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ABSTRACT

Guidelines for evaluation of school programs in the State of Florida are presented. The purpose of evaluation is to modify the content and method of instruction, provide information to decision-makers and the public, provide feedback to participants, and determine criteria for program success. The optimal evaluation design for either innovative or reference programs is the pre-test/post-test design. Instruments that may be used in evaluation include tests (norm-referenced, criterion-referenced, or objective-referenced), rating scales, questionnaires, and observation forms. The types of data generally collected include summative product data, formative or process data, and context data. Other evaluation issues are associated with data-collection procedures, data analysis, monitoring quality, reporting findings, and use of findings. Four instruments for use as resource tools in planning and implementing the evaluation process are appended; (1) a program evaluation planning form; (2) a checklist of the major steps in developing an evaluation plan; (3) selecting norm-referenced tests; and (4) the Evaluation Checklist. (TJH)

Please direct all questions and comments to the Division of Public Schools, Bureau of Curriculum Services, Early Childhood and Elementary Education Section, at (904) 488-4888, Suncom 278-4888.

FOREWORD

Evaluation of school programs has become a necessity for all school districts. With greater accountability of financial resources, decisions on how to most effectively allocate available funds must be made. While basic educational research provides much valuable information, that information is usually not the kind on which day-to-day decisions about specific educational programs are based. Program evaluation is a means by which useful information is collected and analyzed by a local educational agency for decision making. The purpose of this Program Evaluation Guide and Evaluation Checklist is to assist school district personnel such as primary specialists, curriculum supervisors and principals in planning for and conducting evaluation of districts and/or school programs.

Evaluation is an integral part of the program planning process. It is at this stage that the program purpose, goals, objectives, evaluation design, assessment instruments, data, and use of evaluation results are determined. The function of program evaluation is the improvement of instruction. Curriculum personnel and evaluation personnel should work together and with teachers to assure quality evaluation.

The appendix of this document includes four instruments which can be used as resource tools in the planning and implementation of the evaluation process.

APPENDIX A - PROGRAM EVALUATION FORM is designed to focus on key points which need to be considered in planning for program evaluation.

APPENDIX B - CHECKLIST OF MAJOR STEPS IN DEVELOPING AN EVALUATION PLAN can be used to record the milestones in the development of an evaluation plan.

APPENDIX C - SELECTING NORM-REFERENCED TESTS organizes needed information in selecting norm-referenced tests.

APPENDIX D - EVALUATION CHECKLIST is a step-by-step guide to evaluation. The explanations and descriptions of each task are consistent with those in this Program Evaluation Guide. Each task should be initiated as indicated in the checklist.

Both the Program Evaluation Guide and the Evaluation Checklist are based upon materials developed by Educational Testing Services, Princeton, New Jersey.

Program evaluation is a continuing process. One may consider evaluation as the nucleus of the program since it interacts with the program's needs assessment, statement of goals and objectives, and planning and implementation. The entire activity is cyclic, as illustrated below:

Evaluation is an Integral Part of a Program		
Why?	Needs Assessment	What needs can be cited that justify the existence of this program?
What?	Program Goals and Objectives?	What are the goals to which the objectives are related? What are the goals addressed by the objectives?
How?	Program Activities	What activities will most likely meet the objectives? How will planning and activities be carried out to accomplish the objectives?
How Will You Know?	Program Evaluation	What kinds of information should be gathered to determine if the activities are reaching the objectives and consequently meeting the needs?

"Evaluation" is a term used to describe a variety of activities from test administration to conducting complex research projects. In this document, evaluation is described as the process of determining the value or effectiveness of an activity for the purpose of decision-making. Decision-making refers to determinations regarding continuation, modification, and discontinuation of a program.

This Program Evaluation Guide presents an overview of evaluation tasks listed in the Evaluation Checklist. Of the ten topics which are included in the guide, eight are task headings in the Evaluation Checklist and have been underlined for identification in the following list:

- o Purpose
- o Goals and Objectives
- o Evaluation Design
- o Assessment Instruments
- o Data Requirements
- o Data Collection
- o Data Analysis
- o Monitoring
- o Reporting
- o Use of Evaluation Results

PURPOSE

Evaluation is conducted to determine whether a program is having the effect it

is supposed to have. Two general questions provide a focus for the evaluation of any educational program:

- o How is the program being implemented?
- o Are the results of the program appropriate?

The first question requires data associated with the process of program implementation. Analyses of data may be used to change the educational program so that it is more likely to achieve its goals and objectives.

The second question requires product data. Answers to this question are likely to be used as a basis for decisions about continuation, modification or discontinuation of the program.

Therefore, the data analyses results may be used to:

- o modify the content and method of instruction;
- o provide information to decision-makers;
- o communicate with the public; and,
- o provide feedback to the participants.

Modify the Content and the Method of Instruction

Effective evaluation provides ongoing information about a program. This includes information about the extent to which the content and method are consistent with the program plan. It also includes information on the attainment of interim goals and objectives. Thus, program evaluation can examine questions such as "Is the program being implemented as planned?" and "Should elements of the program (either content or method) be modified or excluded?"

Information to Decision-Makers

Evaluation can be useful in providing information to decision-makers at all stages of program planning and implementation. It is essential, however, that the information communicated be in response to the decision-makers' questions. To provide information which does not answer the questions of decision-makers reduces the probability that the evaluation findings will be used.

Communication with the Public

Evaluation can be used to provide information to groups or to individuals. Reports to the public should be based on a full range of program objectives and should show the extent to which the objectives are realized. When this is accomplished, the public will be able to make more informed judgments about the effectiveness of school programs and what is needed to gain support for them.

Provide Feedback to the Participants

Evaluation can provide information to the participants. Information about an individual's progress in the program can be used for more appropriate instruction, individualization and remediation. Evaluation can also provide participants with a regular and systematic method of expressing opinions about the program.

Determining the Purpose

A review of the four uses of evaluation will lead to the identification or development of a clear statement of purpose for the evaluation. That is, the decision-makers, instructional planners/curriculum developers, other participants and the public, (those persons who are likely to have an impact on the way the

evaluation results are used) are brought to accept the purpose. It is important that agreement is reached among all interested parties as to the purpose and its reasonableness and that legitimate evaluation practices will address that purpose.

Determining Criteria For Program Success

When the purpose of the evaluation has been determined, there must be agreement on the criteria for program success. These criteria may be general in nature, such as:

- the student will master 80% of the content on a given test at post-test time

The designated users of the evaluation results must agree on the criteria for program success before the evaluation begins. Without agreement among the users regarding what indicators of program "success" are acceptable, there is little chance that reasonable and consistent interpretation of the data will emanate from different users. Committee review is one useful method for obtaining agreement.

GOALS AND OBJECTIVES

After the purpose of the evaluation has been established, it is the responsibility of those involved in the program and its evaluation to:

- distinguish between goals and objectives;
- determine whether the goals and objectives are compatible; and,
- determine whether the objectives and the evaluation questions (derived from the purpose) are compatible.

To obtain explicit goals and objectives, it may be necessary to clarify for the evaluation users that goals and objectives are different. While goals are broad general statements, objectives are narrow specific statements. Furthermore, goals are not directly measurable. Objectives are directly measurable.

EXAMPLE OF A GOAL STATEMENT

Students should acquire the academic skills required for study.

EXAMPLE OF A PROGRAM OBJECTIVE

Sixty percent of the 4th grade students participating in the KLM Reading Program will score at or above the 50th percentile on the Comprehensive Test of Basic Skills after eight months of specialized reading instruction.

The goals and objectives must be compatible. Once the compatibility between goals and objectives has been determined, the objectives must be reviewed in terms of the evaluation questions. The objectives may need to be rewritten so that they are observable. The rewritten objectives should be reviewed. A well-stated objective contains six components that will answer the following questions:

- Who?
- Learns or does what?
- When?
- Under what conditions?
- At what performance level?
- How will it be measured?

The **Who** relates to the person who performs an activity. The **Learns or does what** is the activity to be performed. **When, Under what conditions,** and **At what performance level** relate to time and performance conditions. **How will it be measured** relates to assessment techniques.

EVALUATION DESIGN

The evaluation design is essentially a systematic approach to the task of gathering information to answer questions or make decisions. The design cannot be developed until the program goals and objectives have been clarified (e.g., increased achievement, more positive effect among pupils and/or staff, retained achievement, reduced per pupil expenditure). Furthermore, the constraints associated with the evaluation activities (e.g., limited time, money and expertise), must be known. Once the purpose of the program and the constraints on evaluation activities are clear, the task at hand is to design an evaluation which will address appropriate questions and provide both reliable and valid information.

The type of design selected for evaluation depends on the evaluation questions that are asked. For example, if the evaluation design is limited to the question "Is the program accomplishing its objectives?" an objectives-based approach (following Tyler, 1971) is used. If, however, the question is "Does the new program produce more or greater improvement or change than does the existing program?" an experimental design is more appropriate. With the objectives-based approach one of two evaluation designs can be used. These are a "post-test-only" or a "pre-test/post-test" design.

In either choice, the evaluation will determine whether the summative objectives of the program are met. In the post-test only design, no information is available about the level of achievement of the objectives before the treatment begins.

A pre-test/post-test design requires that information be generated about the level of achievement of the objectives both before the treatment and after the treatment. If the evaluation question has to do with the comparison of one with another or "How much more did pupils gain by participating in the program than they would have learned without it?" an experimental design of some type is necessary. Generally, two pieces of information are needed to answer these questions. First, one must know how many of the pupils improved between beginning and end of the program. Secondly, an estimate is needed of how the pupils would have progressed in that same amount of time in another program. One approach to this type of evaluation design is to identify a reference group to provide the "no-treatment" estimate and to take pre- and post-test measures in both group "treatment" and "no-treatment."

PREMEASUREMENT	INNOVATIVE PROGRAM	POSTMEASUREMENT
PREMEASUREMENT	REFERENCE PROGRAM	POSTMEASUREMENT

Generally, the reference group may be a control group (no treatment), a comparison group (alternative treatment), or a norm group (treatment).

Regardless of the type of reference group selected, it is important that the selected group is similar to the group experiencing the innovative program and that premeasurement averages are similar. Similarity with respect to race, sex, age, ability and so forth is desirable. The greater the differences between the reference group and the treatment group, the less useful is the comparison data.

ASSESSMENT INSTRUMENTS

Appropriate evaluation instruments must be selected to provide information which will answer the evaluation questions. Instruments which may be used in evaluation include tests (norm-referenced, criterion-referenced, or objective-referenced), rating scales, questionnaires, and observation forms.

Each instrument has its own strengths and weaknesses and should be considered in the light of criteria developed for a specific evaluation. Some general criteria might be:

- Does the instrument adequately measure what is to be measured?
- Will the instrument yield consistent results at different times and with different groups?
- Is the instrument appropriate for the particular population in question?
- Is the instrument easy to administer and score?
- Is the cost of the instrument, its administration and its scoring, reasonable and within the budget?
- Are the data produced in a form which is interpreted easily?

Finally, logistics may influence the selection of the data collection instruments.

For example, the following questions may be asked:

- o Will special inservice training be required to get good results?
- o Are personnel available on the staff or will outside personnel be required?
- o Who can do the assessment with the greatest accuracy and with the least disruption to the regular school schedule?

With these questions in mind, a list of appropriate instruments for the evaluation should be prepared and/or those areas should be identified for which a technical review committee should be established to assist in the selection or the development of necessary instruments.

DATA REQUIREMENTS

In program evaluation, generally three types of data are collected. Summative product data focus on the outcomes, results, or products of the program activity. The purposes for collecting such information are to measure and assess status and accomplishments at the start, during and at the end of the program. Sometimes postprogram follow-up is also done. Product data must be related to established program goals and objectives.

Formative or process data focus on the activities and procedures applied to the attainment of the desired outcomes. The purpose for collecting such data is to provide a means for measurements and assessments which help determine the effectiveness of the various program activities. Process data are used to monitor an activity or program and to identify and/or predict procedural difficulties. As a result the program activities can be modified.

Context data describes the environment in which the program activities are taking place. The context includes facilities, equipment, supplies, rules and policies, classroom organization, teacher skills and behaviors, attitude and support of the principal toward the program, discipline, and scheduling. Context data are useful in determining the appropriateness of program objectives. The data serve to identify variables which may enhance or impede the attainment of stated program objectives.

The two types of evaluations and three kinds of evaluation data which may be gathered can be visualized as follows:

TYPES OF EVALUATION DATA

	Formative (Interim)	Summative (End of Cycle)
PRODUCT DATA (Program Outcomes) (Learner Changes) (Student Growth)		
PROCESS DATA (Instructional Variables) (Supportive Activities)		
CONTEXT DATA (Institutional Data) (Learning Environment)		

Formative and summative evaluation may include product, process, and context data, all three of which may be collected during a program cycle or at the end of a given program period. Specific examples for each of these three types of data are as follows:

Product data: The students in the experimental reading program have shown a mean gain of ten months for every six months of instruction.

Process data: The teachers and aides have carried out all the enrichment program activities as planned.

Context data: The textbooks arrived two months late resulting in a delay in the implementation of the mathematics program.

The availability of the resources and the constraints affecting the evaluation plan may determine, at least in part, the scope of the program evaluation. It is important that evaluation be restricted to the activities which are worth doing and which can be done effectively. It may be necessary to develop a compromise evaluation strategy.

DATA COLLECTION

To ensure that the data collection is conducted effectively, a list of data collection procedures appropriate for each instrument selected must be developed. The procedures include instructions for the administrator regarding the scheduling of the data collection and scoring of data instruments. The data collection schedule includes such information as who is to be tested and where and when the testing should take place.

During the initial process of data evaluation, a sample of the scores must be

checked since there are many opportunities for error in scoring and data transcription. Close attention must be given to checking the norming dates of the instrument to ensure accurate comparison with the norming group.

DATA ANALYSIS

In the process of developing the objectives and/or arriving at consensus regarding the objectives, certain types of data analyses may be specified. However, if analyses are not specified, one must select the least complex analysis which is both appropriate to the data and to the evaluation objective and is easily understood. Often the person responsible for the evaluation will suggest, select, compute and interpret the analysis. Great care must be exercised to avoid complexity and to do the least sophisticated and yet most comprehensible analyses. This provides the most useful information.

MONITORING

Monitoring is the quality control activity of program evaluation. Quality control has two parts. The first is monitoring the program being evaluated. The second is monitoring the evaluation.

Monitoring of the evaluation is fulfilled by completing an Evaluation Checklist. This checklist provides information at a glance regarding evaluation activities, schedules, responsible persons and other pertinent information. The Evaluation Checklist can be found in Appendix D.

In monitoring the program, the evaluation and program personnel identify specific activities to be monitored. This decision reflects activity priorities or emphasis. The activities are then organized into a checklist which may be modified on the Evaluation Checklist. The monitoring checklist serves to standardize program monitoring across all activities. A schedule which considers the data collection schedule, activities, important calendar dates, and other constraints, must be developed for monitoring. This schedule should be circulated among those individuals affected, such as building administrators and classroom teachers, in order that scheduling changes can be made to make the schedule more convenient for program personnel. Finally, individuals who will be responsible for either program or evaluation monitoring activities need to be identified and trained.

REPORTING

After the analyses have been completed and certain outcomes have reflected statistical significance or educational importance, this information should be summarized so that it is easily understood. Methods of presentation are selected which are most appropriate for the chosen audience.

For some audiences, an oral presentation may be the most effective method of communicating the results of the evaluation. And still for others, tables, charts, graphs, and a brief exposition may be appropriate.

After the reporting mode has been selected, the writer of the draft evaluation report should consider the following questions:

- What is justified to be said about the results of the evaluation?
- What cautions must be observed?
- What kinds of remarks must be avoided?

As a general rule, global statements that the data "prove" the success of a program should be avoided. Statistics do not prove anything. Statistics provide the basis upon which people make inferences and interpretations. On the other hand, educationally significant findings need to be reported whether statistically significant or not. The personnel responsible for and working with the evaluation need to know and report the relative strengths and weaknesses of the various instruments used. It is advisable to acknowledge the difference between data collection instruments which require people to perform or demonstrate what they know as opposed to just asking them to make judgments or offer opinions. Judgments, particularly when made about other people, are prone to large fluctuations due to differences which exist among people because of their varying standards and background influences.

Once the draft report has been completed, it should be reviewed by appropriate personnel. Reviewers can provide invaluable feedback regarding the usefulness and clarity of the report. Based on this feedback, the report may be revised. And finally, the evaluation report should be disseminated to the appropriate audiences.

USE OF EVALUATION RESULTS

To ensure that effective use will be made of the evaluation findings, conclusions, and recommendations, it is important to:

1. Determine all the purposes the program evaluation is to serve.

2. Make explicit various questions that all users would like to have answered to satisfy their program evaluation needs.

3. Identify the kinds of information that will prove acceptable as evidence bearing upon these questions.

4. Provide interim reports during the progress of the program to give early evidence of movement towards program outcomes, even if "soft" data is being used.

5. Prepare the final report clearly and succinctly. The data and data interpretations should be presented in a manner that will help the reader recall the questions addressed to understand the nature and significance of the answers provided.

APPENDIX

INTRODUCTION TO APPENDIX

Materials shown in Appendices A through D are from sources as designated and are provided as a resource for evaluation planners and implementors.

APPENDIX A - PROGRAM EVALUATION PLANNING FORM is a program evaluation form designed to focus thinking on key points which need to be considered in planning for program evaluation. (Program Educator's Guide, Educational Testing Services, 1979)

APPENDIX B - CHECKLIST OF MAJOR STEPS is a checklist which helps in keeping a record of the progress in developing an evaluation plan. (source is the same as for Appendix A)

APPENDIX C - SELECTING TESTS organizes information needed in selecting norm-referenced tests. (source is the same as for Appendix A)

APPENDIX D - EVALUATION CHECKLIST is a checklist for program evaluation (Educational Testing Services, 1977)

APPENDIX A

PROGRAM EVALUATION PLANNING FORM

Program _____

Purpose(s) of Evaluation _____

Audience(s) for Evaluation Reports _____

PROGRAM OBJECTIVES

What objective is being evaluated?

What is the goal or what are the need statements to which this objective relates?

Is this objective written in such a form that it can be measured?

Is the implied measure appropriate for the objective?

PROGRAM ACTIVITIES

What activities are central to the accomplishments of the objectives?

May these activities reasonably be expected to move participants toward the objective?

What evidence is there that these activities are in progress?

Which activities should be monitored for process evaluation?

EVALUATION QUESTIONS

What questions must this design address, based upon the stated objectives and activities?

What information must this design be able to produce in order to answer these questions?

To what purposes of evaluation do these questions relate?

What information will the audience accept as evidence related to the purpose of the evaluation?

ASSESSMENT INSTRUMENTS	What kinds of assessment instruments will be most appropriate to secure the information required in the design (Norm- or criterion-referenced tests, questionnaires, interviews, observations, rating scales, long sheets, or narrative reports)?
ADMINISTRATION DATES AND PERSONNEL	During what month or months should assessment take place? Who would be the most appropriate person to collect the data? Who is responsible for assigning personnel and dates?
DATA-ANALYSIS TECHNIQUES	What kinds of scores will be most useful in providing the information needed, as identified in the purpose and the design? What kinds of data will be most appropriate? Who is responsible for assigning personnel and dates?
MONITORING PROGRAM ACTIVITIES	What activities are central to the accomplishment of the objectives? What information must be collected to accomplish the purposes of the evaluation?
MONITORING DATES AND PERSONNEL	Who will perform the monitoring function? How frequently must the activities for this objective be monitored? To whom should the monitoring be reported?
KEY REPORTING DATES	Who will be interviewed to ensure that reporting dates meet decision or user requirements? Who will establish reporting deadlines?

WHO IS TO RECEIVE THE REPORT(S)	What different audiences will receive evaluation reports on this objective? Have the questions identified by the audiences during the initial design step been addressed in the evaluation report? Have the purposes of the evaluation been accomplished?
DETERMINING HOW THE DATA REPORTS WILL BE USED	What activities have been planned to ensure the most effective use of the evaluation reports?

APPENDIX B

CHECKLIST OF THE MAJOR STEPS IN DEVELOPING AN EVALUATION PLAN

	CHECK		
	IN PROGRESS	COMPLETED	DATE COMPLETED
o Review needs assessment and goals and objectives to determine their interrelatedness.			
o Identify the purposes for which the evaluation is being conducted and the probable uses of the evaluation.			
o Review objectives to ensure that they are written in measurable terms.			
o Identify the questions that must be answered at the end of the year as indicated by the objectives, the purposes, and the probable uses of the evaluation.			
o List appropriate kinds of instruments to gather the information required to answer the questions formulated above.			

	CHECK	
IN PROGRESS	COMPLETED	DATE COMPLETED

- Determine approximate dates when the various kinds of information would most appropriately be gathered.
- Determine types of data-analysis procedures that would give the most appropriate information to answer the questions formulated earlier.
- List which activities need to be monitored and when.
- List the kinds of reports that will be made, formative and summative; who will receive these reports; and the dates the reports are due.
- For each report, list the potential uses to be made of the information and be sure that they match the information to be gathered.

APPENDIX C

SELECTING NORM-REFERENCED TESTS

Criteria	INSTRUMENT 1 Name _____	INSTRUMENT 2 Name _____	INSTRUMENT 3 Name _____
1. Is the instrument a valid measure?			
2. Is the instrument a reliable measure?			
3. Is the instrument appropriate to use on the population to be assessed?			
4. Does the instrument yield objective data?			
5. Is the instrument easy to administer and score?			
6. Are minimum time and resources required to administer and score the instrument			
7. Is the administration of the instrument nondisruptive to classroom learning activities.			

Criteria	INSTRUMENT 1 Name _____	INSTRUMENT 2 Name _____	INSTRUMENT 3 Name _____
8. Will the instrument provide data which are useful for decision making at both the classroom level and the program-administrative level?			
9. Is the cost of the instrument reasonable and within budgetary constraints?			

APPENDIX D

EVALUATION CHECKLIST

The checklist is a step-by-step guide to evaluation. Each task should be initiated in the order given. Task completions will not always be in the same order as some tasks take longer than others to complete. Each task marked by a dot (o) should be completed. Each task formed by an asterisk (*) should be completed only if necessary.

PURPOSE

- o Obtain a clear statement of the purpose of the evaluation.
- o Obtain consensus on the purpose of the evaluation.
- o Obtain agreement on the criteria for program success.

GOALS AND OBJECTIVES

- o Obtain explicit goals and objectives.
- o Determine whether the goals and objectives are compatible.
- o Determine whether the objectives and evaluation questions are compatible.
- * Rewrite the objectives in measurable terms.
- * Circulate these rewritten objectives to the program director for review.
- o Separate formative and summative objectives.
- o Review program activities to determine whether they are consistent with program objectives.

ASSESSMENT INSTRUMENTS

- o List appropriate kinds of instruments to gather information needed to answer the evaluation questions.
- o Select or develop instruments.
- * Review instruments for appropriateness.
- o Arrange purchase, delivery and distribution of instruments.
- o Check quantities, levels and forms of instruments against actual needs.
- * Arrange instrument security for length of the evaluation activities.

Responsible Person(s)	Date Needed	Date Started	Date Completed	Completed on Schedule	Comments

DATA REQUIREMENTS

- o Identify the type(s) of process, product and context data needed to answer the evaluation questions.
- o Prioritize the types of data.
- o Determine the resources and constraints which will affect the conduct of the evaluation.
- o Advise evaluation users of those resources which are available and those that are required.
- * Submit recommendations to evaluation users for reconciling discrepancies between resources available and those required.

DATA COLLECTION

- o Develop a list of data collection procedures for each assessment instrument including directions for administration and scoring.
- o Prepare a schedule for data collection.
- o Review instruments and accompanying manuals and other materials.
- o Select and train persons to administer data collection instruments, and provide them with their own sets of materials in advance.
- o Arrange for distribution and collection of instruments.
- o Plan scoring and other data transcription activities.
- o Check answer sheets for completeness and organization.
- o Double-check a random sample of test scores/data reports for accuracy.

DATA ANALYSIS

- o Identify whether data analyses have been specified for each objective.
- * Determine whether data to be collected and analyses are appropriate to evaluation questions, purposes, objectives and design
- * Select analyses appropriate to evaluation questions, purposes, objectives, data and design.

Responsible Person(s)	Date Needed	Date Started	Date Completed	Completed on Schedule	Comments

MONITORING

- o Identify specific activities to be monitored.
- o Select or develop monitoring forms.
- o Develop a schedule for activity monitoring.
- o Notify participants/program director of schedule.
- o Identify and train individual(s) responsible for selected monitoring activities.

REPORTING

- o Identify recipients of final report.
- o Determine reporting mode (e.g., written, oral, combination).
- o Develop report format.
- o Obtain approval on mode and format.
- o Write draft report.
- * Have report reviewed by a sample of report recipients.
- * Revise report.
- o Disseminate.

Responsible Person(s)	Date Needed	Date Started	Date Completed	Completed on Schedule	Comments

REFERENCES

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These materials were developed based upon materials by Educational Testing Service (ETS.) They may be used in conjunction with the Evaluation Improvement Program, Workbook on Program Evaluation.

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