pupil support personnel - program advisory committee	LEA program goals and objectives
- program advisory committee	
Personal Interviews with - students	
- parents	COMMENTS CONCERNING CONTENT ANALYSIS:
- administrators	
 vocational faculty 	
- pupil support personnel	
- program advisory dommittee	
• other	
Review of student - records	
- test scores	
- drop-out ratios	
Review of LEA - 1 and 5 year Plans - Grant Application (RFP)	
- End of year program report	riginari da series de la companya d La companya de la co
other	
Review of SEA - Consultant's visit reports	
- Compliance reports	
- Minimum program standards	$\mathcal{L}_{i} = \{ (i,j) \in \mathcal{L}_{i} : i $
- other	
The SEA does not seek to verify how participant's	and the second s
unmet needs influence program goals a objectives	

7. Does the SEA evaluate how the unmet needs of program or service participants influence formation of the LEA's program or service goals and objectives?

Handi capped

8,	Does the SEA evaluate how the student's vocational instructor is involved in the planning process which develops goals and objectives for meeting the student's unmet needs?	
	Yes No	IF YES: What evaluation strategies are used by the SEA to verify th
	IF YES: What evaluation strategy formats are used by the SEA to determine	effectiveness of procedures used by the LEA to involve the
	how the vocational instructor is involved in such planning?	vocational instructor in planning which develops the goals
	<u>Ofsadvantaged Handicapped</u>	and objectives for meeting the student's unmet needs?
	a saardustide initiatelibben	Disadvantaged
	LEA Self-evaluation	<u> prasuvantaged</u>
	using SEA, developed instruments	Written survey of - students
	LEA Self-evaluation	- parents
	using LEA developed instruments	- administrators
	External Evaluation Team	- vocational faculty
	using SEA developed instruments	↓ - pupil support personnel
	External Evaluation Team	• program advisory committee
	using LEA developed instruments	- other
	External evaluation by an "expert"	Personal Interviews with - students
		: · · · · · · · · · · · · · · · · · ·
	using SEA developed instruments	- parents - administrators - vocational faculty
	External evaluation by an "expert"	- vocational faculty
	using LEA developed instruments	- pupil support personnel
	Independent Third Party Evaluation	people adulation personnel
•	using neither SEA or LEA instruments	- program advisory committee
	Evaluation by State Consultant	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
	using SEA developed instruments	
	Evaluation by State Consultant	- test scores
	using LEA developed instructs	drop-out rates
	Informal Evaluation by State ansultant	- other
	using neither SEA or LEA instruments .	Review of LEA - 1 and 5 year Plans
	Other ·	- Grant Application (RFP)
		= End of year program report
	the start of	- other
<u> [F</u>	YES: What evaluation strategies are used by the SEA to verify that	Review of SEA - Consultant's visit reports
	the vocational instructor is involved in the planning process?	- Compliance reports
	<u>Olsadvantaged Handicapped</u>	- Hinimum program standards
	Written survey of • students	- other
	- parents	The SEA does not seek to verify the effectiveness of
	- administrators	procedures used to involve the vocational instructor
	· vocational faculty	 In planning which develops the goals and objectives for
	- pupil support dersonnel	meeting the student's unmet needs
	- program advisbry committee	
	- other	
ersi	onal Interviews with - students ,	COMMENTS CONCERNING CONTENT ANALYSIS:
	parents	• • • • • • • • • • • • • • • • • • •
	- administrators	
	- administrators	
	- administrators - vocational faculty	
	administrators - vocational faculty - pupil support personnel	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of student - records	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of student - records - teet scores /	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - ctords - teet scores - drop-out ratios	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of student - records - teet scores - drop-out ratios - other	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - other - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Graft Application (RFP)	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program report	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - other - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Graft Application (RFP) - End of year program report other	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program report other Review of SEA - Consultant's visit reports	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program report other Review of SEA - Consultant's visit reports - Compliance reports	
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	- administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of student - records - test scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Graft Application (RFP) - End of year program report - other Review of SEA - Consultant's visit reports - Compliance reports - dinimum program standards - other	
	- administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of student - records - teet scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other Review of SEA - Compultant's visit reports - Compilance reports - Minimum program standards	

. Yes. What evaluation stra	tegy formats are used by l le persons are involved i	n planning?	.	<u> 15 15</u>	S: What evaluation s			ta initil file	
uom ziicu kulomiendear	ile heijanis aie miaires	<u>Disadvantaged</u>	<u>Hondicapped</u>	•	influences the fo	d to involve knowl irmation of program	eageabl e per or service'	s goals and o	bjectives
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LEA Self-evaluation		* :			Written survey of	- students	1		
using SEA develop		=====			<i>i</i> • ""	- parents			
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using SEA develop	ed instruments			•	ı	- parents - administrators			*
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ustng LEA develop		* <u></u>	i	ŧ		- pupil support p			١.
Independent Third P					· · · · · · · · · · · · · · · · · · ·	- program advisor			
	of UEA instruments					= other			· .
Evaluation by State					Review of student				
using SEA develop	eg instruments .	-				- Aest scores			1
Evaluation by State using LEA develop	LONSUIGANG ad instruments	1	ь			- drop-out rates			
	by State Consultant					- other		1	4
usino meither SEA	or LEA Instruments	<u>- L</u>		·	Review of LEA	= 1 and 5 year Pla		· •	ı."
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Other		•				- Grant Application		• —	
Other			, \	1	Review of SEA	 End of year project other: 	gram report		,
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What evaluation strong such persons in Written survey of	the planning which influen students parents administrators vocational faculty pupil support personnel	Disadvantaged	ė odjectiaėsi		The SEA does <u>not</u> seek effectiveness of proc involve such persons	- End of year pro other Consultant's vi Compliance report - Minimum program - other to verify the edures used to in this type of plane	gram report oft reports rts standards		
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What evaluation strong such persons in Written survey of an an analysis with a survey	students parents administrators vocational faculty pupil support personnel program advisory committe other students parents administrators vocational faculty pupil support personnel program advisory committe contents parents administrators vocational faculty pupil support personnel program advisory committe	Disadvantaged Disadvantaged	ė odjectiaėsi		The SEA does <u>not</u> seek effectiveness of proc involve such persons	- End of year pro other Consultant's vi Compliance report - Minimum program - other to verify the edures used to in this type of plane	gram report oft reports rts standards		0
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MAJOR QUESTION:

What types of evaluation strategies are being used by the SEA to evaluate the Operational Processes of programs and services designed by LEAs for the disadvantaged and handicapped students enrolled in vocational education programs?

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	What evaluation st involved or affect	trategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of	trategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of	trategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of	trategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators - vocational faculty	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of	trategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators - vocational faculty - pupil support personnel	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of	trategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators - vocational faculty	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other - 1 and 5 year Plans	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other - 1 and 5 year Plans - Grant Application (RFP)	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>
·	What evaluation st involved or affect Written survey of mal interviews with Review of student	rategies are used by the SEA ted by the program are in agree - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - students - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ratios - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other - Consultant's visit reports	ment with the purpose(s)? <u>Disadvantaged</u> <u>Handicapped</u>

IF YES: What evaluation strategies are used by the SEA to verify the effectiveness of procedures used to assess the agreement of individuals with the purpose(s)?

		Diśadvantaged	Handicappe
. Written survey of	- students		
	- parents	-	
1	- administrators		
· .	- vocational faculty	 , '	
•	pupil support personnel		, ,
: #	- program advisory committee		
a a	- Other		
ersonal interviews with		·	
4	- parents .		
	- administrators		
	- vocational faculty	. ====	
	- pupil support personnel		
a 1	- program advisory committee	·	
	• other		
Review of student	- records		-
weiten or affacht	- test scores		
	- drop-out rates		 ,
· · · · · · · · · · · · · · · · · · ·	- other		
Paulou of LFA	- 1 and 5 year Plans		===
VEALER AT FFV	- Grant Application (RFP)		===
	- End of year program report	, ,	
4	- other		
Review of SEA	- Consultant's visit reports	 -	· —
ing a trial con signature.	- Compliance reports		-
, ,	- Minimum program standards		-
The same	- other		
The SEA does not seek	to verify the effectiveness		
	assess agreement of individual	le ·	• .
** *************	Andres allemunit & Illettinkhi	'* 	
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COMMENTS CONCERNING CONTENT ANALYSIS:

		aware of the services provide	o by the bibdism o	r service?
· .	Yes	<u>No</u>	and the Maria	ø
IF YES	What evaluation street of individue	ategy formats are used by the 11's awareness?	SEA to determine	the
			<u>Disadvantaged</u>	<u>Handlcappe</u>
	LEA Self-evaluati	on	*	le.
	'Using SEA devel	Oped Instruments		
141 -	LEA Self-evaluati	on .	* 1	
	External Evaluati	oped instruments		:
, ,	using SFA devel	on ream oped instruments		
	External Evaluati	on Team		-
	using LEA devel	oped instruments •	ŧ	s 1
•	External evaluati	on by an "expert"		-
,	using SEA devel	oped instruments		
	Externál evaluátja uslno LFA daval	on by an "expert" oped instruments		,
į	Independent Third	epeo inscruments Party Evaluation		-
è	using neither Si	EA or LEA instruments	•	*,
	Evaluation by Star	te Consultant	į	
	using SEA develo	oped instruments		
	Evaluation by Star	te Consultant		7
	Informal Evaluation	oped instruments on by State Consultant	 '	
- 15	\using neither SI	A or LEA Instruments		
•	Other_	er er ingeldmelles		
	• ,	2	' 	
<i>†</i> .	Written survey of	ess of the services provided t	Disadvantaged \	Hand1capped
		- parents		
ě	-	= administrators	 7	
		 vocational faculty 		
		- socacional rachità	<u></u>	
		- pupil support personnel	- 	
	1 - 4	- pupil support personnel - program advisory committee	, : · ,	
Pers	*	- pupil support personnel - program advisory committee - other		
Pers	onal interviews with	- pupil support personnel - program advisory committee - other - stydents - parents	——————————————————————————————————————	
Pers	onal interviews with	- pupil support personnel - program advisory committee - other - stydents - parents - administrators	,	
Pers	onal interviews with	- pupil support personnel - program advisory committee - other - stydents - parents - administrators - vocational faculty	,	
Pers	onal interviews with	- pupil support personnel - program advisory committee - other - stydents - parents - administrators - vocational faculty - pupil support personnel		
Pers	onal interviews with	- pupil support personnel - program advisory committee - other		
Pers	onal interviews with	- pupil support personnel - program advisory committee - other - stydents - parents - administrators - vocational faculty - pupil support personnel		
	onal interviews with	- pupil support personnel - program advisory committee - other		
	onal interviews with	- pupil support personnel - program advisory committee - other		
	onal interviews with	- pupil support personnel - program advisory committee - other		
	onal interviews with Review of student Review of LEA	- pupil support personnel - program advisory committee - other		
	onal interviews with Review of student Review of LEA	- pupil support personnel - program advisory committee - other		
	onal interviews with Review of student Review of LEA	- pupil support personnel - program advisory committee - other		
	onal interviews with Review of student Review of LEA Review of SEA	- pupil support personnel - program advisory committee - other - stydents - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ration, - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other - Consultant's visit reports		
	onal interviews with Review of student Review of LEA Review of SEA	- pupil support personnel - program advisory committee - other		
	Review of student Review of LEA Review of SEA	- pupil support personnel - program advisory committee - other		
٩	onal interviews with Review of student Review of LEA Review of SEA	- pupil support personnel - program advisory committee - other - stydents - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ration, - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other - Consultant's visit reports - Compilance reports - Hinimum program standards - other		
· · · · · · · · · · · · · · · · · · ·	onal interviews with Review of student Review of LEA Review of SEA	- pupil support personnel - program advisory committee - other - stydents - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - records - test scores - drop-out ration, - other - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other - Consultant's visit reports - Compliance reports - Minimum program standards - other - to verify the extent		

IF YES: What evaluation strategies are used by the SEA to verify the effectiveness of procedures used to assess the extent of individual awareness?

:		<u>Disadvantaged</u>	Handica
Written survey of	- studente		2
,	- parents		, -
/	- administrators		
√ 4	- vocational (faculty		-
- M	- Total transfer personal	•	
. ,	- pupil support personnel		-
1	- program advisory committee - other	<u> </u>	· .
Personal Interviews with			
· Lei Sailet HireLateus Affil			
	= parents	·	
, 1	- administrators		
	 vocational faculty ' 		
	- pupil support personnel		
	- program advisory committee	·	
ficial and a second	- other		
Review of student			
4	- test scores		
i	- drop-out rates		,
* +	- other ,		-
Review of LEA	- 1 and 5 year Plans		
,	- Grant Application (RFP)		_
	- End of year program report		
1 .	- other		
Review of SEA	- Consultant's visit reports		,
,7°	- Compliance reports		-
	- Minimum program standards	,	= ;
` (+ other		 -
	to verify the effectiveness		-
of procedures used to	to tellis the ellectiveness		
individual's awareness	assess the extent of		
tinatatione) 2 GAGLEUG22	**		

COMMENTS CONCERNING CONTENT ANALYSIS:

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IF AEZ		the SEA to, determin	ne the				
P	effect of the program or service upon the par	ticipant's perform	ance?	. IF YES: What evaluation st	rategies are used by the SEA	to varify the af	aet (valibe
		<u>D1</u> sadvantaged	<u>Handicapped</u>	of the program or	service upon the participant'	s performance?	ĒĒĻISENES
	-LEA Self-evaluation		-		and the second s	Disadvantaged	Handica
* . *	using SEA developed instruments			Written survey of	= etudante	1000	
	LEA Se(f-evaluation			ui ieteli adiică At	- parents		_
	using LEA developed instruments				- administrators	<u> </u>	-
	External Evaluation Team using SEA developed instruments			$ \mathbf{f} = \frac{1}{2} \left(\frac{1}{2} - \frac{1}{2} \right)^{\frac{1}{2}} \left(\frac{1}{2} - \frac{1}{2} - \frac{1}{2} \right)^{\frac{1}{2}} \left(\frac{1}{2} - \frac{1}{2$	- vocational faculty		
	"External Evaluation Team		· · · · · · · · · · · · · · · · · · ·		 pupil support personnel program advisory committee 		·
	_ using LEA developed instruments		_		= other		
	External evaluation by an "expert" using SEA developed instruments	\	·	· Personal Interviews with			
	, External evaluation by an "expert"	 ,	◇ —		- parents - administrators	-	1.
	Using LEA developed instruments				- vocational faculty	· — *	
- t :	Independent Third Party Evaluation using neither SEA or LEA instruments	- इ			- pupil support personnel		
: .	Evaluation by State Consultant				- program advisory committee - other	· .	
	using SEA developed instruments			Review of student	-/records		
	Evaluation by State Consultant				- test scores		
	using LEA developed instruments. Informal Evaluation by State Consultant	-			- drop-out rates - other	=	
	using neither SEA or LEA instruments			Review of LEA	- 1 and 5 year Plans		
· .	Other				- Grant Application (RFP)	====	
P . P		the state of the s	, · · · · · · · · · · · · · · · · · · ·		- End of year program report - other		-
IF YES:	What evaluation strategies are used by the SEA	to verify the eff	ect of	Review of SEA	- Consultant's visit reports	• , -	<u></u> د اخت ور د
	the program or service upon the participant's	performance? Disadvaptaged	Handicapped		- Compliance reports - Minimum program standards	· · · · · · · · · · · · · · · · ·	*=
			/nanutcapuru		* MIGUISUS ULUBLAD STANDALDS		T
\$	Written survey of - students	A 1 2 E A 1 E E E E E E	\			A	·, 🚟
	- parents		/ ====================================	The SEA does not seel	 other to verify the effectiveness 	***	· .
	- parents - administrators			, The SEA does not seel of the program or ser	 other to verify the effectiveness vice upon the participant's 		•
	- parents - administrators - vocational faculty			, The SEA does not seel of the program or ser	 other to verify the effectiveness 		
	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other			, The SEA does not seel of the program or ser	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - vocational faculty - pupil support personnel - program advisory committe - other nal interviews with - students - parents - administrators			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other nal interviews with - students - parents - administrators - vocational faculty			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - vocational faculty - pupil support personnel - program advisory committe - other nal interviews with - students - parents - administrators			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - Review of student - records			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - other			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - records - test scores - drop-out ratios - other - Review of LEA - 1 and 5 year Plans			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - 1 and 5 year Plans - Grant Application (RFP)			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program repor - other			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - l and 5 year Plans - Grant Application (RFP) - End of year program repor - other - Review of SEA - Consultant's visit report			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - l and 5 year Plans - Grant Application (RFP) - End of year program repor - other - Review of SEA - Consultant's visit report - Compliance reports			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
Person	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - l and 5 year Plans - Grant Application (RFP) - End of year program repor - other - Review of SEA - Consultant's visit report			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		
	- parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - nal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committe - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - l and 5 year Plans - Grant Application (RFP) - End of year program repor - other - Review of SEA - Consultant's visit report - Compliance reports - Hinjimum program standards			, The SEA does <u>not</u> seek of the program or ser performance in a voca	other to verify the effectiveness vice upon the participant's utional education program		

Using LEA developed instruments External Evaluation Team using SEA developed instruments External Evaluation by an "expert" using LEA developed instruments External evaluation by an "expert" using SEA developed instruments External evaluation by an "expert" using LEA developed instruments External evaluation by an "expert" using LEA developed instruments Independent Intir Party Evaluation using neither SEA or LEA instruments Evaluation by State Consultant using SEA developed instruments fivolution by State Consultant using SEA developed instruments fivolution by State Consultant using neither SEA or LEA instruments Informal Evaluation by State Consultant using neither SEA or LEA instruments Other TESY What evaluation strategies are used by the SEA to verify the extent of the availability of such resources to participants? Written survey of - students - parents - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other Personal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of SEA - Consultant's - visit - reports - cher Review of SEA - Consultant's - visit - reports - Complianter reports - Hintowa program report - other - Review of SEA - Consultant's - visit - reports - Complianter reports - Hintowa program standards - Hintowa program standards - Hintowa program standards - Hintowa program standards	al resourses available for	to verify the e use by participa	ffectiv nts?
using EAA developed instruments LEA Self-real luation using LEA developed instruments External Evaluation Team using EAA developed instruments External Evaluation Team using EAA developed instruments External Evaluation Team using EAA developed Instruments External evaluation by an "expert" using EAA developed instruments External evaluation by an "expert" using LEA developed instruments Independent Third Party Evaluation using neither SEA or LEA instruments Evaluation by State Consultant using EAA developed instruments Evaluation by State Consultant using EAA developed instruments Informal Evaluation by State Consultant using either SEA or LEA instruments Informal Evaluation by State Consultant using either SEA or LEA instruments Informal Evaluation strategies are used by the SEA to verify the extent of the availability of such resources to participants? Written survey of - students		NEJ.aa.	
LEA Self-evaluation using LEA developed instruments External Evaluation Team using SEA developed instruments External Evaluation Team using LEA developed instruments External Evaluation by an "expert" using SEA developed instruments External evaluation by an "expert" using SEA developed instruments Independent Third Party Evaluation using mether SEA or LEA instruments Evaluation by State Consultant using SEA developed instruments fevaluation by State Consultant using SEA developed instruments Informal Evaluation by State Consultant using either SEA or LEA Instruments Other YESY What evaluation strategies are used by the SEA to verify the extent of the availability of such resources to participants? Written survey of - students - parents - adolinistrators - vocational faculty - pupil support personnel - program advisory committee - other Personal interviews with - students - parents - parents - parents - program advisory committee - other Review of Student - records - card card seat Application (RFP) - find of year plans - crant Application (RFP) - find of year program report - other - Review of SEA - Consultants-visit-reports - Compliants-visit-reports - Compl		<u>Disadvantaged</u>	Han
using LEA developed Instruments External Evaluation Tean using SEA developed Instruments External Evaluation Tean using LEA developed Instruments External Evaluation by an "expert" using SEA developed Instruments External evaluation by an "expert" using LEA developed Instruments Independent Third Party Evaluation using neither SEA or LEA instruments Evaluation by State Consultant using SEA developed instruments Evaluation by State Consultant using LEA developed instruments Evaluation by State Consultant using neither SEA or LEA Instruments Other Westernal Evaluation Strategies are used by the SEA to verify the extent of the availability of such resources to participants? Written survey of - students - depinistrators - depinistrators - vocational faculty - pupil support personnel - program advisory committee - other - other - other - external Evaluation (REP) - End of year Plans - Grant Applitation (REP) - End of year program report - other - Review of SEA - Consultant's-visit-reports - Compliante reports - Compliante rep	- students	·	
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- Compliance reports - Minimum program standards	E		Ξ,
- Minimum program standards			<i>:</i> ·
- other			
The SEA does not seek to verify the extent of availability of such resources to participants			

6. Does th stated	e SEA evaluate the extent to which the program or service is able to meet program or service goals?		
V			
<u>IF YES:</u>	What evaluation strategy formats are used by the SEA to determine the extent to which program or service goals are being met?	IF YES: What evaluation strategies are used by the SEA to verify the effect of the program or service goal ated program or service goal.	
	Disadvantaged Hondicapped		k 1
	LEA Self-evaluation	<u>Disadvantaged</u> <u>H</u>	Handican
	using SEA developed instruments	Written survey of - students	
	LEA Self-evaluation -	- parents	
	using LEA developed instruments External Evaluation Team	- administrators	
7	using SEA developed instruments	- vocational facult - pupil support personnel	-
	External Evaluation Team	- program advisory committee	
	using LEA developed instruments. External evaluation by an "expert"	other	
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in the second	₹External evaluation by an "expert"	- administrators	-,- -
	using LEA developed instruments Independent Third Party Evaluation	- vocational facult: - publi support per onnel	
	using neither SEA or LEA Instruments	- pupil support per onnel - program advisory ommittee	
	Evaluation by State Consultant	- other	
	using SEA developed instruments Evaluation by State Consultant	Review of student - records - test scores	-
•	using LEA developed instruments	- drop-out rates	·
•	Informal Evaluation by State Consultant	- other	-
	using neither SEA or LEA instruments Other	Review of LEA - 1 and 5 year Plans	
•		- Grant Application (RFP) - End of year program report	
IF YES:	What evaluation strategies are used by the SEA to verify the extent to	= other <	
71 (EQ)	which program or service goals are being met?	Review of SEA - Consultant's visit reports - Compliance reports	
	Disadvantaged Handicagned	- Kinimum program standards	
ř.	Nritten survey of - students	- other	
1	- parents - administrators	The SEA does <u>not</u> seek to verify the effectiveness	,
m :	- vocational faculty	of the program or service in meeting stated goals	
8	- pupil support personnel		i
7	- program advisory committee - other	COMMENTS CONCERNING CONTENT ANALYSIS:	٠. '
Perso	nal Interviews with - students		
	- parents - administrators		
	- vocational faculty		
	- pupil support personnel		
¥ w	- program advisory committee - other		
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	- test scores		
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	- Compliance reports		: *
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· \	- other ne SEA does not seek to verify the extent to		
	of the program or service goals are being met	and the state of t	• 4,
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(ES: What Availation strutony formate and head his the Pre as the state	IF YES: What evaluation strategies are used by the SEA to verify the e	ffecti
(ES: What evaluation strategy formats are used by the SEA to determine what actually takes place during the daily operation of the program or service?	of the s'aff's recording of what actually takes place each day	?
<u>Disadvantaged</u> <u>Handicapped</u>		
LEA Self-evaluation	<u>Olsadva itager</u>	<u>d</u> ₩
Using SEA developed instruments LEA Self-evaluation	Written survey of - students	
using LEA developed instruments	- parents - administrators	i,
External Evaluation Team using SEA developed instruments	- vocational faculty - pupil support personnel	
External Evaluation Team	- program advisory committee	
Vusing LEA developed instruments External evaluation by an "expert"	Personal interviews with - students	
using SEA developed instruments External evaluation by an "expert"	- parents	
using LEA developed instruments	- administrators - vocational faculty	
Independent Third Party Evaluation Susing neither SEA or LEA instruments	• pupil support personnel	•
Evaluation by State Consultant	- program advisory committee - other	
using SEA developed instruments Evaluation by State Consultant	Review of student - records - test scores	
using LEA developed instruments	- drop-out rates	
Informal Evaluation by State Consultant Using meither SEA or LEA instruments	- other Review of LEA - 1 and 5 year Plans	
Other -	- Grant Application (RFP)	
	- End of year program report	
S: What evaluation strategies are used by the SEA to verify the extent to which staff actually record what takes place each day?	Review of SEA - Consultant's visit reports	
Disadvantaged Handicanned	- Compliance reports - Minimum program standards	1.17
Written survey of - students - parents	- other o . The SEA does not seek to veri the effectiveness	· · .
- administrators	of the staff's recording of daily operations	
- vocational faculty - pupil support personnel	of the staff's recording of daily operations	
- vocational faculty - pupil support personnel - program advisory committee	of the staff's recording of daily operations COMMENTS CONCERNING CONTENT ANALYSIS	
- vocational faculty - pupil support personnel - program advisory committee - other rsonal interviews with - students	of the staff's recording of daily operations	
- vocational faculty - pupil support personnel - program advisory committee - other - students - parents	of the staff's recording of daily operations	
- vocational faculty - pupil support personnel - program advisory committee - other - consol interviews with - students - parents - administrators - vocational faculty	of the staff's recording of daily operations	
- vocational faculty - pupil support personnel - program advisory committee - other - conal interviews with - students - parents - administrators - vocational faculty - pupil support personnel	of the staff's recording of daily operations	
- vocational faculty - pupil support personnel - program advisory committee - other rsonal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other	of the staff's recording of daily operations	
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- vocational faculty - pupil support personnel - program advisory committee - other rsonal interviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other Review of student - records - test scores - drop-out ratios - other Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other	of the staff's recording of daily operations	是我们,这一个人,我们要还我们的一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不
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- vocational faculty - pupil support personnel - program advisory committee - other - consolinterviews with - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - Review of student - records - test scores - drop-out ratios - other - Review of LEA - 1 and 5 year Plans - Grant Application (RFP) - End of year program report - other - Review of SEA - Consultant's visit reports - Compiliance reports	of the staff's recording of daily operations	看到一个人,我们是我们的一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人,不是一个人

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1010	Evaluation by	State	e Consul	tant ,						•
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IF YES: What evaluation strategies are used by the SEA to verify the effectiveness of staff's monitoring procedures to determine the potential of a participant's ability to succeed in a vocational program without the program or service?

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	- 1 and 5 year Plans	•	<u> </u>
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Does the SEA evaluate the extent to which people involved in and affected by the program or service believe the instructional offerings are available to disadvantaged and handicapped students?		\
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IF YES: What evaluation strategy formats are used by the SEA to determine	of the procedures used to make the progr 1 available to had disadvantaged students?	Tuntrahhen etin 🖚
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using neither SEA or LEA instruments	- program advisory collittee	<u> </u>
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·		other e SEA does not seek to verify the matching instruction based on student needs		
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SECOND INTERNAL REVIEW



Delete Operational Process Instrument Question: "Does the SEA evaluate whether the program staff identifies and monitors on a continous basis the potential of Noted by participants to succeed in their respective vocational programs without the program? (hereafter referred to as Operational Process Instrument Question #8) Delete Operational Process Instrument Question: "Does the SEA evaluate whether people involved in and afficiently by the program helieve the instructional	Comments of Reviewer #1	Action Taken
Delete Operational Process Instrument Question: "Does the SEA evaluate whether	the program staff identifies and monitors on a continous basis the potential of participants to succeed in their respective vocational programs without the	*

Comments of Reviewer #2	Action Taken
<u>Delete</u> Operational Process Instrument Question #8	Noted by researcher
Add to Operational Process Instrument the question: "Does the SEA evaluate whether the program has an appropriate teacher/pupil ratio?"	Question added
Add to Operational Process Instrument the question:—"Does the SEA evalutate—whether the program's instructor has the teacher qualifications to work with handicapped and/or disadvantaged persons?"	Question added
Add to Planning Process Instrument the question: "Does the SEA evaluate whether the LEA has established timelines for implementing major program goals and objectives?"	Question added
Restructure listing of strategy format possibilities to maximize potential combinations	Listing restructured
Develop letter code for possible answers to "If Yes" questions and highlight with a boxlike enclosure	ode developed & enclosed
Divide each phase of the content analysis sheet by boxing "If Yes" questions	Questions were enclosed

PROPOSED USE OF THIS INSTRUMENT

This instrument will be used for conducting a <u>qualitative content analysis</u> of documents used by state education agencies (SEAs) to evaluate the effectiveness of local education agency (LEA) vocational education programs for the handicapped and disadvantaged student.

MAJOR QUESTION OF THIS INSTRUMENT

What types of evaluation strategies are being used by SEAs to evaluate OPERATIONAL PROCESSES of LEA vocational education programs for the handicapped and disadvantaged student?

Prepared by Jim Frasier



As you read these questions, will you please

- critically review and comment on the appropriateness of each question's value in identifying program OPERATIONAL PROCESSES; and,
- offer additional questions you think could be used to identify program OPERATIONAL PROCESSES.
- 1. Does the SEA evaluate whether the program has been implemented as originally planned?
- Does the SEA evaluate whether people involved in and affected by the program are aware of the services provided by the program?
- Does the SEA evaluate whether people involved in and affected by the program are aware of the services provided by the program?
- 4. Does the SEA evaluate whether people involved in and affected by the program are in agreement with the adequacy, capacity and/or condition of instructional resources available for use by participants?
- Does the SEA evaluate whether the program is having an effect on the participants performance in their respective vocational education program?
- Does the SEA evaluate whether the program has been able to meet stated program goals?
- 7. Does the SEA evaluate whether the project staff identifies and records what actually takes place during the daily operation of the program?
- 6. Does the SEA evaluate whether the program staff identifies and monitors on a continuous basis the potential of participants to succeed in their respective vocational programs without the program?
- 9. Does the SEA evaluate whether people involved in and affected by the program believe the instructional offerings are available to those disadvantaged and handicapped students most in need of the program?
- 10. Does the SEA evaluate whether people involved in and affected by the program believe the instructional offerings available are appropriately matched with identified student needs?

I will desemble some "If yes. then" instrument format to identify the types wealuation strategies being used by SEAs to evaluate program OPSIATIONN MORES.

As you remain questions on the opposite side of this page, will you please

- 1: sullute questions within the instrument format;
- odloally review and comment on the appropriateness of using this yes ... then format to identify OPERATIONAL PROCESSES; and,
- Improprizate, offer an alternative format for use in identifying two fermaluation strategies using SEA evaluation documents.

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PROPOSED USE OF THIS INSTRUMENT

This instrument will be used for conducting a qualitative content analysis of documents used by state education agencies (SEAs) to evaluate the effectiveness of local education agency (LEA) vocational education programs for the handicapped and disadvantaged student.

MAJOR QUESTION OF THIS INSTRUMENT

What types of evaluation strategies are being used by SEAs, to evaluate the <u>PLANNING PROCESSES</u> of LEA vocational education programs for the handicapped and disadvantaged student?

Prepared by Jim Frasier



As you read these questions, will you please

- critically review and comment on the appropriateness of each question's value in identifying program PLANNING PROCESSES; and,
- Offer additional questions you think could be used to identify program PLANNING PROCESSES.
- Does the SEA evaluate efforts made by the IEA to utilize locally available handlcapped/disadvantaged resources and/or services?
- 2. Does the SEA evaluate efforts made by the LEA program to identify students needing this program "in order to succeed in their vocational education program"?
- Does the SEA evaluate whether the LEA program is serving only those handicapped/disadvantaged students unable to succeed in their vocational education program?
- Does the SEA evaluate whether the LEA program assesses the unmet needs
 of each individual program participant?
- 5. Does the SEA evaluate whether individuals knowledgeable about the student (e.g. parents, teachers, counselors, special educators) are involved in assessment activities that seek to identify the student's unnet needs?
- 6. Thes the SEA evaluate whether the unmet needs of individual students ——influence-the-formation of their respective program goals and objectives?
- 7. Uses the SEA evaluate whether the unmet needs of individual students influence the formation of the LEA program's goals and objectives?
- 8. Does the SEA evaluate whether the student's vocational instructor is involved in the planning which develops goals and objectives for meeting the student's urmet needs?
- 9. Does the SEA evaluate whether individuals knowledgable about the needs of handicapped/disadvantaged students are involved in the planning which influences the formation of the LEA program's goals and objectives?

I have developed an "If yes...then" instrument format to identify the types of evaluation strategies being used by SEAs to evaluate program PLANNING PROCESSES.

As you review the questions on the opposite side of this page, will you please

- 1. substitute questions within the instrument format;
- critically review and comment on the appropriateness of using the "If yes...then" format to identify PIANNING PROCESSES; and
- if appropriate, offer an alternative format for use in identifying types of evaluation strategies using SEA evaluation documents.

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EXTERNAL REVIEW PANEL



Comments of Reviewer #1	Action Taken
Add to Operational Process Instrument a question about whether the goals and objectives planned to help the student succeed in a vocational program have been implemented by the program as planned	Question #5 added
Add to Operational Process Instrument a question about whether the parents and appropriate staff participated in implementation of the student's individualized program	Question #6 added
Reword in Planning Process Instrument Question #3 to focus on the efforts made by LEA's to identify those individuals in need of special services or programs	Question #3 reworded
Delete in Operational, Process Instrument Question #8	Question #8 deleted
Delete in Operational Process Instrument Question #9	Question #9 deleted
Delete in Operational Process Instrument Question #12: "Does the SEA evaluate whether the program's instructor(s) has the necessary qualifications to work with H/D vocational students unmet needs?"	No action taken question formulated from PL 94-482 requirements



Comments of Reviewer #1 (continued)	Action Taken
Expand format to identify reasons for why a particular content analysis indicator was not addressed by the SEA	No action (BSTS)
Identify time interval for how often the SEA addressed a content analysis indicator	No action (BSTS)
Establish the extent to which SEA evaluation practices have been established for implementing content analysis indicators	No action (BSIS)
Add to Operational Process Instrument questions which focus on whether the SEA had evaluated the appropriateness and effectiveness of IEA's due process procedures	No action (BSTS)
Add to Operational Process Instrument questions which focus on in-service needs activities provided to teachers	No action (BSTS)
Add to Planning Process Instrument a question which focuses on the planning processes used by IEA to establish individual IEP's for students	No action (BSTS)
Regroup questions in Planning Process Instrument to identify evaluation practices used by SEA's with students, parents, teachers or vocational instructors	No action , (BSTS)

Note: (BSTS) =s Beyond Scope of The Study



Comments of Reviewer #2 (Continued)	Action Taken
Question the significance of Operational Process Question #9	Question #9 deleted
Questioned what would be an acceptable indicator that a teacher had the necessary qualifications to work with H/D students (Operational Process Instrument Question #12).	No action taken question formulated from PL 94-482 requirements
Reword Question #4 in Planning Process Instrument: "Does the SEA evaluate whether the IEA program is serving only those H/D students unable to succeed in their vocational education program?" to emphasize approgram specifically designed to meet the needs of H/D students.	Question #4 reworded
Reword Question #7 in Planning Process Instrument: "Does the SEA evaluate whether the unmet needs of individual students influence the formation of their respective program goals and objectives?" to clearly identify meaning of "their".	Question #7 reworded
Operationally define "Planning Processes" and "Operational Processes"	No action taken - instrument indicators operationally define these processes
Add question(s) related to assure the unique requirments of H/D students have been met in Planning and Operational Processes Instruments.	No action taken (BSTS)

EXTERNAL REVIEW PANEL

<u> </u>		e de la companya de l		
		Comments of Reviewer #3		Action Taken
	No comments			N/A

PROPOSED USE OF THIS INSTRUMENT

This instrument will be used for conducting a <u>qualitative content analysis</u> of documents used by state education agencies (SEAs) to evaluate the effectiveness of local education agency (LEA) vocational education programs for the handicapped and disadvantaged student.

The actual content analysis of SEA documents will be done by Jim Frasier. This instrument will not be mailed to a SEA nor will a SEA be requested to conduct a content analysis of evaluation documents using this instrument.

MAJOR QUESTION OF THIS INSTRUMENT

What types of evaluation strategies are being used by SEAs to evaluate the <u>PLANNING PROCESSES</u> of LEA vocational education programs for the handicapped and disadvantaged student?

Prepared by

James Frasier

Agricultural Engineering Bldg.
Dept. of Voc. Ed. & Technology
University of Vermont
Burlington, VT 05405

I have developed the questions listed below to identify whether SEA evaluation documents address the evaluation of program OPERATIONAL PROCESSES.

As you read these questions, will you please

- critically review and comment on the appropriateness of each question's value in identifying program OPERATIONAL PROCESSES; and,
- offer additional questions you think could be used to identify program OPERATIONAL PROCESSES.
- 1. Does the SEA evaluate whether the program has been implemented as originally planned?
- Does the SEA evaluate whether people involved in and/or affected by the program are aware of the program's purpose(s)?
- 3. Does the SEA evaluate whether people involved in and/or affected by the program are aware of the services provided by the program?
- 4. Does the SEA evaluate whether people involved in and/or affected by the program are in agreement with the adequacy of instructional resources available for use by participants?
- 5. Does the SEA evaluate whether the program is having an effect on the participants' performance in their respective vocational education programs?
- Does the SEA evaluate whether the program has been able to meet stated program goals?
- 7. Does the SEA evaluate whether the program staff identifies and records what actually takes place during the daily operation of the program?
- B. Does the SEA evaluate whether the program staff monitors on a continuous basis the potential of participants to succeed in their respective vocational programs without the program?
- 9. Does the SEA evaluate whether people involved in and/or affected by the program believe the instructional offerings are available to those disadvantaged and handicapped students most in need of the program?
- 10. Does the SEA evaluate whether pople involved in and/or affected by the program believe the instructional offerings available are appropriately matched with identified student unmet needs?
- 11. Does the SEA evaluate whether the program has an appropriate teacher/ pupil ratio to service the unmet needs of student participants?
- 12. Does the SEA evaluate whether the program's instructor(s) has the necessary teacher qualifications to work successfully with handicapped/ disadvantaged vocational students' unmet needs?

The same "If Yes.....then" format used in the planning instrument will be developed to identify the types of evaluation strategies being used by SEAs to evaluate program OPERATIONAL PROCESSES.

As you review the questions on the opposite side of this page, will you please

- 1) substitute questions within the instrument format:
- critically review and comment on the appropriateness of using the "If yes....then" format to identify OPERATIONAL PROCESSES; and,
- if appropriate, offer an alternative format for use in identifying types of evaluation strategies using SEA evaluation documents.

COMMENTS AND SUGGESTIONS:

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LEA program g	oals and objectives have been implemented as planned?	•
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External Evalu	nation Teamusing SEA developed instruments	
External Evalu	nation by an "expert"using neither SEA or LEA develo	ped
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IF YES: What evaluat	ion strategies are used to verify how LEA program goals	
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PROPOSED USE OF THIS INSTRUMENT

This instrument will be used for conducting a <u>qualitative content analysis</u> of documents used by state education agencies (SEAs) to evaluate the effectiveness of local education agency (LEA) vocational education programs for the handicapped and disadvantaged student.

The actual content analysis of SEA documents will be done by Jim Frasier. This instrument will not be mailed to a SEA nor will a SEA be requested to conduct a content analysis of evaluation documents using this instrument.

MAJOR QUESTION OF THIS INSTRUMENT

What types of evaluation strategies are being used by SEAs to evaluate <u>OPERATIONAL PROCESSES</u> of LEA vocational education programs for the handicapped and disadvantaged student?

Prepared by

James Frasier

Agricultural Engineering Building
Dept. of Voc. Ed. and Technology
University of Vermont
Burlington, VT 05405

I have developed the questions listed below to identify whether SEA evaluation documents address the evaluation of program PLANNING PROCESSES.

As you read these questions, will you please

- critically review and comment on the appropriateness of each question's value in identifying program PLANNING PROCESSES; and,
- 2. offer additional questions you think could be used to identify program PLANNING PROCESSES.
- Does the SEA evaluate whether the LEA has made efforts to identify locally available handicapped/disadvantaged resources and/or services?
- 2. Does the SEA evaluate efforts made by the LEA to utilize locally available handicapped/disadvantaged resources and/or services?
- 3. Does the SEA evaluate efforts made by the LEA program to identify students needing this program "in order to succeed in their vocational education program?
- Does the SEA evaluate whether the LEA program is serving only those handicapped/disadvantaged students unable to succeed in their vocational education program?
- 5. Does the SEA evaluate whether the LEA program assesses the unmet needs of each individual program participant prior to providing services?
- 6. Does the SEA evaluate whether individuals knowledgeable about the student (e.g. parents, teachers, special educators) are involved in assessment activities that seek to identify the student's unmet needs prior to the program providing services?
- 7. Does the SEA evaluate whether the unmet needs of individual students influence the formation of their respective program goals and objectives?
- 8. Does the SEA evaluate whether the unmet needs of individual students influence the formation of the LEA program's goals and objectives?
- 9. Does the SEA evaluate whether the student's vocational instructor is involved in the planning which develops goals and objectives for meeting the student's unmet needs?
- 10. Does the SEA evaluate whether individuals knowledgeable about the needs of handicapped/disadvantaged students (handicapped/disadvantaged workers, advisory committee members) are involved in the planning which influences the formation of the <u>LEA program's</u> goals and objectives?
- 11. Does the SEA evaluate whether the LEA has established timelines for completing major program goals and objectives?
- 12. Does the SEA evaluate whether the LEA has a plan for Amplementing the program's goals and objectives?

I have developed an "If yes....then" instrument format to identify the types of evaluation strategies being used by SEAs to evaluate program PLANNING PROCESSES.

As you review the content analysis instrument's format, will you please

- 1. critically review and comment on the appropriateness of the "If yes....then" format; and,
- 2. If appropriate, offer an alternative format for use in identifying types of evaluation strategies using SEA evaluation documents.

COMMENTS AND SUGGESTIONS:

YES ___

IF YES: What SEA evaluation strategy formats are used to determine wh	1
the LEA has made efforts to identify locally available resour and/or services?	etier Ces
LEA Self-evaluationusing LEA developed	instruments
External Evaluation Teamusing SEA developed	Instruments
External Evaluation by an "expert"using neither SEA orinstruments ?	r LEA developed
Independent Third Party Evaluationother	
Evaluation by State Consultant	
other	
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IF YES: What evaluation strategies are used to verify how the LEA has sought to identify such locally available resources and/or se	
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-drop-out ratios	
-other	
Review of LEA -1 and 5 year plans	'
-Grant Application (RFP)	
-End of year program report	
other	
Review of SEA -Consultant's visit-reports	
-Compliance reports -Hinimum program standards	
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COMMENTS CONCERNING CONTENT ANALYSIS:

APPENDIX E

THE CONTENT ANALYSIS INSTRUMENT FOR EVALUATION OF PLANNING PROCESSES

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COMMENTS CONCERNING CONTENT ANALYSIS:

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No Response ≈s Not present in document

2. Does the SEA evaluate efforts made by the LEA to utilize locally available handicapped/disadvantaged resources and/or services?
KESNO:
IF YES: What SEA evaluation strategy formats are used to determine whether the LEA has sought to utilize such resources and/or services?
LEA Self-evaluationusing LEA developed instruments
External Evaluation Team using SEA developed instruments
External Evaluation by an "expert"using norther SEA or LEA developed instruments
Independent Third Party Evaluationother
Evaluation by State Consultantother
D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs D/H =s used in evaluation of both programs
IF YES: What evaluation strategies are used to verify how the LEA has made efforts to utilize such resources and/or services? Disadvantaged Handicapped Written survey of - students - parents - administrators Vocational faculty - pupil support personnel - program advisory committee
Personal Interviews with students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee
Review of student -records -test scores -drop-out ratios -other -Review of LEA -1 and 5 year plans -Grant Application (RFP)
-End of year program report -other -Other -Consultant's visit reports -Compliance reports -Minimum program standards

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No Response =s Not present in document

X =s YES

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IF YES: What SEA evaluation strategy formats are used to determine whether students needing the program are identified? IF YES: What evaluation strategies are used to verify the effective LEA procedures for identifying students needing the program.	eness of
LEA Self-evaluationusing LEA developed instruments Written survey of -students	d <u>Handle</u>
External Evaluation Team using SEA developed instruments parents	
External Evaluation by an "expert" using neither SEA or LEA developed -vocational faculty instruments -pupil support personne	-
Independent Third Party Evaluation other -program advisory committee -pther	=
Evaluation by S. Consultant Personal interviews with -students -parents -administrators	=
-pupil support personnel D =s used in evaluation of disadvantaged programs -program advisory committee	
D/H =s used in evaluation of both programs Review of student -records -test scores -drop-out ratios	; -
that students needing the program are identified? Review of LEA -1 and 5 year plans -Grant Application (RFP)	
Written survey of - students - Compliance reports - Compliance reports	<u>.</u>
- administrators - Minimum program standards - other - other - other	=
O -other No Response ⇒s Not present	in Document
Personal Interviews with -students -parents -administrators COMMENTS CONCERNING CONTENT ANALYSIS:	
-vocational faculty -pupil support personnel	
-program dovisory committee	
Review of student -records -test scores -drop-out ratios	
-other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report	
-other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards -other	
X =s YES ? =s UNCLEAR No Response =s Not present in document	و چھمیمین د چھمیمین <u>ک</u>

4. Does the SEA evaluate whether the LEA program is serving only those handicapped/disadvantaged students unable to succeed in their vocational education program?					1
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IF YES: What SEA evaluation <u>strategy formats</u> are used to determine whether only such students are being served?		<u>IF YES:</u> What evaluation LEA procedures	strategies are used to verif for ensuring that only such s	y the effectivene tudents are being	ss of served?
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External Evaluation Teamusing SEA developed instruments			-parents -administrators		
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Independent Third Party Evaluationother		•	-program advisory committee -other		
Evaluation by State Consultant		Personal Interviews With	-students -parents		
other			-administrators -vocational faculty -pupil support personnel		
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D/H =s used in evaluation of both programs		They is all deguests.	-test scores		-
IF YES: What evaluation strategies are used to verify how the LEA determines that only such students are being served?		Review of LEA	-drop-out ratios -other -1 and 5 year plans	-	.=
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Written survey of - students		Review of SEA	-Consultant's visit reports		
- parents administrators :		1	-Compliance reports -Minimum program standards	1	<u> </u>
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-pupil support personael -program advisory committee		. ≡s YES ?. ≡s U	WALLEAD US Garages 1.		
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<u>Handicapped</u>

YES IF YES: What SEA evaluation strategy formats are used to determine whether the LEA assesses the unmet needs of each individual participant prior to providing services? LEA Self-evaluation using LEA developed instruments External Evaluation Team using SEA developed instruments External Evaluation by an "expert" using neither SEA or LEA developed instruments Independent Third Party Evaluation other Evaluation by State Consultant D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs D/H =s used in evaluation of both programs What evaluation strategies are used to verify how the LEA assesses individual participant's unmet needs prior to providing services? Disadvantaged Hand1capped Written survey of - students - Darents -administrators -vocational faculty -pupil support personnel ¥2.0 -program advisory committee -other Personal Interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test_scores -drop-Qut ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards -other X =s YES ? =s UNCLEAR No Response ≠s Not present in document

5. Does the SEA evaluate whether the LEA program assesses the unmet needs of each individual program participant prior to providing services?

Written survey of	=Students	<u>Disadvantaged</u>	Handicappe
	-parents		
	-administrators		
	-vocational faculty		
arriver of the same	-Pupil support personnel		
	-program advisory committee	-	
	-Other		
ersonal interviews with	-students	-	· —
	-parents		
	-administrators		
	-vocational faculty		
	-pupil support personnel		
	-program-advisory committee		
1 2 - 1	-other	- 1's	
Review of student	-FACORAS		
THE PERSON NAMED IN	-test scores		1 14174
	-drop-out ratios		
	other	 ,	
Review of LEA	-1 and 5 year plans		-
	-Grant Application (RFP)		-
	-End of year program report		-
	-Other	. ******	-
Review of SEA	-Consultant's visit reports		
	-Compliance reports		-
	-Hinimum program standards		
	-other		-
•	* 41(6)	: 	-

6. Does the SEA evaluate whether individuals knowledgeable about the (e.g. parents, teachers, special educators) are involved in assess activities that seek to identify the student's unmet needs prior to	student iment to the
program providing services?YESNO	
IF YES: What SEA evaluation <u>strategy formats</u> are used to determine whet such individuals are involved in assessment activities prior to the program providing services?	her
LEA Self-evaluationusing LEA developed 1	nstruments
External Evaluation Teamusing SEA developed i	nstruments
External Evaluation by an "expert" using neither SEA or instruments	LEA developed \
Independent Third Party Evaluationother	
Evaluation by State Consultant other	
D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs D/H =s used in evaluation of both programs	
Written survey of - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee	Handicapped
-other Personal Interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other -records -test scores -drop-out ratios -other Review of LEA -1 and 5-year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards -other	
X =s YES ? =s UNCLEAR No Response =s Not present in d	ocument

Written survey o	f -Students	<u>Disadvantaged</u>	<u>Handicapped</u>
The state of the s	-parents	· —	
	-administrators		
	-vocational faculty		
	-pupil support personnel		• ==
	-program advisory committee		
	-other		
Personal Interviews with	-students	 ,	
Application of the second	-parents		
	-administrators		
1 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	-vocational faculty		
production of the	-pupil support personnel		
The state of the s	-program advisory committee		-
7	-other		
Review of student			
	-test scores	*	
	-drop-out ratios	: ==== ;	: Tables
	-other		·
Review of LEA	-1 and 5 year plans	 -	
	-Grant Application (RFP)		,
	-End of year program report		
	-other .		 '
Review of SEA	-Consultant's visit reports		
	-Compliance reports		- ·
	-Minimum program standards		
e e e e e e e e e e e e e e e e e e e	-other	· · · · · · · · · · · · · · · · · · ·	
		 ,	

COMMENTS CONCERNING CONTENT ANALYSIS

7. Does the SEA evaluate whether the unmet needs of an individual student influence the student's program goals and objectives as a participant in the handicapped/disadvantaged program?	
e ere en	uma.
IF "ES: What SEA evaluation strategy formats are used to determine whether the unmet needs of an individual student influence the student's program goals and objectives?	_
LEA Self-evaluationusing LEA developed instruments	
External Evaluation Team using SEA developed instruments	
External Evaluation by an "expert"using neither SEA or LEA develop instruments	ed
Independent Third Party Evaluationother	_
Evaluation by State Consultantother	
D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs D/H =s used in evaluation of both programs	
IF YES: What evaluation strategies are used to verify how the unmet needs of an individual student influence the student's program goals and objectives?	_
<u>Disadvantaged</u> <u>Handicappe</u>	<u>!d</u>
Written survey of - students - parents - administrators - vocational faculty - pupil support personnel - program advisory committee	
Personal Interviews with -students	
-parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other	-
Review of student -records	
-test scores -drop-out ratios	
-other	
Review of LEA -1 and 5 year plans	
-Grant Application (RFP) -End of year program report	
-other	
Review of SEA -Consultant's visit reports -Compliance reports	
-Minimum program standards -other	
X =5 YES ? =\$ UNCLEAR No Response =s Not present in document	í

· Vr	itten survey of	Letudante	Disadvantaged	Handicapped
	***************************************	-parents		-
		-administrators		/
	1 1 1	-vocational faculty		 /.
		-pupil support personnel		
		-program advisory committee	· . · · · · · · · · · · · · · · · · · ·	· /
h: e.		-other		
Personal '	interviews with		-	
		-parents	-	
		-administrators		• =
		-vocational faculty		/ =
		-pupil support personnel		/
٠,		-program advisory committee		/ ===
Ras	view of student	-other	//	
. Vē	LICU OI STANGIIT	-test scores	· <u>-</u> /	
•	7	-drop-out ratios		
thate:		-other	 /	ميدند
	Review of LEA	=1 and 5 year plane		
20-11-		-1 and 5 year plans -Grant'Application (RFP)		
		-End of year program report	-	· ·
		-other		
	Review of SEA	-Consultant's visit reports		
	•	-Compliance reports	* 	*****
		-Minimum program standards		
	4	-other_	· 	

COMMENTS CONCERNING CONTENT ANALYSIS:

8. Does the SEA evaluate whether the unmet needs of individual students influence the formation of the LEA program's goals and objectives?
YES NO
IF YES: What SEA evaluation strategy formats are used to determine whether the unmet needs of individual students influence the formation of the LEA program's goals and objectives?
LEA Self-evaluationusing LEA developed instruments
External Evaluation Teamusing SEA developed instruments
External Evaluation by an "expert"using neither SEA or LEA developed instruments
Independent Third Party Evaluationother
Evaluation by State Consultantother
D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs D/H =s used in evaluation of both programs
IE YES: What evaluation strategies are used to verify how the unmet needs of individual students influence the formation of the LEA program's goals and objectives? Disadvantaged Handicapped
Written survey of - students
- parents -administrators -vocational faculty
-pupil support personnel -program advisory committee -other
Personal Interviews with -students -parents -administrators
vocational faculty pupil support personnel program advisory committee other
Review of student -records -test scores -drop-out ratios
-other Review of LEA -1 and 5 year plans -Grant Application (RFP)
-End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports
-compriance reports -Minimum program standards -other
X =s YES 7 =s UNCLEAR No Response =s Not present in document

Written survey of -students	<u>Disadvan</u>	taged <u>Handicapp</u>
-parents	-	· · · · · · · · · · · · · · · · · · ·
-administrators		===
-vocational faculty		: · ·
-pupil support personn	el 💳	
-program advisory com	1ttee -	-
+other		-
Personal Interviews with -students	, -	•
-parents ,		=-
-administrators	:	
-vocational faculty		.==
-pupil support personn	el 💳	-
program advisory comm	íttee —	
-other	-	
Review of student -records		·,
-test scores		. ====
-drop-out ratios	· ·	· · · · · · · · · · · · · · · · · · ·
-other		
Review of LEA -1 and 5 year plans		7
-Grant Application (RFI) 	ē :
-End of year program r	port 4	
other		
Review of SEA -Consultant's visit re	orts	
-Compliance reports		
-Minimum program standa	rds	
-other		

	the studer	it's unmet	needs?		ista ana hof	ectives for	meeting ;=
		· · · · · · · · · · · · · · · · · · ·	YES	NO .			i.
, <u>If</u>	the voc	A evaluati ational in Gevaluation	structor is	formats ar involved i	n such plan		ther instruments
	Externa	Evaluatio	n Team	· .		A developed	
	1	ar Santa	n bý⊱an "ex		using na instrume		LEA developed
=			Party Evalua		other	-	
	other		e Consultani	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	· ·		
	H =s use	d in evalu	ation of dis ation of har ation of bot	idicapped bi	roorams		
			volved in su	en kramiruā		<u>idvantaged</u>	Handicapped
4. 1	Written	e ja Tanassi, ja 1 ja Tanassi, ja	- parents -administrat -vocational -pupil suppo -program adv	faculty ort personne	ttee		
Pers	onal Interv	iews with -	other . students parents administrat	AFE			
· · · · · · · · · · · · · · · · · · ·			vocational pupil suppo program adv other	faculty rt personne			
1. 1 1	Review of	·	records test scores drop-out ra				7
	1 ₂	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	other	1			
	Revio	ew of LEA -	1 and 5 yea Grant Appl1 End of year	cation (RFP			
		ew of LEA -	l and 5 yea Grant Appli	cation (RFP program re s visit rep reports	port orts		

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Writte	n survey of -students	<u>Disadva</u> i	itaged <u>Handic</u>	apped
villa i	=parents			
	-administrators			
	-vocational faculty			<u> </u>
	-pupil support pers -program advisory c	onne i	erio	_
	-other		<u> </u>	
Personal Inte	rviews with -students			- ;
	-parents	<u> </u>	·	
	-administrators	,		-
·	-vocational faculty	e	·	_
4	-pupil support pers	onnel		-
.,	-program advisory c	omittee		54
n	-other			-
KGAJGM	of student -records			<u> </u>
	-test scores			= =
	-drop-out ratios -other	. :		_
Re	view of LEA -1 and 5 year plans			_ ' ' ' '
1794	-Grant Application ('REP\	· -	<u>-</u>
	End of year program		· · · · · · · · · · · · · · · · · · ·	= ,++ ¹ ,
	-other		· · · · · · · · · · · ·	-
Rev	riew of SEA -Consultant's visit	reports		
•	 Compliance reports 			=
	-Minimum program sta	ndards	-	- :
	-other			= j:.
"我说,我没有一个好多的。"	esti i en en en en en ententantino de ententa de la	gradient de de de de la composition de la composition de la composition de la composition de la composition de	a contraction of the second	

10. Does the SEA evaluate whether individu handicapped/disadvantaged students(har committee members) are involved in the of the <u>LEA program's</u> goals and objecti YES NO	dicapped/disadvantaged workers, advisory planning which influences the formation
IF YES: What SEA evaluation strategy formal such individuals are involved in the and objectives?	s are used to determine whether e planning of LEA program goals
LEA Self Evaluation	using LEA developed instruments
External Evaluation Team	using SEA developed instruments
External Evaluation by an "expert"	using neither SEA or LEA developed instruments
Independent Third Party Evaluation	other
Evaluation by State Consultant	
other	
D =s used in evaluation of disadvant H =s used in evaluation of handicapp D/H =s used in evaluation of both prog IF YES: What evaluation strategies are used	ed programs rams
Written survey of - students - parents -administrators -vocational faculty -pupil support pers -program advisory of -other Personal Interviews with -students -parents -administrators -vocational faculty -pupil support pers -program advisory of -other -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application -End of year progra -other	onnel committee (RFP)
Review of SEA -Consultant's visit -Compliance reports -Minimum program st -ather	
X =s YES 7 =s INCLEAR NO	Pachanca. = Not present in decimant

Written survey of -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -l and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards -other				Disadvantaged	<u>Handicapped</u>
-administrators -vocational faculty -pupil support personnel -program advisory committee -other Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -l and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -dinimum program standards	N	iritten survey of			
-vocational faculty -pupil support personnel -program advisory committee -other Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -l and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	*.			<u> </u>	
-pupil support personnel -program advisory committee -other Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -l and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards				··	· ·
-program advisory committee -other Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Ompliance reports -Minimum program standards					· · · · ·
-vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards			-Drogram advisory committee		
-vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards			=other		-
-vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	Personal	interviews with	-students		-
-vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards					
-vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards					
Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	4.,. 15	*			
Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards				<u> </u>	/
Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards					
-test scores -drop-out ratios -other Review of LEA -1 and 5 year plans / -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	P	avlaw of etudant			
-drop-out ratios -other Review of LEA -1 and 5 year plans / -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	,	exiem of 3fnneilf			
-other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards				<u> </u>	
-Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	•		=other		
-Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	3	Review of LEA	-1 and 5 year plans /		· · · · · · · · · · · · · · · · · · ·
-other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	•;		-Grant Application (RFP)		
Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards					<u> </u>
-Compliance reports -Minimum program standards		Daniel de era			
-Minimum program standards		KEVIEW OT SEA	-Lonsultant's visit reports		in the second
rang kaluan sa kang labah merupakan sa kaluan kang kang kang labah kang kang kang kang kang kang kang kang	100				
	at englisher	ng dia	Control of the second of the s	e co lone come e	

COMMENTS CONCERNING CONTENT ANALYSIS

F	<u> </u>	<u>.</u>	χ.					1 t
	IF YES: What SEA evaluation strategy formats are used to determine whether the LEA has established timelines for completing major program goals and objectives?		IF YE	LEA pr	valuation strategies ocedures for establis and objectives?	are used to verif hing timelines to	y the effectivene complete major p	ss of rogram
	LEA Self-evaluationusing LEA developed instruments			11			Disadvantaged	Handic
	External Evaluation Team using SEA developed instruments) V (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1	Written.	survey of -students -parents			
	External Evaluation by an "expert"using neither SEA or LEA developed			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	-administra -vocational	faculty		
	Independent Third Party Evaluation other		1 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1			ort personnel visory committee	<u> </u>	_
	Evaluation by State Consultant		Perso	inal Interv	lews with -students - -parents -			
			2 \$ 1,5 45,675 46,675	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	-administra			
: :	other				-vocational -pupil supp	ort personnel		
	D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs				-other	visory committee		
8	D/H =s used in evaluation of both programs		- 3	Review o	f student -records -test score		. 	
-	IF YES: What evaluation strategies are used to verify how the LEA established				-drop-out ra -other	atlos		-
	timelines for completing major program goals and objectives?			Revi	ew of LEA -1 and 5 year -Grant Appl	or plans Ication (RFP)		
	Disadvantāgēd Handicappēd					program report	-	-
:	Written survey of - students			Revi	ew of SEA =Consultant -Compliance	s visit reports		-
	- parents			1 1	-Minimum pro	gram standards		
ļ		er cad		e e se e	• otner		garagi ang kanalan magan dagan d	
Ċ	-pupil support personnel -program advisory committee -other		X =5	YES	? =s UNCLEAR	No Response :	s Not present in	Document
	Personal Interviews with -students		-		11			
	-parents -administrators		COMME	NTS CONCER!	ING CONTENT ANALYSIS:			
-	-vocational faculty -pupil support personnel	.,	•	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		·	
	-program advisory committee				en de la companya de La companya de la co			
	Review of student -records -test scores				1			
	-drop-out ratios -other				9		1	٠.
	Review of LEA -1 and 5 year plans -Grant Application (RFP)		1 * 3 *		<u> </u>			
	-Fnd of year program recort	,1	Y		***			
•	-other Review of SEA -Consultant's visit reports				Vital September 1	2	• •	
ŀ	-Compliance reports -Minimum program standards				**************************************			
	-other							
	X =s YES ? =s UNCLEAR No Response =s Not present in document .					# # # # # # # # # # # # # # # # # # #		

11. Does the SEA evaluate whether the LEA has established timelines for completing major program goals and objectives?

<u>Handicapped</u>

		objectives?		ľ · · · ·	
		YESNO		•	
IF YES	: What SEA evalua the LEA has a p	tion <u>strategy format</u> lan for implementing	s are used to d program goals	etermine whe and objectiv	ther res?
· · ·	LEA Self-evaluat	ion	using LE	A developed	instruments
	External Evaluat	fon Team	using SE	A developed	instruments
	External Evaluat	ion by an "expert"	using ne Instrume	ither SEA or	LEA developed
1	_Independent Thir	d Party Evaluation			
	Evaluation by St	ate Consultant			
·	other				
	H =s used in eva	luation of disadyant luation of handicapp luation of both prog	ed programs		
			s and objective		فددعددالمهايل
	Written survey of			<u>advantaged</u>	<u>Handicapped</u>
		parentsadministrators	<u>Dis</u>		<u>Handicapped</u>
		- parents -administrators -vocational faculty -pupil support pers -program advisory o	<u>Disa</u>		<u>Handicapped</u>
Persona		- parents -administrators -vocational faculty -pupil support pers -program advisory (-other -students	<u>Disa</u>		<u>Handicapped</u>
Persona	angen etan ge ^r en 198	- parents -administrators -vocational faculty -pupil support pers -program advisory (-other -students -parents -administrators	<u>Disa</u> sonnel committee		Handicapped
Persona	angen etan ge ^r en 198	- parents -administrators -vocational faculty -pupil support pers -program advisory o -other -students -parents -administrators -vocational faculty -pupil support pers -program advisory o	onnel committee		Handicapped
	angen etan ge ^r en 198	- parents -administrators -vocational faculty -pupil support pers -program advisory of -other -students -parents -administrators -vocational faculty -pupil support pers -program advisory of -other -records	onnel committee		Handicapped
	al Interviews with	- parents -administrators -vocational faculty -pupil support pers -program advisory (-other -students -parents -administrators -vocational faculty -pupil support pers -program advisory (-other -records -test scores -drop-out ratios	onnel committee		Handicapped
	al Interviews with Review of student Review of LEA	- parents -administrators -vocational faculty -pupil support pers -program advisory c -other -students -parents -administrators -vocational faculty -pupil support pers -program advisory c -other -records -test scores -drop-out ratios -other -l and 5 year plans	Disa sonnel committee		<u>Handicapped</u>
	al Interviews with Review of student Review of LEA	- parents -administrators -vocational faculty -pupil support pers -program advisory cother -students -parents -administrators -vocational faculty -pupil support pers -program advisory cother -records -test scores -drop-out ratios -other -1 and 5 year plans -Grant Application -End of year program	Disconnel committee (RFP)		HandIcapped
	al Interviews with Review of student Review of LEA	- parents -administrators -vocational faculty -pupil support pers -program advisory of -other -students -parents -administrators -vocational faculty -pupil support pers -program advisory of -other -records -test scores -drop-out ratios -other -1 and 5 year plans -Grant Application -End of year progra -other -consultant's visit	connel committee (RFP) m reports		Handicapped
	al Interviews with Review of student Review of LEA	- parents -administrators -vocational faculty -pupil support pers -program advisory of -other -students -parents -administrators -vocational faculty -pupil support pers -program advisory of -other -records -test scores -drop-out ratios -other -1 and 5 year plans -Grant Application -End of year prograother	sonnel committee (RFP) m reports		Hand I capped

Mritten survey of *students -parents -administrators -upgational foculty			Disadvantaged	Handicappe
-administrators -vocational faculty -pupil support personnel -program advisory committee -other Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards	Written survey of			
-vocational faculty -pupil support personnel -program advisory committee -other_ Personal interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student -records -test scores -drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other -Consultant's visit reports -Compliance reports -Hinimum program standards				
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COMMENTS CONCERNING CONTENT ANALYSIS

APPENDIX F

THE CONTENT ANALYSIS INSTRUMENT FOR EVALUATION OF OPERATIONAL PROCESSES

128.



Does the SEA evaluate whether LEA program gram implemented as planned?	
YESNO	
IF YES: What SEA evaluation strategy formats	ara urad ta datamina ubaba
LEA program goals and objectives have	been implemented as planned?
LEA Self-evaluation	using LEA developed instruments
External Evaluation Team	using SEA developed instruments
External Evaluation by an "expert"	using neither SEA or LEA develope instruments
Independent Third Party Evaluation	other
Evaluation by State Consultant	
<u>other</u>	
D =s used in evaluation of disadvantage H =s used in evaluation of handicapped	od programs
D/H =s used in evaluation of both program	ug hi nài quiz
F YES: What evaluation strategies are used to	
and objectives have been implemented	
and objectives have been implemented (ās planned?
Hritten survey of - students	ās planned?
Hritten survey of - students - parents	ās planned?
Hritten survey of - students - parents - padministrators	ās planned?
Hritten survey of - students - parents - administrators - vocational faculty - pupil support person	as planned? <u>Disadvantaged</u> <u>Handicappe</u>
Hritten survey of - students - parents - administrators - vocational faculty - pupil support person - program advisory com	as planned? <u>Disadvantaged</u> Handicappe
Written survey of - students - parents - administrators - vocational faculty - pupil support person - program advisory com	as planned? <u>Disadvantaged</u> <u>Handicappe</u>
Written survey of - students - parents - administrators - vocational faculty - pupil support person - program advisory com	as planned? <u>Disadvantaged</u> <u>Handicappe</u>
Written survey of - students - parents - administrators - vocational faculty - pupil support person - program advisory com - other - rsonal Interviews with - students - parents - administrators	as planned? <u>Disadvantaged</u> <u>Handicappe</u>
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IF YES: What evaluation strategies are used to verif LEA program implementation of planned goals	y the effectiveness of and objectives?
	Nexalizational Bandlesses
Written survey of -students	<u>Disadvantaged</u> <u>Handicapped</u>
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Review of LEA -1 and 5 year plans	
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-Grant Application (RFP)	
-End of year program report -other	
Review of SEA -Consultant's visit reports	N
-Compliance reports	
-Minimum program standards	-
-other	
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COMMENTS CONCERNING CONTENT ANALYSIS:	1 · · · · · · · · · · · · · · · · · · ·
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X =s YES

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No Response =s Not present in document

 Does the SEA evaluate whether apeople involved in and/or affected by the program are aware of the programs purpose(s)? 	
YES NO	
IF YES: What SEA evaluation strategy formats are used to determine whether people involved in and/or affected by the program are aware of the program's purpose(s)?	IF YES: What evaluation strategies are used to verify the effectiveness of the LEA program to determine the awareness of people about the program's purposes:
LEA Self-evaluationusing LEA developed instruments	Disadvantaged Handicapped
External Evaluation Teamusing SEA developed instruments	Written survey of -students -pare
External Evaluation by an "expert"uxing neither SEA or LEA developedinstruments	-admin Scrators -vocational faculty
Independent Third Party Evaluationother	-pupil support personnel -program advisory committee -other
Evaluation by State Consultant	Personal interviews with -students -parents
other	-administrators -vocational faculty
D =s used in evaluation of disadvantaged programs H =s used in evaluation of handicapped programs D/H =s used in evaluation of both programs	-pupil support personnel -program advisory committee -other Review of student -records -test scores
IF YES: What evaluation strategies are used to verify how people involed in and/or affected by the program are aware of the program's purpose(s)? Disadvantaged Handicapped Written survey of - students	-drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports
dministrators tational faculty -pupil support personnel -program advisory committee	-Minimum program standards -other X =s YES
Personal Interviews with -students	X =s YES ?=s UNCLEAR No Response =s Not present in Document
-parents -administrators -vocational faculty -pupil support personnel -program advisory committee	COMMENTS CONCERNING CONTENT ANALYSIS:
-other Review of student -records - test scores - drop-out ratios	
-other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report	
-other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards -other	

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3. Does the SEA evaluate ware aware of the service	ihether peo es provide	ple invol d by the	ved in a program?	nd/or afi	ected by	the progr	am
Market Art Contract	_YES	NO	٠		:	# Ca	
IF YES: What SEA evaluat people involved i provided by the p	n angyor a	y formats ffected by	are use y the pro	d to det ogram åre	emine wh aware o	ether f the servi	ces
LEA Self-evaluatio	חו		US	ing LEA o	developed	instrumen	itș
External Evaluation	on Team	٠,	<u>.</u> US	ing SEA o	leve loped	Ingtrumen	ts
External Evaluatio	on by an ^w e	expert"	us In:	ing neith struments	ier SEA o	r LEA deve	lope
Independent Third	Party Eval	uation	otl	htr		·	z
Evaluation by Stat	e Consulta	nt	· y		1 1		7
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IF YES: What evaluation affected by the	strategles	are used	to verif	y how provides pro	ople invovided by	olved in a the progr	nd/o
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	-Compliance reports		
•	-Minimum program standards		
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COMMENTS CONCERNING CONTENT ANALYSIS:

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4. Does the SEA evaluate whether people involved in an are in agreement with the adequacy of instructional by the participants?	d/or affected by the program resources available for use
YES NO	
IF YES: What SEA evaluation strategy formats are used involved in and/or affected by the program are of instructional resources available for use	d to determine whether people e in agreement with the adequacy
LEA Self-evaluationus	ing LEA developed Instruments
Externa) Evaluation Teamus	ing SEA developed instruments
	ing neither SEA or LEA developed struments
Independent Third Party Evaluation oth	ner **
Evaluation by State Consultant	
other	A.
D =s used in evaluation of disadvantaged program H =s used in evaluation of handicapped program D/H =s used in evaluation of both programs	rams 19
IF YES: What evaluation strategies are used to verif resources available for use by participants	y how the instructional , are adequate?
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	Disadvantaged Handicapped
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- parents -administrators -vocational faculty	Disadvantared Handicapped
- parents -administrators -vocational faculty -pupil support personnel	Disadvantaged Handicapped
- parents -administrators -vocational faculty	Disadvantared Handicapped
- parents -administrators -vocational faculty -pupil support personnel -program advisory committee	Disadvantared Handicapped
- parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - Personal Interviews with - students - parents	Disadvantared Handicapped
- parents - administrators - vocational faculty - pupil support personnel - program advisory committee - other - Personal Interviews with - students - parents - administrators	Disadvantaged Handicapped
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External Evaluation Team	using SEA deve	loped Instruments
External Evaluation by an Vexpert"	using neither instruments	SEA or LEA developed
Independent Third Party Evaluation	other	
Evaluation by State Consultant	*	
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	Review of SEA	-Consultant's visit reports	<u> </u>		
		-Compliance reports			-
		-Minimum program standards			
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6. Does the SEA evaluate implementation of prog- succeed in a vocationa	ram goals and object	al instructor ives planned	has participa to help the si	ited in the cudent
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Review of LFA	-1 and 5 year plans			,*
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,	-Minimum program st	andards	* *	<u> </u>
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<u>IF YES</u> : What evalua	tion strategies are used to verify the effectivene	ss of the
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4	-administrators	
7	-vocational faculty	,
	-pupil support personnel	· · · · · · · · · · · · · · · · · · ·
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'a	-test scores	
ď	-drop-out ratios	
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Review of	SEA -Consultant's visit reports	
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COMMENTS CONCERNING CONTENT ANALYSIS:

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IF YES: What SEA evalua	ieinii <u>selateda laun</u> gi	rz are nzed	to determine w	hether
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IF YES: What evaluation				*
II IEG: What mustusess.				
mier gablig(10)	r strategies are use	d to verify	<u>how</u> the progra	m is having
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	Written survey	Of estudents	Disadvantaged	<u>Handicappe</u>
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Pers	ional interviews w		. ;	, - ,
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	veliew or r	-Grant Application (RFP)	,	-
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	Review of S	EA -Consultant's visit reports		1
	,	-Compliance reports		
	-	-Minimum program standards		
		-Other • 1		-
				
			1 	
X FŞ	YES 7 =	s UNCLEAR No Response =	s Not present 'in	Document 1

Does the SEA evaluate whether people involved in and/or affected by the program believe the instructional offerings available are appropriately matched with identified student unmet needs? NO	
IF YES: What SEA evaluation strategy formats are used to determine whether people involved in and/or affected by the program believe the instructional offerings available are appropriately matched with identified student unment needs?	IF YES: What evaluation strategies are used to verify the effectiveness of the LEA program to appropriately match instructional offerings available with identified student unmet needs?
LEA Self-evaluationusing LEA developed instrumentsExternal Evaluation Teamusing SEA developed instruments	Hritten survey of -students -parents -administrators
External Evaluation by an Jexpert using neither SEA or LEA developed. Instruments Independent Third Party Evaluation other	-Vocational faculty -pupfl support personnel -program advisory.committee -other
Evaluation by State Consultant	Personal interviews with -students -parents -administrators -vocational faculty
D =s used in evaluation of disadvantaged programs H =s used in évaluation of handicapped programs D/H =s used in evaluation of both programs	-pupil support personnel -program advisory committee -other -eview of student -records -test scores
IF YES: What evaluation strategies are used to verify how the instructional offerings available are appropriately matched with identified student unmet needs?	-drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP) -End of year program report
Vritten survey of - students - parents - administrators	-other Review of SEA -Consultant's visit reports -Compliance reports -Hinimum program standards
-vocational faculty -pupil support personnel -program advisory committee -other	-other
Personal Interviews With -students -parents -administrators -vocational faculty	COMMENTS CONCERNING CONTENT ANALYSIS:
-pupil support personnel -program advisory committee -other Review of student -records -test scores	
-drop-out ratios -other Review of LEA -1 and 5 year plans -Grant Application (RFP)	· · · · · · · · · · · · · · · · · · ·
-End of year program report -other -other -Consultant's visit reports -Compliance reports	• • •
-Minimum program standards	

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IF YFS: What SFA qualuation strategy favores	for the second s
IF YES: What SEA evaluation strategy formats	are used to determine whether
the-program has an appropriate teach	er/pupil ratioy
LEA Self-evaluation	using LEA developed instruments
AND AND SECTION OF THE SECTION OF TH	astrid rev deserobed interruments.
External Evaluation Team	using SEA developed instruments
External Evaluation by an "expert"	using neither SEA or LEA developed.
	instruments'
Independent Third Darty Freducti-	
Independent Third Party Evaluation	other
Evaluation by State Consultant	$i \mathcal{V}$
- in	
other	
D =s used in evaluation of disadvantag	AZ BEARANE
H =s used in evaluation of handicapped	programe
D/H =s used in evaluation of both progra	ms
IF YES: What evaluation strategies are used	to verify how the program has determined
an appropriate teacher/pupil ratio?	est targets transfer the bendit out they befellittled
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-program advisory co	- 41
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Personal Interviews with -students	
-parents	
-administrators	
-vocational faculty	
-Pupil support person -Program advisory con	Mel
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Review of student -records	
-test scores	· · · · · · · · · · · · · · · · · · ·
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the LEA program's teacher/pupil ratio?	tiveness of
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-pupil support personnel	
-program advisory committee	
-other	
Personal interviews with -students	
-parents	-
-administrators	
-vocational faculty	
-pupil support personnel -program advisory committee	
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Review of student -records	· " ." · · · · ·
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Review of LEA -1 and 5 year plans	
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-Compliance reports	` -
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-other	· —,
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COMMENTS CONCERNING CONTENT ANALYSIS.

10. Does the SEA evaluate whether the program's instructor(s) has the teacher qualifications to work with handicapped/disadvantaged students? IF YES: What SEA evaluation strategy formats are used to determine whether; the teacher has the qualifications to work with handicapped/disadvantaged students? LEA Self-evaluation using LEA developed instruments External Evaluation Team: using SEA developed instruments External Evaluation by an "expert' using neither SEA or LEA developed instruments Independent Third Party Evaluation other Evaluation by State Consultant other • D =s used in evaluation of disadvantaged programs H.=s used in evaluation of handicapped programs D/H =s used in evaluation of both programs IF YES: What evaluation strategies are used to verify how the LEA determined that the teacher was qualified to work with handicapped/disadvantaged students? Disadvantaged Hand I capped Written survey of - students - parents -administrators -vocational faculty -pupil support personnel -program advisory committee eother Personal Interviews with -students -parents -administrators -vocational faculty -pupil support personnel -program advisory committee -other Review of student =records -test scores -drop-out ratios -other Review of LEA =1 and 5 year plans -Grant Application (RFP) -End of year program report -other Review of SEA -Consultant's visit reports -Compliance reports -Minimum program standards

٠.			Disadvantaged	Handicapped
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		-vocational faculty		
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		-test scores,	-	
		-drop-out ratios		
•	: Bandan _E 151	-other		
	KEAJEM OL TEV	-1 and 5 year plans	. ===	-
		-Grant Application (RFP)	ھی	
	*	-End of year program report -other		. <u> —</u> ;
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COMMENTS CONCERNING CONTENT, ANALYSIS:

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No Response =s Not present in document

X =s YES-

APPENDIX G

PLANNING AND OPERATIONAL CONTENT ANALYSIS CODE SHEETS

139



Implification as pienned?		
YES NO		
IF YES: What SEA evaluation strategy formats are used to determine whether		
LEA program goals and objectives have been implemented as planned?	IF YES: What evaluation strategies are used to verify the effectiveness LEA program implementation of planned goals and objectives?	oř
LEA Self-evaluation using LEA developed instruments	Disadvantaged	lland I capped
External Evaluation Teamusing SEA developed instruments	Mritten survey of -students -parents	
External Evaluation by an "expert" using neither SEA or LEA developed instruments.	-administrators -vocational faculty -pupil support personnel	
Independent Third Party Evaluationother	-pupil support personnel -program advisory committee -other	
Evaluation by State Consultant	Personal Interviews with -students -garents	
other	-administrators -vocational faculty	
D =s used in evaluation of disadvantaged programs II =s used in evaluation of handicapped programs	program advisory committee -other	
D/H =s used in evaluation of both programs	-test, scores	****
IF YES: What evaluation strategies are used to verify how LEA program goals and objectives have been implemented as planned?	, drop-out ratios -other	
	Review of LEA - 1 and 5 year plans - Grant-Application (RFP)	
Disadvantaged Handicapped	-End-of year program report -other -Review of SEA, -Consultant's-visit-reports	
Written survey of - students - parents	-Compliance reports	
-administrators -vocational faculty	-Hinimum program standards -other	
-pupil support personnel -program advisory committee -other	X =s YES 7 =s UNCLEAR No Response =s Not present in Doc	
Personal Interviews with -students	X =5 YES ? =5 UNCLEAR No Response =s Not present in Doc	unint)
-parents -administrator -vocational faculty	COMMENTS CONCERNING CONTENT ANALYSIS:	
-vocational faculty -pupil support personnel -program advisory committee		
-other Review of studentrecords		
-test scores -drop-out ratios		
eother Review of LEA -1 and 5 year plans		
-Grant Application (RFP) -End of year program report		
-other Review of SEA -Consultant's visit reports		
-Compliance reports -Minimum program standards -other		
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APPENDIX H

CONTENT ANALYSIS INDICATOR SHEET . (Example)

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		HO YES	Page /	I tem		•	1		if.	YES,
	Does the SEA evaluate whether the LEA has made efforts	- 6	$\sim \lambda$	1			1	: '	IDEN	
	to identify locally available handicapped/disadvantaged resources and/or services?		<u></u>	· 7/			<u>KO</u>	YES	Page /	Item /
			4.1		1	. Ques the SEA evaluate whether LEA program goals and		•	16. g	
	A		7 (1)			objectives have been implemented as planned?	_	·'	- (Pe)	
₹,	Does the SEA evaluate efforts made by the LEA to utilize locally available handicapped/disadvantaged resources				3 3 1 10 3			•	}-1	<u>e</u>
	and or services?			· 		A	Armir.			
		· •	~ **	· } 	· Z	Does the SEA evaluate whether people involved in and/or affected by the program are aware of the program.	٠		·	
1.	Does the SEA evaluate efforts made by the LEA to identify	· ·	-			purpose(s)?	5		4	
	those students in need of special services or programs in order to succeed in their vocational education program?			v			t. ·			, T
	un mines th ancreas in mest ancertang engrering bindioni				9	Date the Critical Control				i =
					. = 4	Does the SEA evaluate whether people involved in and/or affected by the program are aware of the services		<u> </u>		
4,	Does the SEA evaluate whether the LEA handlcapped/	— —	=		• 1	provided by the program?				
. :	disadvantaged program is serving only those students who are unable to succeed in their vocational education		<u> </u>	<i>i</i>	** ·		• '			
ju P	program?	. 30			1,	Page sha CFA and The CFA and T		4.		 ,
					11	Does the SEA evaluate whether people involved in and/or affected by the program are in agreement with the	<u>. 41</u>	<u> </u>	· · · · ·	
5.	Does the SEA evaluate whether the LEA Program assesses	,				adequacy of instructional resources available for use			. "	
	the unmet needs of each individual program participant			•	1	by the participants?			 .	
	prior to providing services?		· .							3
Ç.					5.	Does the SEA evaluate whether the goals and objectives	٠.			
6.	Does the SEA evaluate whether individuals knowledgeable			7.4		planned to help the student succeed in a vocational	<u></u> -	 , ·		 .
ý.,,	about the student (e.g. parents, teachers, special	-				program have been implemented by the program as planned?				
e. ale ce	"educators) are involved in assessment activities that		<u></u>			and the state of t	eranis. K	8		
	seek to identify the student's unmet needs prior to the program providing services?		*	. 				F:	•	
	hadine hanning ad series				Ś.	Does the SEA evaluate whether the vocational instructor			. ,	
						Thas participated in the implementation of program onals &	-		:	
7.	Does the SEA evaluate whether the unmet needs of an individual student influence the student's program	<u> </u>	. ——	<u></u>		objectives planned to help the student sucreed in a vocational program?		7.5		
	goals and objectachs a participant in the handicapped/	11		ا نسبه ا		and a state of the				
7	disadvantaged program?						. 1		· بي.	: y
			,		7.	Does the SEA evaluate whether the program is having an	_		\ \ .	
	Does the SEA evaluate whether the unnet needs of		-			effect on the participant's performance in his/her vocational education program?		.' 1,	1.11.21	*
•	individual students influence the formation of the			, w		cassacies ennescot bindimmt.	•			 ,
	LEA program's goals and objectives?	b				and the Publish of the Control of 				
			المنجوب		ō	Page the EEL and links that had a fact of the line of	or A	٠	. 🙀	
Q.	Does the SEA evaluate whether the student's vocational			, 4 ,	9.	Does the SEA evaluate whether people involved in and/or affected by the program believe the instructional		. .		
*	instructor is involved in the planning which develops	<u>,</u> ,				offerings available are appropriately matched with	٠.	9	·	4
	goals and objectives for meeting the student's unmet				•	identified student unmet needs?				
5.	needs?							, : =		
					á	Gass the CCC and the Australia		1.		
0.	Does the SEA evaluate whether individuals knowledgeable about the needs of handicapped/disadvantaged students				7.	Oges the SEA evaluate whether the program has an appropriate teacher/pupil ratio?	<u> </u>		· ·	<u>.</u> .
	(e.g. handicapped/disadvantaged workers, advisory	£			. '	Abbaharase session/habit tatioi				
٠,	committee penders) are livolved in the planning that		· · · · · · · · · · · · · · · · · · ·						4	
٠	influences the formation of the <u>LEA program's</u> goals	*.			: '			. 		
1	and objectives?				,				1.	1.4
i i	Does the SEA evaluate whether the LEA has established			i	10.	Does the SEA evaluate whether the program's instructor(s)				
	timelines for completing major program goals and			1	,	has the teacher qualifications to work with handicapped/				
•	objectives?				; .	disadvantaged students?	•		. .	 ''
7		1 . 1			i"	and the second of the second of the second				· # ·
2.	Does the SEA evaluate whether the LEA has a plan for		-نبند							
, · · ·	implementing the program's goals and objectives?		144							, f
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APPENDIX I

TELEPHONE INTERVIEW QUESTIONNAIRE FOR STATES WITHOUT H/D EVALUATION SYSTEMS

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1.	Your state does not have a special needs evaluation system: RIGHT?
,	
2.	Did you state ever have a special needs evaluation system?
A ·	
3.	Are special needs projects and/or services evaluated within or as part of a larger evaluation system in your statelike
·	an evaluation system for all vocational programs every 5 years?
·	
4.	Are you planning to develop a special needs evaluation system
	or are you in the process of developing one?
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•	
, j	
	IF YES: Who are you working with to develop the evaluation system?
•	
	IF YES: Can you give me what you consider to be the <u>purposes</u>
	for evaluating special needs projects in your state?
	program improvement
	meeting Federal evaluation mandatesimprove program planning
	determine future funding
	antinos filosopos en filosopos en el como en el como filosopos en filosopos en filosopos en el care de la como La como en el como en el como en el como el como en el como en el como en el como en el como el como el como e
	IF YES: WILL it be part of a larger state evaluation system
	or separate from it?
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es .	

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APPENDIX J

TELEPHONE INTERVIEW QUESTIONNAIRE FOR STATES WITH H/D EVALUATION SYSTEMS

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1. Can you please tell me what ar	e the purposes for evaluating special needs projects
.and services in your state?	
	program improvement
	meeting Federal evaluation mandates
	improve program planning
	determine future funding
The market of the second of th	
2. Do you think that your state s	system for evaluating special needs projects and services
is able to determine the effec	tiveness of local project planning processes?
(probe: can you give me some e	examples?)
en en en en en engen en e	
- On a scale of 1 to 5 5	being the highest what number value would you give
to your state system's ability	y to determine the effectiveness of local project
planning processes?	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
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	146
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3. Do you think that your state system for evaluating special needs projects and services is able to determine the effectiveness of local project operational processes?

(Probe: Can you give me some examples?)

On a scale of 1 to 5 --- 5 being the highest --- what number value would you give to your state system's ability to determine the effectiveness of local project operational processes?

3 4 5

4. Were there any difficulties that you on your state ecountered in <u>developing</u> your special needs evaluation system?

5. Have you encountered any difficulties in <u>implementing</u> your special needs evaluation system?

6. How do you as a state consultant use the results of special needs evaluations?

7. How do you as a state consultant think the local level vocational educators use the results of special needs evaluations?

8. Based on your knowledge as a state consultant, "What has been the reaction of local level personnel to your state evaluation system for special needs projects and services?

9. In reviewing your evaluation document, my judgement is that your special needs evaluation is is not integrated into your state's 5 year evaluation of all vocational programs. Is that correct?

5.

10. Can you please give me some examples of the types of special needs projects you are evaluating with the instruments you sent me?

WELL, DO YOU HAVE ANYTHING YOU WOULD LIKE TO ADD OR TALK ABOUT THAT WAS NOT INCLUDED IN THE QUESTIONS. I HAVE ASKED YOU?

WELL, THANK YOU VERY MUCH

OH, BY HE WAY, BOB WATSON SAID HE WILL BE SENDING YOU A COPY OF THE EVALUATION SYSTEM WE DESIGNED. IT HAS JUST GONE TO THE PRINTERS SO I WOULD THINK YOU WILL HAVE ONE IN AUGUST SOMETIME.

