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ABSTRACT

The final report of the Utah project documents the completion of activities directed at filling the objectives listed in the continuation proposal for the 1972-73 year submitted to the National Institute of Education. (The interim report covering the period from July 1970 to June 1972 is ED 069 327.) Objective one was the establishment of an institutionalized field agent program whereby each of the twenty-five districts that participated in the project identified one person who became the local field agent. Objective two was to test the feasibility of expanding the service to include the larger urban districts within the state. For the first two years the project served only small, rural districts. During the continuation period, the state agency, through the project staff, selected one large school district (at least 10,000 enrollment) to participate in the project. Objective three was to provide computerized ERIC searches to Utah educators through the Technical Assistance Reference Center and the Utah State Data Processing Division and the necessary research support for the field agents by coordinating ERIC services with other national and local dissemination efforts. This final project report discusses the pursuit of these objectives, the activities of the project, and an evaluation of project effectiveness. (Author/SJ)

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Final Report

Contract No. OEC-0-70-4741

UTAH'S PILOT STATE DISSEMINATION PROGRAM

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May 1973

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

It is the sincere hope of the Utah Technical Assistance Project that this final report will stand not only as a record of the activities in which the project has engaged for the past three years, but that new projects of this type will gain from our successes and mistakes and that the references given may save time, "reinvention of the wheel" and frustrations.

Though we have been in this business for several years, we are still a "pilot" project in that the things with which we must cope are still very new to us. We are still feeling our way into the future. We are sincerely appreciative of the many new resources that are now available to projects like ours.

We are sincerely grateful to all those who have assisted us so generously in the past:

Dr. Walter D. Talbot, State Superintendent of Public Instruction, Utah State Board of Education.

Dr. Lerue Winget, Deputy Superintendent, Office of Instruction Services, Utah State Board of Education.

Dr. LeRoy R. Lindeman, Division Administrator, Instructional Media Division, under whose direction the Reference Center will continue in 1973-74.

Personnel of the Utah State Board of Education.

Mr. Jerald S. Hawley, Mr. David Church, Mrs. Ruth Nielsen, Mr. Norman Kohler and Dr. Robert Hanson, our Field Agents.

Dr. Charles Koelling, Dr. Carl Fehrle, Dr. Randal Price, Dr. William Hoff, Dr. Glen White, Dr. Larry Hale, and Dr. Dan Doell, the Training Team from the University of Missouri.

Dr. Sam Sieber, Ms. Loya Metzger and Ms. Karen S. Louis, the Evaluation Team from the Bureau of Applied Social Research, Columbia University.

Dr. George Katagiri, Director, and the personnel of the Oregon Project.

Dr. W. E. Ellis, Director, and the personnel of the South Carolina Project.

Dr. Robert Brickley and Ms. Carolyn Trohaski, Directors, of the Research and Information Services for Education.

Dr. Walter Turner, Mr. William McCleary and the personnel of the Northern Colorado Educational Board of Cooperative Services.

Appreciation and thanks also to the many other Centers whom we have written and called and who have responded with resources, materials, kind words, and encouragement. We hope we will be able to add to the good relationships engendered among the network of information centers.

INTRODUCTION

The Interim Report of the Technical Assistance Project was completed in November, 1972. This report has been entered into the ERIC system as ED 069327 and was abstracted in the April issue of Research in Education.

The Interim Report covered the time period from July 1970 to June 1972. The initiating strategies for each component of the TAP Project are described in depth and copies of documentation included in the Appendix. Areas included are:

Chapter II	DEVELOPMENT OF THE UTAH PILOT STATE DISSEMINATION PROJECT. . . . .
Chapter III	INFORMATION RETRIEVAL COMPONENTS DEVELOPMENT & OPERATION OF A REFERENCE CENTER. . . . .
Chapter IV	GENERAL OVERVIEW OF FIELD AGENT PROGRAM. . . . .
Chapter V	PROJECT EFFECTIVENESS. . . . .
Chapter VI	FUTURE DIRECTIONS. . . . .
Chapter VII	FINDINGS OF THE TECHNICAL ASSISTANCE PROJECT . . . . .

The original funding period for the project was from July 1970 to June 1972. A Continuation Proposal was accepted by the National Institute of Education and continuation funding granted until June 30, 1973.

The Final Report will document the completion of activities directed at filling the objectives listed in the Continuation Proposal for the 1972-73 year.

The Objectives and the Procedures to meet these objectives are as follows.

Listing of Objective 1 and procedures--see Chapter 1

Listing of Objective 2 and procedures--see Chapter 2

Listing of Objective 3 and procedures--see Chapter 3

Activities and procedures of the TAP Project--see Chapter 4

Evaluation of the Field Agents' Programs and Project Effectiveness--see Chapter 5

Objective No. 1 - Establishment of an Institutionalized Field Agent Program

Each of the twenty-five districts that have participated in the project will identify one person who will become the local field agent.

Procedures

The following procedures are designed to achieve the above stated objectives for institutionalizing the Technical Assistance Project in twenty-five districts that have participated in the project and one urban district to be selected.

Procedures related to the achievement of Objective No. 1

The Utah Pilot Dissemination Project has four agents who have received field agent training. This training has consisted of three seminars conducted by the University of Missouri (two in Missouri - one in Utah) and monthly in-service meetings conducted by the project staff.

We propose in the third year of this project to further develop the skills of these four field agents by providing, in cooperation with the Far West Laboratory, a training program which is titled, "The Educational Information Consultant: Skills in Disseminating Educational Information."

We further propose to train twenty-six new agents (one from each of the present twenty-five participating rural districts and one from the large urban district to be added to the project) with this same Far West Laboratory program.

In August the Project Director, Reference Center Manager and four Field Agents will be trained in the Far West Laboratory Educational Information Consultant Program. Arrangements between the State Education Agency and the Far West Laboratory have been completed for this first phase of the 1972-73 training program.

The new agents will be appointed by the school districts in September. The present field agent in each of the geographical regions will become the trainer of the new field agents in his region, with back-up support from the Project Director and Reference Center Manager. The Far West Laboratory Educational Information Consultant training program will be used to train the new field agents.

After the field agents in all of the twenty-six districts have been trained the present field agents in those regions will become "master field agents." This will coordinate, monitor and assist the new agents in the efficient performance of their duties. They will also assume an expanded role in information transformation and become an extension of the Reference Center operation. All of the "master field agents" are officed in a Regional Service Center. Each of these Centers will become a resource center to the newly

appointed field agents by providing displays of and access to information about: (a) validated educational programs, (b) services and products of the National Center for Educational Communication Regional Laboratory.

Objective No. 2 - To Test the Feasibility of Expanding the Service to Include the Larger Urban Districts Within the State.

For the first two years the project has only served small, rural districts. The State Agency, through the project staff, will select one large school district (at least 10,000 enrollment) to include in the project.

Procedures related to the achievement of Objective No. 2.

During the month of August four selected local school district superintendents will be contacted. The Technical Assistance Program will be explained to each of them, including (a) history of the project, (b) services offered, (c) duties of the field agent, (d) the Far West Laboratory training program which each new agent will receive, (e) in-service staff development meetings scheduled for the year, and (f) financial obligations of the local district.

Each superintendent will be given thirty days in which to meet with his board of education, district staff and other school personnel to determine: (a) desirability of joining the project, (b) availability of a field agent within the district, (c) long-term commitment to the project, (d) need for Technical Assistance Project services.

The Technical Assistance staff will recommend to the Executive Committee of the State Superintendent the two best prospective districts. The Executive Committee will select the district to participate in the project.

Objective No. 3 - To Provide Computerized ERIC Searches (and the Necessary Research Support for Field Agents) Through the Utah State Education Agency.

To provide computerized ERIC searches to Utah educators through the Technical Assistance Reference Center and the Utah State Data Processing Division and the necessary research support for the field agents by coordinating ERIC services with other national and local dissemination efforts.

Procedures related to the achievement of Objective No. 3.

Much work has been done to make operational in Utah a search system of ERIC and other sources. This effort will be continued and expanded. A total system, complete with logic writers and information transformation specialists, will be operative before December 15, 1972. We have relied on the Northern Colorado Educational Board of Cooperative Services, Boulder, Colorado, for our computer searches. We will continue to utilize this resource for the first three months (July 1 - September 30), with an option to continue the service for an additional three months (October 1 - December 31) if needed, while our own system is being developed. The project availed itself of this option with Boulder and will continue through December to receive the Boulder services.

UTAH TECHNICAL ASSISTANCE PROJECT/FINAL REPORT

THE PROJECT IN REVIEW - OVERVIEW

*The Project has served clients with 3,295 requests since August, 1970 through April, 1973.

*Client's information needs determine type of search.

*The Project began with three agents. The Project now has five agents and 52 district agents named.

*Ogden District became the first urban district to be served by the TAP Project.

*The Regional Centers have become resource centers outfitted with indexes and other dissemination materials. The Far West Laboratory's Minicourses will be circulated next year and the microfiche readers will continue to be available to the district agents from these centers.

*The Reference Center has become an integral part of the Instructional Media Division. The Information Service will continue on a nine-month basis beginning September 1, 1973.

*The Project was not refunded from Federal sources but State funds will finance the Reference Center and purchase ERIC tapes and microfiche collections.

*Computerized ERIC searches will continue to be processed locally through the Information Service.

*Reference Center management will coordinate with the 52 district agents.

STATISTICAL REVIEW

Number of:	1970-1971	1971&1972		Thru 4/30/73
ERIC Requests	928	1,740	1,773	296
SID Searches*	116	566	571	
CAT Searches*	160	579	585	
PET Searches*	123	421	422	
CAP Searches*	172	193	198	
Types of Users:				
Superintendents	41	60	60	5
Principals	139	264	261	40
Teachers	179	353	368	58
Specialists	222	574	586	156
Coordinator/Director	54	281	282	41
Miscellaneous	115	352	355	27
Follow-up Users:				
One time users			473	- Thru 4/30/73
More than five requests			183	- Thru 4/30/73
Microfiche - Circulated		2,729	2,799	3,524
Duplicated		208	219	

*These Searches began March 1971

TABLE OF CONTENTS

Title Page i

Preface ii

Introduction iii

Chapter 1 INSTITUTIONALIZING THE FIELD AGENT PROGRAM 1

Chapter 2 THE PILOTING OF THE PROJECT IN AN URBAN DISTRICT. 8

Chapter 3 DEVELOPMENT OF UTAH'S OWN COMPUTER RETRIEVAL CAPABILITY . . 14

Chapter 4 ACTIVITIES OF THE PROJECT 18

Chapter 5 EVALUATION AND PROJECT EFFECTIVENESS 23

Glossary of Terms. 36

ERIC Documents Utilized by TAP 38

Chapter 1

INSTITUTIONALIZING THE FIELD AGENT PROGRAM

Current Status

District Agents

Requests

INSTITUTIONALIZING THE FIELD AGENT PROGRAM

Institutionalizing the Field Agent Program was one of the three major objectives of the Project during the 1972-73 year. The initial strategies, training procedures and correspondence pertaining to this activity will be found in the Interim Report.[1]

The pattern of the selection and designation of these agents followed the following general plan: Dr. Lindsay, Project Director, visited each Regional Center, meeting with the Superintendents of that area and discussed the project and the need for "district agents".[2] After this initial introduction the agents followed up with the Superintendents on the selection and the plans for training these agents. The Educational Information Consultant training[3] has now been completed by each member of the Project staff and the district agents that have been designated.

Each master agent, as each of the original field agents is now known, set up their training sessions in an individualized manner to meet the needs of the people involved. The project manager met with several sets

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[1]See the October Quarterly Report included in Appendix of Interim Report.

[2]See Seiber "The Use of Educational Knowledge," by San Seiber, Karen Seashore Louis, and Laya Metzger. Part One. ED065739. Page 586. for recommendations on location of agents.

[3]See Interim Report for full description of EIC Training Package.

of agents to clarify Information Retrieval and introduce other resources available. Brief forms were produced for request taking and an information request flyer was produced for the district agents to use during the 1973-74 year.

The tasks of the district agents are two-fold. These are: (1) to take requests from the educators in their areas and to relay these to the Reference Center. A minimal amount of record keeping will be required at this level. The microfiche readers will be available, as in the past, from the Regional Centers and the microfiche will be circulated as previously. (2) The other task the district agents are asked to perform is that of preparing brief case studies, either written or taped, to be relayed to the Reference Center for evaluation purposes.

This objective has been met as of May 1973 as indicated by the following summary:

Norm Kohler - N.U. Service Center:
19 district agents have been designated in this area.

Ruth Nielsen - C.S.A. Service Center:
A total of 16 district agents have been assigned and have completed the EIC training.

Jerry Hawley & Dave Church - Southwestern Educational Development Center: 13 district agents have been designated.

Robert Hanson - Southeastern Utah Education Service Center:
3 district agents have been designated and one more to be appointed.

Dr. Lionel Drechsel - District agent from Ogden School District (Urban).

A total number of 52 district agents have been designated to continue the work of the Technical Assistance Project for the following year.

NORM KOHLER's LIST OF DISTRICT AGENTS

Mr. John Elwell
Principal
Marsac School
Park City, Utah 84060

Dr. Mark Simmons
Principal
Park City High School
Park City, Utah 84060

Mr. Clyde H. Muir
Wasatch High School
Heber City, Utah 84032

Mr. Gary McCormick
South Summit High School
Kamas, Utah 84036

Mr. Jay Jefferies
Administrative Assistant
Morgan School District
137 East Young Street
Morgan, Utah 84050

Mrs. Maurine Spriggs
Librarian
North Summit High School
Coalville, Utah 84017

Ms. Afton Brighton
Myton Elementary School
Myton, Utah 84052

Mr. Dallan Jessen
Flaming Gorge Elem. School
Dutch John, Utah 84023
885-3112

Mr. Richard Jacobsen
Vernal Jr. High School
190 South 6th West
Vernal, Utah 84078 (789-1232)

Mr. Robert Field
Flaming Gorge Elementary
Dutch John, Utah 84023

Mr. Bruce Funk
Duchesne High School
Duchesne, Utah 84021

Ms. Loretta Burton
Duchesne Elementary School
Duchesne, Utah 84021

Mr. Kent Tingey
Tabiona High School
Tabiona, Utah 84072

Mr. Albert Potts
Altamont Elementary School
Altamont, Utah 84001

Mr. Brent Brotherson
Altamont High School
Altamont, Utah 84001

Ms. Virginia Nielsen
Roosevelt Jr. High School
Roosevelt, Utah 84066

Mr. Dennis Manning
Roosevelt Elementary School
Roosevelt, Utah 84052

Mr. Ray Chapman
Maeser Elementary School
RFD #1
Vernal, Utah 84078 (789-1636)

Mr. Cody Jenkins
Naples Elementary School
RFD 2, Box 208
Vernal, Utah 84078 (789-3412)

Ruth Nielson's District Agents

Carl Tuft
Principal
Ashman School
Richfield, Utah 84701

Elwood Willis
Principal
Pahvant Elementary School
Richfield, Utah 84701

Hyrum Ipson
Principal
Monroe Elementary School
Monroe, Utah 84754

Margaret Bench
North Sanpete High School
Mount Pleasant, Utah 84647

Millward Robinson
Principal
Salina Elementary School
Salina, Utah 84654

Boyd Keisel
Principal
Richfield Jr. High School
Richfield, Utah 84701

Roger Nielsen
Principal
North Sevier High School
Salina, Utah 84654

Douglas Loosle
Principal
Richfield High School
Richfield, Utah 84701

Gilbert Cook
Principal
South Sevier High School
Monroe, Utah 84754

Kirk Wright
Principal
Juab High School
145 North Main
Nephi, Utah 84648

Ralph Boswell
Principal
Nephi School
149 East 1st North
Nephi, Utah 84645

Rodney Anderson
Curriculum Director
South Sanpete School
District Staff
39 South Main
Manti, Utah 84642

Howard K. Lay
Principal
North Sanpete High School
Mount Pleasant, Utah 84647

Esther Durfey
Library Curriculum
Middle Schools
Wayne Middle School
Bicnell, Utah 84715

Elliott Arnoldson
Curriculum Director
North Sanpete School District
150 N. State
Mount Pleasant, Utah 84647

Allen Peter Jacobson
North Sanpete Jr. High
Moroni, Utah 84646

Jerry Hawley's List of District Agents

Rulon Woodbury
District Staff, Administrative Assistant
Iron County School District
75 North 3rd West
Cedar City, Utah 84720

Fred Whicker
Media Coordinator
Cedar City High
600 South 703 West
Cedar City, Utah 84720

Wayne Crook
Curriculum Coordinator
Beaver School District
365 North Main
Beaver, Utah 84713

James Briggs
Principal
Milford, Utah 84751

Blanche Crafts
Media Coordinator
Delta Elementary School
Delta, Utah 84624

Shirley Robins
Media Coordinator
Millard High
Milford, Utah 84631

Don Hughes
Specialist
Millard School District
150 West Main
Delta, Utah 84624

George Jolley
Curriculum Specialist
565 North Main
Panguitch, Utah 84759

Maloy Dodds
Teacher
Panguitch High School
Panguitch, Utah 84759

Gerald Spencer
Principal
Valley Elementary School
Orderville, Utah 84758

Don Lee
Principal
Kanab Elementary
Kanab, Utah 84741

Victor Frei
Curriculum Coordinator
Washington County School District
189 West Tabernacle
St. George, Utah 84770

Jack Burr
Curriculum Coordinator
Washington County School District
189 West Tabernacle
St. George, Utah 84770

Bob Hanson's District Agents

Richard Wood
Southeastern Utah Education Service Center
Drawer A1
Price, Utah 84501

Carl Larsen
Same Address as Above

Reese Thomas
Same as above

DISTRICT AGENTS

ERIC SEARCHES REQUESTED

Dates	Northwest	Central	Southwest	Southeastern	Ogden
Feb 73	0	0	3	3	37
Mar 73	2	10	3	3	36
Apr 73	3	1	0	0	4
May 73	7	0	1	0	9
Total	12	11	7	6	86

Chapter 2

THE PILOTING OF THE PROJECT IN AN URBAN DISTRICT

Requests

Informal Evaluation

THE PILOTING OF THE PROJECT IN AN URBAN DISTRICT

The Ogden District was selected to enter the Project as the Urban District. Dr. Lionel Drechsel was named as the agent from that district. Ogden is located about 40 minutes from Salt Lake City. The district has about 16,309 students and approximately 555 teachers and covers 30 sq. miles. There are 18 Elementary Schools, 5 Junior Highs, 2 High Schools and 2 Education/Learning Centers.

The service began February 12. A form was developed for the school media coordinators to use in tal ng requests. The requests are being translated to Technical Assistance Project forms in Dr. Drechsel's Planning Division office. The requests are forwarded to the Reference Center. The returned packets of abstracts are returned to the district office and checked out to the ordering client. The packets are returned to the district office for filing. A collection of the abstract packets will be housed there. A microfiche reader has been purchased by the district and the microfiche is being circulated to Ogden clients from the Reference Center.

The service to the Ogden District began February 12 and will continue till the closing of the school year May 31, 1973. Evaluation from the district has been positive and the district is desirous of continuing the program during the 1973-74 school year.

The clients are now cognizant of the type of material they can receive. The agent has explained to the teachers and the media coordinators that the search system and ERIC are not so specifically oriented, but these searches are run several times in varying formats to insure gathering as much information as possible.

It is necessary, in a good many cases, to do manual searches and contact SEA specialists for the specific type of curriculum materials needed to supplement the ERIC abstracts.

Statistics:
Number of searches from Ogden District: 77
Listing of the subject matter of these requests:

Art	2	Non-reading	1
Busing	1	Poetry writing	2
Career	6	Pollution	2
Community School	1	Program Effectiveness	1
Competancy	1	Purchasing	1
Counseling (Elem.)	1	Reading	1
Early Childhood Ed.	1	School attendance	1
English	1	Science	1
Five Senses	1	Teaching load	3
Flexible or Modular Schedule	1	Underachiever, encouraging	1
Handwriting	1	Writing	1
Health	2		
In-service Prog.	5		
Interview Techniques	1		
Learning Disabilities	1		
Library Skills	6		
Linguistics	1		
Literacy	1		
Maintenance	3		
Mathamatics	12		
Media Center	2		
Merit System	1		
Music	2		

ERIC Evaluation

1. Has the ERIC service been of value to you? Yes 15 No 10

   A. If it has, how has it helped?

      1. It has saved much time, kept us more current, and given us some fine new ideas.

      2. It has helped at school and for graduate classes.

      3. Answered many questions. Given us ideas.

      4. Teachers have become aware of research information and how to use and interpret it.

         Teachers have also been able to develop more skill in identifying problems.

         It works in ideally with our media center.

      5. Received current information about individualizing instruction in the media center program.

      6. New Material and ideas on subject requested.

      7. We never did receive an answer to our first inquiry so have not even tried for any more help. (This school received their material and have returned it to the Board Office.)

      8. Information on Elementary Counseling.

      9. Never used it.

      10. Given us some very pertinent research in the field of reading and it is current as well. The service has been excellent - appreciated.

      11. It helped me find some material on reading that I needed. I used it last year through the Salt Lake Office.

      12. We have only used it twice, but as it is used and we gain good results from it. I feel sure the usage will increase.

13. While the information I requested from ERIC was not available, the speed with which the request was answered is a good indication that the service will ultimately be of great service. There was also a personal note explaining why there was not more material.

14. Assisted with Health Class Curriculum. Health teachers reported they liked the service.

15. Good resource information.

16. By providing a listing of where I may obtain information that will assist the Career program.

17. Gave me an idea as to how it helps and can be of more help to me in the future.

18. I have not used it this year.

B. How could it be of more use to you?

1. Another year we will be a bit more used to the service, and with the help of the Thesaurus of ERIC Descriptions we will know more what to ask for.

2. It is great now.

3. It will help when we have a machine available to read the microfish.

4. Service is great, and will improve through continued experience.

5. We did not receive information back on the 1st question which was put through, so we sort of gave up on further use. Perhaps we just need to get more familiar with using it. (Note: The school did receive the information and had returned it to the Board Office. I can't understand how we got this response.)

6. With more practice, I'm sure one becomes more proficient in asking the specific questions that are necessary to get the exact information needed. This was a problem in our first inquiry. We need to make more use of this service.

7. Reader needs to be more accessible.

8. Get more to use it. Next year we hope to help teachers with this service.

9. Just continue like it is

10. I'm wondering if a list of materials you have on hand would be useful? (We will publish a list of ERIC materials on file in the Board office.)

11. A list of information that is available would be helpful.

12. By being actual teaching materials which could be used with the children instead of being research. Teachers do not have time during teaching year to do research.

13. Not enough teachers used the program. It was difficult to sell it to them. Maybe if the program is continued, a better selling job could be accomplished by starting at the first of the school year.

14. Make it more readily available.
Need to know more whats available.
Demonstration as to the complete process of ERIC from idea on problem to information received.

15. I feel if I wanted to research a fiddicult subject this woud be an excellent research service. However for my use it is only a referral which I do not need.

16. Some in-service training so we will know when to use ERIC and how.

17. It has been asked that, "after finishing" the materials sent by ERIC, I send them to the main office for storage. They will only be of use to me if they canbe at hand, here in the school, when a certain need of information is in demand. (We told the schools to keep the materials as long as they wanted or needed them - but not to throw they away.)

18. By me using it more often.

19. Have not used it as yet.

20. I have not used the program.

21. There was no material to teach in it only computer type experiments. The teachers desire material without buying more lesson material, that could help them in their teaching.

Evaluation filled out by:

Teacher 13
Media Specialist 9
Administrator 5

The Number of Different Request in The various schools

SURVEY SHEET

PHONE	SCHOOL		NOTES
274	BONNEVILLE	1	
277	DEE	1	No. of people who have used the Eric 45
279	EDISON	0	Number of request 90
280	GRAMERCY	2	Levels
324	GRANDVIEW	18	Junior 22
282	HILLCREST	2	Senior 23
284	HOPKINS	0	Elem. 43
322	HORACE MANN	1	non-level 2
293	JEFFERSON	1	
286	LEWIS	1	
782-6330	LINCOLN	0	
287	LORIN FARR	3	
289	LYNN	0	
292	MT. VIEW	3	
330	POLK	4	
	QUINCY	1	
332	TAYLOR	0	
297	F.O.SMITH	0	
318	WASATCH	0	
256	CENTRAL	1	
260	HIGHLAND	10	
264	MOUND FORT	7	
268	MT. OGDEN	3	
273	WASHINGTON	0	
230	BEN LOMOND	15	
241	OGDEN HIGH	0	
	District	15	

Chapter 3

DEVELOPMENT OF UTAH'S OWN COMPUTER RETRIEVAL CAPABILITY

DEVELOPMENT OF UTAH'S OWN COMPUTER RETRIEVAL CAPABILITY

January 1973 dawned with the Technical Assistance Computerized searching capability in difficulty.[1] The infant project was slowed down for three months due to the untimely death of the "coder" for the system. The Reference Center Manager, therefore, had to take on all the coding responsibilities of the project. It was an excellent learning experience, but any of the innovative or implementation procedures that would have taken place, had the Manager been freed from most of this responsibility, did not become a reality.

Excellent cooperation has been maintained with the Utah State Board of Education Data Processing Division and the Computer Center. The director of that Division, Lorraine Hill and the ERIC programmer Marv Parry, have assisted in solving the problems that other projects have experienced. Coding problems have been worked out cooperatively. The ERIC updates have been meshed with the older materials without incident, due to the competence of the staff.

The computer people have been quoted as saying that the ERIC software system is the only imported system that has run smoothly and that can be trusted.

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[1] See Interim Report, page 47, for strategies for the selection of a software package to search ERIC tapes. Also October Quarterly Report in Appendix of Interim Report.

Learning to "code" has been a time consuming task, but with practice and closer contact with the Thesarus, this too has become more understandable.

Through the months of January, February and March, there has been some communication with Ed Krahmer, the initiator of the system. Letters and calls have been exchanged on coding and new additions to the system. Searches had to be frequently re-run during the early weeks of our computerizing experience but this practice has gradually become less frequent. It is more feasible from a logistics standpoint to write several logics to a single search on Phase I and then eliminate on Phase II the ones not applicable. The actual storage of searches completed and the attendant information such as number of descriptors used, the documents pulled, the hits registered, etc. is being studied. A tentative form has been developed to tie this information together. One goal of the present system is to gather more relevant information and not to send material that does not seem related. Early coding experiences found the system locating relevant abstracts but not enough to indicate completeness of the search. This is gradually being modified. It is hoped with increased staff that more individualized manual searching will enhance the ystem.

April 1973. Mr. Robert Olson was finally hired. It was hoped that an individual with teaching experience could be found for this position. It

took a long time to fill the position due to bureaucratic hiring procedures, but a former teacher was found. He is presently learning the coding procedures and updating his educational knowledge.

April, 1973. One of the requirements that the TAP project insisted of any software package was the ability to search on the Identifiers. Though it was a possibility, Dr. Krahmer had never done this. April, 1973 saw the Utah system develop this capability, which has been an excellent addition and one that will prove of more value as time goes on. Searches are easier to code and the resulting information is more relevant.

May, 1973. Leasco has changed its ordering procedures and the Utah State Board of Education has purchased the ERIC tapes on a subscription basis for the next fiscal year. Leasco will be sending the tapes directly to the project rather than the utilization of Option 2, whereby the project sent its tapes to Leasco for copying, as was formerly done in 1972-73.

Marv Parry attended the Leasco Tape Users Conference in April, 1973. Data Processing and the TAP Project shared the cost of his trip and his familiarity with the ERIC system will enhance the project.

May, 1973. Costs have been evaluated and beginning September, 1973, the three major Universities in the state will be offered the ERIC computerized search services.[2]

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[2]See Appendix Number 1 for statistics relating to costs.

May, 1973. New additions to the software package are being contemplated by Dr. Krahmer, including the ability to run on the Major Descriptors and the ability to generate individualized postings lists. These will be purchased by the project as soon as available.

PROCEDURES

New procedures had to be devised to cover the request taking, recording, searching-coding, and the reviewing and return of the ERIC materials. The change over from the procedures used when the computerized searched were going out of state has been fairly easy.

Levels of service that define the type and amount of searching done on a variety of requests depending upon where the search originates have been formalized.[3]

The new procedures are described in the project "fact sheets" and summarized by a flow chart.[4]

EVALUATION OF THE PRESENT COMPUTERIZED SEARCHES

No formal evaluation has taken place on this subject, but the general feeling of the agents has been that the relevancy is as good as that under the "Out of State System", if not, in some cases, far more relevant. There is great room for improvement.

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[3] See Appendix 2 for levels of service.

[4] See Appendix 3 for in house procedures flow chart.

Chapter 4

ACTIVITIES OF THE PROJECT

ACTIVITIES OF THE PROJECT

Research & Development Center Coordination

On September 27-28, 1972, an Educational Products display was held in the Salt Palce during the U.E.A. Conference. Representatives from the following Education Research Laboratories were available: Far West Laboratory for Educational Research and Development; Wisconsin Research and Development Center for Cognitive Learning; CEMREL; National Instructional Television; Southwestern Cooperative Educational Laboratory.

Further dissemination activities with Research & Development Laboratories this year included:

Southwestern Cooperative Educational Laboratory Social Studies curriculum materials were revised by curriculum specialists.

The Technical Assistance Program with the help of Far West Laboratory has enabled the four Resource Centers to offer five Minicourses to teachers in the 25 districts they serve.

Resource Centers	Minicourses Used	1972	1973	Teachers Completing Minicourses
Central Utah Coop Agency	5	2,8	2,5,1	18 & 81
Southeastern Service Center	5	1	1,2,8&9	36
Southwest Educational Dev. Cncl.	6	5,14	1,5,8&9	17 & 52
Northeastern Utah Multi-Media Coop Ed. Service Center	5	9	2,5,8&9	49

All teachers taking the complete course are eligible for three hours credit toward their degree or recertification from the Extension Division of Utah State University.

Individually Guided Education school information from the Wisconsin Research and Development Center for Cognitive Learning for state specialists to visit.

*

Computerized system installed and operative, November 1972.

Terminated Boulder Contract, December, 1972.

New Secretaries in Centers.

Utah materials entered in ERIC.

Dr. John Coulson visited the project, December, 1972.

Informal Innovative Projects Indexed and being kept up to date.

Ogden entered Technical Assistance Project.

Education Instruction Consultant training was completed by the Project staff plus 52 district agents.

Information Service was absorbed officially into Instructional Media Division.

Marv Perry, ERIC Programmer, Utah State Board of Education, attended LEASCO Tape Users Conference in Washington, D.C., Spril 2, 3, & 4.

Dr. Kenneth Lindsay, Project Director and Jerry Hawley, Agent, took an active part in the development of training resources for educational extension services personnel workshop held at Stanford University, March 2-9, 1973. The sessions were conducted by Dr. William Paisley.

Kathy Wallentine attended a conference in Longmont, Colorado sponsored by the Northern Colorado Educational Board of Cooperative Services to introduce new products and disseminate new techniques in computerized information retrieval.

Instructional Development Institutes have been planned by the "master" agents in their areas. The agents have become instructors also. This has been a very time consuming activity. A summary of completed IDI's and the summer schedules are attached.

At the present writing a letter has been sent out by Deputy Superintendent Dr. Lerue Winget and Dr. Lindsay to all R & D Laboratories and Centers proposing that the Utah State Board of Education establish a demonstration center of Lab and Center products and an indication of the level of interest each institution might have in such an undertaking. Responses have been excellent and formal agreements are pending with many of them.

I.D.I. SESSIONS ATTENDED

Agent	# Att.	Place	Date
Mrs. Ruth Nielson	43	University of Utah	July 17-21, 1972
	45	Richfield	June 12-17, 1972
	46	Richfield	August 7-11, 1972
Mr. Norm Kohler	43	University of Utah	July 17-21, 1972
	31	Salt Palace	October 9-11, 1972
Mr. Jerry Hawley	43	University of Utah	July 17-21, 1972
	31	Salt Palace	Oct. 9-11, 1972
	32	Cedar City	Oct. 16-20, 1972
		Salt Lake	Jan 29-Feb 2, 1973
	40	Kanab	May 28-Jun3 1, 1973
Mr. Dave Church	43	University of Utah	July 17-21, 1972
	31	Salt Palace	Oct. 9-11, 1972
	32	Cedar City	Oct. 16-20, 1972
		Salt Lake	Jan 29-Feb 2, 1973
	40	Salt Lakw	April 25-27, 1972
	45	Alamosa, Colorado	Dec 4-8, 1972
	33	Denver, Colorado	March 12-16, 1973
	50	Cedar City	May 28-June 1, 1973
Dr. Robert Hanson	43	University of Utah	July 17-21, 1972
	31	Salt Palace	Oct. 9-11, 1972
	45	Alamosa, Colorado	Dec. 4-8, 1972
	48	LaJunta, Colorado	

The requirements necessary for an individual to serve on staff for an Instructional Development Institute are:

1. Participate in an IDI
2. Attend three-day workshop on how to conduct an IDI
3. Serve on staff for an IDI
4. Conduct an IDI with someone else monitoring

The above list outline the IDI's which field agents have participated in in the past. Attached is a schedule of future IDI's.

SCHEDULE OF I. D. I.'s

May 28 - June 1	Kane School District	Dr. Jay Donaldson Jerry Hawley Carol Penny Diane Lewis
May 28 - June 1	Iron County School Dist.	Mr. Allen Bauer David Church Max Dalley Fred Wicker
June 4 - 8	Millard School District	Mr. Jerry Hawley Dave Church Don Hughes
June 4 - 8	Carbon School District	Dr. Jay Donaldson Robert Hanson Richard Wood Carl Larsen
June 11-15	Salt Lake City School Dist.	Mr. Allen Bauer Mrs. Darlene Ball Harold W. Bell
June 11-15	Grand School District	Dr. Robert Hanson Richard Wood Carl Larsen
June 18-22	Ogden School District	Mr. Kent Wood Dr. Lionel Drechsel
June 25-29	State Education Agency	
August 6-10	Multi-District Heber City, Utah	
August 13-17	Uintah School District	
August 13-17	Morgan School District	
October 1 - 5	Provo School District	

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 2, 1973

Gentlemen:

We have over quite a time span discussed in our agency the options open to us to be meaningfully involved in the work of the Regional Laboratories and R & D Centers.

We have decided that successful dissemination of programs and products from these centers will require activities at three levels.

(a) Spreading the word - disseminating information about products and programs.

(b) Displaying the products - maintaining a display room where interested people can see and handle the products and be introduced to concepts and programs.

(c) Demonstrating the program - establishing a classroom demonstration or installing a program in at least one school setting where visitors can see and experience the real thing.

We want to be your representative for the State of Utah and during FY 74 organize in such a way that we can complete (a) and (b) above.

Please let us know if you are interested in such an arrangement. If yes, then by phone and/or personal visits we can develop the necessary details of the agreement.

Sincerely,

LERUE WINGET
Deputy Superintendent
Office of Instruction Services

Please make contact with the following person if you have an interest:

Dr. Kenneth P. Lindsay, Coordinator
Title III, ESEA

bn

LERUE WINGET, Deputy Superintendent
Office of Instruction Services

KENNETH P. LINDSAY, Coordinator
Technical Assistance
Telephone (801) 328-5431

Chapter 5

EVALUATION AND PROJECT EFFECTIVENESS

Statistics:

A. Number of Searches
B. Number of Searches
   Per User Position

EVALUATION AND PROJECT EFFECTIVENESS

The Technical Assistance Project was evaluated during its first two years by the Bureau of Applied Social Research, Columbia University under a contract with the Office of Education. *1

The project utilized the Self Evaluation and Project Nomination Form used by Title III as the evaluation instrument for the 1972-73 year.

The sections of this document and the definitions of these are listed below. Each agent has graded himself on a point system for each catagory. The objectives and the final summary pages from each agent are included in this chapter.

Evaluative material applicable to the individual agents is included in the appendix. This material may give added insights into the field agent's tasks.

EVALUATION CATEGORIES

I. Innovativeness

Innovative means original, uncommon, and creative, and for the validation process, a practice or any major component of it must only be found in less than five percent of the state's school system.

II. Effectiveness/Success

Effectiveness/Success means all or most project objectives have been attained and the performance of the learner has been significantly improved.

III. Cost Effectiveness Analysis/Economical

A practice is considered to be cost-effective when it can be established that the program's benefits and/or social value are proportional to the cost of operation over a period of time.

IV. Exportability

A practice is exportable when it is established that it is feasible to communicate the practice to other school districts with similar needs and environments.

*1 See Interim Report, Page 40 for description of formal evaluation completed by Columbia University. See also ED 060 922, ED 060 923, ED 060 924, ED 060 925, and ED 060 926.

PROJECT EFFECTIVENESS

Project effectiveness, a summary of accomplishments and the findings of the Technical Assistance Project will be found in the Interim Report.*1 These were completed recently and the Final Report has brought these up to date.

The third year of the project ends on an optimistic note. We have learned a great deal in three years, and still we feel we are standing on the doorstep of real effectiveness.

The Reference Center has become an integral part of the Utah State Board of Education. Plans are underway to bring two districts into the Project in September, and initial planning for "in depth" information retrieval work with SEA specialists has begun. Improvements in the software package of the computerization component will provide more relevant searches. A knowledgeable staff and the Instructional Media Division capabilities are an added bonus.

Although two of our "master" agents will not be with us, the district agents that they have trained will carry on their work. The other two "master" agents, Jerry Hawley and Bob Hanson, will continue their work as formerly. Ogden district will be with us again next year.

The Project has received some fine acclaimations in its three years of service, and we hope to build on these in the future.

*1 Interim Report. Page 40, Project Effectiveness and 41 and 42, Accomplishments and 43. Fundings: pp. 50-55.

Dr. Robert Hanson
S. W. Center, Price, Utah

II. EFFECTIVENESS/SUCCESS

EFFECTIVENESS/SUCCESS MEANS ALL OR MOST PROJECT OBJECTIVES HAVE BEEN ATTAINED AND THE PERFORMANCE OF THE LEARNER HAS BEEN SIGNIFICANTLY IMPROVED.

1. Basic Information (Relating evaluation procedure, instrumentation, data treatment, and findings and conclusions to process and outcome objectives.)

List your learner oriented major objectives--one in each box in column one. Add more boxes to the table if needed. Describe your evaluation procedure for each objective in the corresponding box in column two. Attach and identify by objective all instruments used to assess that objective. If the same procedure or instrument was used to assess more than one objective, write, "Same procedure or same instrument as in..." and give the number of the objective where this procedure or instrument was first described. Describe your statistical data treatment for data collected for each objective in the corresponding box in column three. If the same statistical data treatment was used before, write, "Same treatment as in..." and give the number of the objective where this data treatment was first described. Summarize your findings and draw your conclusions for each objective in the corresponding box in column four. Reference your evidence in the column.

Major Objectives	Evaluation procedures including instrumentation	Data analysis and treatment	Findings and conclusions	Reference where evidence for column may be found
1	2	3	4	5
Objective #1 Training of Local field agents	documentation in the form of logs that training took place	Logs will be analyzed	Agents were trained	
Objective #2 Utilization of research materials by practioners in the field	Daily Logs Information request forms	—	—	

UTH NIELSEN, Richfield Major Objectives	Procedures including instrumentation	Data analysis and treatment	Findings and conclusions	Reference where evidence for column 4 may be found
1	2	3	4	5
Objective #1 Begin the instutionalizing process of the local information retrieval function by end of the 3 yr. technical assistance project as the program develops its value.	a. By number of second requests for research information. b. By the number of C.S.A. districts represented in the EIC workshops for training personnel in the research and retreival process. c. By the total number of special requests generated in each school. d. By in depth study as exhibited by requests from clients for microfiche or hard copy. e. By a composite list of a variety of the educational areas in which administrators and teachers seek research requests	Self-evaluation	See attached copies 5 out of 6 districts represented for a total of 16 EIC completing the training.	C.S.A. office SEA reports, attached charts, lists, copies Dr. Sam D. Sieber, Karen Seashore Louis, Loya Metzger, Bureau of Applied Social Research, Columbia University. The Use of Educational Knowledge.
Objective #2 To broaden the scope of the problem solving and leadership function of administrators and teachers in the C.S.A. area by end of the technical assistance project as the program develops its value.	A. By documenting the number of research and technical requests that have developed into case studies that refer to the solving the problem stated in the request. B. By generating numbers of new research requests.			

RUTH NIELSEN - Richfield

1	2	3	4	5
Objective #3 By the end of the technical assistance project show the value of State Sponsorship and consultant (specialist) service function for a team problem solving.	a. By the number of requests for state specialists b. By feed back and case studies showing changes or problem solving with the aid of the specialists. c. By documented group meetings or workshop in identified need areas.			
Objective #4 Make available to teachers and administrators on-site visitation to see the problem solving and leadership functions of other school institutions, as the program develops the evaluation will be:	a. By documentation of pre-arranged visits by administrators and teachers to identified needs areas. b. By informal quesionnaires from personnel after making the visitations. c. By verbal and written commendations by the clients.			
Objective #5 Develop specific eduation program to identified needs of the administration and teachers in the area.	a. By having a variety of teachers and administrators taking part in sponsored workshops organized on the bases of need.			
Objective #6 Identify education products and make them available by establishing a standard procedure for dispersement through C.S.A. personnel.				

NORM KOHLER, N.U. SERVICE CENTER
Heber City, Utah

II. EFFECTIVENESS/SUCCESS

EFFECTIVENESS/SUCCESS MEANS ALL OR MOST PROJECT OBJECTIVES HAVE BEEN ATTAINED AND THE PERFORMANCE OF THE LEARNER HAS BEEN SIGNIFICANTLY IMPROVED.

1. Basic Information (Relating evaluation procedure, instrumentation, data treatment, and findings and conclusions to process and outcome objectives.)

List your learner oriented major objectives--one in each box in column one. Add more boxes to the table if needed. Describe your evaluation procedure for each objective in the corresponding box in column two. Attach and identify by objective all instruments used to assess that objective. If the same procedure or instrument was used to assess more than one objective, write, "Same procedure or same instrument as in..." and give the number of the objective where this procedure or instrument was first described. Describe your statistical data treatment for data collected for each objective in the corresponding box in column three. If the same statistical data treatment was used before, write, "Same treatment and in..." and give the number of the objective where this data treatment was first described. Summarize your findings and draw your conclusions for each objective in the corresponding box in column four. Reference your evidence in the column.

Major Objectives	Evaluation procedures including instrumentation	Data analysis and treatment	Findings and conclusions	Reference where evidence for column 4 may be found
1	2	3	4	5
Objective #1 To keep the educator more aware of current trends & practices in education today.	Repetition of requests for use of service by educators who have requested service during the past three years.	Data analysis and treatment, See Appendix A, sheet 1, Appendix A, sheet 8,	Repetitive service indicates a basis of trust & extreme need & value of such service.	See: Appendix A, sheet See: Appendix B, Case Studies
Objective #2 To acquire, maintain & establish access to a technical information base for educators.	Same procedure as in Maj. Obj. 1, column 3. See: Appendix A, sheet 2	See: Appendix A, sheet 3.	The project in this region appears to be extremely successful.	Same procedure as in Maj. Obj. 2, column 3.

1	2	3	4	5
Objective #3 To provide information alternatives for educational decision making that will give better education to children.	See: Appendix B-Case Studies. Appendix A, sheet 8.	See: Appendix B Case Studies.	Right on in meeting this objective	Right on in meeting Item # 2.
Objective #4 To provide relevent information to various types of uses	See: Appendix A, Sheet # 4. Also Appendix A, Sheet # 3 and Appendix A, Sheet # 6. Appendix A, sheet 5.	Same as Obj. 4, item # 2. Appendix A, sheet 8.	Meeting objective of providing information. Appendix A, sheet # 5.	See: Appendix A, Sheet # 4
Objective #5 To transform and disseminate materials.	See all foregoing statements in Appendices A & B, also lists of microfiche useage. Appendix C. Appendix A, sheet # 5.	Same procedure as in Maj. Obj. 5, column 2.	Same procedure as in Maj. Obj. 5, column 2.	Same procedure as in Maj. Obj. 5, column 2.
Objective #6 To develop a follow-up and feedback system	See: Appendix A, sheet 5. Also see T.A. monthly reports.	Same procedure as in Objective 5, column 2.	Have helped to upgrade system.	Testimonies See Appendix B,
Objective #7 To institutionalize the T.A. Program.	Selection and conducting of EIC Training Program by Farwest Lab.	Successfully having agents in districts complete training package. See lists of agents & dist. repres. Appendix A, sheet 7.	89% successful, Rich District not participating.	Same as # 3, objective 7.

Jerry Hawley & Dave Church
S.W. Educational Center

V. Major Criteria Ratings: Summary Findings

NOTE: Take the sub-total from each of the four criterion items from the previous sections and apply it to the appropriate scales below. Take the score on which your sub-total rating falls and record it in the appropriate column to the right.

a. Innovativeness

SCORE	5	10	15	20	25
Subtotal Rating	5	10	15	20	25
	Slightly Innovative		Moderately Innovative		Highly Innovative

b. Effectiveness/Success

SCORE	5	10	15	20	25
Subtotal Rating	(0-18)	(19-36)	37-54)	(55-72)	(73-85)

c. Cost-Effectiveness Analysis/Economical

SCORE	5	10	15	20	25
Subtotal Rating	(Less than 10)	(11-17)	(18-24)	(25-31)	(32-38)

d. Exportability

SCORE	5	10	15	20	25
Subtotal Rating	(1-15)	(16-30)	(31-45)	(46-60)	(61-75)

	SCORES	
	Project Self Rating	SEA Rating
	20	
	20	
	15	
	20	
GRAND TOTAL	75	

Projects will not be nominated for validation unless they have a minimum of 20 points on each subscore and a minimum of 80 total points.

Please provide a one page typewritten narrative statement covering any areas not addressed in the preceding questions.

GPO 940-729

RUTH NIELSEN
CSA - Richfield

V. Major Criteria Ratings: Summary Findings

NOTE: Take the sub-total from each of the four criterion items from the previous sections and apply it to the appropriate scales below. Take the score on which your sub-total rating falls and record it in the appropriate column to the right.

a. Innovativeness

SCORE	5	10	15	20	25
Subtotal Rating	5	10	15	20	25
	Slightly Innovative		Moderately Innovative		Highly Innovative

b. Effectiveness/Success

SCORE	5	10	15	20	25
Subtotal Rating	(0-18)	(19-36)	37-54)	(55-72)	(73-85)

c. Cost-Effectiveness Analysis/Economical

SCORE	5	10	15	20	25
Subtotal Rating	(Less than 10)	(11-17)	(18-24)	(25-31)	(32-38)

d. Exportability

SCORE	5	10	15	20	25
Subtotal Rating	(1-15)	(16-30)	(31-45)	(46-60)	(61-75)

	SCORES	
	Project Self Rating	SEA Rating
	25	
	20	
	15	
	10	
GRAND TOTAL	70	

Projects will not be nominated for validation unless they have a minimum of 20 points on each subscore and a minimum of 80 total points.

Please provide a one page typewritten narrative statement covering any areas not addressed in the preceding questions.

DR. ROBERT HANSON
S.E. Service Center, Price, Utah

V. Major Criteria Ratings: Summary Findings

NOTE: Take the sub-total from each of the four criterion items from the previous sections and apply it to the appropriate scales below. Take the score on which your sub-total rating falls and record it in the appropriate column to the right.

a. Innovativeness

SCORE	5	10	15	20	25
Subtotal Rating	5	10	15	20	25
	Slightly Innovative		Moderately Innovative		Highly Innovative

b. Effectiveness/Success

SCORE	5	10	15	20	25
Subtotal Rating	(0-18)	(19-36)	37-54)	(55-72)	(73-85)

c. Cost-Effectiveness Analysis/Economical

SCORE	5	10	15	20	25
Subtotal Rating	(Less than 10)	(11-17)	(18-24)	(25-31)	(32-38)

d. Exportability

SCORE	5	10	15	20	25
Subtotal Rating	(1-15)	(16-30)	(31-45)	(46-60)	(61-75)

	SCORES	
	Project Self Rating	SEA Rating
a. Innovativeness	20	
b. Effectiveness/Success	10	
c. Cost-Effectiveness Analysis/Economical	10	
d. Exportability	25	
GRAND TOTAL	65	

Projects will not be nominated for validation unless they have a minimum of 20 points on each subscore and a minimum of 80 total points.

Please provide a one page typewritten narrative statement covering any areas not addressed in the preceding questions.

V. Major Criteria Ratings: Summary Findings

NOTE: Take the sub-total from each of the four criterion items from the previous sections and apply it to the appropriate scales below. Take the score on which your sub-total rating falls and record it in the appropriate columns to the right.

a. Innovativeness

SCORE	5	10	15	20	25
Subtotal Rating	5	10	15	20	25
	Slightly Innovative		Moderately Innovative		Highly Innovative

b. Effectiveness/Success

SCORE	5	10	15	20	25
Subtotal Rating	(0-18)	(19-36)	37-54)	(55-72)	(73-85)

c. Cost-Effectiveness Analysis/Economical

SCORE	5	10	15	20	25
Subtotal Rating	(Less than 10)	(11-17)	(18-24)	(25-31)	(32-38)

d. Exportability

SCORE	5	10	15	20	25
Subtotal Rating	(1-15)	(16-30)	(31-45)	(46-60)	(61-75)

	SCORES	
	Project Self Rating	SEA Rating
a. Innovativeness	25	
b. Effectiveness/Success	20	
c. Cost-Effectiveness Analysis/Economical	20	
d. Exportability	20	
GRAND TOTAL	85	

Projects will not be nominated for validation unless they have a minimum of 20 points on each subscore and a minimum of 80 total points.

Please provide a one page typewritten narrative statement covering any areas not addressed in the preceding questions.

TOTAL NUMBER OF REQUESTS
By
QUARTERLY REPORT

Report Number	ERIC	Local	Total
Report #1 - June 25, 1970-Oct. 31, 1970	145		145
Report #2 - Nov. 1, 1970-Jan. 31, 1971	102		102
Report #3 - Feb. 1, 1971-April 30, 1971	197	76	273
Report #4 - May 1, 1971-July 31, 1971	376	76	452
Report #5 - Aug. 1, 1971-Oct. 31, 1971	388	33	421
Report #6 - Nov. 1, 1971-Jan. 30, 1972	395	49	444
Report #7 - Feb. 1, 1972-April 30, 1972	498	44	542
Report #8 - May 1, 1972-July 31, 1972	269	21	290
Report #9 - Aug. 1, 1972-Oct. 31, 1972	163	4	167
Report #10 - Nov. 1, 1972-Jan. 30, 1973	178	16	194
Report #11 - Feb. 1, 1973-April 30, 1973	240	25	265
Totals	2,951	344	3,295

Our Monthly Report #31 for April 1973, shows ERIC Requests to date as 3,014 and this break-down shows 2,951, a difference of 63, which was brought about by a figure that was transposed from 229 to 292 on Quarterly Report dated from November 1, 1970 to January 31, 1971.

STATISTICS BY QUARTERLY Reports*

uesters / ort No.	1	2	3	4	5	6	7	8	9	10	11	TOTAL
erintendent	7	7	13	17	19	21	6	4	8	7	4	113
ncipals	38	20	25	99	72	84	42	45	11	22	36	494
achers	37	37	28	91	81	131	76	30	34	43	49	637
ecialists	26	32	110	70	100	60	179	117	86	112	110	1002
ord/Directors	8	6	10	40	69	60	113	40	1	5	39	391
scellaneous	29	0	26	59	65	88	126	54	27	5	27	506
tal	145	102	212	376	406	444	542	290	167	194	265	3143

Report #1 covers June 25, 1970 through October 31, 1970
Report #2 covers November 1, 1970 through January 31, 1971
Report #3 covers February 1, 1971 through April 30, 1971
Report #4 covers May 1, 1971 through July 31, 1971
Report #5 covers August 1, 1971 through October 31, 1971
Report #6 covers November 1, 1971 through January 30, 1972
Report #7 covers February 1, 1972 through April 30, 1972
Report #8 covers May 1, 1972 through July 30, 1972
Report #9 covers August 1, 1972 through October 31, 1972
Report #10 covers November 1, 1972 through January 31, 1973
Report #11 covers February 1, 1973 through April 30, 1973

GLOSSARY OF TERMS

Computer Center	Utah--Data Processing Division, located in the Granite District Offices building about thirty blocks from the SEA.
Dissemination	"Communication about the operation and outcome of an educational activity in order to create awareness and understanding of its value, leading to possible adaption or adoption."
Educational Resources Information Center (ERIC)	A nationwide system for collecting, abstracting, indexing, storing and disseminating papers, reports, etc., in the field of education.
ERIC Terms:	
Abstract	The substantial summary citing each document in RIE, and appearing on the first page of each document.
CIJE	Current Index to Journals in Education. A new monthly publication with indexes and citations to articles appearing in 500+ education or education-related journals.
Clearinghouse	Any of nineteen offices handling research information pertaining to a given facet of education.
Hardcopy	Documents printed by a contracted firm on paper large enough for easy reading, collated with a cover, 70% type size.
Microfiche	Microfilm cards measuring 4" X 6", containing up to sixty pages of information per microfiche', available from ERIC Document Reproduction Service; LEASCO Information Products; 4827 Rugby Avenue; Bethesda, Maryland 20014.
Microfiche -Duplicator	Reproduces microfiche (fiche' to fiche')
Microfiche Reader	A machine for reading each page of a microfiche.
Microfiche Reader-Printer	A reader that also can print a photocopy of each page of the document. (Fiche' to hardcopy).

Requestor	An educator who requests information about an educational topic or idea from the Information Retrieval Center. Requestors may range from classroom teachers or paraprofessionals to administrators, higher education professors or graduate students.
RIE	Research in Education, an abstracting journal of ERIC documents, issued monthly.
Field Agent Resource Agent Educational Extension Agent	These are various terms relating to the field agent who contacts the client in the Utah Project.
Information Retrieval Agent	The individual doing the coding of the searches for the computer.
NIE	National Institute of Education. NIE is the major Federal agency for educational research and development. NIE and the Office of Education comprise the Division of Education in the Department of Health, Education and Welfare.
PREP	Putting Research into Educational Practice. A series of monthly reports which focus on current educational problems.
Project Director	The Project Director is a member of the State Education Agency staff. His role has been to organize the project, coordinate the work of the Reference Center with Technical Assistance teams and district requests, plan with and support the efforts of the project field agents, and monitor and provide for management of the project.
Reference Center	The information retrieval center located in the State Agency offices.
Reference Center Manager Project Manager	A new role combining managerial responsibilities of running the day to day operation of the program and incorporating the duties of the Reference Center Manager.
Retrieval	Process of extracting educational knowledge from the Resource System.
SEA	Utah State Board of Education, referring to the Agency as a whole, not the governing Board of Education.

ERIC DOCUMENTS UTILIZED BY TAP PROJECT

ED 065 739 ED 065 740	Reports of the Evaluation Component By Sam Sieber, et. al.
ED 064 527	Evaluation Study of NCEC Information Analysis Products: Final Report, Volume I, Description of Study, Methodology and Findings.
ED 064 528	Evaluation Study of NCEC Information Analysis Products: Final Report, Volume II, Individual Document Evaluation Profiles, by Judith Wanger.
ED 064 529	Pilot Training Project for Personnel Participating in Pilot State Dissemination Program's Final Report, By Charles Koelling, et. al.
ED 056 254	Field Agent's Role in Education.
ED 056 245	Problems in Information Retrieval.
ED 063 519	An Alternative to Query: Batch Searching of the ERIC Information Collections. By Edward Krahmer and Kent Horne
ED 045 589	Query System
ED 060 922	Evaluation Study of ERIC Products and Services, Summary, Volume I, Final Report, by Bernard Fry.
ED 060 923	Evaluation Study of ERIC Products and Services, Volume I of IV, Final Report.
ED 060 924	Evaluation Study of ERIC Products and Services, Volume II of IV, Final Report.
ED 060 925	Evaluation Study of ERIC Products and Services, Volume III of IV, Final Report.
ED 060 926	Evaluation Study of ERIC Products and Services, Volume IV of IV, Final Report.
ED 065 742	Toward Establishing an Educational Information Dissemination Center, by John Coalson.
ED 069 327*	Research Information for the Educator to Meet the Educational Needs of Utah's Children: Technical Assistance Information Service Interim Report, Dec. 1972.

APPENDIX

ITEM NO.	TITLE	PAGE NO.
1	Computer Costs.	16
2	Levels of Service	17
3	Flow Chart.	17
4	Project Model	17
5	Project Expenditures	
6	Revised Request Form	
7	Agent's Evaluation Material	

COST PER SEARCH

Cost per search considerations:

On costing out the searches there are several alternatives possible.

1. Arrive at a "cost per search" for our searches based on the base cost plus other costs such as computer print costs and tape up date purchase costs, as listed on summary sheet No. 8.

BASE COST
- A. Recording and negotiation (if any).
- B. Coding
- C. Computer punching, etc. and F below
- D. Computer print time
- E. Review
- F. Recording, packaging and mailing

This cost would probably be set on a limited number of abstracts - 25 perhaps, as we do now. Even if two abstracts came out, the search would cost a standard amount.

NOTE: If 2 abstracts came out it would be necessary for staff to ready the search.

Boulder was charging $19.00 for a search of this type previously.

2. Charge a basic amount to cover:

   A. Recording and Negotiation
   B. Coding
   C. Computer Punching
   D. Review, if any
   E. Recording, packaging and mailing and

   Charge 15¢ per abstract and print as many as the client desired. This entails getting back to the client before printing and giving him a number of "hits" detected.

   NOTE: In some cases the graduate students want only to know there are few hits, and then they select the topic for doctoral research. Which is alright if we have our payment first. This method is time and personnel consuming. Interlibrary Loan can collect the search cost before giving up the packet.

3. University searchers usually want to do their own reviewing.

NOTE: It is not clear at this time whether Internal Data Processing is a service that is not to be paid for by [redacted] project or whether it is a service supplied to Agency Divisions. There is a great cloudy area in attempting to figure billing from the Internal Data Processing and the Computer Center.

The only place I have trouble is coming up with a round figure for the recording, coding, review, and packaging area. I have given you all the statistics I can round up, and perhaps you will have some better way of arriving at a cost.

The levels of search sheet is a rough draft also and can be used as a basis of the services we offer. Some changes can be made readily on this.

Also, a contract basis with a University or other centers for a certain number of searches is a possibility.

I can show you materials from other centers if you would like to see what they do on this problem.

I have tried to summarize and hit the highlights of this area. I would appreciate your reaction on this.

Thank you!

ADDITIONAL NOTE:

I just discovered that we were charged $169.08 for computer time for March 1973. Also that the divisions transfer payment to Data Processing at the beginning of the fiscal year.

TIME

1. Review and/or Negotiation of Search Request and Assignment of Computer Logic — 2/3 coder's hours 27/40 hr. week 10 min.-Mary Ruth

   Preliminary Processing
   Designation of #, recording in log book, and assigning number

   Coding (ERIC) - Descriptors actual coding — 10/hour ?
   A) based on 10 searches per hour - 25¢ search (salary & fringe) no rev. 2/3
   B) 4 searches per hour and search 6 min. and 9 min. Review 60¢ search (salary and fringe) 4 X 60= 2.40 hr.

2. Computer - Key Punching
   Key Punch Time — $30.00/month
   Programmer's Time — $35.00/month
   Coder's Time — $291.32/month (2/3 time)

3. Computer Performance of Search with Printing of Resumes for 100 hits — $3.37/ hr.; comes out 15¢/abstract; 25 limit on abstracts for educ. clientele by consensus of project.
   C.U. Time
   Paper= 1¢ per page
   CIJEs- cheaper-less to print
   RIEs- more costly

4. Limited Professional Review of Search Results — *University searchers may want more abstracts; cost 3.75 per search= abstract printing
   Scanning for Relevancy
   1) Returned printouts scanned and documents which do not pertain to request are extracted
   2) Saving and recording logic
   Review: can be optional

5. Processessing and Packaging
   1) Matching searches with forms
   2) Adding cover and user sheet and MF order forms
   * Need work study student assigned to service to package and mail materials

6. District Mail + Postage costs

7. Literature Review - Manual Search added to a computer search
   additional information.....
   Xerox costs-(2¢ per page)
   Microfiche-free
   Hard copy- 15¢/page, $1.00 minimum

8. If We Wish To Recoup tape ordering cost we can average the number of searches quarterly and divide into the quarterly cost of tapes and add this to our search costs. Example attached.

# of searches:

Sept. 72 - 53
Oct. 72 - 87
Nov. 72 - 89
total 229 average=76

Dec. 72 - 33
Jan. 73 - 62
Feb. 73 - 96
total 181 average=60

Tape costs new system:

RIE, etc.
60
55
55
55
55
55
335/quarter

76/335 = approx. 4.42/quarter

60/335 = approx. 5.55/quarter

[illegible]:

This could become a very lucrative item:
Charges are 15¢ per page and $1.00 minimum.

For the month of March:

95 copies were made by one person - - - - $14.25
60 copies by another - - - - - - - - - - $ 9.00

These were billed in the Agency.

INFORMATION SERVICE REQUIREMENTS - SUMMARY

Consultant to Install System		Future Applications-one time cost
16 tapes to support ERIC data base so we can utilize option 2 Lasco @ $50 Coping tapes Price	$190.00	one time cost (possibly can resell to Lorraine Hill) 6 of these are what we are referring to:
6 tapes - quarterly updates to June @ $50 per tape - Dec., March, June	$900.00	$1,200 per year - 4 quarters See ERIC Data Base Sheet
Disc Rental	$10-$25/month	continuing cost
Purchase of Source Materials	approx. $500.00	one time cost
*1. IF PRODUCER SHOULD GO OUT OF BUSINESS:		
Microfiche Collection	$1,000- June 6 mo.	estimited twice per year ($2,000)
MF Cabinets	$154.00	2 per year and space **2
Subscriptions:		
ERIC Public:		
RIE	$38.00 yr.	once a year
CIJE	$44.00 yr.	
Descriptors Post.		
RIE Annual/semi-annual Identifiers- new information		

Question:

*1. Is there any way to encumber this money from current year's T.A.P. budget?

**2. Where will we put future microfiche cabinets?

3. Must have filing cabinet in Dr. Lindsay's office, now used for Information Service, either in my office or near coder's desk. O.K.? (Paid for from original T.A.P. funds.)

LEVELS OF SERVICE:

Level I

A. Full services of extension agent
   1. awareness activities
   2. technical assistance in problem articulation, question negotiation, transformation
   3. linking function

B. Full in-depth Searches
   1. Computerized searches of ERIC, including CIJE, RIE option and full review
   2. Manual updates of ERIC, if necessary, as desired...selective dissemination
   3. PREP
   4. Extended use of Reference Services at Client's request

C. Microfiche Circulation

D. Hardcopy available at cost

E. MF reproduction free, as long as possible

F. MF Reader loan

G. Limit - 25 abstracts

Level II

A. Part time service of district agents
   1. system for request taking, packet return and fiche circulation, reader loan, records

B. Full in-depth searches
   1. Computerized searches of ERIC, including CIJE, RIE option and full review
   2. PREP
   3. Extended use of Reference Services and current awareness probably not offered due to to number of requests and lack of staff

C. Microfiche Circulation

D. Hardcopy available at cost

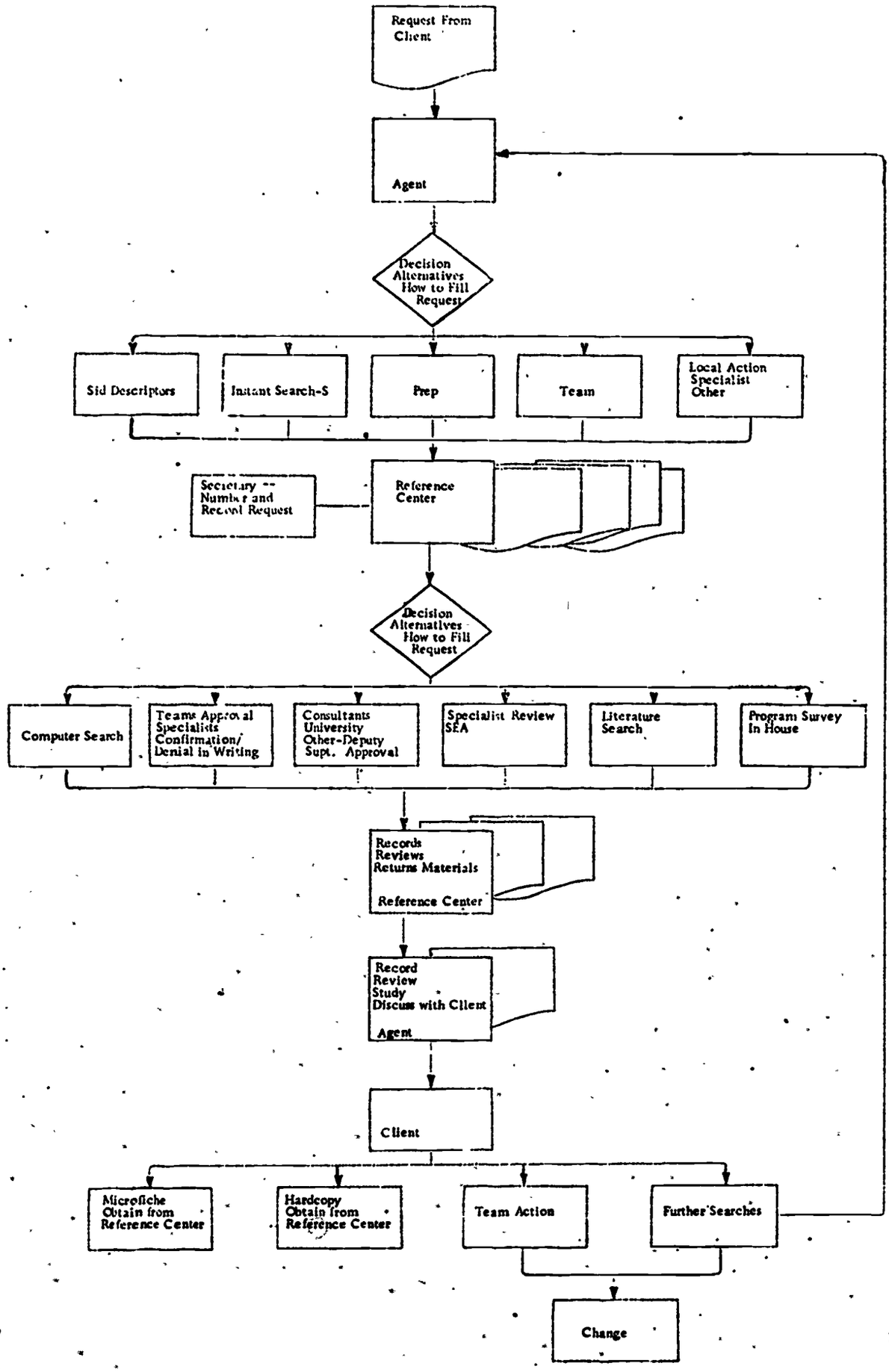
E. MF duplication free, as long as possible

F. 25 limit abstracts generally

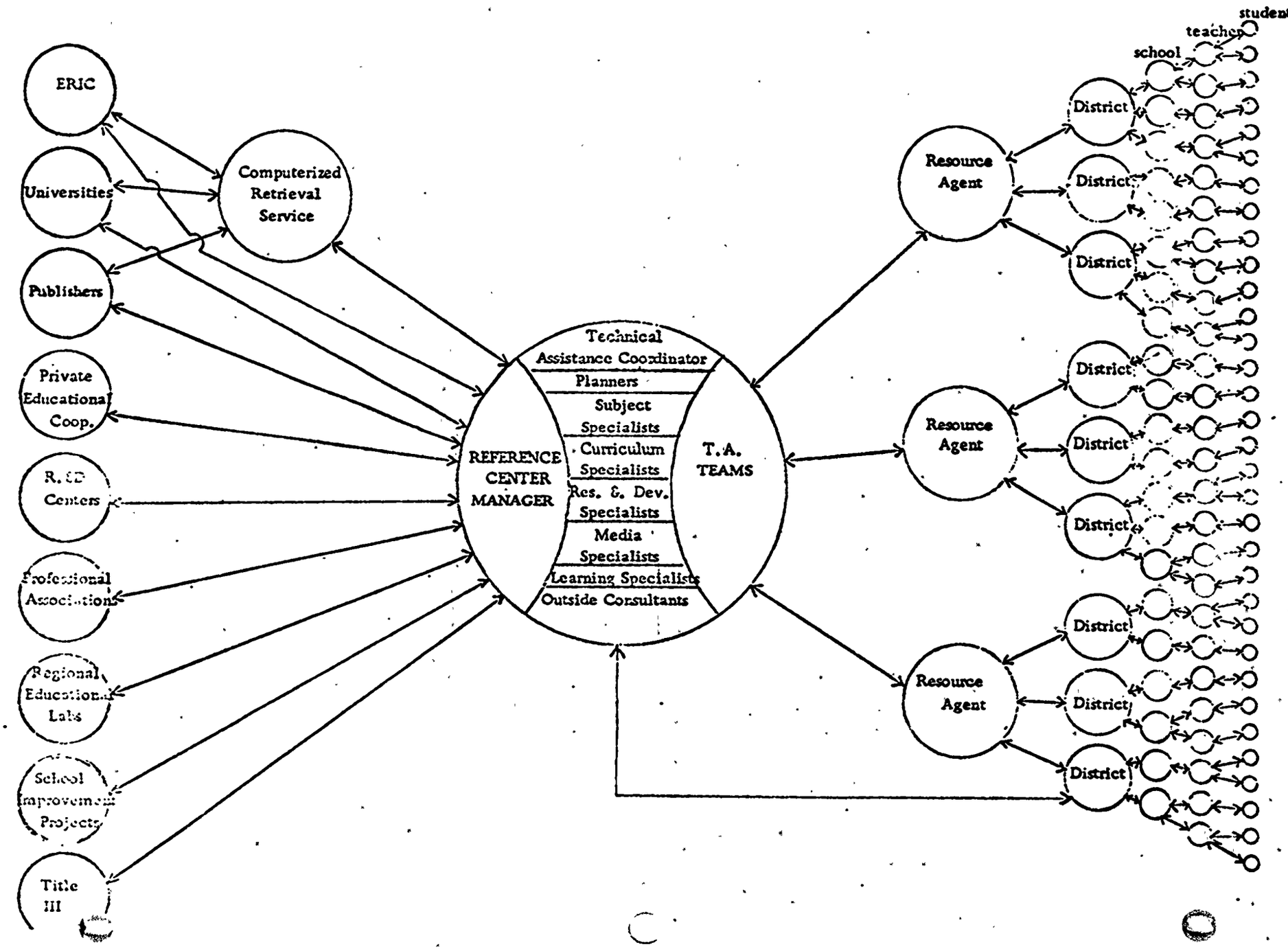
Level III- universities and other non-public school related agencies

Computer search of ERIC only — alternatives - university coding no review — coding (in house) no review

Coding:
University
Information Service



APPENDIX No. 3



Appendix No. 4

EXPENDITURES OF MONEY **

Management 1973		Retrieval 1973		Field Agent 1973	
Personnel	$5,000	Personnel	$19,200	Personnel	$44,028
Travel	300	Travel	800	Travel	2,340
Rent	1,000	Rent	1,250	Rent	3,000
C.E.*	1,200	C.E.	13,250	C.E.	8,632
	$7,500		$23,400		$58,000
1972		**1972**		**1972**	
Personnel	$9,000	Personnel	$18,600	Personnel	$42,750
Travel	1,000	Travel	600	Travel	4,675
Rent	1,000	Rent	1,060	Rent	3,000
C.E.	500	C.E.	8,740	C.E.	9,575
	$11,000		$29,000		$60,000
1971		**1971**		**1971**	
Personnel	$16,000	Personnel	$15,910	Personnel	$41,900
Travel	800	Travel	335	Travel	5,325
Rent	1,850	Rent	655	Rent	3,000
C.E.	350	C.E.	2,050	C.E.	12,775
	$19,000		$21,000		$60,000

*Current Expenditures include:
- Communications
- Postage
- Professional Services
- Materials & Supplies
  - Operational
  - Equipment
- Office Supplies
- Printing & Binding
- Education/Recreation Supplies
- Subscription
- Unclassified Expenses

**Project Expenditures related to Management, Retrieval, and Field Agent Components.

PROJECT COST ESTIMATES
FY 1973

Project Director: Kenneth P. Lindsay

Institution or Agency: Utah State Board of Education

Proposed Duration: 12 months - from July 1, 1972 to June 30, 1973

A. Direct Costs:	State Funds	Federal Funds	Total
Personnel Salaries (51)			
Project Coordinator (Lindsay)-half-time		$ 9,866.00	$ 9,866.00
Project Manager-Wallentine		$ 11,621.00	$ 11,621.00
Retrieval Specialist	$ 9,000.00		$ 9,000.00
Field Agents -			
Hawley - Half-time		$ 7,600.00	$ 7,600.00
Church - " "		$ 6,250.00	$ 6,250.00
Kohler		$ 12,350.00	$ 12,350.00
Nielson		$ 12,320.00	$ 12,320.00
Hanson - Half-time	$ 6,750.00		$ 6,750.00
Local Field Agents - 26 agents, 1/3 time, approx. $9,000 average salary	$ 78,000.00		$ 78,000.00
Secretaries -			
State Office (Haslam)		$ 6,660.00	$ 6,660.00
Richfield Center - Half-time		$ 1,836.00	$ 1,836.00
Heber City Center- " "		$ 1,752.00	$ 1,752.00
Cedar City Center - " "		$ 1,920.00	$ 1,920.00
Price Center " "	$ 2,300.00		$ 2,300.00
Technical Assistance Teams, S.E.A. Professional Staff, 600 man days X $50/day	$ 30,000.00		$ 30,000.00
Consultant Services - University Personnel, Private Consulting Agencies, 10 man days X $100/day		$ 1,000.00	$ 1,000.00
TOTAL	$126,050.00	$ 72,175.00	$198,225.00
Employee Benefits (52) (charged as direct)			
Social Security	$ 4,375.00	$ 2,500.00	$ 6,875.00
Retirement	$ 6,125.00	$ 3,200.00	$ 9,325.00
Insurance	$ 675.00	$ 200.00	$ 875.00
Hospitalization	$ 2,700.00	$ 1,200.00	$ 3,900.00
Merit Pay	$ 380.00	$ 175.00	$ 555.00
Industrial Insurance	$ 1,150.00	$ 325.00	$ 1,475.00
TOTAL	$ 15,405.00	$ 7,600.00	$ 23,005.00
Travel			
Director, Manager, and Retrieval Specialist RISE Conference		$ 250.00	$ 250.00
Central Staff 5 trips each to each Service Center 900 mi. x .10¢ mi. x 15 trips		$ 1,350.00	$ 1,350.00

	State Funds	Federal Funds	Total
Travel - Continued			
Master Field Agent travel 18 trips to each district 26 districts x 9 trips x average of 50 mi. x .10¢ per mile = ($2,340)		$ 2,340.00	$ 2,340.00
Out of State travel for project staff = ($1,000)		$ 1,000.00	$ 1,000.00
Miscellaneous travel		$ 260.00	$ 260.00
State Specialists traveling on Technical Assistance assignments, 600 man days x average 50 mi. x .10¢ mi.	$ 3,000.00		$ 3,000.00
TOTAL	$ 3,000.00	$ 5,200.00	$ 8,200.00
Supplies & Material (54)		$ 1,025.00	$ 1,025.00
Communications			
Telephone $1,600.00			
Correspond. 700.00			
Other 200.00	$ 2,500.00	$ 2,000.00	$ 4,500.00
Computer Processing			
The Boulder Retrieval Center will charge us $1,000/month until we develop our own retrieval capability. Start up costs would run from $600 (Altus) to $1,900 (CCM). It is anticipated that operating costs for our own system would be approximately $800/month.		$ 12,000.00	$ 12,000.00
TOTAL	$ 2,500.00	$ 15,025.00	$ 17,525.00
TOTAL COSTS	$146,955.00	$100,000.00	$246,955.00

REQUEST FOR UTAH STATE BOARD OF EDUCATION INFORMATION SERVICES
1400 University Club Building, 136 East South Temple
Salt Lake City, Utah 84111

Center/District No._____ R.C.No._____

ERIC (Educational Resources Information Center) is a national information service established to make the results of new educational research available to all educators. You will receive a packet of informational abstracts dealing with your area of interest.

Name of Requester_____Position/Title_____

School_____District_____Phone_____

Address_____City_____Zip_____

Agent_____

Submitted to Ref. Center by: Form_____Telephone_____In Person_____Letter_____

DATES TO: Original	R.C.	ERIC-other	Due	RETURNED TO: R.C.	Agent	School or Client	Follow-up

Request writing suggestions: PLEASE USE SEPARATE FORM FOR EACH REQUEST.

1. Please state in your own words the information you seek. You may want to word your area of concern in a question form, define your understanding of key concepts or underline key words. Be as concise as possible. Please identify the major subject area and any sub topics in which you may be interested.
EXAMPLE: Major Subject Area: Teaching Mathematics; Sub Topic: Programs for low achievers.

REQUEST_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MAJOR SUBJECT AREA:_____SUB TOPICS:_____

_____ERIC Thesaurus Terms_____

_____

Age/Grade Level:_____Proposed use of information:_____

PLEASE CHECK ANY OF THE FOLLOWING THAT WOULD BE APPLICABLE TO YOUR REQUEST

Current Information	_____	Bibliographies	_____
Overview	_____	Curriculum Guides	_____
Research Reports/Lit. Reviews	_____	Instructional Material	_____
Programs or Projects	_____	Technical Assistance	_____

FURTHER ACTION:(R.C. use only)_____ RIE_____

_____ CIJE_____

_____ HC_____

_____ MF_____

_____ XEROX_____

_____ OTHER_____

Thank you for your request. Please feel free to write further requests based on the information received in this search. A maximum of 25 current abstracts will be sent unless otherwise specified.

AGENT'S EVALUATION MATERIAL

Case Study Report Form

UESTER NAME: Claudia Forsyth
TITLE: Curriculum Director
OL: ------
DISTRICT: Iron County School District
NT: Jerald Hawley
GRADE LEVEL: K-12

IC: Iron County School District Affective Doma - Project

RIEVAL ACTION: (List searches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

Mrs. Kathy Wallentine sent Mrs. Forsyth five IERSC Bulletins and some printouts. These have been the basis of this Affective Domaine Project thus far.

ENT'S ORIGINATING ACTIVITIES: (List dates if possible.) November 1, 1972

LLOW-UP OR CONTINUING ACTIVITIES: This is an ongoing project and future workshops have been scheduled.

SULTING ACTION: (Include product if anything produced, schedules changed, etc.)

FECT ON CHILDREN IN CLASSROOM:

THER COMMENTS: Mrs. Forsyth made contact with Mrs. Kathy Wallentine of the State Department of Education and she sent Mrs. Forsyth five IERSC Bulletins and some printouts and these have been the primary sources of material for the inservice training of the personnel of the

(feel free to use back)

three schools involved.

Mrs. Forsyth has held weekly meetings with each of the three schools, Parowan High School, Cedar South Elementary School, and Cedar Junior High School. These meetings have involved the faculty and school committees of each of these schools. This is where much of the material in the IERSC bulletins has been used.

On December 1 and 2, 1972, a workshop was held and consultants from IERSC were used. In addition to this workshop and the weekly meetings at the individual schools, there have been two day-long workshops where the administrators of the three schools, the district staff, and the school committees met together. At one of these meetings Dr. Albert White of IERSC acted as the consultant. This Affective Domaine Project is an ongoing thing, and a workshop has been scheduled for January 26, 1963, for the faculties of the three involved schools. Dr. Morris Rowley of the State Department of Education will serve as the consultant at this workshop.

Need for Additional Agents

The demands became so great that the two agents in the Southwest Educational Development Center area could no longer service the 25,000 square miles and 52 schools of their region. The decision was made to ask each participating district to appoint at least two educators who could work as EIA's. It was recommended that these educators be principals, media coordinators, or district-level staff. The following report is a summary of the efforts to establish EIA's at the school and/or district level in Millard, Beaver, Iron, Garfield, Kane, and Washington County School Districts.

The districts identified the educators to be trained and the first meeting was scheduled. The makeup of the group was as follows: five district curriculum directors, three media coordinators, three elementary principals, and one classroom teacher. This first session was an overview of the program, a laying out of roles and a defining of activities.

The activities of the EIA at the school level are:

1. To provide the faculty with an explanation of the services offered.
2. To become knowledgeable to the goals and special interests of most faculty members.
3. To get acquainted with the local information sources, those found within the school itself and the local community..
4. To get acquainted with the regional and state information sources.
5. To build a working relationship (trust level) between himself and the school administration and faculty..

6. To provide alternative solutions that will be relevant to the client's needs.

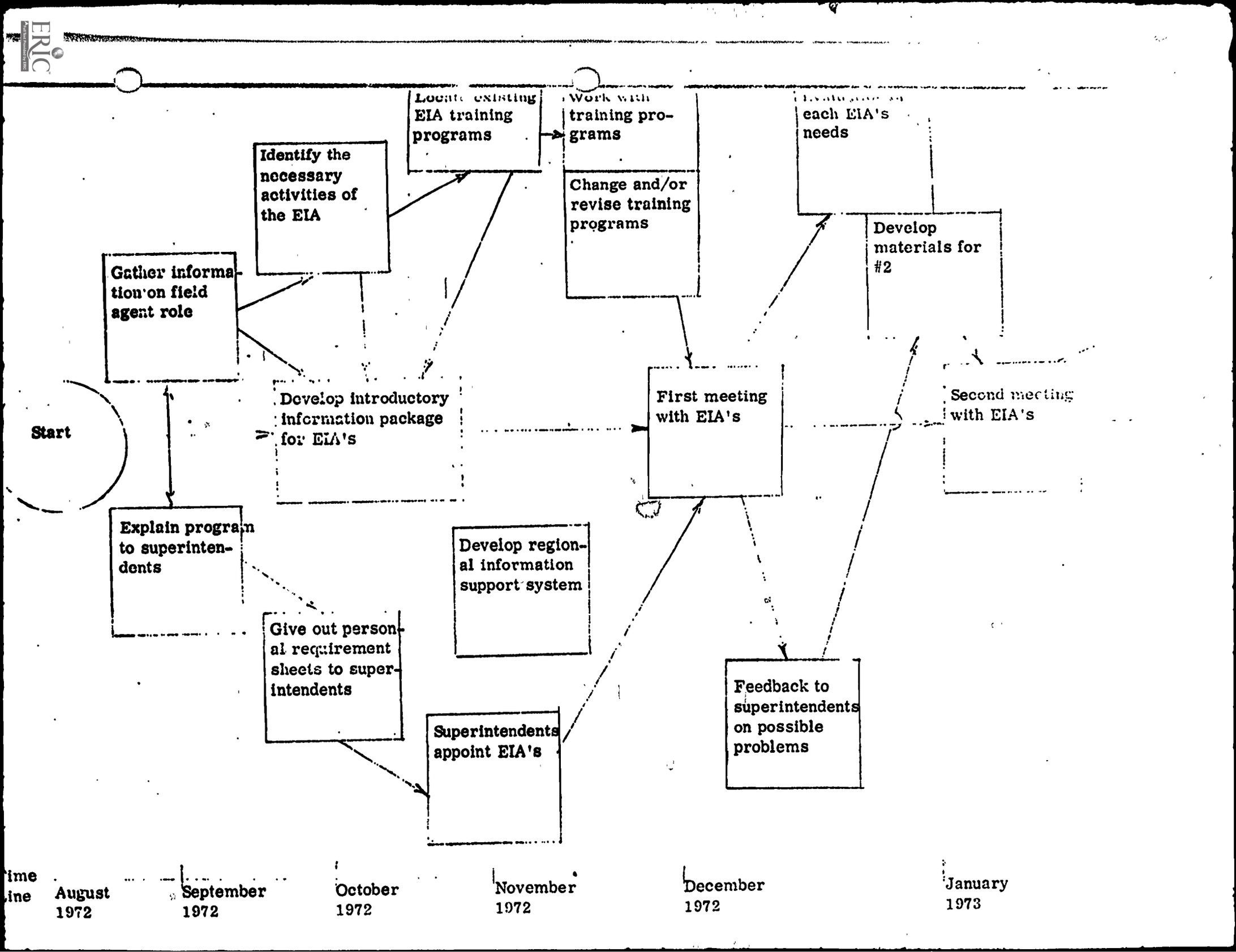
The activities of the EIA at the district level are:

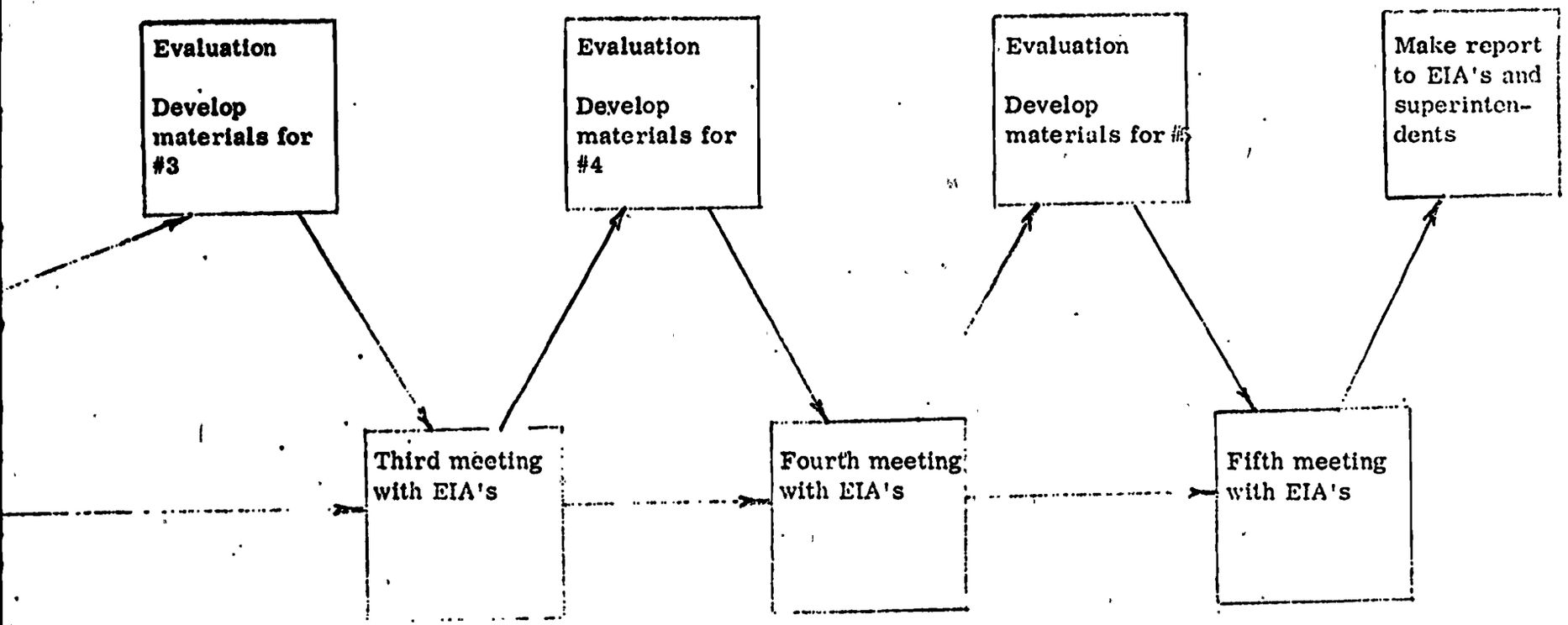
1. To meet with each faculty in order to familiarize them with the service.
2. To become knowledgeable about the goals of each school.
3. To get acquainted with the information sources available in this area.
4. To get acquainted with the information sources at the regional and state level.
5. To build a working relationship (trust level) between himself and those he wishes to help.
6. To provide alternative solutions that will be relevant to the needs of all requestors.

The role of the Southwest Educational Development Center will be:

1. To provide the Master EIA and train the local EIA.
2. To provide a regional contact point where the local EIA can get information to help the client.
3. To aid the local EIA in making contacts with other agencies and information sources as needed to meet the client's needs.

The remaining training sessions were held out in the districts. The following are summaries of the training sessions:


Start
Gather information on field agent role
Identify the necessary activities of the EIA
Locate existing EIA training programs
Work with training programs
Change and/or revise training programs
Develop introductory information package for EIA's
Explain program to superintendents
Give out personal requirement sheets to superintendents
Superintendents appoint EIA's
Develop regional information support system
First meeting with EIA's
Feedback to superintendents on possible problems
each EIA's needs
Develop materials for #2
Second meeting with EIA's
ime
ine
August 1972
September 1972
October 1972
November 1972
December 1972
January 1973



February 1973

March 1973

April 1973

May 1973

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat_____ Very much X

2. Have you been able to make a practical application of materials provided? Yes,
How?
By augmenting and enriching regular units of study.

3. What changes have taken place because of technical assistance?
1. Subject matter has been expanded and enriched for students;
2. Students were able to take part in curriculum planning which added to their interest and motivation
3. Several teaching innovations which I judge to be worthwhile.

4. Did you use consultant services?
State X Local X etc. Some Outside the Education Profession

5. What impact did the consultant have on your problem?
None_____ Helped solve problem X

Helped create a new innovation in your school Yes
Explain
Use of students to evaluate teaching materials, the indirect learning was tremendous

6. Have you participated in any technical assistance workshops?
Yes X No _____ Which one? 101

7. What was your opinion of them?
Comment.
Worthwhile

8. Has the technical assistance agent been dependable, reliable and helpful?
Yes!

9. How could technical assistance be improved?
Comment.
Simply make the technical assista e more available - I would certainly use that person

Signature James C Thornton
Position Social Studies
School North Sanpete H. S.

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat ✓ Very much _____

2. Have you been able to make a practical application of materials provided?
How? Our school has developed a language Arts program based on Program and instructional objectives. We have compiled a data bank of material based on these objectives.

3. What changes have taken place because of technical assistance?
1. Continuous progress concept regarding student achievement
2. Use of Multi-Media
3.

4. Did you use consultant services?
State ✓ Local ✓ etc. _____

5. What impact did the consultant have on your problem?
None _____ Helped solve problem ✓

Helped create a new innovation in your school _____
Explain We have instituted an open space, Team teaching, concept of instruction. Reading, math, language Arts programs have Program and instructional objectives implemented.

6. Have you participated in any technical assistance workshops?
Yes ✓ No _____ Which one? I.D.I E.I.C.

7. What was your opinion of them?
Comment. Very valuable in planning strategy to problem solutions.

8. Has the technical assistance agent been dependable, reliable and helpful?
Very helpful and Co-operative. Goes out of her way to see you have necessary research and resource personnel — very much appreciated.

9. How could technical assistance be improved?
Comment. Technical assistance is valuable if you are able to bring forth change in people — this is the challenge of the Administrator

Signature John Carl Tufo
Position _____
School _____

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat_____ Very much X

2. Have you been able to make a practical application of materials provided? Yes
   How?
   We have used the research that has been provided to upgrade our curriculum areas.

3. What changes have taken place because of technical assistance?
   1. A scope and sequence in the language arts program K-12 has been developed.
   2. We have been able to train some of our personnel in the IDT process for implementing change.
   3. Social Studies materials and programs have been developed as result of technical assistance program.

4. Did you use consultant services?
   State X Local X etc._____

5. What impact did the consultant have on your problem?
   None_____ Helped solve problem X

   Helped create a new innovation in your school_____
   Explain

6. Have you participated in any technical assistance workshops?
   Yes X No _____ Which one? IDI

7. What was your opinion of them?
   Comment. I feel the training was very worthwhile, but in a small school district time to organize and to carry out a program such as this becomes very difficult.

8. Has the technical assistance agent been dependable, reliable and helpful? Very much so.

9. How could technical assistance be improved?
   Comment.
   If the federal funds were continued for the next three years, or even one year.

Signature Winston D Leone
Position Superintendent
School South Sanpete School District

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat X Very much _____

2. Have you been able to make a practical application of materials provided? How?

Materials, the technical research, the privilege of corresponding and talking over problems and ideas with people from CSA has been the thing which has been very valuable to me.

3. What changes have taken place because of technical assistance?
1. The materials which are made available to us as teachers have contributed
2. greatly to enrichment of classroom work.
3.

4. Did you use consultant services?
State _____ Local X etc._____

5. What impact did the consultant have on your problem?
None _____ Helped solve the problem X

Helped create a new innovation in your school X
Explain - Planned and carried out an intensive reading program for our Junior High School which included many innovative ideas.

6. Have you participated in any technical assistance workshops?
Yes X No _____ Which one? Reading Materials and their uses.

7. What was your opinion of them?
Comment. The workshops have been well-planned effectively directed and most helpful for they have met our "needs" as teachers.

8. Has the technical assistance agent been dependable, reliable and helpful? Very dependable, reliable, helpful and always eager to go the extra mile in offering assistance.

9. How could technical assistance be improved?
Comment. The set up in our area seems to be functioning very well. I am unable to see any way it could be improved at this time.

Signature E. Elizabeth Staples
Position Reading teacher
School Richard Wright

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat X Very much ____

2. Have you been able to make a practical application of materials provided? How?

Reading, English, Science curriculum revision

3. What changes have taken place because of technical assistance?
   1. Reading program revision
   2. Science program revision
   3.

4. Did you use consultant services?
   State X Local X etc. ____

5. What impact did the consultant have on your problem?
   None ____ Helped solve the problem X

   Helped create a new innovation in your school ____
   Explain

6. Have you participated in any technical assistance workshops?
   Yes X No ____ Which one? CSA

7. What was your opinion of them?
   Comment.
   Good review of steps Ed previously been exposed to.

8. Has the technical assistance agent been dependable, reliable and helpful?
   yes

9. How could technical assistance be improved?
   Comment.
   Regular contact with schools if new materials come out - Material aid/assistance to actually implement programs.

Signature Boyd Kusel
Position Principal
School ~~Richfield Jr High~~

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat ✓ Very much _____

2. Have you been able to make a practical application of materials provided?
How? We asked for information on un-grading as we anticipated moving in that direction.

3. What changes have taken place because of technical assistance?
1. We ungraded our reading from 4th to 6th
2. Mini-courses
3.

4. Did you use consultant services?
State _____ Local ✓ etc. _____

5. What impact did the consultant have on your problem?
None _____ Helped solve problem ✓

Helped create a new innovation in your school _____
Explain

6. Have you participated in any technical assistance workshops?
Yes ✓ No _____ Which one? _____

7. What was your opinion of them?
Comment. They were excellent

8. Is the technical assistance agent been dependable, reliable and helpful? yes

9. How could technical assistance be improved?
Comment. More specific information on research and a little more info than are abstract

Signature Kenneth M Graham
Position Principal
School Manti Elementary

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat ___ Very much ✓

2. Have you been able to make a practical application of materials provided?
How? - Much of the material we received was used by Students in preparing Research papers for Senior English

3. What changes have taken place because of technical assistance?
1. It has added additional Resource Material for our Library
2. - It has been helpful to have some one to discuss problems with
3. We have received many suggestions from C.S.A. Consultants that have been useful constructively

4. Did you use consultant services?
State ___ Local ✓ etc. ___

5. What impact did the consultant have on your problem?
None ___ Helped solve problem ✓

Helped create a new innovation in your school ___
Explain
Have created a non text book Social Studies program - Extra materials from CSA have helped make this possible -

6. Have you participated in any technical assistance workshops?
Yes ✓ No ___ Which one? I.D.I. and E.I.C.

7. What was your opinion of them?
Comment.
I felt a lot of good ideas were given. The Systematic approach given in I.D.I, if worked, would solve a lot of educational problems.

8. Has the technical assistance agent been dependable, reliable and helpful?
Very, Very helpful & cooperative

9. How could technical assistance be improved?
Comment. More Money to buy up to date films, etc.

Signature Margaret Beach.
Position Media Director
School Martin Luther King Jr. High School

QUESTIONNAIRE

1. Has technical research from Cooperative Service Agency been valuable to you? Somewhat_____ Very much X

2. Have you been able to make a practical application of materials provided? yes.
How? Resource materials from state and local were loaned to me
Plans and suggested procedures from other districts were helpful

3. What changes have taken place because of technical assistance?
1. Class structure has been changed.

2. More individualized involvement of students

3. More use of library.

4. Did you use consultant services?
State X Local X etc._____

5. What impact did the consultant have on your problem?
None_____ Helped solve problem X

Helped create a new innovation in your school Core program.
Explain
Have reached some students who have never been reached before. many students have shown more interest than before and have done more and different types of work.

6. Have you participated in any technical assistance workshops?
Yes X No _____ Which one? IDI

7. What was your opinion of them? Excellent
Comment.
The films and procedures were useful - Could be applied to our own classrooms.

8. Has the technical assistance agent been dependable, reliable and helpful? yes. — excellent and always available when needed.

9. How could technical assistance be improved?
Comment.

Signature Ada Nielson
Position teacher
School North Junior High School

SAMPLE CASE STUDIES

Mrs. Elizabeth Staples
Richfield Jr. High
Ruth Nielsen

Teacher
Sevier
7-9

Reading Theater (Develop a new class for year 73-74)

Sid search (73-2-549) Resource material for class in reading theater.

Request for agent to come in for a discussion concerning a new class for Richfield Jr. High School.

FOLLOW-UP OR CONTINUING ACTIVITIES: Agent took the following books to Mrs. Staples: 4 workbooks - Readers Series, Literature for Interpretation, Group Reading: Readers Theatre, Radio Speaking, Language Arts, Speech books, Communicative Reading.

Letters have been sent to the following companies requesting information: Houghton Mifflin Co.; Scott, Foresman, and Co.; Prentice Hall, Inc.; Holt, Rinehart and Winston; MacMillan Company; National Textbook Co. Information was received.

There will be a class taught next year in reading theatre. The objectives have been formulated and developed and the course outline has been made. Reference materials are being collected.

Will have to be determined after next year.

Jr. High Social Studies

No. and So. Sanpete, Juab, Sevier, Wayne Jr. High

"Young people's symposium on international affairs" Social Studies teachers

Correspondence for material sent to Robert Bowen and Lucille Taylor of Spanish Fork High School, Laidlaw Brothers, MacMillan Co.

December of 72 and January 73 discussions with Rodney Anderson regarding Youth Symposium on International Affairs also discussions were held January and February 1973 with Leonard Trauntvein.

March 28, 1973 Mr. Kent Robertson, Mr. Richard Lambert Mr. Briant Burgess, Mr. Elliott Arnoldson, Mr. Rodney Anderson, Mr. Robert Beck, Mr. Richard Christenson, Mr. Ralph Green, Mr. Albert Antrei, Mr. Leonard Trauntvein, Mrs. Ada Nielsen, and Mrs. Esther Durfey, Mrs. Ethel Durfey were invited by letter to participate in International Festival at B.Y.U. Guided instructor.

Meeting April 16, 1973 Organized for action, elected Rodney and Leonard co-chairman. First Symposium set for Nov. 73, host Gunnison: 2nd set for Jan 1974 at Sevier and the third one set for Juab April. Plans were made.

This has possibilities for growth, and plans are tentative for enlargement.

Case Study Report Form

REQUESTER NAME: Winston Gleave TITLE: Superintendent of Public Inst.
SCHOOL: South Sanpete School District DISTRICT: South Sanpete School District
AGENT: Paul Nielsen GRADE LEVEL:

TOPIC:

RETRIEVAL ACTION: (List searches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

10-27-72 SID Intermediate Administrative Units Small Rural School Boards: 10-27-72, SID search - Interdistrict Policy Board of Education, 10-27-72, SID Search School Board Policy on School Administration: 10-27-72, CAP 19001, CAP 01001, 10-27-72, PET- school organization, PET - Program Planning; PET Packet I, II, and III.

AGENT'S ORIGINATING ACTIVITIES: (List dates if possible.)

FOLLOW-UP OR CONTINUING ACTIVITIES: Policies requested and received from other Districts. Delivered to Superintendent Gleave. Request for PPBS from Mesquite - promise to send it but has not been received.

RESULTING ACTION: (Include product if anything produced, schedules changed, etc.)

EFFECT ON CHILDREN IN CLASSROOM:

OTHER COMMENTS:

(feel free to use back)

Clair Erickson	Teacher
Thomas Henrietty	Principal
Manti High School	South Sanpete
Ruth Nielsen	9-12

Enrichment of Social Studies Program

'2-72 SID - Humanities Instruction Language; 9-22-72 CAT 26002; 9-22-72 SID social Studies; 22-72 CAP 26001; 9-22-72- SID Social Science; 9-22-72 CAP 26001; 9-22-72 SID Social .ence; 9-22-72 CAP 26001; 11-7-72 Negotations Packet I and Packet II and Packet III

April 4 - Discussion with perintendent Gleave - Curriculum Director - desire to up-grade social studies- Saw incipal Henretty. Principal Henretty involved in IDI June 12-16. April 12 a meeting th Principal Henretty, Ruth Nielsen, Ray Whittaker, Clair Erickson, Doug Bjeargaard d Allen Bauer. September 20th a meeting was held to discuss social studies programs.

November 30 discussion with Rodney Anderson.

He has set up a visit to Granite School District December 6 to visit Mini Course practices in that district. I also left unit of Dr. Alder's World History to be reviewed for possible implementation.

Leonard Trauntvein
Juab High School
Ruth Nielsen

Teacher
Juab School District
8th

Social Studies

9/31/71 PET Individual Instruction; 9-31-71 SID Social Studies Units; 9-29-71 SID History Instruction; 9-29-71 Identifying Good Programs - Earth Science (Technical Assistance. Microfiche and Reader: 5-21-72 thru 5-26-72 ED 43547; 4-31-72 ED 41805; 4-15-72 ED 41806; LOCAL: Requisition to read abstract ED 036364 (June, 1970 RIE) Received R.C. 11-8-71: Annual Report of the Department of Utah Employment Security, 1970 and 1970 Census of Lansing and Pop. profile for Juab and of Salt Lake County from U. of U. Bureau of Economic Research and Newsletter 31 #1, Mar. 1971 from the Bureau. Also material from Historical Society.

Sept. 22-71 visited Mr. Trauntvein explained research and help I could give him since he was designated at a teacher to receive leadership money for organizing a district social studies program.

Material for a competitive social studies consumer program was delivered.

Mr. Trauntvein has been selected chairman for Young People's Symposium. The organization has been made for 1973-74.

Case Study Report Form

QUESTER NAME: Bill Winn TITLE: Principal
HOOL: Oscarson Elementary DISTRICT: Piute
NT: Ruth Nielsen GRADE LEVEL: K-6

PIC: Elementary Math

RIEVAL ACTION: (List searches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

CAT 11019. Individualized Instruction at Elementary Level 5/8/72
PET Individualized Instruction 5/8/72
LOCAL: Ruth Nielsen visited Roy High School and gave data on math.

ENT'S ORIGINATING ACTIVITIES: (List dates if possible.) February 24 Don Clark, Math specialists met with all teachers. He demonstrated math games, performance based instruction. Had him visit new superintendent and explain his roll. May 3, 1972, Ruth Nielsen, Don Clark, Supt. Peterson, Bill Winn - A math program development K-12 for Piute School District.

LLOW-UP OR CONTINUING ACTIVITIES: August 21, 1972, Mr. Clark met preschool inservice workshop - a program developed for beginning of school K-8. October 8, 1972 a meeting with Don Clark, Ruth Nielsen and Bill Winn - Discussion of charts requested by superintendent.

SULTING ACTION: (Include product if anything produced, schedules changed, etc.) Visited Park View of Murray - reading record keeping, Hawthorne School - ideas good. Cedar City - none. Superintendent Peterson made arrangements. Mr. Winn has drawn concept wall charts for each. Called Don Clark - relative to series of test to. concepts.
A new Piute District guide has been written for mathematics, and it is being evaluated by ~~State Math Specialist.~~

FECT ON CHILDREN IN CLASSROOM:

THER COMMENTS:

(feel free to use back)

Case Study Report Form

REQUESTER NAME: Roger E. Nielsen TITLE: Principal
SCHOOL: North Sevier High School DISTRICT: Sevier
AGENT: Ruth Nielsen GRADE LEVEL: 7- 12

TOPIC: Humanities program - involvement in curriculum change.

RETRIEVAL ACTION: (List arches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

-29-72 Microfiche ED0 46910: 4/72 CIJE 26002: 4/17/72 SID Search: 5/26/72 ED0 45667 Microfiche.

OCAL: Kathy sent memo 4-7-72 listing schools with programs worth looking at. Ruth Nielsen visited Roy &Brighten Jr. High...4-27-72, regarding mini courses and humanities program- prepared mini courses and humanities program - prepared Roy High School Teachers Handbook, also Roy High School Philosophy & Objectives - 7th Grade Mini Units - American History - 8th Grade Mini Units.

AGENT'S ORIGINATING ACTIVITIES: (List dates if possible.) Discussion April 26, visit to Roy High, Butler Jr. High, Davis High, Brighton (looked at humanities programs and mini courses; May 24, 1972 teachers, Ada Nielsen, Briant Burgess about getting information for new block curriculum. August 1-11 involved Ada and Roger in IDI workshop. Identified problem and worked these ideas.

FOLLOW-UP OR CONTINUING ACTIVITIES: Humanities team visit August 21, Alan Baur, Charles Stubbs, Jewel Burdrup, Jo Hansen, Agents, Ruth Nielsen and Ray Whittaker, District Curriculum - Dick Bell, . ncipal, Roger Nielsen, Teachers - Venna Johnson Ada Nielsen, Briant Burgess, E. Smi Peterson, Bill Jones. September 26, Alan Bauer worked with Ada Nielsen and Sm n Peterson and Ruth Nielsen in helping with problems. December 6, 1973 material was sent to Ada Nielsen at N.S.H.S. This material was sent to us from Butler Jr. High School.

RESULTING ACTION: (Include product if anything produced, schedules changed, etc.) See curriculum change.

EFFECT ON CHILDREN IN CLASSROOM: November 21, 1972 visited Ada Nielsen's room and saw many charts and projects related to World Cultures. Mrs. Nielsen said that she had students participating that had never done anything before. "Those little fusses just really like this."

OTHER COMMENTS:

(feel free to use back)

Case Study Report Form

REQUESTER NAME: J. Carl Tuft TITLE: Principal Ashman Elementary
SCHOOL: Bert Christenson DISTRICT: District Elem. Counselor
AGENT: Ashman Elementary GRADE LEVEL: Center
Ruth Nielsen K-6

TOPIC: Career Education

RETRIEVAL ACTION: (List searches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

-17-72 SID Curriculum development, (Mentally Handicapped) 5-17-72 Curriculum (academically handicapped)

AGENT'S ORIGINATING ACTIVITIES: (List dates if possible.) Written letters to Ohio for Prespectives in Career Education, also Wonderful World of Careers from Mesa School Board. Material was returned and presented to these two men after discussion.

FOLLOW-UP OR CONTINUING ACTIVITIES: They have asked me to identify places to visit.

RESULTING ACTION: (Include product if anything produced, schedules changed, etc.)

EFFECT ON CHILDREN IN CLASSROOM:

OTHER COMMENTS:

(feel free to use back)

Case Study Report Form

REQUESTER NAME: Hyrum Ipson TITLE: Principal
SCHOOL: Monroe Elementary DISTRICT: Sevier
AGENT: Ruth Nielsen GRADE LEVEL: K-6

TOPIC: Instruction (Desirable ways teaming 1 & 2 grade students, enrollment of 70: differentiated staffing in team teaching situation for 1 & 2 grade.

RETRIEVAL ACTION: (List searches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

SID 10/10/72 Team teaching: staff utilization.

ET 10-10-72 Differential staffing:

AGENT'S ORIGINATING ACTIVITIES: (List dates if possible.) He plans to make changes for next year to utilize teaming.

FOLLOW-UP OR CONTINUING ACTIVITIES:

RESULTING ACTION: (Include product if anything produced, schedules changed, etc.)

EFFECT ON CHILDREN IN CLASSROOM:

OTHER COMMENTS:

(feel free to use back)

Case Study Report Form

REQUESTER NAME: Elliott Arnoldson TITLE: Curriculum Spec. List
SCHOOL: North Sanpete School District DISTRICT: North Sanpete
AGENT: Ruth Nielsen GRADE LEVEL: 7-12

TOPIC: Social Studies

RETRIEVAL ACTION: (List searches by: number and subject matter, and identify if CAT, CAP, SID, or PET. List anything else the agent supplies on the request.)

AGENT'S ORIGINATING ACTIVITIES: (List dates if possible.) Superintendents of CSA identify Social Studies as an area that needed improvement, August of 1972. September 7, 1972 a meeting with Elliot Arnoldson and discussion of social studies. September, 1971, Allen Bauer, State Specialist, met with jr. and sr. high school teachers, present were Elliot Arnoldson, Ruth Nielsen, Christiansen, Green and Jim Thorten. Mr. Bauer gave opaque projector. Discussion on new State guide "Focus on Man". November 2, 1972, the above mentioned people visited High Crest Jr. High. Also visited Spencer Lunt. Also Cottonwood High School- Bob Rasmussen, Raymond Kartchner and other teachers.

FOLLOW-UP OR CONTINUING ACTIVITIES: Follow-up: Discussion with Allen Bauer on November 14, 1972. November 30, 1972, a discussion of where to go from here, and discussion on mini courses that might be in offering on social studies.

RESULTING ACTION: (Include product if anything produced, schedules changed, etc.) Mini courses have been instigated in North Sanpete Jr. High. They hav become involved in Youth Symposium. American problems topics were developed and much research and reference material was sent from our agency.

EFFECT ON CHILDREN IN CLASSROOM:

OTHER COMMENTS:

(feel free to use back)

Elliot Arnoldson
North Sanpete School District
Ruth Nielsen

Curriculum Specialist
North Sanpete
7-12

Nov. 30, 1972 CAT 51010 Concept teaching in Social Studies: Secondary

Nov. 30, 1972 SID for Allan Peter Jacobsen

..November 30 Meeting at District Office,
th Nielsen and Elliot Arnoldson, Curriculum Director and Principal Peter Jacobsen,
lph Green, Mr. Christensen, No. Sanpete Jr. High, Odel Christiansen and
n Horton - Action game presented. ERIC information on social stud s. Direct
formation about t.v. shows for social studies. Discussion of field trips in social
udies. Dr. Douglas Alders, World Work Units were looked at. Action was taken

k)

p or Continui.g Activities:

to look at and establish Mini-Courses (limited) for North Sanpete Jr. High. Discussion about a Jr. High United Nation - result to come. Utah historical material presented and how to use it. Mini courses were presented from Cottonwood ~~High~~ School.

December 6, 1972 - More material was sent to Elliot Arnoldson regarding mini courses.

[illegible] Gerald Mitchell [illegible] Principal, Central Elementary

TOPIC: Central Elementary

INTERVIEW FOCUS: Gerald provided the following materials last year... SID-3152-Reading Methods and Materials SID-3153-Remedial Reading SID-3161-Indian Remedial Reading SID-6325-Reading Morning and Evening Teacher Exchange CAT-44006-Reading Ind. at Elementary Level.

AGENT ACTIVITIES: After working through these materials 29 articles in terms of microfiche were identified by Principal Mitchell and agent. These were obtained from the Reference Center and during the summer Principal Mitchell determined to experiment with a new approach to reading during the upcoming year.

RESULTING ACTION: Mr. Mitchell arranged with the district to allow him to start school 15 minutes earlier and hold school 15 minutes longer in the afternoon. His teachers were divided into two reading sessions - the morning group and the afternoon group. In grades 4,5,6 reading was emphasized the first hour of each school day. Teachers in grades 1,2,3 joined to upper grade teachers for a joint effort to improve reading. During the afternoon teachers in all the grades focused their attention to reading on the primary level - grades 1,2,3.

Two teachers, one in grade three, the other in grade six, continued their behavior modification programs.

Shortly after the start of school Principal Mitchell asked the Extension Agent if he knew of any way in which the reading programs might be compared without a great involvement of money. The agent ascertained that some comparisons would be desired in the following areas:

1 - Reading
2 - Self concept
3 - Attitude towards school
4 - Pupil - Pupil

After some discussion with Dr. Ivan Muse, an attitudinal survey was given to the 129 students. The same test will be given in the spring of the year and comparisons will be made to detect, if possible, what attitudinal changes have occurred.

In the meantime arrangements were made by the Extension Agent, to have the tests scored and compared by the Data Processing Divisions of Utah State Board of Education.

Upon receiving the data processing information the agent felt a portion of it was not as complete as would have been desired, therefore, arrangements were made to make some additional comparisons that otherwise could not have been obtained.

Status: Testing will again occur during the last week of April. These tests will be submitted to B.Y.U. and a comparison of the results will be given to the principal and district as well as the teacher involved.

Current Status: Both principal and teachers were very receptive to testing services.

Mr. Mitchell has been transferred to the Todd School which has a 50% Indian children population along with the white children. He has asked Mr. Kohler to assist in a similar testing program of these children to determine their self concept and attitudes.

NORM KOHLER

PERSON'S NAME Estella Richins TITLE Teache:

TOPIC EMR-Learning Disabilities Curriculum

RETRIEVAL ACTION: CAT 44005 Reading Progress Indi. CAT 44004 Reading for Slow learners, PET-Accountability; CAP 31001-Voc. Ed., CAP 16001-Mentally Retarded and CAP 22001 Reading Instruction and CAT 44015 and 6 Learning Disabilities (Blind)

AGENT ACTIVITIES: Norm Kohler provided the research information from which the teacher gathered names and resources to conduct the NEW LIFE CENTER a sheltered workshop for retarded children where they make materials and attempt to support themselves. Helped coordinate with BYU volunteer I Step program for the retarded. Center Specialist Bruce Bower, Special Ed., involved.

RESULTS ACTION: Teacher wrote Restaurant owners for skills that EMR's needed, and tried to develop the practical things the EMR's really need to be able to live in society, such small items as learning to use can openers, etc. Leather working programs offered and teaching of braille were among some of the items taught at the Center. The school is operative and there are 33 children attending. Tommy Shaw was one little boy who was given dental care, neurological testing and kidney tests at the Primary Children's Hospital as a result of this program.

NORM KOHLER

[illegible] John Besendorfer [illegible] Teacher

TOPIC - Reading

[illegible] #162 - Cat 44008 Reading-phonetic approach #163 - Cat 33002 Sequential Reading-Elementary #164 - Cat 44006 Reading Individual Elementary #165 - Cat 44007 Supplementary Reading-Elementary

[illegible] Committee was formed to evaluate Reading Programs for possible required research and alternatives for reading for district. Steps that have been taken for the committee's review are as follows: (1) N.C.E.C. Materials - Reading Model Schools Program presented. (2) Far West Lab Alert Materials for curriculum decision makers. (3) ERIC Information from Boulder Colorado BOCS. (4) Recommendation that the committee allow time for presentation of State Specialist Joanne Gilles on Criterion*

[illegible] Materials were evaluated and technical assistance was arranged through agent Norm Kohler who located a State Special Education Specialist and made arrangements for her to meet with the committee and give comparisons of the Criterion Reading Program, Sullivan and Random House programs. The specialist was well qualified and the follow up revealed satisfaction with the authoritativeness of her presentation.

*Reading Program.

NORM KOHLER

NAME William Dudley TITLE Principal, Wasatch Jr. High

TOPIC Middle Schools

INITIAL ACTION ERIC Searches: Sids#'s 56, #58, #90, #91 and #92 on Middle Schools #92, #93, and #95 on Middle School Social Studies, #94 on Middle School Physical Ed., 89 Cat 14004 PE Elementary - Cat 47006

AGENT ACTIVITIES "The Middle School" issue of the National Elementary School Principal, November, 1971 was ordered and reviewed. Members of the committee asked for current research on the Middle Schools Concept. This the agent provided through ERIC for each of the teachers. In accordance they selected 50 articles to be reviewed. Also 8 middle schools were identified outside the state of Utah and their addresses given so that correspondence might be carried on between the committee and some*

RESULTANT ACTION The study was completed and reviewed by the School Board. A Bond election was defeated so the Middle School Project has been tabled until further financial sources become available.

*schools. Middle School Projects within the state were identified and reports were obtained from other local districts. These reports were reviewed and the committee selected the middle school program at Nephi as a place to visit. The visitation was completed.

NORM KOHLER, N.U. Service Center
Heber City, Utah

APPENDIX A SHEET 6

During the past 33 months, spot surveys have been taken to determine the usefullness of ERIC requested materials.

The following two will give an indication of material relevance.

(1)

5.7% of the respondents found the abstracts to be 100% useful.
28.0% of the respondents found the abstracts to be 75% useful.
28.0% of the respondents found the abstracts to be 50% useful.
30.0% of the respondents found the abstracts to be 25% useful.
8.5% of the respondents found the abstracts to be 0% useful.

(2)

COMPUTER SEARCHES - 45

100%	75%	50%	25%	0
-	12 = 26.6%	14 = 31.1%	15 = 33.3%	4 = 8.98%

MANUAL SEARCHES - 45

4 = 8.88%	7 = 15.5%	5 = 11.1%	3 = 6.66%	26 = 57.7%

WOULD YOU PAY - 45

YES	NO	0
25 = 55.5%	4 = 8.88%	16 = 35.5%