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ABSTRACT

This publication describes a practicum that developed, disseminated, and evaluated a proposal development handbook intended to aid school district personnel in submitting proposals to funding agencies. In addition to the handbook, several other dissemination activities were developed and implemented to meet the needs of specific target audiences. These activities included development of a multimedia slide presentation and companion brochure on early childhood programs, development of a comprehensive bilingual education program and a companion booklet, creation of a brochure to answer parents' questions about Title I of the Elementary and Secondary Education Act, and establishment of an information center to provide easy access to resource materials about federally funded programs and activities. Evaluation data is presented to show that the proposal development handbook and inservice workshops that explained it did improve the quality of proposals submitted. Samples of the instruments developed to evaluate the other activities are also provided, and preliminary results of those evaluations are reported. (Author/JG)

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DISSEMINATING INFORMATION ON PROPOSAL DEVELOPMENT AND SUPPORTIVE SERVICES PERTAINING TO GOVERNMENT FUNDED PROGRAMS

by James G. Moffat

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

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Waukegan Cluster
Marjorie S. Lerner, Coordinator

Maxi II
April 15, 1975

". . .the faster pace of change demands--and creates--a new kind of information system in society: a loop, rather than a ladder. Information must pulse through this loop at accelerating speeds, with the output of one group becoming the input for many others, so that no group, however politically potent it may seem, can independently set goals for the whole."

Alvin Toffler, Future Shock (New York: Random House, Inc., 1970; Bantam Books, 1971), p. 476.

"Information is a prerequisite for successful change through the political process. Widely distributed, extensive consumer education, about education, is essential to inform the client population about what is really happening to the kids in school. . . consumer incentives for change derive from a familiarity with the shape and effects of alternatives. Modest or grand, cautious or radical. This familiarity is a necessary precondition for participating in decisions-making and for making consequential decisions. . . Without a well-informed client constituency, there is either an uncritical pressure for change, or no change at all."

Martin Engle, "Politics and Prerequisites in Educational Change," Phi Delta Kappan 55 (March 1974): p. 459.

ABSTRACT

The purpose of this practicum as originally formulated was, in the main, two-fold: (1) to develop and disseminate a proposal development handbook and to evaluate its impact on improvement of quality of proposals developed by school personnel for submission to funding agencies, and (2) to develop, implement, and plan for evaluation of several other related dissemination activities designed to meet the informational needs of specific target audiences. These aspects of the project have been carried out and described in this final report. In addition to the handbook, project activities included: (1) development of a multi-media slide presentation and accompanying brochure on early childhood programs (2) development of a comprehensive design for bilingual-bicultural education, and design of a booklet for its dissemination, (3) creation of a brochure for parents to provide answers to the most-asked questions about Title I of the Elementary and Secondary Education Act, and (4) establishment of an Information Center to provide, among other things, easy access to resource materials about government-funded programs and department activities. Evaluation evidence is presented to show that the handbook and inservice workshops explaining it did improve the quality of proposals submitted. The evaluation also pinpoints aspects of proposal development which still need strengthening. Samples of instruments designed to evaluate the other activities are provided, and preliminary results are reported.

The final report also explains how and why the original purpose of the project was expanded so that it would serve as a demonstration project in a variety of areas including, among others, use of systems concepts, use of special techniques for project management, linkage between a school system and a university, and others. The final report has been written with emphasis on these aspects to enable others to replicate what was done in this project step by step. A wide variety of literature from different fields of study which can contribute help in improving dissemination activities is covered.

Editorial Notes:

. The reference forms in this final report follow:

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 4th ed. Chicago: The University of Chicago Press, 1973.

. The general format of this final report follows:

Kaylin, S. O. Writing Practicum Reports. Fort Lauderdale, Florida: Nova University, National Ed.D. Program for Educational Leaders, 1972.

. This project was conducted under the direction of the Assistant Superintendent of Government Funded Programs, Chicago Public Schools, Chicago, Illinois. While many persons participated in the project and preparation of materials for this final report views and opinions expressed except where specifically indicated are those of the assistant superintendent (hereinafter referred to as the department head).

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CHAPTER I

INTRODUCTION AND SUMMARY

A. Introduction

This project originally was conceptualized as having one or two major emphases, which may be described as follows:

(1) Development, dissemination, and evaluation of the impact of a proposal development handbook designed to serve as a guide to the staff of the Chicago public schools, members of the community, and other school district personnel in development of proposals for submission to funding agencies.

It was hypothesized that:

- Distribution of and presentations about the handbook through inservice workshops in all parts of the school system would lead to use of the handbook by members of the target audience
- Handbook users would indicate they had found the handbook useful for its intended purpose.

These hypotheses were to be tested through survey questionnaires circulated in the field and an analysis of data thereby collected.

However, the major hypothesis related to the handbook was that the handbook and related inservice and other dissemination activities would lead to improvement of the quality of proposals sent to the department from the field for submission to funding agencies.

This hypothesis was to be tested through an evaluation design to determine whether the mean rating of proposals as

measured against a quality indicator index would increase after distribution of the handbook and the inservice activity explaining it.

(2) Development and implementation of a number of supporting and/or related activities to increase dissemination of information about federal programs and activities of the department, to provide resource materials needed by certain target audiences, and to enhance the delivery of services by the Department of Government Funded Programs.

The supporting dissemination activities agreed upon as having priority importance by staff working with a citywide committee, including representatives of each of the school system's administrative areas, central office units, community members, parents, and other government agencies were as follows:

- .A vehicle for disseminating information about early childhood programs operated in the school system
- .A vehicle for providing parents and others with basic information about Title I of the Elementary and Secondary Education Act (for example--How do schools become eligible for Title I funds?)
- .Development of a comprehensive design for bilingual-bicultural education in the school system which could be disseminated to assist field staff and community members in developing a larger number of proposals to qualify for special funding
- .Creation of an Information Center within the department to provide easier access to resource materials needed by proposal writers and others, to provide certain data on an inquiry-response basis, to provide technical assistance in dissemination to other school units in connection with federal mandates, and to offer other services.

The rationale for having these components in the project, wherein they were deemed mutually supportive, was as follows:

(1) The handbook would provide general help to all persons writing proposals regardless of the specific federal or state legislation under which aid would be requested, the funding agency to receive the proposal, or the needs of client groups to be served by the proposal.

(2) The information center would provide resource help for developing proposals of all types.

(3) The bilingual-bicultural design would provide specifically focused help for developing proposals with a particular type of client group and legislation in mind and would serve as a demonstration for what could be done to facilitate proposal development in terms of any broad category of needs.

(4) The early childhood and Title I basic information vehicles would be an efficient means of supplying basic program information to community members, parents, and other groups whom local school systems are mandated to include in proposal development but whose membership changes from time to time so that some continuing effort in providing basic program information is necessary to fulfill this mandate.

Evaluation plans were to be developed and implemented for each of these activities individually.

The activity aspects of this original conceptualization have been carried out and described in detail in appropriate sections of this report.

However, as the project developed, the overall conceptualization of it broadened considerably. Two major influences contributed to this result: One was findings that came to light as searches of the relevant literature in a number of fields of study proceeded. These findings and their impact are described in detail in the literature section. This influence probably would not have materialized without the second major influence. It grew out of a cooperative effort between the Chicago public school system and Northwestern University. The effort was in the form of an administrative internship program agreed upon by James F. Redmond, General Superintendent of Schools, and B.J. Chandler, Dean of the School of Education at Northwestern, to start on a pilot basis in the fall of 1974. The initial interns were placed in the Department of Government Funded Programs.

One administrative intern who joined the project brought a variety of research skills and knowledge of certain relevant fields of study to which project participants had not previously been exposed (for example--innovation and diffusion studies--how new ideas spread through society).

Also, as a result of this program, a doctoral student with professional experience in communications and academic training in systems analysis and evaluation joined the project as an outside consultant.

These are but two examples of how linkage with a university provided the project with access to a broad range of knowledge, expertise, and facilities that otherwise would not have been available at assumable costs.

Under these influences, it soon became evident that the project's chances of success could be greatly strengthened and that it could, in a sense, "pull a much bigger payload" than originally envisioned.

As described in detail elsewhere, the project was reconceptualized as a demonstration project in the following areas, among others, that could be listed:

- .Use of systems concepts for designing and presenting complex activities that must coalesce to reach an objective
- .Design and use of special techniques for project management and reporting
- .Use of some of the latest research findings from the literature on innovations to foster and maintain the innovative process necessary for this project to succeed
- .Integrative cooperation between a large city school system and a university
- .Use of a variety of evaluation approaches and schemes developed in various fields of study.

This final report has been written with a how-to-do-it emphasis on these demonstration areas. The aim has been to make it possible for others to replicate these aspects of the project.

To the extent that the final report succeeds in this regard, the department head and other project participants believe its value for improving dissemination, the original overall aim of the project, is greatly enhanced.

The section following summarizes organization of this final report.

B. Summary

Chapter II of the final report, "Background Information," describes the process which the project followed from inception of the original project ideas through design of the final report and evaluation. It also summarizes the major findings in the literature which influenced the project process and results.

Section A of Chapter II initially describes the function of the Department of Government Funded Programs and presents evidence that the department has dissemination responsibilities. In Section A, 2., the societal forces and the increasing departmental work load in terms of dissemination which served as impetus for the project are outlined.

Section B of Chapter II presents the major findings from relevant bodies of literatures surveyed, indicates the functions these findings served, and explains how the findings influenced the project process and design of the final report. In B, 2., of this section, illustrations of field evidence gathered to establish the general need to improve departmental dissemination efforts are presented.

Section C of Chapter II provides detailed accounts of how the project was organized at various stages, presents the management techniques and procedures used, and explains the evaluation frameworks developed.

Chapters III and IV may be thought of as the, "Activity" chapters of the report. Chapter III presents what originally was conceptualized as the key activity of the project--development, dissemination, and evaluation of the handbook to assist writers of proposals to be submitted to funding agencies. Evaluation evidence is presented to show that the handbook improved the quality of proposals developed in the field but that further work is needed to bring

this quality up to a level considered desirable by departmental staff. The evaluation evidence is such that areas which need strengthening have been pinpointed.

Chapter IV presents the other activities of the project:

(1) Development of a multi-media slide presentation and accompanying brochure on early childhood programs.

(2) Production of a comprehensive design for bilingual-bicultural education in the Chicago public schools and design of a booklet for its dissemination.

(3) Creation of a Title I brochure for parents to provide answers to most-asked questions about Title I.

(4) Establishment of an Information Center to provide, among other things, easy access to resource materials about government-funded programs and department activities and assistance to field staff and others in proposal writing.

In these chapters, the following materials will be found elaborating various aspects of each activity:

(1) Schematic presenting a systems view of planning and evaluation approaches in general.

(2) A one or two-page summary of the project in systems terms.

(3) Schematic presenting a systems view of the development of plans for each activity.

(4) Schematic presenting a systems view of development of evaluation of each activity.

(5) A narrative account of each activity.

(6) An evaluation section indicating current status of evaluation and samples of evaluation instruments developed.

In the case of the proposal development handbook and the information center, evaluation procedures are described specifically and results presented.

Chapter V contains some brief, concluding remarks from the department head.

Appendices 1 through 5 contain copies of the products developed as part of the project, with the exception of the slide presentation on early childhood programs and the Information Center. Information on how the slide presentation and accompanying brochure may be obtained, a sample of announcements about the Information Center, and an explanation of the cataloguing system for the center and its current holdings are included.

Appendix 6 suggests an alternative method for evaluating individual project activities.

Appendix 7 provides selections from a "Dummy" utilized for creating the final report as that document existed on November 26, 1974.

Appendix 8, utilizing for the most part preliminary results of the evaluations of each activity, illustrates use of the algorithm developed for overall project evaluation.

Appendix 9 provides a sample copy of the Checklist for Evaluating Proposals, developed by the department.

In addition, the reader will find a bibliography containing selected references from almost all the literature mentioned in the report.

CHAPTER II

BACKGROUND INFORMATION

A. How This Project Got Started

1. Description of the Project Site

The main site of this project was the Department of Government Funded Programs in the Chicago public school system.

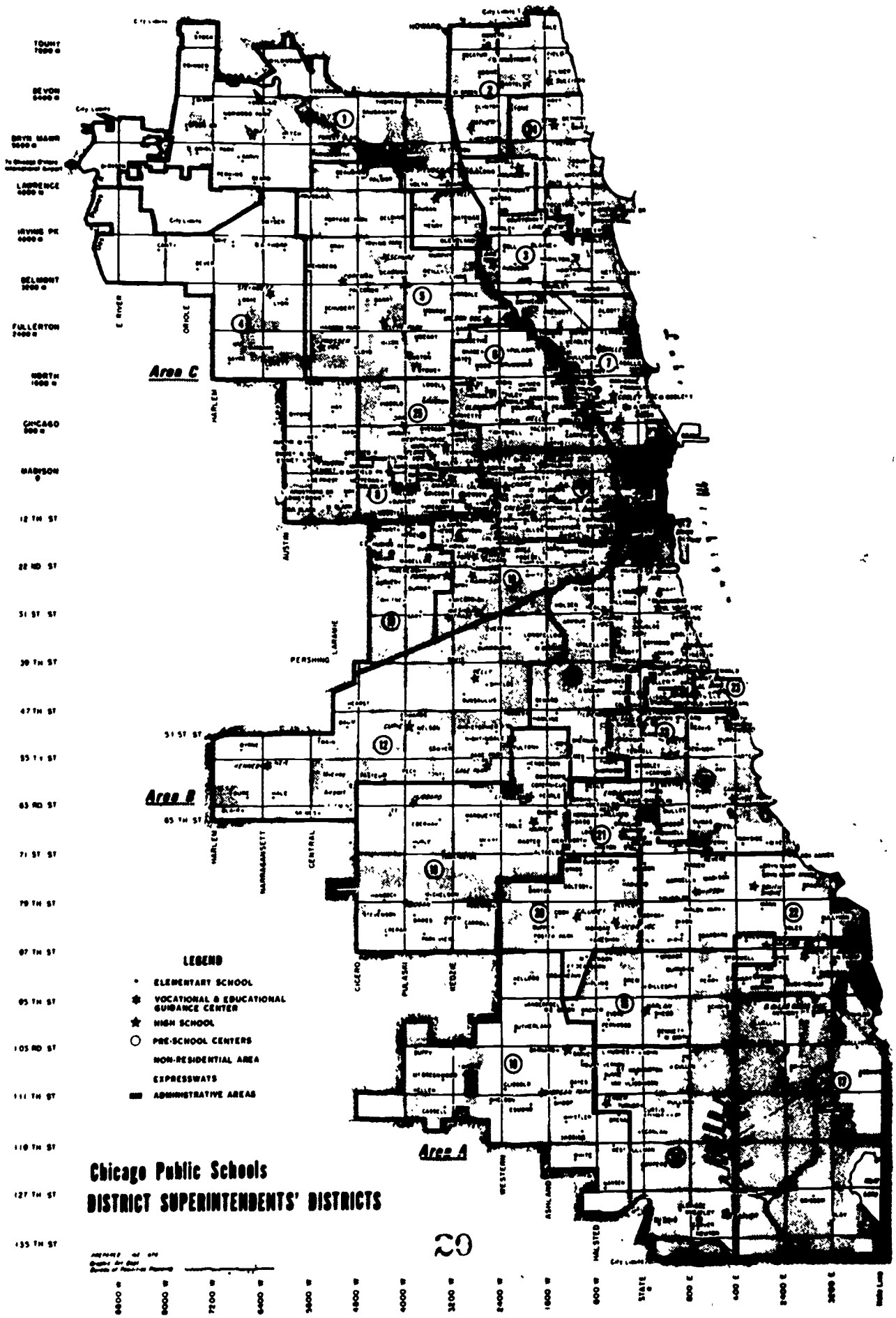
The department operates no programs at the school level but is responsible for administrative and other types of duties related to almost all Chicago public school programs funded with categorical aid (earmarked for special purposes) provided under federal and/or state legislation. The department acts as a sort of gatekeeper for information, paperwork, notices of rules and regulations, and the like flowing into and out of the school system concerning these programs. This means, for example, that the department collects proposals for funding prepared at the school level, checks to see whether they conform to requirements by funding agencies for submissions, and submits proposals and applications for money to appropriate funding agencies. The department also distributes information to the field concerning types of money available, requirements which proposals must meet, etc. In addition, the department attempts to provide technical assistance to field units trying or wanting to develop proposals for funding. The department has "money seeking" responsibilities in the sense of scanning new or changed legislation to determine whether the Chicago school system is eligible to apply for further funds.

Housed on the 11th floor of 228 North LaSalle Street, Chicago (Chicago school headquarters), the department is made up of 39 administrators (all originally teachers) and a variety of others (civil service clerical, teachers doing various jobs, etc.) totalling about 200 persons.

Members of the administrative field staff and other special publics which the department must engage in a two-way exchange of information are numerous and far-flung.

The 669 schools which make up the Chicago public school system are divided into three administrative areas, each headed by an associate superintendent. Within each area are a number of districts (the total is 27 districts), each headed by a district superintendent. Approximately 20,000 pupils are enrolled in the schools of each district. (See map, marked Figure 1).

While the bulk of the some $112,000,000 in federal education funds that flow into Chicago each year goes to approximately 200 schools in the poorest areas of the city, there is no school entirely ineligible for some special federal or state aid. Therefore, all schools should receive some types of information and some types of information must be collected from each school. Each area office, some district offices, and many schools include government funded personnel with some responsibilities in this regard. The department must from time to time, interact both with field commanders and with government funded personnel attached to their staffs. Still a third group of administrators with whom the department must exchange information is made up of department heads and their staffs located at 228 North LaSalle Street (Chicago school headquarters). For the


Area C
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LEGEND
ELEMENTARY SCHOOL
VOCATIONAL & EDUCATIONAL GUIDANCE CENTER
HIGH SCHOOL
PRE-SCHOOL CENTERS
NON-RESIDENTIAL AREA
EXPRESSWAYS
ADMINISTRATIVE AREAS
Chicago Public Schools
DISTRICT SUPERINTENDENTS' DISTRICTS

most part, these are service departments which, like the Department of Government Funded Programs, operate no programs, but which offer services and perform certain duties for the entire school system. Examples are the Department of Curriculum and the Department of Facilities Planning (see administrative chart, marked Figure 2). These departments often need information from and send information to the Department of Government Funded Programs (see administrative chart, marked Figure 3).

In addition, the department shares with these other administrative groups, responsibility for providing information about government funded programs to the general public and a varieity of special publics among which are the news media, the many parent and citizen advisory groups which participate in decision-making about programs, legislators, and others.

The department clearly is in the dissemination business.

2. Origins of the Ideas for This Project

The desirability of providing information to the public about government programs, including those run by school systems, and the responsibility of government officials to be open and responsive to the public's wishes are enshrined as American ideals.

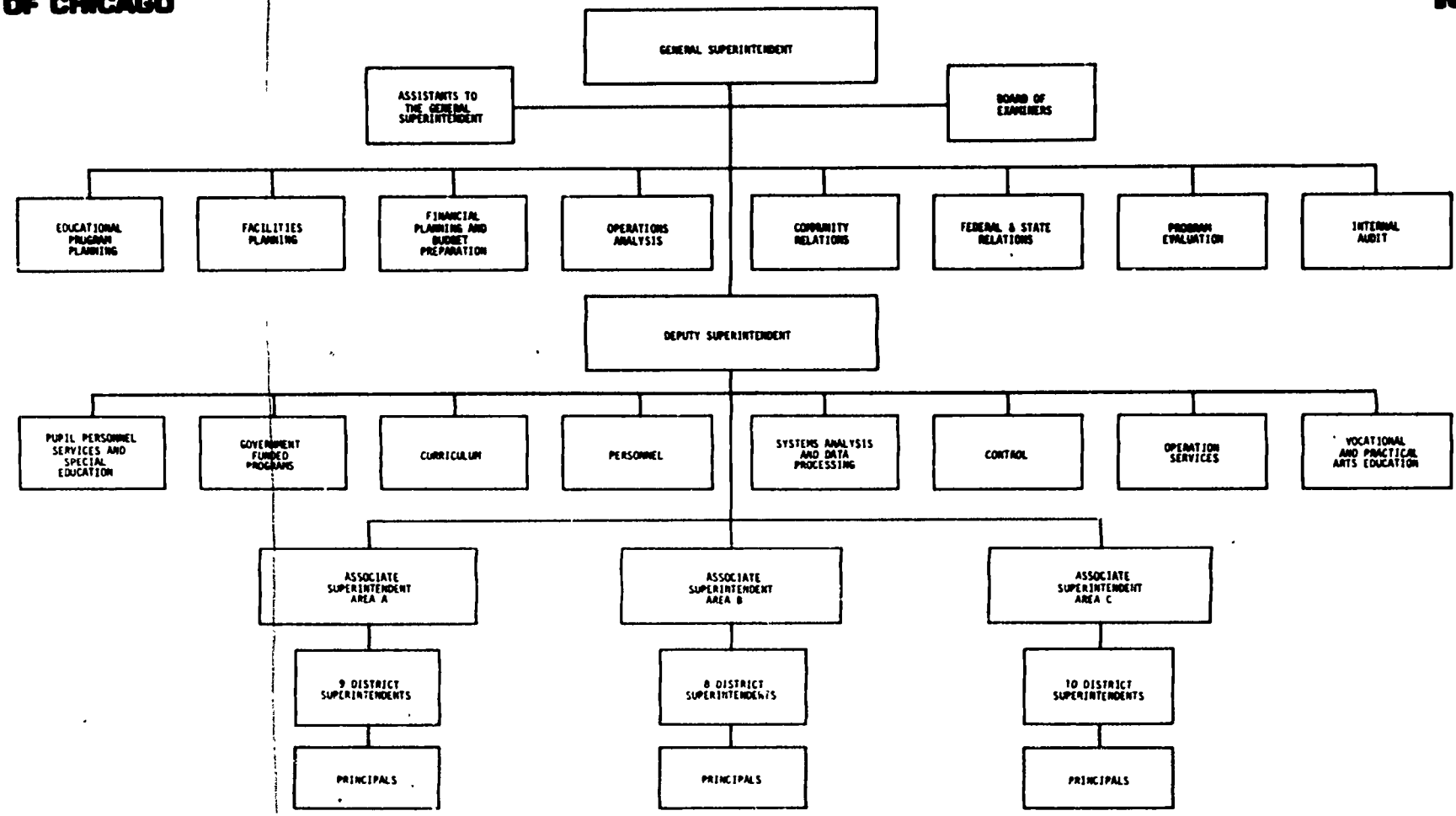
Traditionally, secretive and/or unresponsive government officials have been viewed as the major barrier to the public's "knowing what's going on" or having an impact on government decisions.[1]

The traditional problem, no doubt, remains, but there is increasing awareness in many quarters that complexity is an equally

BOARD OF EDUCATION OF THE CITY OF CHICAGO

FIGURE 2:

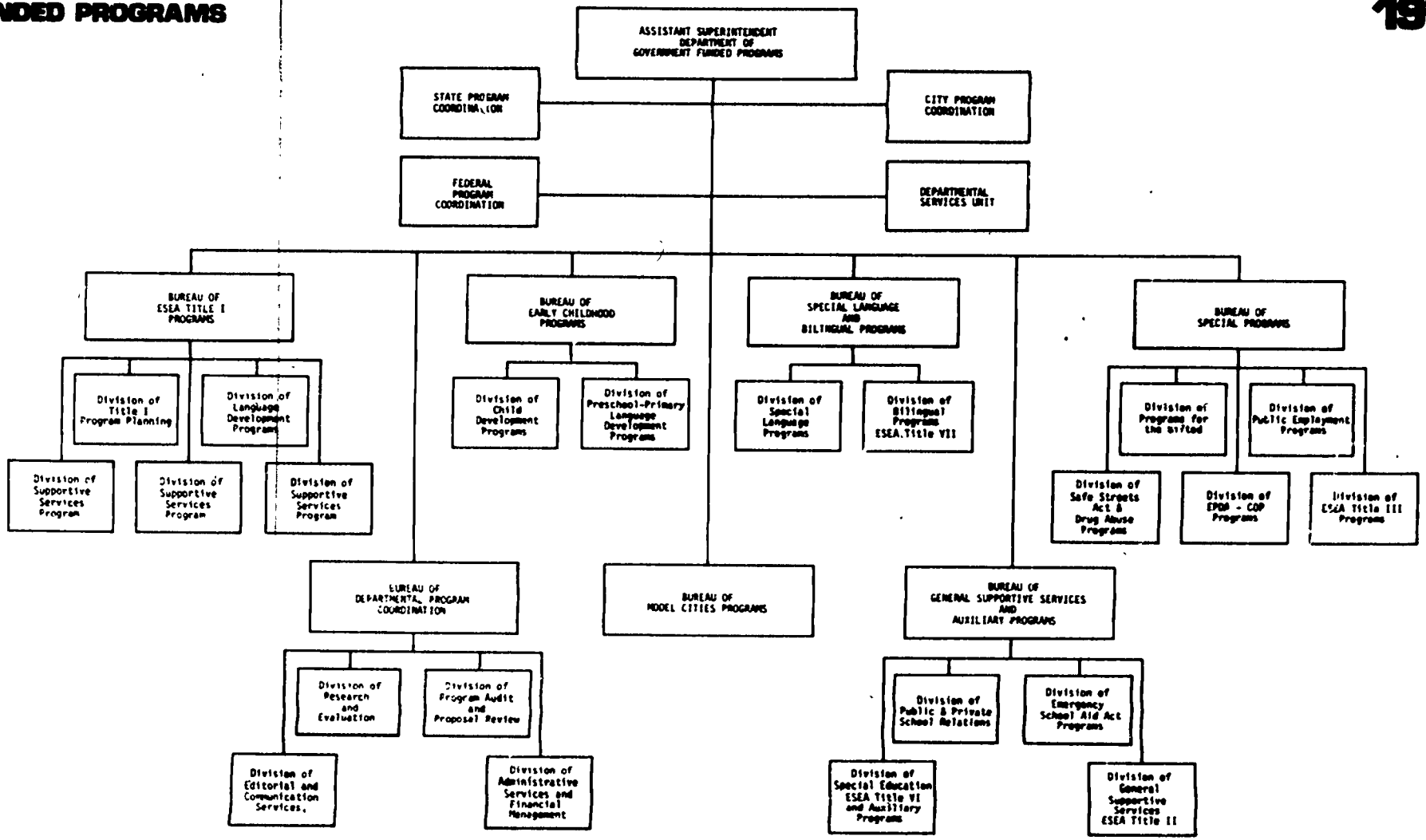
ORGANIZATION CHART 1974



DEPARTMENT OF GOVERNMENT FUNDED PROGRAMS

FIGURE 3:

ORGANIZATION CHART 1974



formidable and growing barrier to public understanding of "what's happening" and how to influence it.[2] Complex organizations, both commercial and governmental, upon which complex, interdependent environmental forces impinge, seem to experience growing difficulty explaining themselves to their relevant publics and particularly to general audiences. In such a milieu, it is increasingly difficult to identify clearly what actions are "in the public interest."

Concomitantly, the need to improve the effectiveness and efficiency of communications activities on the part of complex organizations (the Chicago school system certainly qualifies as one) has become a major theme in various bodies of literature, among which, one might name, for example, management and organization theory and diffusion studies (how new ideas spread through society).[3] Related studies which also might be cited are those which borrow from so-called information or communications theory, that is, attempts to understand the communications act or process per se.[4]

A call for greater attention and effort on the part of school officials in sharing information and in providing for parent and citizen voices to be heard at decision time is a major emphasis in the community participation literature--particularly that which has accumulated in the last decade.[5]

Provision for two-way information exchange between school officials and parents/citizens is a mandate attached to most federally-financed programs today. Manifestations of what is

generally referred to as "the accountability movement" suggest that taxpayers and parents generally support such a mandate and not just with reference to those school programs financed with federal dollars.[6]

Anyone who has worked on the school scene--particularly in government funded programs--during the last decade has struggled to cope with demands created by various manifestations of the developments mentioned above--indeed, almost on a daily basis.

The Chicago school system, in general, and the Department of Government Funded Programs under its current department head, specifically, are no exceptions.

It should be clear from the description of the department in the previous section that the department has specific dissemination and/or communication responsibilities. Both the department head and staff have been aware that these responsibilities grow from year to year in size and scope as federal programs and special state programs grow.

Therefore, both the societal forces mentioned above and the increasing departmental workload in terms of dissemination have contributed to pressures upon the department to focus on improvement of communications activities as a priority item.

The need for improvement rather than just devoting more staff time and other resources to communications activities was called to the attention of the department head in various ways by persons inside and outside the department.

Two examples:

- The number of proposals submitted by field units was growing. So were requests from field units for help in developing proposals. So was staff time spent reviewing, correcting, and rewriting proposals. The workload in this regard was outstripping the capacity of a small staff to process proposals. Field units appeared to need more information about proposal requirements which could be used by them prior to submitting proposals to the department.

- An increasing number of requests was being received for basic information about programs in brief form and easily understandable language.

From time to time department staff members commented directly on the desirability of "doing something about communications."

This comment made during a meeting of staff members with responsibility for editing proposals, reports on programs, and the like might be viewed as typical:

"Everybody complains about the quality of communications around here at some time or other, but I don't think anything will happen to improve it until it's officially recognized at the top of the department as a serious problem, improvement is officially designated as a priority item, and someone is specifically given the job of improving it."

Thus, the foregoing is indicative, at least partially, of the general reasons why the department head had come to believe over a period of time that a departmental dissemination project was desirable, and among other attributes should have many facets, should engage a fairly broad range of personnel within the department, and should include the department head's personal participation.

However, the specific impetus was a project which began in September 1973 when department staff began to organize and then conducted an inservice training program aimed at helping field staff with proposal development.

Initially, inservice meetings were conducted in each of the three administrative areas into which the school system is divided. Subsequently, meetings were held at the district and school level upon the request of a district superintendent or a principal for further assistance to principals, teachers, and community persons as they designed proposals to meet the needs of the children enrolled in schools where they serve.

The topics covered at the meetings were:

a. Data sources available to proposal writers
b. Methods for conducting a comprehensive needs assessment
c. Required components within a proposal
d. Procedures to be followed when submitting a proposal.

The inservice program was evaluated through questionnaires which collected information from participants and through examinations of proposals submitted after the program in comparison with those submitted previously.

After reviewing the results, staff members working on this project indicated the belief that a need remained for development of a handbook to further assist proposal developers. They also indicated there was evidence suggesting the need for improving various communication activities and dissemination techniques of

the department. They particularly suggested some means be found to make resource materials on government-funded programs (accounts of successful programs, federal guidelines, and the like) available to local school personnel and others.

Thus the need of the department head to act upon these findings and recommendations became a specific impetus for the dissemination project described herein.

B. Formal Efforts to Establish Needs - Overall Project

1. Literature Search

The literature to which this project is related perhaps is broader in scope than is usual for a project of this type. Among the reasons for this breadth were participation in the project of graduate students and others with background knowledge in a variety of related but different fields of study, availability to the project of persons skilled in conducting literature searches, and access to ERIC computer scanner literature search facilities (facilities capable of scanning electronically the literature entered in ERIC files on specific topics and producing a computer print-out listing available, relevant sources).

Because of the breadth of the literature utilized (a number of different bodies of literature were covered) an exhaustive account does not seem appropriate here. Rather an attempt has been made to present only those major points in the literature which had a large degree of influence on the project and to indicate in what ways the findings influenced the project. Only one or two references or sources will be given for each major point. For further sources, the reader is referred to the bibliography arranged by topics.

The literature utilized served three overlapping but somewhat different functions as follows:

- Some portions established the general need for communication and dissemination and/or improvement thereof

- Some portions had impact on decisions about how to carry out the project
- Some portions influenced decisions about how to write the final report, especially in terms of filling gaps in the present literature.

In the discussion which follows, each of these functions and the literature related will be dealt with separately, but overlapping among the areas in terms of influence should be assumed where not specifically noted.

The first general function served by a search of relevant literature was to establish the need of complex organizations (the Chicago school system and the Department of Government-Funded Programs qualify) to improve their dissemination and communication techniques and procedures both internally and with clients or audiences of the organization. This theme is well established in the literature of a number of fields of study--particularly the management and organization theory literature. One need only browse the card catalogue or collections of any library with a business section to become aware of the importance this literature currently places on communications. Even titles alone often indicate that communication is considered a central focus for organizational survival. Two examples are Managerial Control through Communication: Systems for Organizational Design and Diagnosis written in 1968 by George T. Vardaman and Carroll C. Halterman and Management by Communication by Roy G. Foltz, 1973.[7] Indeed, management specialists have considered this matter of such great importance that it has developed into a specialty usually known as "information systems"

design. A recent example of the literature of this specialty is Information Systems for Modern Management by Robert Murdick and Joel Rouss, written in 1971.[8]

The basic underlying concept is that any organization's survival as an effective entity depends on its ability to process the information required to maintain its functions. This requires an understanding of communication processes and methods for their effective monitoring and maintenance. An inherent need will be information services and/or systems based on assessed information needs and habits of relevant audiences. The purpose is to provide all organizational participants with the information they require to perform their role.

In terms of the needs of school systems specifically to improve both the amount and types of information collected and distributed and methods used to do so, one cannot review any historical accounts of what has been called the "accountability movement" or "the community participation movement" without becoming aware that improved communications is a central theme.

For example, The Recruitment and Training Institute in 1972 saw provision of information to community groups as essential to providing them with a parity of power in functional participation in school affairs being asked by such groups:

> "...every effort should be made to ensure a free flow of information to and from professionals and community members and parents alike. Market survey and other techniques using community members and parents as data-gatherers should be employed to ascertain community ideas."[9]

(Note: This passage speaks not only to the need for change but to some of the methods that might be used--and were used in this project. Parents and community members were among those whose help was sought to ascertain the informational needs and desires of various special audiences concerned with school programs.)

Calling for improved school dissemination efforts, the late Malcolm Provus, writing in the June 1973 Phi Delta Kappan, declared that a "new professional" should be trained and a "new system" is needed to bond "education, community development, evaluation methodology, and public information into a unified whole."

"The dynamics of this arrangement would insure the gradual development of," among other things, Provus suggested, "informed and increasingly involved local clients... Eventually this could mean new hope for our metropolitan communities."[10]

Many persons believe that one of the factors which stimulated increased demands for greater amounts of information about schools was the increasing cost of education and the increased rate of federal investment in education under the Johnson administration.[11] Certainly an historical review of federal educational legislation reflects escalating requirements to disseminate information about federally funded school programs--both in terms of operating mechanics and results.

If the joint theme of dissemination of results and accountability for those results had not been made clear already by Congress and others, President Nixon established it as a key note in his March 1970 education message to Congress. The President, in fact, warned that until school officials used better techniques to analyze and explain results of programs, federal monies for

education would not be increased, indeed might be diminished.[12] This has remained a key position in federal education activity ever since.

Viewed in overall perspective, the elements of rising costs, increased accountability demands, mandated community participation in development of programs, insistence on evaluation of results, and dissemination of more information in more understandable terms were interrelated--particularly the latter three. If community groups were to perform their mandated functions of suggesting program modifications, monitoring operations, and participating in evaluation, they would need to know more about what was happening in local schools. They would need to understand evaluation results to suggest any further modifications. New staff roles called for would require retraining--the "content" of which would have to be disseminated--and so forth. Clearly the element of dissemination was necessary to the other elements.

As indicated above, federal policymakers recognized this key role of dissemination and established requirements for dissemination activities in the guidelines of the various new programs funded.

The purpose of these requirements was, in the main, two-fold:

- To provide advisory councils, parents, and staff with the information and technical assistance necessary to perform their new roles of controlling programs, producing social and institutional change, and participating in educational decision-making

. To spread experimental program findings throughout the nation so that all school communities could learn from the failures or successes of pilot activities.

A second general role of portions of the various bodies of literature surveyed was to influence decisions about how to carry out the project.

Two such influences came from the literature of innovations and diffusion studies (how new products and practices spread through society and how organizational change comes about).

In Innovations and Organizations, Zaltman, Duncan, and Holbek present a "success formula" teased from the change literature for bringing about change (innovative products and practices) in organizational settings.[13]

This "success formula" may be summarized as follows:

Initiation Stage	Characteristic	Implementation Stage
High	Complexity	Low
Low	Formalization	High
Low	Centralization	High

Complexity is defined as the number of different occupational specialities or variety of different backgrounds of persons participating.

Formalization is defined as emphasis placed on following prescribed rules and procedures in performing the job to be done.

Centralization is defined as the degree to which authority and decision-making is centralized in one locus or is diffused.

The "success formula" may be understood, then, as follows:

Innovative projects will be most likely to succeed when

.In the Intiation stage persons with a wide variety of backgrounds participate in contributing ideas, relationships and procedures are somewhat loose and informal, and decision-making is diffuse

But

.In the implementation phase participants are bound by fairly common backgrounds, procedures are specific and closely adhered to, and decision-making is in the hands of a recognized authority central to the project.[14]

This formula was followed in carrying out and/or managing the dissemination project as indicated in the Background Information section.

A second contribution to the project from the change literature came from the CRUSK (Center for Research on Utilization of Scientific Knowledge) group at the University of Michigan. In Planning for Change Innovation through Dissemination and Utilization of Knowledge, Ronald Havelock and his associates present a prototype change-process model based on examination of some 4,000 references in what they call the "... change, innovation, and knowledge utilization" literature. The model suggests a change process proceeding through seven stages from "need sensing and articulation" through "evaluation of needs reduction" as a result of the change or innovation. This model depicts the general process followed in developing each of the activities or products within the project as explained further on pages 49-51.[15]

The literature on educational innovations surveyed through ERIC contributed a third adequate major influence upon the project.

A general finding supported by dozens of articles in the literature was that an essential ingredient in development and implementation of an innovative project, product, or practice is a management structure including such elements as goal setting, sequenced implementation activities, and evaluation feedback mechanisms. The literature clearly indicates that typically educators, particularly at the school level, lack the training and skills to create the necessary management structures and mechanisms to sustain innovative projects through the implementation and evaluation stages. Indeed, much of the literature goes so far as to suggest innovative efforts will fail unless outside personnel are attached to the project to provide the necessary support structure--at least such has been the history of many types of innovative educational projects, according to the literature.[16]

These findings account for the heavy emphasis in this project upon a clearly spelled out system for project management and reporting. While an outside consultant was attached to the project, the consultant provided conceptualization of the management procedures, but administration was carried out by the department head.

This point leads to another consideration drawn from various portions of the literature.

First, a quote from one researcher, commenting after a survey of the literature on innovation:

"The history of educational innovation as we read it

> was dismal. It was marked by disappointment, disillusionment, and despair, both on the part of the innovators and those for whom the innovations were designed."[17]

This quote is typical of the literature of educational innovation whether the innovation of concern is an organizational change, a change in a curriculum method, or an attempt to institute other new procedures, practices, or goals.

In terms of conditions in the field, the rule seems to be a failure in a large majority of cases.

On the other hand, there is a vast and growing literature on some educational innovations successfully developed, installed, and evaluated particularly with reference to projects given federal support over a five-year period or longer.

But the literature goes largely unused.

We see on one hand, massive failure in the field and on the other hand, a large literature on the shelf concerning what works and what is unlikely to work in terms of project development, implementation, and evaluation.

This type of situation seems endemic to education generally, just the sort of shortcomings evaluation specialist Michael Scriven has in mind in complaining that "education has an extremely high level of rediscoveries and repetition of mistakes, an attitude that would never be tolerated in the most backward and traditional field, medicine, let alone engineering and science."[18]

This is no doubt the type of problem Donald T. Campbell has in mind ameliorating with his "Experimenting Society" which would link firing line administrators and social scientists.[19]

The foregoing suggests that firing line administrators and educational practioners in school systems could accrue benefits for all the parties to the educational enterprise by linking with university and other experts in various fields of study in which educators often lack training and are without experience and knowledge of techniques, skills, and research findings.

In this connection, the checklist for new educational products by Michael Scriven was kept in mind in developing each activity.[20]

A direct linkage was accomplished through cooperation with the School of Education at Northwestern University and persons in the Department of Industrial Engineering and Management Sciences at Northwestern. The outside consultant was a doctoral student in the School of Education and had course work background in the Department of Engineering and Management Sciences at Northwestern.

An administrative intern from Northwestern with similar background also participated in this project. This and other cooperation with the university rendered to the project access to a much wider variety of skills and knowledge than would otherwise have been available within cost limits.

This leads to a further major influence on the project. The outside consultant, provided through the university linkage, had a background in systems concepts and organization theory.

As noted by Murdick and Ross, "The systems approach and systems analysis had their roots in the development of operations research during World War II and the evaluation of the weapons systems management concept following the war. Since that time,

the approach has been increasingly used in business, economic, and social problems..."[21]

One might add education to this list.

Lesley H. Browder, Jr., commenting in his handbook on accountability, written for the American Association of School Administrators, about why systems methodologies are gaining currently in education says, "the systems concept performs an integrative function in its applications and appears able to fuse the contributions of many disciplines that otherwise would be strange bedfellows." And later, Browder notes that the systems concept seeks to explain relationships between objects "in a manner that permits close scrutiny of the objects as well as how they fit together in a whole system or a part of it..."[22]

The characteristics Browder describes gives systems concepts utility wherever one is attempting to present to others an overall perspective on the workings of an assemblage of complex parts that go to make a whole designed to achieve some objective. By the same merits, systems concepts are useful in analyzing such a complex assemblage or in designing and fitting together complex activities so that they coherently coalesce into a whole to meet an objective.

A review of this literature would not be appropriate here, but for an introduction to general concepts used, understandable to laymen, see Churchman - The Systems Approach.[23]

The specific applications used in the project--the systems paradigm, the evaluation conceptualization for each activity, and the "dummy system" for project management (described in detail elsewhere)

are based on papers and lectures of Gustave J. Rath, professor and director of the Design and Development Center, and Charles W. N. Thompson, associate professor of the Department of Industrial Engineering and Management Sciences, at the Technological Institute, Northwestern University, (a full list of references will be found in the Bibliography; specific references are given at appropriate places elsewhere in this report).

A third broad function of portions of the literature surveyed was to influence decisions about how the final report should be written, especially with regard to what should be included to help fill present gaps in the literature.

Accounts of innovative projects and attempts to analyze existing dissemination efforts about new programs, especially those financed with federal funds, repeatedly emphasized two points which the developers of this project came to regard as very important:

> . Descriptions typically were written for researchers and often were not understandable to laymen and/or school personnel without research training, especially in statistics[24]
>
> . Materials typically described new products or programs after development but did not include step-by-step accounts of what was done to carry out the projects, which could serve as guides to others wishing to pursue similar projects.[25]

An example of the second point above was provided by Don M. Essex, writing about attempts to locate information that would be useful for an innovative project in new patterns of organizing schools with which he was involved.

> "The available information about similar programs did not include the steps taken to plan and to organize (to carry out the project) but only descriptions of what the plans looked like after completion."[26]

Therefore, the decision was made that aspects of this project covered in the final report should emphasize the how-it-was-done rather than the product per se.

In line with the first point above, it was decided also that the final report should be in a style and form that could be understood by most school personnel regardless of their special background and training. The report also should be understandable to most educated laymen who wish to expend the time and effort to comprehend it.

However, this does not mean that the report is addressed to general school audiences, community members, and parents of children typically enrolled in federally funded programs. This is not because the report writers believe these groups could not comprehend the report but rather that because of the length and amount of detail included, the report would be unlikely to sustain their interest. The report writer and others who have commented on drafts do believe that the report could be reissued in an abbreviated form that would be suitable for such groups.

The main audience addressed here is other school administrators seeking conceptualizations and detailed how-to information about certain problems typically encountered in initiating and carrying out innovative projects, particularly in the dissemination area.

With this primary audience and portions of the literature discussed previously in mind, the project developers also decided that the final report should emphasize:

- Project management processes and procedures
- Utilization of systems concepts in developing projects, presenting overall views of projects, and deriving useful evaluation plans
- Efforts to improve evaluation through cooperation with a local university, use of persons with special training in evaluation, and use of some procedures and techniques rooted in the appropriate literature and developed by persons with evaluation expertise.

A final body of literature which influenced the writing of the final report is that concerning provision of public information about schools.

The bulk of what is available may be divided roughly into three categories:

- A small shelf of how-to-do-it books, self designated as being about school public relations, which mostly tell educators how to propagandize and "play" reporter[27]

- Articles giving informal advice based on experiences of school officials and others, found mostly in what might be called educational "trade journals (for example, Today's Education, the journal of the National Education Association)." These pieces consist mainly of exhortations to common sense

- The "anti-secretive"/"warm feelings" school of public information exemplified in a wide variety of publications and documents including newspapers, magazines, and journals which regularly or even from time to time devote space to schools.

Persons who might be called exponents of the "negative approach" of this third category exemplify belief that increased public knowledge of what is happening in the schools is to be achieved mainly through exhortations against the traditionally secretive nature of school officials.[28]

The "positive approach" is merely the other side of the same coin; exponents exhort school officials to have "warm feelings," to display friendliness, and to practice openness in their attitudes and behavior toward parents and taxpayers, who, after all, we are reminded, are paying their salaries.

While newspaper editorials and columns are perhaps the chief purveyors of these approaches, they sometimes constitute the subtle but underlying theme of "plans" developed and distributed by study groups and school officials themselves, when schools are under pressure to provide more information about school matters.

While not in disagreement that attitudes of openness and friendliness toward the public on the part of school officials may be prerequisite to improved communication efforts, the developers of this project reject the simplistic notion implicit in most of this literature that there are easy avenues to effective dissemination of information about schools and publics better informed about school matters.

On the contrary, the developers of this project believe that improved dissemination will be hard, doubtful, and difficult work in part because of the social, economic, and educational diversity of school audiences and school officials today. Long-standing research shows that effective communication is "easiest" when the sender and receiver are homophilious, that is, very similar in background.[29] Communication about school matters is needed today between and among persons of widely differing backgrounds.

The project developers believe that solutions to current dissemination deficiencies must:

- Make use of relevant skills and research findings of a variety of academic fields of study such as those previously mentioned
- Grow out of a research tradition which attempts to find out what the general public and special school audiences need and want to know, in what form and style it must be to meet their needs, and what communication channels are most likely to reach those needing or desiring information.

In recent years, a small base of information along the lines just described has been developing. Two examples are the PREP (Putting Research into Educational Practice) document "School Community Relations Research for School Board Members" and the annual Gallup polls of national attitudes toward education started in 1969 but ended in 1974.[30]

However, most materials of this sort are oriented toward providing help in development of continuous, overall public information programs by school districts. They are not project oriented, specifically relevant to federal dissemination mandates, or concerned with special audiences such as those of the current project.

Therefore, this final report was designed with consideration for the "state of the art" and directions in which it ought serviceably to go as indicated above.

In addition, there are portions of some relevant literature which did not influence the project to any marked degree but the existence of which ought to be mentioned. It is that literature

dealing with basic elements of communication--source, message, channel, and audience--and the varying effects of each. This topic is dealt with in books and journals written for many different fields of study--marketing, journalism, management, advertising, and so on.[31]

However, project participants did not become aware of this literature and no persons knowledgeable about it were available to the project early enough for this literature to become a major factor in project implementation or design. It is noted here as an aid to readers who may be in the early stages of a dissemination or communication project.

Perhaps the overall role of the literature covered may be summarized from the point of view of the project developers as follows:

> The project developers believe that the literature utilized and the resulting final report design contribute toward making this project more susceptible to replication by school personnel elsewhere including down to the school level, than typically has been the case with projects of this type and reports about them.

2. Field Evidence Gathered

While the field evidence gathered to establish general need for improvement of dissemination in regard to government-funded programs and activities locally was not extensive in terms of quantity, an attempt was made to tap a wide variety of sources.

The primary technique used was informal interviews collected through conversations with members of many groups within and

outside the school staff. Other methods used in connection with individual project activities or other aspects of the project are described elsewhere (see for example, Title I brochure, Exhibit #10, pages 149-151).

Examples, which follow are illustrative rather than comprehensive:

One local community newspaper reporter complained that reporters from metropolitan papers who are frequent visitors to the central office are better informed about federal programs because, "They know who to go to for information, but we don't because there doesn't seem to be any one good source about federal guidelines and programs."

A number of field administrators indicated their frustration over lack of a simple document explaining how schools become eligible for Title I (ESEA) programs and other aspects of Title I.

"I simply can't go over federal guidelines every time I meet a parent," one administrator complained.

Several staff members of the department noted erroneous information about federally funded programs in articles published in local papers.

After collection and compilation of a variety of such comments (about 50 persons from groups including field staff, community group members, news media representatives, etc.), discussions were held with members of the Citywide Dissemination Committee (for details see page 42) to further pinpoint informational needs of various school audiences.

C. Project Management and Procedures

1. Initial Organization and Follow Through

It should be emphasized at the outset that during the initial phase this project was run in a somewhat fluid, "play-it-by-ear" manner. The aim was to permit creation of an agenda of specific problems via input from a broad range of individuals and evolution of an organizational structure in terms of the needs of the project rather than via imposition from above.

It is important to emphasize the point here for several reasons. The line of reasoning may be understood as follows:

In the dissemination literature concerning federally financed school projects one finds complaints about the dearth of "how-it-was-done" accounts. Writers express a need to know about the process followed and not just the end product.[32]

Typically whatever problem-solving literature one looks to--laboratory scientists reviewing how they made discoveries or management practitioners explaining what they have done--one tends to get a description of what was done as though the problem-solver moved in an orderly and steady fashion from step one to successful conclusion.[33]

On the other hand, conversations with problem-solvers and a small amount of the literature suggest it is quite unlikely that anyone begins where hindsight indicates should be called step one. Indeed at least one source has said that even theoretical mathematicians operate in terms of heuristics.[34]

So it was in the early part of this project, and this account is intended to preserve some of this flavor since there currently is a dearth of such accounts.

In support of this "evolutionary" approach one might cite both the diffusion literature (innovations in organizations) and the community participation literature (rooted both in social psychology and practice).[35] The latter warns school officials against trying to impose upon community participants ready-made solutions, already identified problems, and specific organizational arrangements.[36]

However, the reader should also be aware of the difficulties. Projects which "evolve" are typically very time consuming at the front end--though they may proceed faster than usual in the later stages. They are often characterized by conflict and confusion in the initial stage.[37] After initial resistance has been overcome and some progress has been achieved, some of the initial enthusiasm is likely to have died also (fighting often is more exciting than steady work). At some point participants are likely to become frustrated with lack of further ible progress, to make comments about being "bogged down," and to fret out loud about whether this project is "going anywhere."

However, if the project manager has kept in mind the eventual need for greater structure, by the time these comments become widespread and frequent among participants, the specific aims of the project and the activities needed to carry them out should be well developed. Indeed many of these activities probably will be underway.

The need for tighter organization and rules and procedures, which research suggests characterize the successful implementation stage of innovation (in contrast to the initiation stage), will be evident to almost everyone involved.

It is at this point that routinized, more highly differentiated, roles and procedures can and should be established to carry the project to completion. At this stage, "tighter" structure will be efficacious for the project, more likely to be acceptable to the people involved, and more likely to take a form useful in terms of the needs of the project than might have been the case had structure been created earlier.[38]

In this project, the early or fluid phase is referred to as the initial phase and the later as the implementation phase, although the boundary between them was not a clear and definite point in time.

In the initial phase of the project, the department head exercised most of the leadership, management control, and coordination. During the later phase, the coordination function of the department head diminished but he continued to exercise overall control.

It was his idea initially that the major work of the project would be carried out through a citywide steering committee which should represent a partnership between his staff and a broad range of others, representing groups with an interest in the results (or who would be affected by the project or use services resulting from the project).

Accordingly, members for such a committee were solicited from the three administrative areas into which the Chicago public schools

are divided, central office personnel, representatives from other governmental agencies, and community persons. The department head invited the three area associate superintendents to nominate a district superintendent, a principal, and another member of the area staff to serve. Central office department heads were asked to identify persons; also contacted were the Office of the Superintendent of Public Instruction for the State of Illinois, the regional office of the United States Department of Health, Education, and Welfare, and selected representatives of the community who had served on one or more of the citywide advisory councils attached to various funded programs.

The first meeting of the steering committee was held on April 17, 1974, and was made up of 30 members. The meeting was devoted to exploring the question of improving the quality of proposals developed in the local school units and to the area of dissemination of information to the various publics served by the schools, as was outlined in the call of the meeting.

Members commented on their experiences in developing and submitting proposals. One of the important ideas which surfaced dealt with the development of the needs assessment in each of the schools. In the course of the inservice meetings previously conducted, committee members felt that those presenting the inservice were proceeding on the assumption that the school had carefully assessed its needs and established priorities for the improvement of the educational program. It was the consensus that often this had not been done, and yet this very basic step was not carefully covered in inservice sessions, because the presenters were laboring under a misconception

that this step had been fully developed in each school. Other areas of concern were enumerated.

Many problems dealing with dissemination were aired. The concensus was that the school system as a whole must take steps to improve its techniques of keeping the public informed about the schools. However, inasmuch as the committee was working only in the area of improving dissemination techniques related to government funded programs, it was determined that in addition to proposal development there was a need for better understanding of ESEA, Title I; bilingual education; and early childhood education. Also, there was strong support for the creation of a resource center. Staff had suggested other possibilities such as an administrative-teacher-community handbook, but the committee members felt that the areas enumerated above were of sufficient magnitude to handle at the present time.

In addition, the department head agreed to develop a list of resource persons within the department who were knowledgeable in the topic areas and who could work with committee members. Persons on this list would be in addition to members of the department whom the department head already had designated to work with the committee.

After only a few meetings of this group, it became evident that it was in fact dividing into two groups in terms of roles. Members from outside the department typically volunteered information about needs, while department staff members typically received and/or accepted more formal assignments to collect and provide information in written form on various topics. These topics were in some cases suggested by citizen or field staff members of the committee and

sometimes by the department head.

On the basis of this development and a few other obvious needs of the committee, the loose structure for the initial phase of the project was set. This structure may be viewed in Figure 4 on the page following.

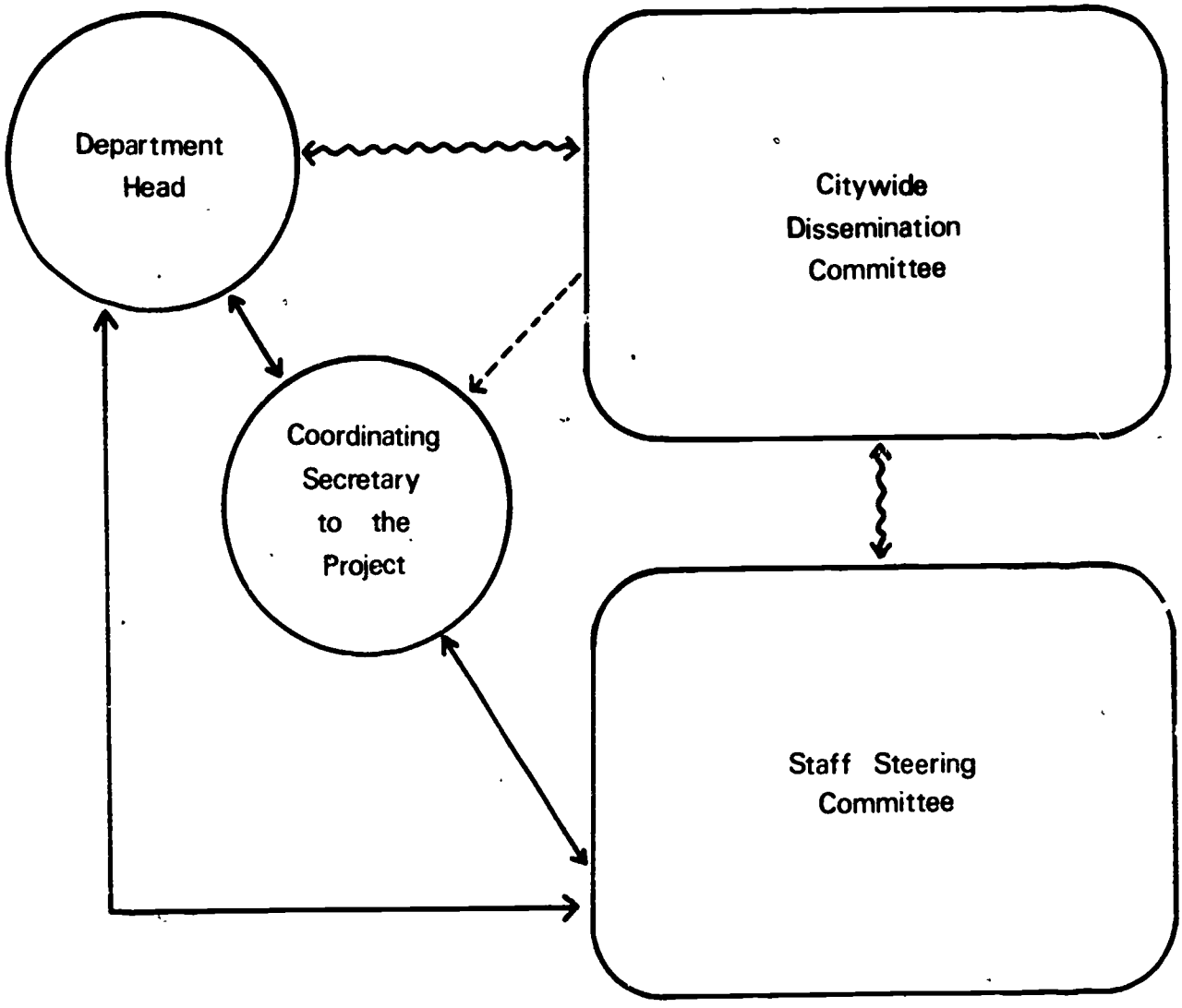
Figure 4 may be understood as follows:

Members of the original steering committee who were not members of the department were designated the Citywide Dissemination Committee (CDS). The main role of the CDS at first was to provide information about needs from their point of view and to help set priorities as to what needs should be met. These priorities would become the major activity components of the project, that is, some "product" would be developed to meet each of the priority needs agreed upon. Later (in the implementation phase) the CDS served as what might be thought of as a consumer panel criticizing and reacting to each of the "products" developed as part of the field test of each product prior to the final version. This group should be thought of as advisory throughout the project.

Members of the original steering committee who were from the Department of Government Funded Programs were designated the Staff Steering Committee (SSC).

Initially, members of the SSC and the department head met with the CDS to collect information about needs and priorities as described above. After the joint meetings, the SSC and the department head met separately to analyze results and to discuss proposed "products" and activities which might meet the needs. Various members of the SSC were asked to draft papers that would address

FIGURE 4: Communication and Coordination Channels / Initial Phase of the Project



Main Channels of Communication ————————————

Channels of Communication Used for Input - Mostly Through Observation - - - - - - - - - -

Channels Very Important But Used Infrequently ~~~~~~~~~~~~~~~~~~~~

a need identified at the first meeting and propose a "product" to meet the need. Meanwhile, other members of the SSC were given such assignments as a literature search to identify and survey relevant dissemination literature, writing to other school systems to identify other dissemination projects, and the like.

From time to time, further joint meetings were held between the CDC and the SSC for disscussion of progress and reactions from CDC members concerning what was being done.

This process continued (Actually, it was not so lengthy as the description might imply; only three meetings were required.) until the five major component activities of the projects were agreed upon as follows:

1. Proposal Development - A Handbook with Dissemination through Further Training Workshops
2. Dissemination Center - A "Library" on Government Funded Programs
3. Early Childhood Education - Slide Presentation and Booklet
4. ESEA Title I - Brochure for Parents
5. Community Bilingual-Bicultural Education - Booklet Containing Overall Design for Programs.

The SSC soon added a sixth component -- Evaluation - Instruments and Coordination.

Shortly after these components were agreed upon, members of the SSC divided into subcommittees, each to carry out the activities proposed and to develop a narrative account of what was being done and the rationale. In carrying out this task, they utilized their own knowledge and talents and from time to time called on others

in the department and elsewhere for help.

Completing their "products" and formal documents describing them may be thought of as the main role of these participants throughout the project.

In the early part of the initial phase, the department office manager who had attended all meetings relative to the project, was named Coordinating Secretary to the Project (COS). Her function remained essentially the same thoughout the project: she was the central record keeper and document router, the chief conduit for notices of meetings and the like, and the person responsible for providing and/or arranging clerical assistance needed for the project.

In summary, during the initial phase of the project, the key personnel in terms of coordination were the Department Head and the Coordinating Secretary. Leadership was in the hands of the department head, but most of the workload was carried by members of the Staff Steering Committee. SSC members commenced their major tasks after the Citywide Dissemination Committee had provided information about needs and helped to set priorities. CDC members during product development acted as "consumer panels," providing feedback on the products for consideration in arriving at the final version of the product.

This covers comprehensively the project period beginning in March 1974 through September 1974, but in terms of the period October 1974 through December 31, 1974, only indicates how initial roles were followed through.

By September 30, most products were nearing readiness for pilot field testing," and most SSC members responsible for writing were approximately in the second drafts of their product write-ups.

However, there was a negative side, SSC members were experiencing difficulty in satisfying the department head with their narrative write-ups, which he had requested should should utilize a rough outline as follows:

. Statements About the Problem

  Present Situation
  Needs
  Importance of Meeting Needs

. Statements About the Solution

  Goals
  Procedures
  Implementation Process

. Evaluation - Instrument and Methodology To Be Used

. Funding - Costs and Sources for Financing.

Discussion of evaluation procedures for each project and for the overall project were intensifying but were not reaching satisfactory conclusion.

There was some feeling that everyone had lost any over-all conceptualization of the project--if one had existed.

How this and other problems were handled to bring the project to successful conclusion is described in the next section which covers in detail the period October 1, 1974 through December 31, 1974.

2. Expansion of the Scope of the Project

In July, the department head learned that one or more administrative interns, Ph.D. candidates, in the school of education at

nearby Northwestern University, Evanston, Illinois, might be joining his staff in the fall for a period of three to ten months. At least one of the potential interns had a background in communications and systems analysis. The department head contacted the student, who indicated an interest in joining the dissemination project, if the internship were undertaken.

As it turned out the student did not take the internship. Nevertheless, the student agreed to act in the role of outside consultant to the project in connection with work which the student was pursuing in systems analysis, if after further explanation of the project from the department head and project staff it appeared this would be useful and appropriate to both "sides."

After some three weeks of preliminary work with the project, the student agreed to undertake the outside consultant role. This decision was made on October 1, 1974.

It was through this--largely happenstance--development that the scope of the project was expanded to include demonstration of how systems concepts might be useful to organization, coordination, and evaluation of a project such as the one described herein and also to development of a final report for such a project.

In addition, it should be noted that another student from the same university did accept an internship, joined the department, and participated in this project. Her role will be described later. The point here is that the participation of these two doctoral candidates led to development of the project as a demonstration of how universities and school systems can link for their mutual cooperation and benefit.

The student who acted as outside consultant spent approximately three weeks in activities which she described as "mapping the problems." This included among other things, attending meetings of the Staff Steering Committee, and asking committee members to discuss needs of the project as they saw them, particularly with reference to meeting the goals of the project as they understood them. The consultant gathered information informally concerning (a) content of the project--what work had been done, what remained to be done in terms of initial arrangements, (b) organization of the project--how the work was being carried out, and (c) personal variables--interpersonal communications and attitudes, talents, etc., of persons involved.

Information collected, including notes from these informal sessions and draft copies of formal documents generated earlier, was placed in a field notebook.

These activities provided the consultant with what she referred to as a "Status of the Project" perspective.

The final step of this phase of the consultant's work was a lengthy interview with the department head and a review of initial documents describing the project written by him.

These materials plus a knowledge of certain system concepts were used by the consultant to develop a list of project needs and to develop plans and activities for carrying them out. These were discussed with and approved by the department head and subsequently carried out. They included, among other things, an information system for completion of the project through the final report, an organizational conceptualization for this phase of the project,

and a set of coordination procedures for completing the project. The consultant also noted the existence in the diffusion literature of a model which the project appeared to have been following all along. This model is therefore presented as a theoretical base for the procedures followed.[39] The model also helped conceptualize the overall project process for some members of the staff, that is, it alleviated some "where are we going" anxieties.

Although previously noted, it should be reemphasized here that about midway through the project the department head and other project staff decided that the major importance of the project in terms of a final report was as a demonstration project with emphasis upon providing a record of the process followed.

While the project and the final report are complete in terms of the Proposal Development Handbook activity - the original aim of the project - other components are not complete through the final evaluation phase. Therefore, neither is the overall evaluation complete since it depends for input on the output of the evaluations of the individual projects. (Appendix 8, utilizing for the most part preliminary results of evaluations of each activity, illustrates use of the algorithm development for overall project evaluation.)

However, the final report should be clear for any reader for the entire project and its components insofar as: where we are going, how will we get there, and how will we know when we have arrived.

3. The Problem-Solving Model and Underlying Theoretical Base for Procedures

In the CRUSK document, Planning for Innovation through Dissemination and Utilization of Knowledge, Ronald Havelock and his associates present a final chapter in which they attempt to summarize and synthesize their findings based on examination of some 4,000 sources in the literature concerning what they call "an emerging discipline in the social sciences focusing on processes of change, innovation, and knowledge utilization."[40]

They suggest that three prototype models (although they refer to them as "perspectives" rather than models) exist in and can be teased out of this literature. They present a fourth model which represents an attempt to synthesize the other three.

Their third model and the one most similar to their synthesized fourth model is called by them the Problem-Solver Perspective, hereinafter referred to as the P-S Model.

It is the premise of this section of the final report that the process used in the development, implementation, and evaluation of the Dissemination Project roughly followed the P-S model.

The stages in the model proceed roughly as follows:

1. Need sensing and articulation
2. Diagnosis and formulation of the need as a problem to be solved
3. Identification and search for resources relevant to the problem
4. Retrieval of potential feasible solutions
5. Translation of retrieved knowledge into a specific solution or solution prototype
6. Behavioral tryout of solution
7. Evaluation of needs reduction.[41]

This model may be thought of as representing the underlying theoretical base for the procedures followed in this project.

The project developers and the writer of the final report believe that examination of the final report renders the coherence between the model and the process used in the project evident. Therefore, no detailed explanation will be presented here.

4. Information Systems

a. Dummy for Documents

The overall project was generating a number of documents for each of the six activities (Proposal Development, Dissemination Center, etc.). For example, as mentioned previously the chairman of each subcommittee was responsible for generating a narrative concerning each activity. These narratives were going through successive drafts. Therefore, a Project Notebook or "Dummy" (as this term is used in the publishing field) was set up in which all versions of project materials were kept by activity.[42]

The notebook was produced in triplicate and furnished to the three persons with major responsibilities for coordinating the project.

The Coordinating Secretary to the project had the responsibility of keeping these notebooks up-to-date. As new drafts and other materials were finished, they were placed in the appropriate section of the notebook. Each section was arranged "chronologically" from front to back with "latest" materials in front.

Through this vehicle all three persons responsible for coordination had the same information which constituted an up-to-date progress report on the materials being generated by staff.

Others involved in the project could refer to the "dummy" as needed.

b. Dummy for Final Report and Project Management

As previously indicated, the consultant set up a field notebook when joining the project. Later, this was expanded to include, in addition to field notes, (a) the consultant's copy of the dummy for documents, (b) a section on systems work to be done by the consultant, (c) a reference section, which in addition to relevant bibliography references and documents noted existence of a supplementary background file of materials collected by the project staff very early in the project (results, for example, of a literature search on other dissemination projects), and (d) a Dummy for the Final Report and Project Management.[43]

Appendix 7 contains selected pages from this "dummy" as it existed on November 26, 1974.

The consultant and other members of the project staff used this dummy to coordinate conclusion of the project and generation of material for the final report. It was referred to from time to time in order to give the department head progress reports and to permit him to continue to exercise overall control over major project decisions.

5. Coordination Procedure

Coordination was accomplished through the Information Storage Systems, a routing Structure utilizing key Personnel operating under certain Procedures.

The Information Storage Systems already has been described.

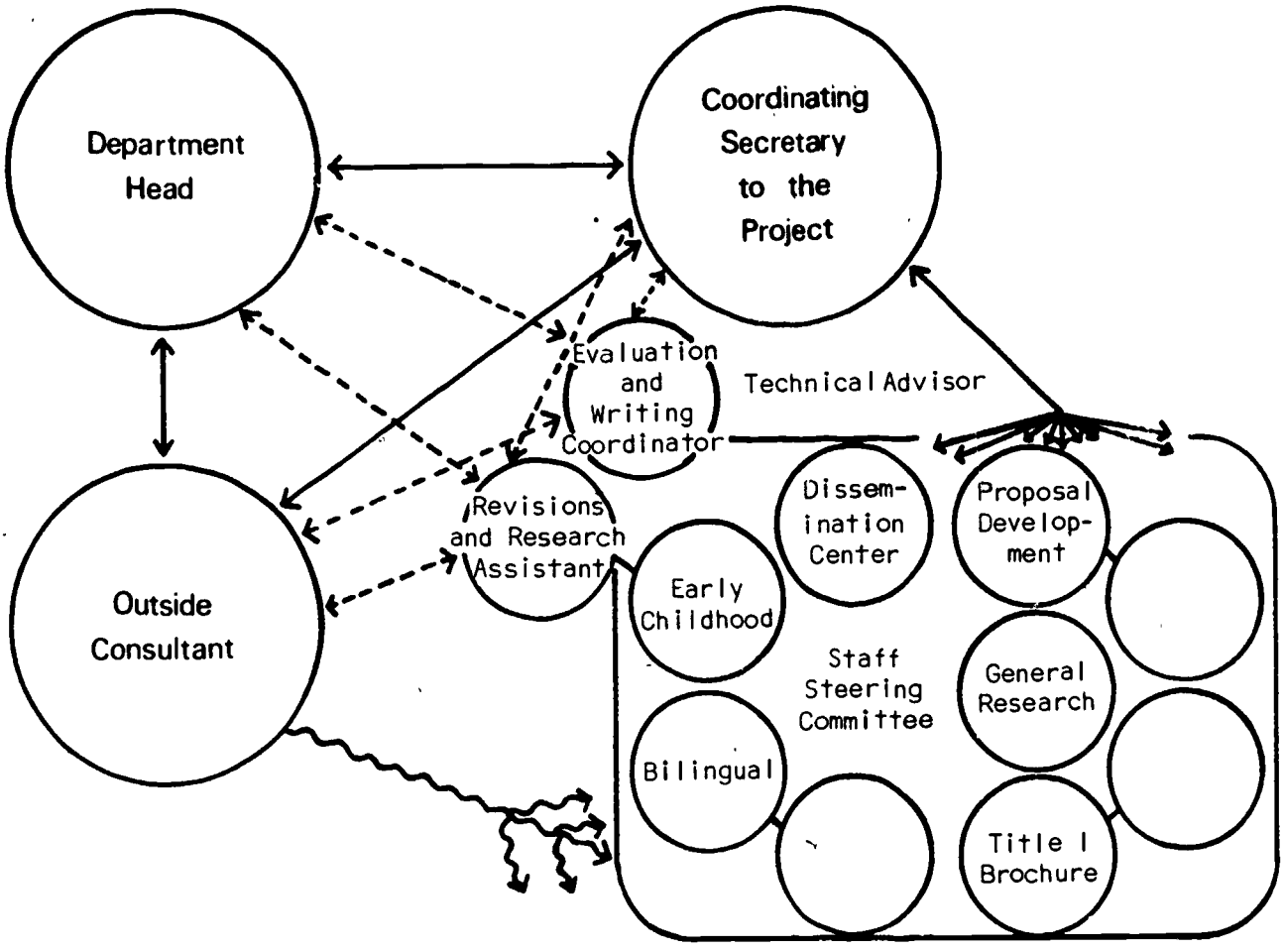
The Structure used for information exchanges early in the project is represented in Figure 4, presented earlier. The routing Structure used in the later phase is represented in Figure 5 on the page following.

Notice that Figure 5 shows an increase in informal communications (initially not considered important enough to include) and greater role differentiation has occurred.

In terms of key Personnel and Procedures only the role of the Coordinating Secretary to the Project has remained largely unchanged as to function. As mentioned in a previous section, she continued to be a central record keeper and document router, the chief conduit for providing and/or arranging clerical assistance needed for the project.

To review briefly, in the early phase the Department Head exercised most of the leadership and control over the project. It was during this period that the department head decided that a Citywide Dissemination Committee should be established to indicate needs and that the Staff Steering Committee should be established to collect knowledge about dissemination needs relative to government funded programs. Somewhat later, when needs had been established the SSC membership divided into subgroups responsible for utilizing

FIGURE 5: Communication and Coordination Channels / Implementation Phase of the Project



Main Channels of Communication ——————————

Channels Used Occasionally - Mostly Informal - - - - - - - - - - - - - - -

Channels Very Important But Used Infrequently ~~~~~~~~~~~~~~~~

Note:
(Primary Changes from 2_a
«Outside Consultant
«Increase in Informal Communication
«Greater Role Differentiation)

their own knowledge and talents and calling on others in the department and elsewhere to create the "content" to meet the needs established. The start of these groups to do their major work probably can be thought of as the transition from the initial to the implementation phase of the project.

In this later phase, with content decisions already made insofar as what each activity group (Dissemination Center, Proposal Development, etc.) would produce is concerned, control shifted largely to the Outside Consultant from the department head. The department head was kept informed and continued to exercise overall control through liaison with the OC, the COS, and through informal contacts with others working on the project.

In the later phase, the Evaluation Technical Advisor (ETA) on the SSC (from time to time also referred to as the project evaluator) in addition to functioning as evaluation coordinator, kept track of narratives being written and from time to time assisted with format difficulties and the like. This role evolved naturally since as the person responsible for developing evaluation instruments, it was necessary for him to keep track of the writing progress of each activity group.

The role of the Revisions and Research Assistant (RRA) developed informally. An administrative intern with a background in systems similar to that of the OC, the RRA was capable of doing "leg work" type research which saved great amounts of time for the OC and other project staff in terms of locating library references and sources and missing facts which had to be retrieved from the department. She also prepared drafts for the final report summarizing results of

the literature search and field evidence collected. In addition, she compiled, in preliminary form, the appendices for the final report. All these activities required knowledge of the project and literature being dealt with.

In summary, during the early phase of the project (before the consultant was associated with it) the key personnel in terms of coordination were the Department Head and the Coordinating Secretary. During the later phase the coordination function of the Department Head diminished, although he continued to exercise overall control. Conclusion of the project was coordinated largely by the Outside Consultant with the support of the COS for clerical work, record keeping and routine information flows to and from members of the steering committee; the Revisions and Research Assistant for retrieval of certain types of missing data; and the Evaluation Technical Advisor for coherent development of evaluation instruments.

6. Summary of Systems Work by the Consultant

The major systems work consisted of:

a. Use of Systems Analysis to decide what to do to bring the project to "successful" conclusion as defined by the decision-maker, the department head[44]

b. Development of a Systems Paradigm for presenting an overview of each activity in the final report and to serve as an evaluation framework for each activity[45]

c. Development and presentation of a systems concept workshop for members of the staff steering committee to enable them to assist in "translation" of each project activity into the Systems Paradigm mentioned in b. above

d. "Translation" of each activity into the Systems Paradigm with the help of members of the steering committee

e. Development of an Algorithm to be used for overall evaluation of the project when evaluation of each specific activity is completed.[46]

In addition, the consultant adapted the information systems (dummies) for the project from record keeping and project management concepts developed by others and encountered by her in connection with other systems work.[47] The coordination procedures were developed from sources dealing with management approaches rooted in systems concepts.[48]

7. Evaluation Procedures and Frameworks

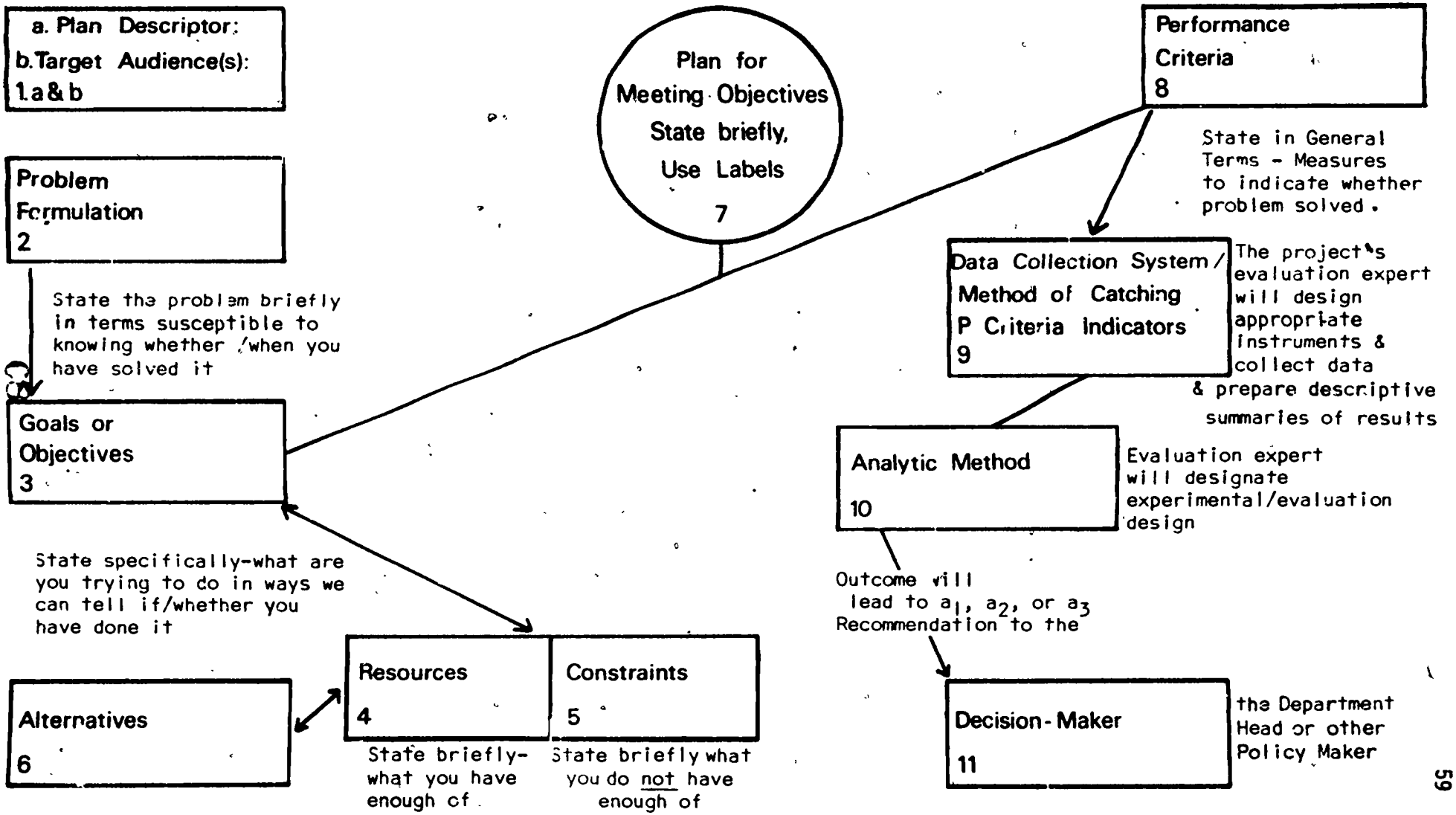
a. For Individual Project Activities

For purposes of presenting in brief, readily understandable, and comprehensive form and for evaluating each of the five project activities, a systems paradigm was developed.[49]

An explanatory schematic appears on the page following as Figure 6.

In the chapters covering each project activity (Chapters III and IV) the narrative of each project has been used to "translate" the project in to the paradigm. For convenience in viewing, the paradigm has been broken into two parts: (1) that part in which the focus was on planning of the activity (Systems View/Planning Each Activity) and (2) that part in which the focus was on evaluation (Systems View/Evaluation of Each Activity). In each activity section a unified version

FIGURE 6: Systems View/ Each Activity



a_1 - go/yes
a_2 - go after changes/yes with contingencies
a_3 - no go/no

Note: Numbers do not indicate sequence - they are for convenience in referring to boxes

of the paradigm is given first to serve as a reminder that the two parts are interlocking or mutually dependent.

Following the Systems View/Evaluation of Each Activity will be found an evaluation status report, narrative summaries of any results to date, and copies of instruments designed to collect evaluation data.

Use of the paradigm for evaluation may be understood as follows: The evaluation problem in the case of each activity has been formulated as--Should the decision-maker (department head or other policy maker) continue the activity? The alternatives in each case are stated as a_1 - yes, a_2 continue after certain changes (correction of flaws, for example), a_3 no.

Notice that information appearing in boxes 1-8 has been stated in general terms.

It has been the task of the Evaluation Technical Advisor and writing coordinator (generally referred to as the ETA or the project evaluator) to check boxes 1-8 for coherence and then to use the information from those boxes but particularly from number 8 plus his technical expertise in developing survey instruments and evaluation design to handle the tasks prescribed by boxes 9 and 10. More specifically, he designed survey instruments to collect data on the performance criteria (Box A) and chose or developed a design to analyze the data. In some or all cases, Box 10 may have been done prior to Box 9 - the numbers are not meant as a sequencing proscription.

In any case, the outcome of the evaluator's work becomes the basis for the recommendation to the decision-maker. More specifically how the outcome has been or is to be derived is explained in the evaluation sections included in the chapters describing the project activities (Chapters III and IV). An alternative to the methods presented in these "activity chapters" is presented in Appendix 6.

b. For the Overall Project

The outside consultant has developed an algorithm for evaluation of the overall project which depends upon the outcomes of each individual activity for input.[50]

A schematic appears on the page immediately following as Figure 7.

It may be understood as follows: In the case of each individual activity as explained above, the results of the survey data and evaluation design of the evaluator was/will be used to derive one of the following recommendations to the decision-maker/department head

a_1 yes/go - meaning continue the activity, it appears successful

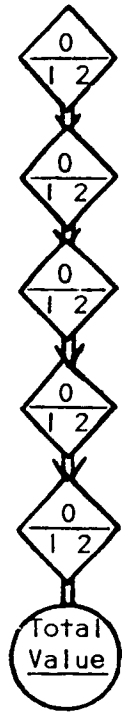
a_2 go after changes/yes with contingencies - meaning continue the activity after modifications which might make it fully successful

a_3 no go/no - meaning discontinue the activity, it appears to be a failure

In terms of the algorithm an a_1 recommendation represents the desired goal while a_2 and a_3 recommendations represent

FIGURE 7: Algorithm For Evaluation of Overall Project

		Recommendation	Recommendation	Recommendation
Activity 1:	Proposal Development	$\frac{a_1}{0}$	$\frac{a_2}{1}$	$\frac{a_3}{2}$
Activity 2:	Early Childhood	$\frac{a_1}{0}$	$\frac{a_2}{1}$	$\frac{a_3}{2}$
Activity 3:	Bilingual-Bicultural	$\frac{a_1}{0}$	$\frac{a_2}{1}$	$\frac{a_3}{2}$
Activity 4:	Title I Brochure	$\frac{a_1}{0}$	$\frac{a_2}{1}$	$\frac{a_3}{2}$
Activity 5:	Information Center	$\frac{a_1}{0}$	$\frac{a_2}{1}$	$\frac{a_3}{2}$



a1 = go/yes = 0 points

a2 = go after changes/yes with contingencies = 1 point

a3 = no go/no - 2 points

Minimum Score = 0)
) Project Is Success
Score of 5 or Less)

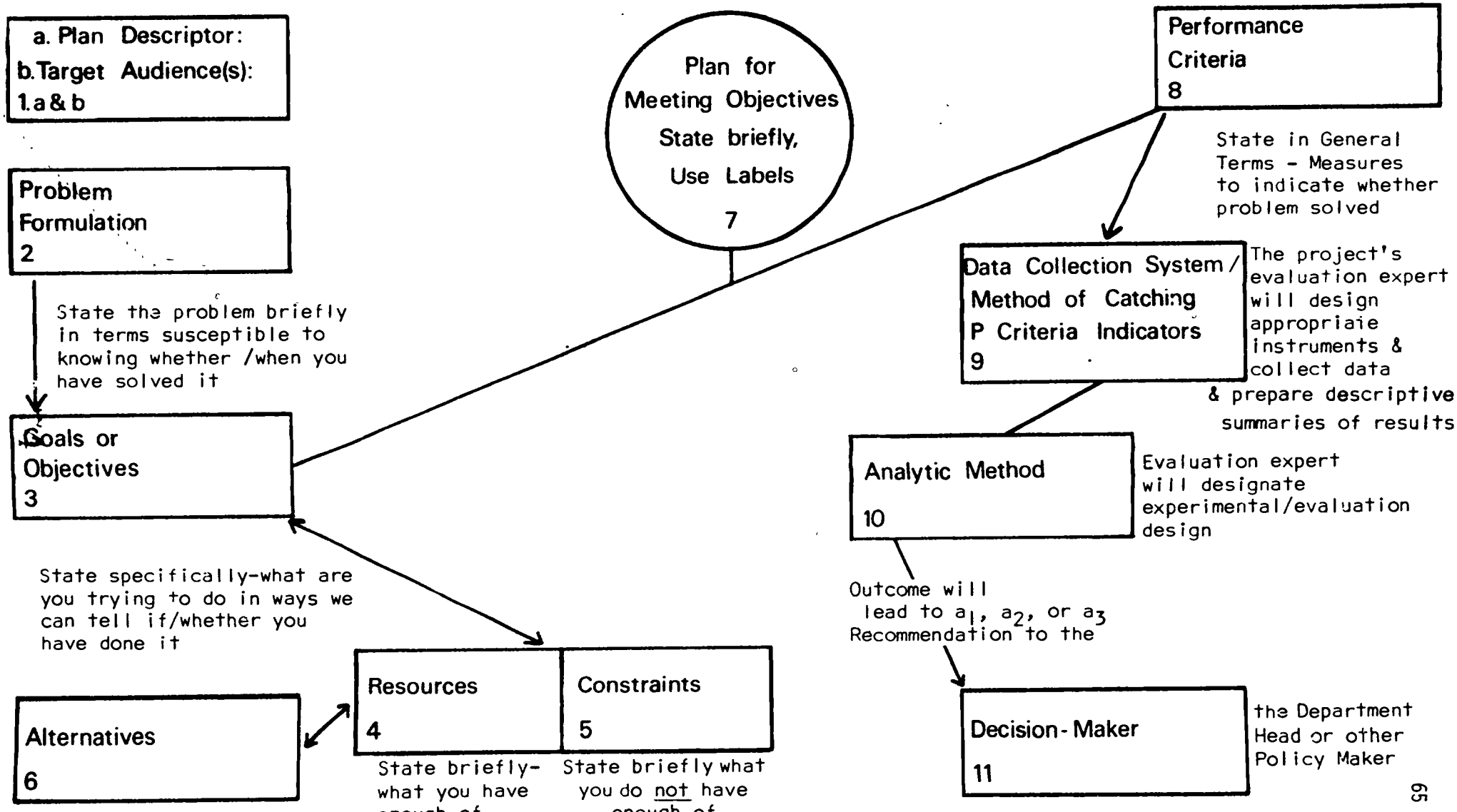
Maximum Score = 10)
) Project Is Failure
Score of 5)

discrepancies--something less or worse than the activity results ought to be. Therefore an a_1 gets a 0 discrepancy mark while an a_2 gets a 1 discrepancy mark and an a_3 representing a more sizeable discrepancy receives a 2 mark. When the discrepancy values for each activity are summated, they provide a total value for the entire project. The best score is 0, the worst is 10. It seems reasonable to predetermine that any overall value greater than 5 (the median score possible) represents overall failure for the project, while a score of 5 or less represents success.

CHAPTER III

THE CENTRAL FOCUS - PROPOSAL DEVELOPMENT HANDBOOK

FIGURE 8: Systems View/ Each Activity



a_1 - go/yes
a_2 - go after changes/yes with contingencies
a_3 - no go/no

Note: Numbers do not indicate sequence - they are for convenience in referring to boxes

A. Summary - Proposal Development Handbook

In part, the staff believed, because proposal development materials previously produced and distributed reflected individual staff members' thinking were not in a unified format, and were concerned with program characteristics rather than proposal development, that proposals sent to the department lacked quality.

At the same time, the volume of proposals was increasing. Staff perceived the need to reduce the percentage of proposals that needed to be rewritten or requiring additional work on the part of both field and department staff to bring them to an acceptable quality level.

The plan was to develop a proposal development guidebook aimed at equipping field staff to originate proposals of acceptable quality through initial effort or requiring less revision. It was to be disseminated through explanatory workshops throughout the school system.

The ultimate criterion of success of the plan was to be whether the quality of proposals submitted increased after dissemination of the handbook as measured through use of the Checklist for Evaluating Proposals, developed by the department.

The major resources for carrying out the plan were abilities and knowledge of government funded staff members working on the project, commitment of the department head who had the authority to organize and carry out the project--particularly the workshops, and response of field staff. The major constraints were time and limited size of the staff who could devote full time to the project.

Evaluation results will be found in the last section of this chapter.

FIGURE 9:

Systems View/Planning Each Activity

Proposal Development Handbook

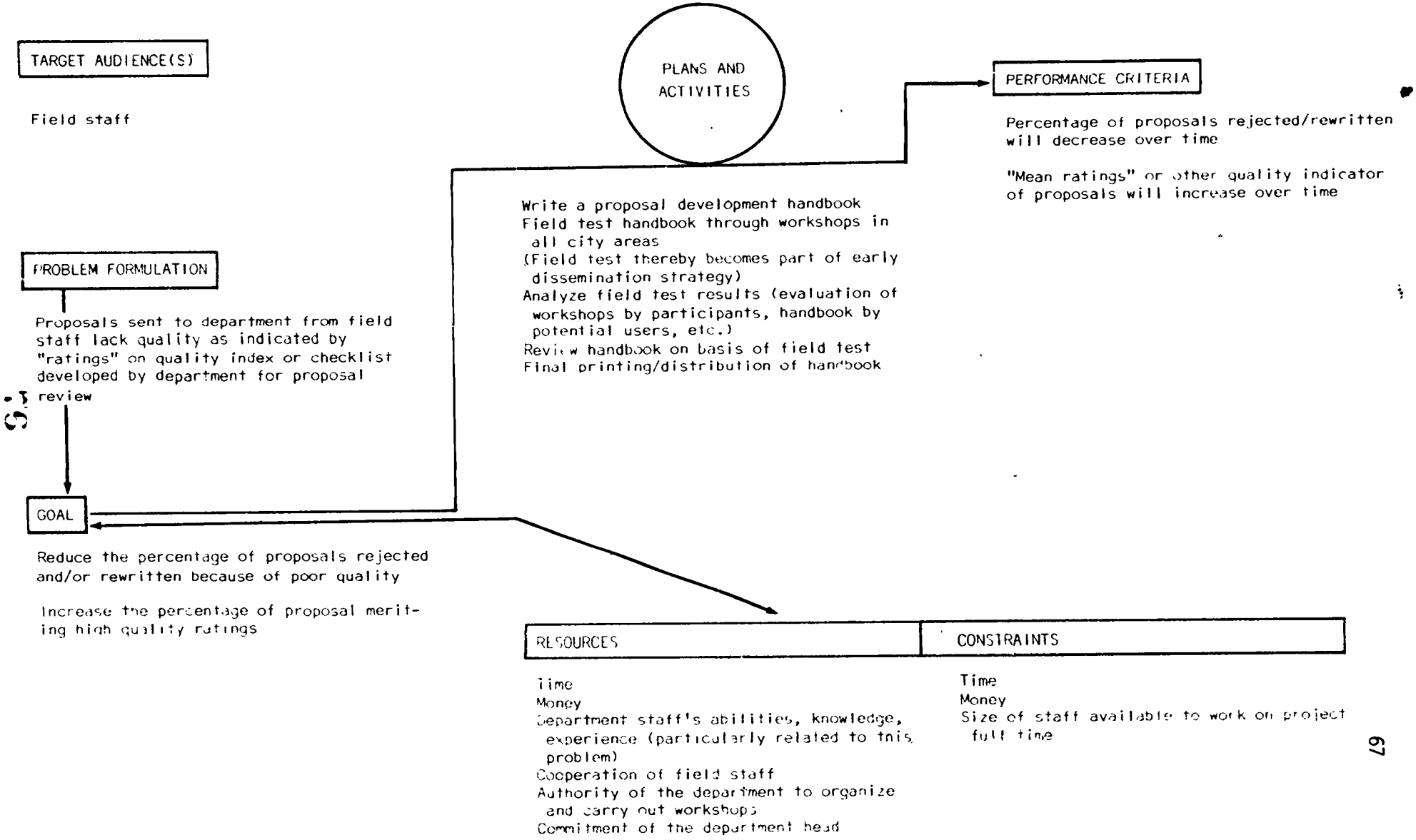
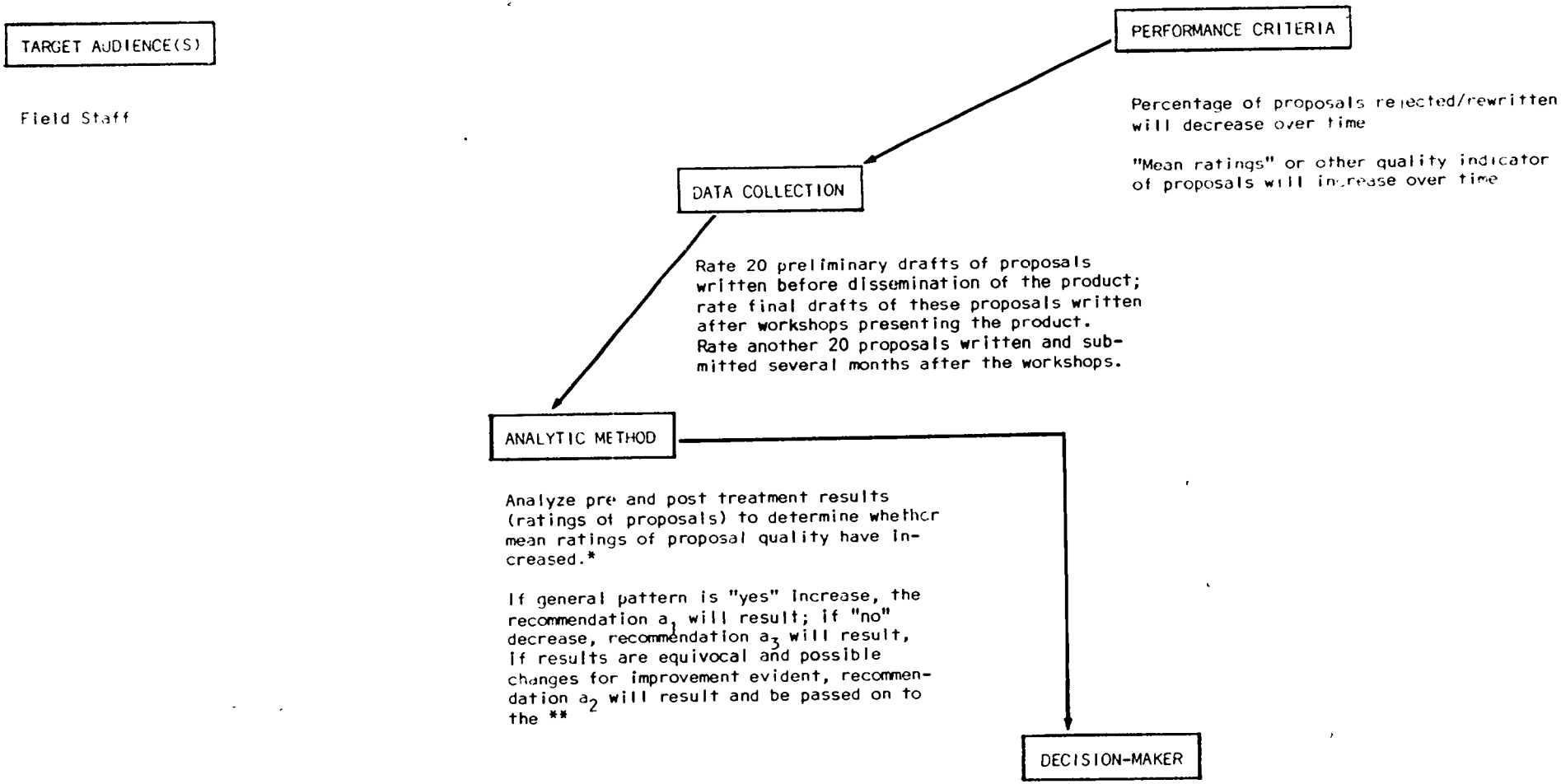


FIGURE 10:
Systems View/Evaluating Each Activity

Proposal Development Handbook



*Note: This is not an experimental design and its weakness therein is hereby noted. The evaluator would have preferred and for future evaluations of this sort recommends the quasi-experimental time series design (Design 7) described in Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally & Company, 1963), pp. 37-48. However, it also is noted that Campbell and Stanley recognize "patched up" designs; the procedures followed here approach a "patched up" version of Design 12 described by Campbell and Stanley in the work cited, pp. 53-54.

**The results have been analyzed and are presented in a narrative summary in the evaluation section on this activity.

B. Narrative Account - Proposal Development Handbook

1. The Problem

a. Statement of the Problem

An ad hoc Emergency School Aid Act (ESAA) planning committee composed of associate and assistant superintendents was formed in the summer of 1970 to plan programs which would be consistent with the educational goals of the Chicago public schools and the major purposes of the proposed ESAA legislation.

During the spring and summer of 1971, staff of the Department of Government Funded Programs solicited proposals under ESAA from field staff and used the department's proposal review mechanism whereby members of the staff would meet in small groups with the writers to discuss ways to strengthen the educational program as it was reflected in the preliminary draft. Meetings were held with the writers, and suggestions for revisions were made. The quality of the submitted proposals, however, was described as uniformally poor, and the writers stated they needed additional help to improve the drafts.

In order to improve the quality of the proposals, staff of the department invited the 25 principals who had submitted preliminary drafts of proposals under ESAA to a proposal development workshop in December 1971.

Ten members of the staff who had participated in proposal review meetings--and had expertise in proposal development--made presentations. Topics discussed at the workshop included: the

status of ESAA legislation, needs assessment, objectives, procedures, evaluation of proposal objectives, evaluation design, and dissemination.

The participants' overall impression of the workshop was that it was helpful, and they rated the presentations as excellent. One suggested improvement that many of the participants made was that they needed more time because of the difficulties involved in writing proposals. Thus, the proposal development workshop concept was implemented with a focus on ESAA.

For the remainder of the 1971-72 school year, proposal development workshops for general funding sources were offered in pilot districts in an effort to stimulate applications and improve the quality of preliminary drafts. Workshops were conducted in response to district superintendents' requests; however, no formal, structured program was established because there were not enough staff members who possessed the expertise to instruct in the basic components of a proposal. Splitting the original workshop instructional team into new teams, each containing experienced and inexperienced staff, provided a remedy. The new members observed, learned, participated, and ultimately made their presentations in the field.

In 1973-74, a structured program of proposal development workshops was established. The design of the program included an area proposal development workshop scheduled in each of the three areas, and a district workshop scheduled for each of the 27 districts. The materials that were distributed at the workshops reflected the individual speaker's point of view on the component of a proposal that he was discussing. Since different teams were speaking at

different workshops, this resulted in a lack of uniformity of presentation. Furthermore, the materials were not concerned with program development, but with refining the components of a proposal document.

b. Present Situation

Two evaluative studies were made to determine the quality of proposals and to assess the effectiveness of proposal development workshops.

The first study had two purposes: (1) to identify the areas of strength and weakness in proposal writing, and (2) to determine the effectiveness of the proposal development workshops by comparing ratings of proposals written before the workshops with those written after.

(1) Identification of Strengths and Weaknesses

Staff analyzed the funding agency's proposal review sheets for 35 proposals. The analysis revealed the following:

(a) The area of greatest strength of field-written proposals was that they met one or more of the nine goals of Action Goals for the Seventies: An Agenda for Illinois Education, a required guideline by the state.

(b) Parts of the proposals exhibiting a tendency toward strength were --

. Adoptive or Adaptive

This means that the proposal contains aspects which are consistent with state and federal laws, and the planning phase provides a valid basis for the operational request.

. Staff Qualifications

The size, duties, and responsibilities are realistic and reasonable to accomplish the objectives.

. Facilities, Equipment, and Materials

All three are adequate to implement the project.

(c) The areas of weakness were --

. Innovativeness
. Economic Feasibility
. Evaluation

Lacking in the proposals were instruments or techniques. The total cost of the proposal in relation to the number of students served was not reasonable; another apparent weakness was that the writer was not aware of similar programs, relevant research findings, and views of recognized experts; the description of educational needs and objectives was not clearly specified or stated in measurable terms.

(d) The areas showing a tendency toward weakness were --

. Description of procedures for evaluation
. Specific dissemination plans which agree with objectives
. Evidence of community and pupil participation in planning
. Provisions for Proposed adequate facilities.

(2) Effectiveness of Proposal Development Workshops

To determine the effectiveness of proposal development workshops, 20 experienced staff members from the department read and rated preliminary drafts of proposals written before proposal development workshops and the final drafts written after the workshops

An analysis of the ratings revealed that the workshops were very successful in improving the proposals; all areas of proposal writing improved; the procedures, needs assessment, and evaluation sections showed the greatest improvement; the objectives, budget, and dissemination sections, although showing gains, indicate a need for greater emphasis

The overall picture revealed by the study is clear; many proposals written before 1973 were weak and therefore rejected by funding agencies; the weaknesses have been identified; the proposal workshops conducted by the department have had an important and necessary impact on all components of a well written proposal; they have launched a successful attack upon an identified need

More workshops are recommended; major emphasis should be given to writing more specific and measurable objectives and submitting an evaluation design for measuring them; preparing a budget which is reasonable and reflects an understanding of cost analysis; and planning adequate and appropriate dissemination to a varied audience.

The second evaluative study involved the evaluation of 28 proposal development workshops which were given between October 1973 and January 1974 at district and school levels. A questionnaire was designed by staff to evaluate the effectiveness of the workshops and materials distributed concerning proposal development. One hundred one participants responded by completing the instrument. Seventy-two percent expressed a desire to learn more about proposal development, and 28 percent indicated that they were not interested. Only 37 percent of the respondents made use of proposal development materials which were disseminated at the proposal development workshops. Two conclusions of this evaluative study were that further workshops are needed in specific areas of proposal development and that additional materials on proposal development are needed.

c. Improving the Present Situation

The formal evaluative studies concluded that proposal development workshops are beneficial in improving the quality of proposals which are submitted for potential funding. As a result, for 1974-75 a series of workshops is again being scheduled for principals throughout the city.

An integral part of the workshop presentations has been, in the past, tne distribution of materials in relation to the components of a proposal. The materials were not, however, in a unified

format, and at best they stressed proposal writing, not program development as an outgrowth of a bona fide needs assessment. Furthermore, the materials were not necessarily keyed to the workshop discussions.

The proposal development handbook which is presently being written is designed to meet these needs and overcome the deficiencies. It details the steps that must be taken for one to assess needs, to develop an educational program, and to write a preliminary proposal. Furthermore, the proposal development handbook will provide a ready reference so as to maintain the skills learned in the proposal development workshops.

Other benefits to be derived from the production of the document include the following:

- Improvement of principals', teachers', and community members' skills in program development and proposal writing
- Increase in cost effectiveness in regular and supplementary programs as goals, problems, needs, and objectives are more appropriately identified, designed, and addressed
- Reduction in time required to prepare and process proposals for submission to funding sources
- Improvement in the delivery of technical assistance services from the department even though the number of proposals written and funded continues to increase; for example, during fiscal 1973, 214 proposals or applications were submitted to funding sources; during fiscal 1974, 278 proposals or applications were submitted to funding sources; in 1976, under the State Transitional Bilingual Education Act alone, approximately 225 schools will be required to design programs for non-English-speaking students
- Uniformity of presentation by staff of the department using the proposal development handbook as a principal outline for proposal development workshops

. Improvement in the quality of proposals could increase the number approved for funding.

2. The Solution

a. Goals and Objectives

The goal is to produce, publish, disseminate, and field test a proposal development handbook which suggests the basic techniques for assessing educational programs, developing new programs, and writing proposals for supplementary education programs. A handbook incorporating these activities in brief and related format does not exist at present.

b.. Procedures

(1) Establishing writing committees of staff members possessing advanced consultation skills in the distinct content areas of the handbook

In September 1973 the proposal development handbook committee was established and held its first meeting. Membership included: district superintendents, area administrators, principals, members of the staff of the Department of Government Funded Programs, funding agency officials, and community representatives. At the meeting a series of proposal development inservice meetings was planned to assist the field in the preparation of proposals and the committee in preparation of a handbook. It was planned that questions asked by staff in the field at the proposal development meetings would assist the group in determining the direction to go in the development of a handbook.

In October the proposal development handbook committee met to discuss the kind of proposal handbook that should be developed and to form subcommittees and appoint conveners of the subcommittees to develop the handbook. The following subcommittees were formed: Needs Assessment, Objectives and Evaluation, Procedures, Budget, Dissemination, Graphics, and a steering committee composed of the conveners of each of the subcommittees.

In late October the steering committee met and submitted reports on the progress of the subcommittees' work in developing the respective components of the handbook.

In November the subcommittees reported that they were working on components of the proposal development handbook and their conveners stated that they anticipated having preliminary drafts ready for the next committee meeting.

Proposal writing materials that were available at the department were compiled and field tested at the inservice meetings. Some of the materials were inaccurate, i.e., stating needs as objectives. Feedback from participants at the inservice meetings included the request for a document that would be clear, concise, and to the point.

In January, the proposal development handbook project steering committee met to report on the status of the project. The various subcommittees turned in their materials, and the steering committee was dissolved.

(2) Editorially combining the drafts of the writing committees

Three members of the department were assigned the task of editorially combining the drafts of the components for the proposal development handbook from the subcommittees. Their responsibilities included the following:

--Clarifying ambiguous statements
--Revising the format
--Reworking the language into one style
--Reducing the size of the document to the essentials
--Providing for review of the revision by senior staff members of the department.

A senior editor was then assigned to prepare the final copy for printing the draft edition of the document, Putting It Together: A Guide to Proposal Development.

(3) Printing a field test edition of the handbook

(4) Field testing the handbook during the 1974-75 series of workshops (beginning in October 1974) on program development and proposal writing for principals, field staff, and members of the community

(5) Disseminating the handbook to staff of the department through a series of workshops designed to improve their consultation expertise and, as a result, the service which they can offer to field staff and community

(6) Evaluating the workshops and the field test edition

(7) Printing the handbook.

c. Evaluation

The evaluation will measure:

. Participant response to the workshops and use of handbook

. Participant perception of what was learned, through the workshops and handbook

. Workshop participants' attitudes toward program improvement and proposal development

. Qualitative improvement in proposals submitted for funding.

Questionnaires will be developed by staff of the department to measure participants' responses, learning, and attitudinal change. Improvement in the quality of proposals will be measured through use of the checklist for evaluating proposals or proposal rating index, developed by the department using a compilation of funding agency standards. A final evaluation report will be completed in July 1975. (Note: the evaluation was completed earlier and is included in this report.)

C. Evaluation Procedures and Results - Proposal Development Handbook and Related Inservice Workshop Activities

The major evaluation plans for this activity called for collection and analysis of evidence to determine whether the proposal development handbook and related inservice activities had an effect of improving the quality of proposals sent from field and other units to the department for submission to funding agencies.

This portion of the evaluation has been carried out and the results analyzed. The reader will find a narrative description of the design, how the design was carried out, and the results on the pages immediately following.

The evaluation evidence is derived on the basis of the Checklist for Evaluation Proposals or the Proposal Rating Index, developed and used by the evaluation team of the Department of Government Funded Programs to assess proposals. It is based on a compilation of assessment instruments used by state, federal, and private funding agencies to rate proposals. The checklist was an attempt to bring together in concise and systematic form the most important components of proposal development as viewed by funding agencies. Two of the key questions raised in the development of the checklist were: 1) what do federal, state, and private funding agencies require in a proposal, and 2) what factors govern the favorable consideration of a proposal by a funding agency.

The committee which designed the checklist examined proposal and grant guidelines and regulations from state, federal, and private funding sources. The committee also investigated ERIC materials as well as national publications and books on proposal writing.

The six proposal components selected for the checklist -- Needs Assessment, Objectives, Procedures, Evaluation, Budget, and Dissemination -- were contained, in various form, in all the materials examined. Guidelines from several funding agencies contained additional components unique to that funding agency. Title III, ESEA guidelines require the inclusion of the six checklist items plus sections on innovativeness, adaptation, and nonpublic participation.[51] In 1973 the State of Illinois Title III ESEA Office created an instrument to be used by state reviewers in ranking proposals.[52] Their evaluation summary included the six components of the Department of Government Funded Program's checklist.

Guidelines For Local District Educational Planning,[53] issued by the Illinois Office of the Superintendent of Public Instruction to assist local districts in program planning, emphasized the importance of a needs assessment, measurable objectives, an evaluation design, dissemination, and budget considerations.

In the OSPI authored Directory of Federal Programs, tips on grantsmanship include the following, "Conduct a Needs Assessment. Identify the specific objectives to be achieved, the operational procedures to be followed, the evaluation techniques to be used, and a budget."[54]

Federal and state guidelines for Title I ESEA require that every application contain the following sections: 1) Comprehensive planning, 2) Needs assessment, 3) Measurable objectives, 4) Program specifications, 5) Evaluation, 6) Criteria for selection of participants, 7) Dissemination of information, 8) Parental involvement, 9) Nonpublic involvement, and 10) Budget.[55] The designers of the "Checklist for Evaluating Proposals" used six of the ten Title I items. Perhaps the most comprehensive and

complex regulations issued by a federal funding agency were the guidelines for proposals submitted under the Emergency School Aid Act.[56] These guidelines demanded a comprehensive needs assessment with each identified need having objectives, procedures, evaluation, dissemination, and a budget.

An article from the Federal Aid Planner, a government publication, listed tips on developing successful proposals. The following were listed as necessary components of a good proposal -- Statement of Need, Needs Assessment, Goals, Objectives, Procedures, Evaluation Design, Dissemination, and Budget.[57]

Roger A Kaufman's, "Determining Educational Needs - An Overview," (found in the ERIC collection) stresses the importance of the six components and how the omission of any one would damage proposal development.[58]

Mary Hall, in Developing Skills In Proposal Writing, devotes 150 pages of her 200 page work to nine components of successful proposal development.[59] Six of these nine components constitute the Department of Government Funded Program's checklist. All or a portion of the six components found in the checklist are also included in other guidelines such as those for ESEA Title VII, the State of Illinois Bilingual Programs, and for the submission of proposals to the Chicago Community Trust.

The major point here--the preceding being a summary of the evidence--is that the checklist for evaluating proposals was derived from standards of funding agencies and other sources outside the Chicago school system. Therefore, insofar as proposal quality is concerned it represents a measurement link between proposals produced in the Chicago school system and how they are likely to be judged in the "outside" or "real" world in which they must win approval.

While it is recognized that the judgement of those who compiled the checklist and, indeed, the possibly varying judgements of persons using the checklist represent what may be a distorting filter threatening both the reliability and validity of the instrument, consider the alternatives.

For example, any attempt to measure the quality of Chicago proposals to determine whether they have improved over time by looking to the decisions of funding agencies about whether to fund proposals submitted by Chicago will meet with an array of confounding variables.

Some of those which might be listed are:

(1) The amount of money appropriated under specific legislation often changes from year to year; therefore, the total number of proposals funded under that legislation could vary without regard for proposal quality.

(2) If different numbers of proposals are submitted from year to year (by Chicago or other local school districts) neither numerical nor percentage comparisons will be useful. For example, Chicago might get most of the money under certain specific legislation in any one year simply because of lack of competition from other local districts.

(3) While state education agencies officially state certain standards for funding proposals, it is not difficult to find funding agency sources who acknowledge that political considerations enter into decisions to fund proposals. These political factors, no doubt, vary over time, unsystematically; therefore, they would represent a distorting parameter in any attempt to make judgements about improvements in proposal quality based on the number or percentage of proposals funded from year to year.

Another alternative also was explored: The state education agency in Illinois in the case of proposals submitted under certain legislation responds to each proposal with a rating on a scale composed of categories much like the evaluation checklist developed by the department. Each proposal receives a score for each category and a composite score. These "quality scores" are not tied directly to funding, according to SEA sources; that is, proposals are not funded strictly on the basis of the scores. Therefore, it appeared possible that plotting and analysis of these quality scores on Chicago proposals over time might be a suitable measure of whether proposals were or were not "improving" over time.

However, efforts to pursue this idea met with difficulties, among which might be listed the following:

(1) The rating scales differ for proposals submitted under different legislation. Proposals submitted under certain legislation are not rated on such instruments at all; responses are merely narrative.

(2) Where a rating scale is in use--Title III of ESEA, for example--the scale currently employed has been in use for two years only, and to date only the ratings for the first year are available to the Chicago public school system. Even if the second year ratings were available, analysis of "improvement" on this basis would be highly tenuous; the threats to deriving accurate trend information using only two cuts in a time series are well known.[60]

Therefore, for the preceding reasons the checklist for evaluating proposals developed by the department was chosen as a legitimate compromise.

The items in the evaluation checklist are covered in the evaluation narrative following. For a separate sample copy of the checklist see Appendix 9.

In addition to studying improvement of proposal quality, evaluation plans for this activity also called for a survey of the amount of usage and user satisfaction with the handbook and related workshops via field questionnaires. The questionnaires were distributed and collected and results analyzed as part of the field test of the product. User satisfaction ratings typically ranged from "More than adequate" to "Adequate" on both the handbook and related workshops. Narrative summaries of these results and sample copies of the field questionnaires are included at the end of this section.

1. Evaluation: Proposal Development Assistance

One of the major functions of the Department of Government Funded Programs is to advise and assist schools in preparing proposals for submission to funding agencies. Formative evaluation has been the basis for implementing change in the quality of assistance provided; each type of assistance is carefully analyzed in order to improve the quality of future assistance. The results of the assessments indicate topics for future workshops aimed at improving the quality of the proposals submitted. The purpose of this study, therefore, is to continue this formative feedback approach, i.e., to--

.Identify areas of weakness and strength in proposal writing

.Determine the effectiveness of the proposal development handbook and related workshops by comparing ratings of proposals written before the workshops with those written after and to determine whether improvements in proposal writing continue to occur.

a. Identification of Strengths and Weaknesses

Staff of the Department of Government Funded Programs analyzed the funding agency's proposal review sheets for 35 proposals which had been rejected for funding. The area of greatest strength of these proposals was that most met at least one of the nine goals of Action Goals for the Seventies: An Agenda for Illinois Education. In general, the proposals attacked priority geographic needs and were consistent with state and federal laws. The size, duties, and responsibilities of the staff were realistic and reasonable to accomplish the objectives, and equipment and materials requested were adequate to implement the project.

The areas of weakness were innovativeness, economic feasibility, and evaluation. The total cost of the program in relation to the number of students served was not reasonable; the proposals lacked detailed descriptions of educational needs, proposed activities, and appropriate measurable objectives. It appeared as though the writer was not aware of similar programs, relevant research findings, and views of recognized experts. Other areas which needed improvement were descriptions of procedures for evalution; specific dissemination plans which agree with objectives; evidence of community and pupil participation in planning; and provisions for adequate facilities.

b. Effectiveness of Proposal Development Workshops

A program of proposal development workshops was carried out using the proposal development handbook. The program included a workshop for school administrators in each of the three areas and a workshop in each of the 27 districts. These workshops were all concerned with ameliorating the weaknesses listed above, although not all topics were covered at all workshops.

To determine the effectiveness of the proposal development handbook and workshops, 20 experienced staff members from the department each read and rated two of the 20 preliminary drafts of proposals written before the proposal development workshops and the final drafts written after the workshops. An additional 20 proposals were rated by readers during the winter of 1975.

A checklist for evaluating proposals was prepared. It consisted of 32 items arranged in six categories.

.Needs assessment--

whether a needs assessment had been performed; whether data warranted establishment of the program; indication that a literature search had been made; and evidence of community input.

.Objectives--

whether program objectives were clearly stated in behavioral terms and were related to program goals.

.Procedures--

the extent to which procedures addressed the objectives; and clarity in describing when, where, and with what staff and equipment each activity will take place.

.Evaluation--

whether appropriate evaluation methods and instruments had been specified; whether baseline data were collected; and a clear statement of who was to be responsible for implementing evaluation findings and how these findings would be used.

.Budget--

whether the budget was consistent with specified activities.

.Dissemination--

extent to which evaluation findings were linked with dissemination activities.

Each category had from two to seven evaluative descriptions for individual ranking on a scale of one to four: one, indicating weakness; two and three moderate; and four strength.

A multivariate analysis of variance on these scores revealed that the quality of the proposals increased after the first rating. Multivariate analysis is a statistical technique which can detect changes in variables such as 1-6 above as a group. Subsequent univariate analyses provided information about changes in individual variables or proposal components. Significant improvement occurred in each of the six activities (see Tables 1 and 2) with the greatest increases in the budget and dissemination sections and the smallest increases in needs assessment and evaluation.

Table 1

Multivariate Analysis of Variance on Proposal Writing Scores

Source	Log (Generalized Variance)	Degrees of Freedom		Approximate F
Time	35.691	12	104	4.292
Error	34.887			

Source	df		Univariate F
Needs Assessment	2	57	6.174*
Objectives	2	57	11.668*
Procedures	2	57	10.656*
Evaluation	2	57	9.542*
Budget	2	57	13.965*
Dissemination	2	57	21.522*

*P .01.

Table 2

Proposal Rating Mean Scores by Category

	Maximum Possible Score	Pre-Workshop	Post-Workshop	Follow-Up
Needs assessment	28	14.5 51.7%	17.8 63.5%	18.5 66.0%
Objectives	12	7.2 60.6%	8.8 73.3%	10.0 83.3%
Procedures	44	21.2 48.1%	28.9 65.6%	30.2 68.6%
Evaluation	28	11.7 41.7%	14.6 52.1%	17.0 60.7%
Budget	8	4.5 56.2%	6.0 75.0%	7.4 92.5%
Dissemination	8	3.3 41.2%	4.3 53.7%	6.2 77.5%

The improvements may be attributed to the effect of the workshops and also increased input from staff of the Department of Government Funded Programs. However, general areas are in need of further improvement. Mean scores for needs assessment, procedures, evaluation, and dissmination were all less than 80 percent of the maximum attainable score in each category (see Table 2).

It is recommended that workshops in which the preceding topics are stressed be held for teachers. Inservice provided for personnel who actually write the proposals will probably be more effective than that provided for administrators.

2. Proposal Development Handbook: Putting It Together

An integral part of previous workshop presentations has been the distribution of materials relating to the components of a proposal. These materials were not, however, in a united format, and at best they stressed proposal writing, not program development. Furthermore, the materials were not necessarily keyed to the workshop discussions. In order to overcome these deficiencies, a handbook incorporating basic techniques for assessment of educational programs, development of new programs, and writing proposals for supplementary educational programs under the title, Putting It Together: A Guide to Proposal Development was written and disseminated to participants at the 1974-75 workshop series for field evaluation.

Evaluation Design

In order to evaluate the assistance provided by the handbook, the

Proposal Development Handbook Questionnaire was developed (see evaluation materials developed at the end of this section) to provide information in these areas:

- Writing measurable objectives
- Writing evaluation design
- Planning adequate dissemination
- Assessing needs of school-community
- Awareness of technical aspects of proposals
- Designing program to meet needs
- Indicating procedures used to accomplish objectives
- Understanding technical aspects of budget
- Justifying budget items
- Understanding types of objectives
- Knowing sources for technical assistance when writing a proposal

Upon completion of the 1974-75 workshop series, participants were asked to respond to the questionnaire by rating the handbook in the above specific areas as being:

1. More than Adequate
2. Adequate
3. Less than adequate

Secondly, they were asked to describe what sections of the handbook they believed needed strengthening.

Objective

The objective stated was that at least 75 percent of all participating administration and staff members using this handbook will rate all 11 areas as at least adequate or above.

Results

Ninety responses were received, with the greatest number coming from principals.

	N	%
Principals	43	48
Others	21	23
Teachers	12	13
Assistant Principals	11	12
Staff Assistants	3	3

TABLE 3

SUMMARY OF REPONSES TO THE PROPOSAL DEVELOPMENT HANDOOK QUESTIONNAIRE

	1	2	3	NR	%
1. Writing measurable objectives	44	34	9	3	87%
2. Writing evaluation design	28	46	11	5	82%
3. Planning adequate dissemination	41	38	11	-	88%
4. Assessing needs of school-community	31	47	6	6	87%
5. Awareness of technical aspects of proposals	30	42	7	11	80%
6. Designing program to meet needs	32	37	17	4	77%
7. Indicating procedures used to accomplish objectives	19	54	14	3	81%

TABLE 3 (continued)

	1	2	3	NR	%
8. Understanding technical aspects of budget	16	44	27	3	67%
9. Justifying budget items	19	47	20	4	73%
10. Understanding types of objectives	25	46	17	2	79%
11. Knowing sources for technical assistance when writing a proposal	27	49	12	2	84%
TOTAL (990)	312	484	151	43	80%

key: 1 = More than Adequate
2 = Adequate
3 = Less than Adequate
NR = No Response
% = Percent of Responses Adequate or Greater $[(1 + 2) \div N]$

Table 3 indicates that the total responses of those who rated the handbook as being adequate or greater was 80 percent. Furthermore, each individual area met the objective with the exception of two: (8) understanding the technical aspects of the budget and (9) justifying the budget items scoring 67 percent and 73 percent respectively.

Responses to Question 2 regarding areas respondents felt as needing strengthing were too few to interpret.

Conclusions

Only two of the 11 areas investigated did not meet the objective, both were related to budget preparation.

Since preparation of the budget is done by the staff of the Department of Government Funded Programs, this does not pose any major shortcomings in the existing handbook.

Teacher opinions could not be adequately assessed due to the small percentage (13 percent) of respondents in this category. However, since in total, and in all but two individual areas, the objective was clearly met and exceeded, this should not alone be cause for rejection of the existing handbook.

Recommendations

The existing handbook, Putting It Together: A Guide to Proposal Development could be adopted as part of the future workshop series.

At some future date, a pre- and posttest should be given to participants of the workshop series to assess the handbook from the standpoints of (1) effectiveness as a learning instrument and (2) presentation of its content

3. Proposal Development Workshops

Introduction

Teachers, community members and Board staff have expressed a need for proposals which describe programs to funding agencies in terms of clearly measurable objectives. This study grew out of a need for better proposals and reducing the time and energy expended by proposal writers. Among the activities aimed at improving the quality of proposals were a series of workshops.

In October 1974, more than one hundred seventy principals, teachers, and community representatives participated in a series of twenty proposal development and dissemination workshops sponsored by the Department of Government Funded Programs. Workshop teams from the department met with groups of five to seventeen participants to explain the process of proposal development and to answer questions. A major portion of the half-day session was used to discuss recent department publications including Putting It Together: A Guide to Proposal Development.

Purpose:

The purpose of this study is to determine whether participants felt that the workshops were helpful and how they could be improved.

Objective: Given attendance and participation in a Proposal Development Workshop, at least 75% of all participating administration and staff members will rate all areas of the workshop as adequate or above.

At the end of each workshop, participants completed the Department of Government Funded Programs Proposal Development Workshop Questionnaire. Assistance provided in each area of the proposal development phase of the workshop was rated more than adequate, adequate, or less than adequate. Results are presented in Table 4. The objectives were met for needs assessment (82.7%), program design (85.5%), knowing sources of technical assistance (88.6%), procedures (81.8%), and dissemination (78.7%). Presentations in the areas of objectives, evaluation and budget were rated

adequate or more than adequate by 74.4%, 68.0%, and 66.6% of the participants, respectively.

TABLE 4

Responses to Proposal Development Questionnaire, Part I

Content Area	N	More Than Adequate	Adequate	Less Than Adequate
Assessing needs of school-community	105	32.3	50.4	17.1
Designing program to meet needs	104	36.5	49.0	14.4
Writing measurable objectives	98	25.5	48.9	25.5
Indicating procedures used to accomplish objectives	99	30.3	51.5	18.1
Writing evaluation design	100	22.0	46.0	32.0
Planning adequate dissemination	99	24.2	54.5	21.2
Understanding the development of a budget	102	14.7	51.9	33.3
Knowing sources of technical assistance when writing a proposal	106	48.1	40.5	11.3

Objective: Given the use of a Proposal Development Handbook in conjunction with attendance in a proposal development workshop, at least 75% of participating administrators and staff members will state that the workshop complimented the proposal development handbook, Putting It Together, and thus added to its utility.

This objective was met. Of the 87 participants who responded to this item, 86, or 98.8%, agreed that the information provided at the workshop was complimentary to the handbook.

Objective: Given participation in a Proposal Development Workshop, at least 75% of all participating administrative and staff members will state that the workshop allowed them to test their skills in at least one area of proposal development.

This objective was not met. Of the 101 respondents, only 30.6% stated that they had an opportunity to test their skills in an area of program development.

Objective: Given participation in the dissemination phase of a proposal development workshop, at least 75% of all participating administrative and staff members will rate coverage of all areas of the workshop as sufficient.

Results of the Dissemination Workshop Questionnaire are presented in Table 5. The only area which was rated sufficiently covered by at least 75% of the participants was means of obtaining additional information and technical assistance from the Department of Government Funded Programs.

The other topics were either not covered at all (e.g., 34.6% of the workshops did not cover Early Childhood Compensatory Activities) or needed more in-depth coverage.

TABLE 5

Responses to Dissemination Workshop Questionnaire

Content Area	N	Sufficiently Covered	More In-Depth Coverage Needed	Not Covered
Proposal Development and Proposal Writing	134	53.7%	44.0%	2.2%
ESEA Title I Basic Information	132	56.0%	35.6%	8.3%
Early Childhood Compensatory Education Activities	130	19.2%	46.1%	34.6%
Bilingual Education Activities	134	47.7%	42.5%	9.7%
Audit Procedures and Rationale	135	42.2%	44.4%	13.3%
Means of Obtaining Additional Information and Technical Assistance from the Department of Government Funded Programs	137	79.5%	16.7%	3.6%

Conclusions and Recommendations

Most of the objectives for the proposal development phase of the workshop were met. It might be helpful for future workshops to place more emphasis on writing objectives and evaluation designs and developing budgets. The participants felt that the information provided at the workshop was complimentary to the handbook, Putting It Together, and that they had little opportunity to test heir proposal writing skills at the workshop.

Evaluation of the dissemination phase of the workshop indicates that more work is needed in the areas of basic information about ESEA Title I, early childhood compensatory education, bilingual programs, and audit procedures and rationale.

4. Evaluation Materials Developed - Proposal Development Handbook

Evaluation materials developed to date are marked as Exhibits #1, #2, and #3.

Date: December 18, 1975

EVALUATION DESIGN
Division of Research and Evaluation

For Fiscal Year 1975

Activity Name Proposal Development Handbook and Workshops Program legislative title _____ Department/Bureau Government Funded Programs

Division evaluator _____ Phone _____ Activity contact person _____ Title _____ Phon _____

Obj. No.	Objectives - State in measureable terms	Procedure and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments
1.	Given the use of the Proposal Development Handbook, at least 75% of all participating administrators and staff members will rate all areas of the handbook as adequate or above.	Proposal Development Handbook Questionnaire	Research and Evaluation	After completion of the workshop	
2.	Given attendance and participation in a proposal development workshop, at least 75% of all participating administrators and staff members will rate all areas of the workshop as adequate or above.	Proposal Development Workshop Questionnaire	Research and Evaluation	After completion of the workshop	
3.	Given the use of a Proposal Development Handbook in conjunction with attendance in a proposal development workshop, at least 75% of all participating administrators and staff members will state that the workshop complimented the handbook and thus added to its utility.	Proposal Development Workshop Questionnaire	Research and Evaluation	After completion of the workshop	
4.	Given participation in a proposal development workshop, at least 75% of all participating administrators and staff members will state that the workshop allowed them to test their skills in at least one area of proposal development.	Proposal Development Workshop Questionnaire	Research and Evaluation	After completion of the workshop	
5.	Given participation in a dissemination workshop, at least 75% of all participating administrators and staff members will rate coverage of all areas of the workshop as sufficient.	Proposal Development Workshop Questionnaire	Research and Evaluation	After completion of the workshop	

Department of Government Funded Programs
Proposal Development Handbook Questionnaire

Your cooperation is requested to assist the Department of Government Funded Programs in assessing the effectiveness of the Proposal Development Handbook. Please return the questionnaire to the department as soon as you can. Mail to Mr. Robert Johnson, Room 1122, Mail Run #65.

Title

____Principal
____Assistant Principal
____Staff Assistant
____Teacher
____Other _____

School System

____Chicago public school system
____Other _____

I. How much assistance did the handbook provide in each of the following areas:

1=More than adequate 2=Adequate 3=Less than adequate

Writing measurable objectives	1	2	3
Writing evaluation design	1	2	3
Planning adequate dissemination	1	2	3
Assessing needs of school-community	1	2	3
Awareness of technical aspects of proposals	1	2	3
Designing program to meet needs	1	2	3
Indicating procedures used to accomplish objectives	1	2	3
Understanding technical aspects of budget	1	2	3
Justifying budget items	1	2	3
Understanding types of objectives	1	2	3
Knowing sources for technical assistance when writing a proposal	1	2	3

II. What sections of the handbook do you believe need strengthening?

_____

_____

Department of Government Funded Programs
Proposal Development Phase of the Workshop

Your cooperation is requested to assist the Department of Government Funded Programs in assessing the effectiveness of the proposal development phase of the workshop. Please return the questionnaire as soon as you can to Mr. Robert Johnson, Room 1122, Mail Run # 65.

Place of Workshop:_____ Date of Workshop:_____

Your position: ____Principal ____Assistant Principal
____Teacher ____Staff Assistant
____Other _____

I. How much assistance did the workshop provide in each of the following areas:

1=More than adequate 2=Adequate 3=Less than adequate

Assessing needs of school-community	1	2	3
Designing program to meet needs	1	2	3
Writing measurable objectives	1	2	3
Indicating procedures used to accomplish objectives	1	2	3
Writing evaluation design	1	2	3
Planning adequate dissemination	1	2	3
Understanding the development of a budget	1	2	3
Knowing sources of technical assistance when writing a proposal	1	2	3

II. Was the information provided at the workshop complimentary to the handbook? Yes___ No___ Or was the handbook sufficient by itself? Yes___ No___.

III. Did the workshop give you an opportunity to test your skills in any area of proposal development? Yes___ No____

IV. What suggestions, if any, do you have for improving this phase of the workshop?

_____

_____

_____

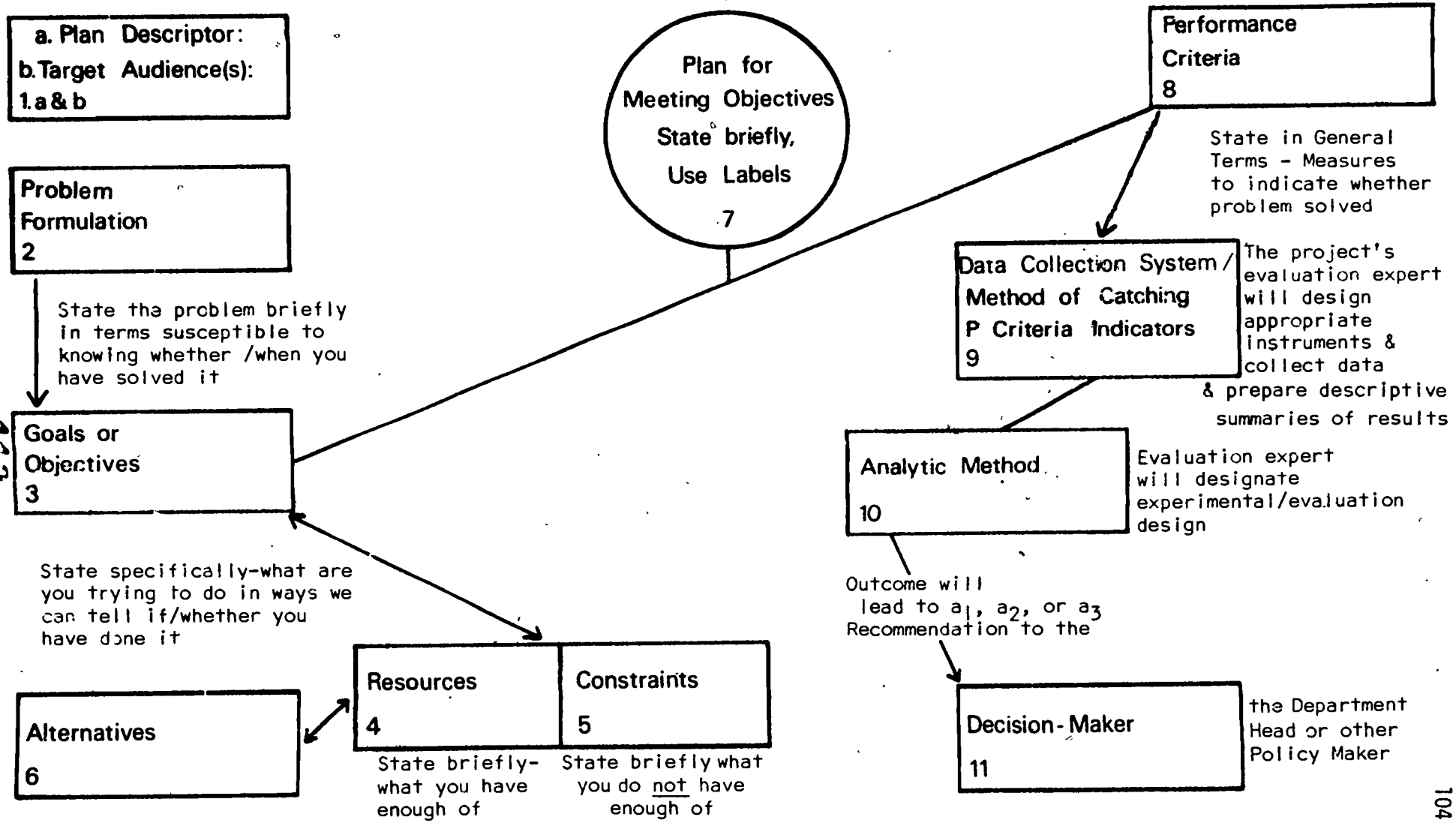
MAY 6 1975

CHAPTER IV

OTHER DISSEMINATION ACTIVITIES

A. Early Childhood Multi-Media Presentation

FIGURE 11: Systems View/ Each Activity



a_1 - go/yes
a_2 - go after changes/yes with contingencies
a_3 - no go/no

Note: Numbers do not indicate sequence - they are for convenience in referring to boxes only.

1. Summary - Early Childhood Multi-Media Presentation

Government funded staff frequently receive requests for basic information about early chidhood programs suitable for general school audiences and requests for descriptions of different characteristics of each program from staff members and others familiar with only one of the early childhood programs operated in the school system. No appropriate dissemination material currently exists for responding to the requests. Responses must now be originated on an individual request basis, and the number of requests is growing. Currently not all requests can be met.

Staff perceived a need to develop materials to meet requests for such information in a manner that would be efficient and effective for government funded staff and those seeking the information.

The plan was to develop a multi-media package (slide presentation and accompanying explanatory brochure) of information about the purpose, scope, and character of major, different early childhood programs operated in the Chicago school system.

The major determinants of success of the plan are to be (a) reduced staff time responding to requests for basic information requested, (b) increase in volume of requests that can be met and (c) user satisfaction with the product.

The major resources for carrying out the plan were staff time, ability, and knowledge. The major constraints were lack of staff expertise in film media and message design, and requirements that the product be both informational and engaging.

Evaluation is still in process. A narrative summary of preliminary results and instruments developed to date may be found at the end of the section describing this activity.

FIGURE 12:
Systems View/Planning Each Activity

Early Childhood Multi-Media Presentation

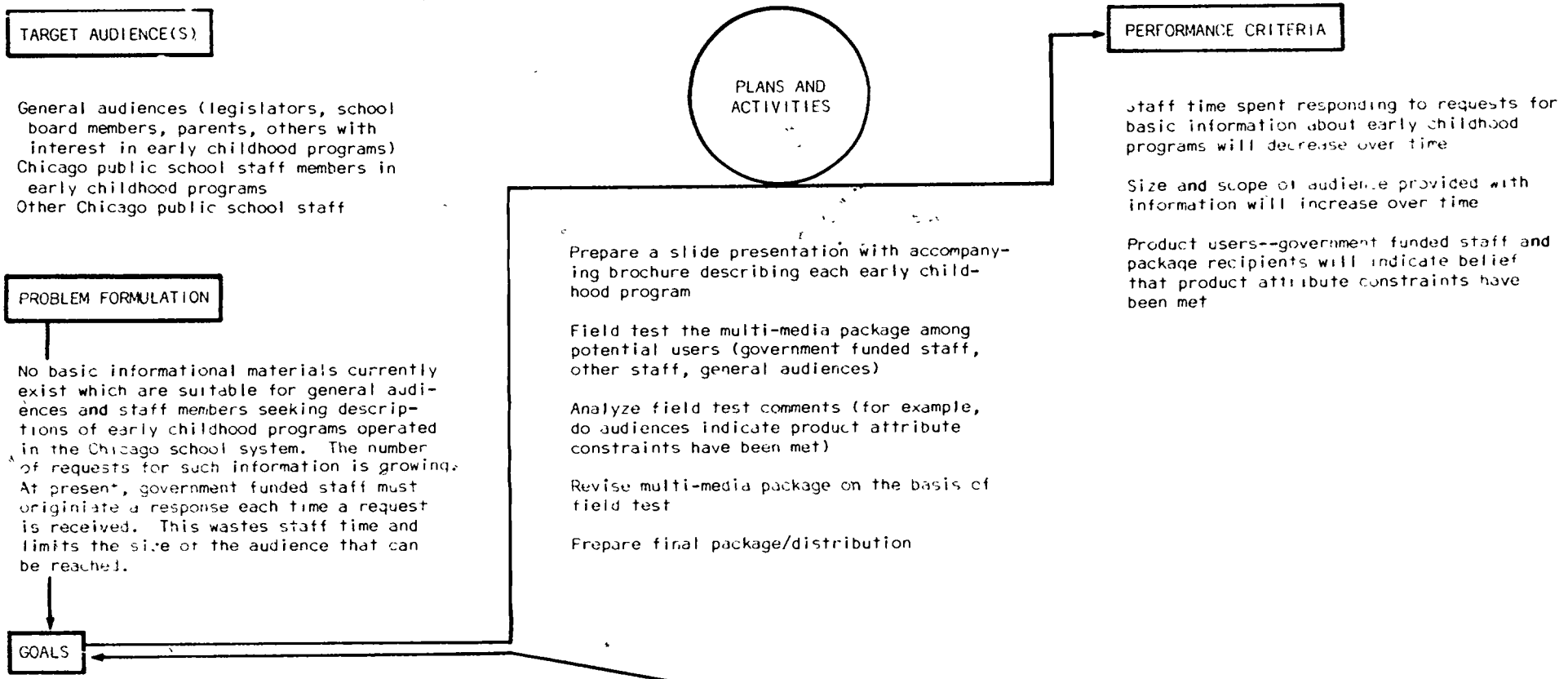


FIGURE 13:

Systems View/Evaluating Each Activity

Early Childhood Education Multi-Media Presentation

TARGET AUDIENCE(S)

General audiences (legislators, school board members, parents, others with interest in early childhood programs)
Chicago public school staff members in early childhood programs
Other Chicago public school staff

PERFORMANCE CRITERIA

(1) Staff time spent responding to requests for basic information about early childhood programs will decrease over time

(2) Size and scope of audience provided with information will increase over time

(3) Product users, government-funded staff and package recipients, will indicate belief that product attribute constraints have been met

DATA COLLECTION

A Data collection form has been designed for criterion 2 and is presented on the pages following. Instrument design for other criteria is still in process.

ANALYTIC METHOD

Selection of method still in process. Present plans call for the project evaluator to analyze the general pattern of survey instrument results and on this basis derive a tentative a_1, a_2, or a_3 recommendation*

Evaluator will present a summary narrative of survey evidence to back up his tentative recommendation to the

DECISION-MAKER

The department head will accept the recommendation, ask for further information, or call for new evaluation design.

*Note: This is not an experimental design and its weakness therein is hereby noted. For a possible stronger (but still non-experimental) alternative, see Appendix 3.

2. Narrative Account - Early Childhood Multi-Media Presentation

a. The Problem

(1) Statement of the Problem

Although the Chicago public schools are committed to the concept of early childhood education, there is confusion as to the purpose, scope, and character of these programs. In particular, there is a lack of understanding of the distinctive features of each of eight government-funded early childhood education programs, as well as those features common to all.

(2) Present Situation

In the last decade, beginning with the White House Conference of 1960, where the value of early education was highlighted as an important need of the young child in our society, the benefits of early childhood programs have been rediscovered by educators, the public at large and parents. This rediscovery, in light of the changed social, economic and family life in the United States and the rapidly expanding scientific information relative to the importance of education of the young child has caused today's movement toward the development of early childhood programs.

The Child Development Program, Head Start, funded under the Economic Opportunity Act of 1964, originated as a community action program on March 1, 1965, to meet the needs of the children of the poor throughout the nation. These needs were identified as nutritional, experiential, and developmental. As a community action program, Head Start involved families of children in addition to interested members of the community in all areas of the program

operation. Head Start, as Chicago's first and largest government-funded program involving four- and five-year-olds has given recognition to the importance of learning during prekindergarten years.

Since the beginning of Head Start, Follow Through, an early childhood program designed for Head Start graduates, was initiated to sustain the gains made by those enrolled in Head Start.

For a number of years the name Head Start has been synonymous with the concept of early childhood education. Head Start has had a major influence on the growth and development of early childhood programs during this last decade.

Other preschool and early elementary programs continue to be designed to meet various expressed needs. All these programs have one, two, or three of those characteristics identified as necessary for a successful early childhood program: early intervention, maximum parental involvement, a structured language program providing continuity through a period of six years.

Under the leadership of the Department of Government Funded Programs, other programs developed since the Head Start program include Follow Through, the Schomes (now in the Child-Parent Center program), Child-Parent Centers and the Early Childhood Program activity, Home Visiting Instructional Team Program activity, Home Base, and preschool bilingual programs. A total of 9,008 children are enrolled in these program for fiscal 1975.

(3) Improving the Present Situation

In an effort to reduce the fragmentation of knowledge which exists among staff members in our Chicago public schools and to alleviate the confusion as to the purpose, scope, and character of these programs a multi-media package was developed. Using the media of sight and sound, this multi-media package, Early Childhood Programs, contains 150 slides of scenes from eight government-funded early childhood programs: Head Start, Follow Through, Schomes, Child-Parent Centers, Bilingual Preschool, Home Base, Early Childhood Education activity, and the Home Visiting Instructional Team Program activity. These slides show scenes from approximately 30 percent of the sites involved, and the narrative describes those activities from the fiscal 1974 and 1975 programs that are found in successful early childhood programs. Accompanying the slides is a pamphlet for distribution to the viewing audience.

This entire package provides information on the background, size, scope, funding source, and the future prospects of each program. In addition, it emphasizes the need to expand early childhood programs.

The pamphlet contains facts and figures about the eight early childhood activities featured in the presentation as well as a description of those characteristics that have been identified as necessary ingredients in a successful early childhood program. Sources of additional information are also provided.

b. The Solution

(1) Goals and Objectives

Because the aim of the Department of Government Funded Programs in this presentation is to reach a wide and varied audience--board members, parents, community leaders, members of the news media, teachers, college students, and other staff--a decision was made to utilize a multi-media approach in order to dramatize the outstanding features of the early childhood programs as managed by the Department of Government Funded Programs in the Chicago public schools.

Along with the obligation of dissemination imposed by the funding agencies the Department of Government Funded Programs has felt a need to respond to requests for information from those groups mentioned above.

(2) Procedures

Specifically, this dissemination project is designed to--

. Provide information --

by reviewing early childhood education programs funded through the Department of Government Funded Programs

by clarifying the concept of early childhood education in order to create a better climate of public opinion.

. Provide insights --

by stressing the necessity of early intervention in order to avoid later remediation

by enabling the viewing audience to identify the successful elements within an early childhood education program that will provide criteria for evaluation

by demonstrating the need to support legislation at the local, state, and/or federal levels that would provide for the expansion of programs involving the preschool age child and children of early elementary age.

. Provide a stimulus --

by demonstrating various means for promoting the expansion of early childhood educational programs

by encouraging schools and educational leaders to adopt or expand programs already in existence

by encouraging the development of new programs aimed at the young child.

(3) Evaluation

The evaluation design will include the collection and analysis of data through the following procedures:

. Assessment of the frequency of requests for the use of the package

. An accounting of the number of requests received in response to notices offering use of the package that possibly could not be filled, e.g., out of state

. Use of a viewer evaluation checklist at the completion of each viewing to determine the composition of the viewing audience and their opinions of the quality of the package, their learnings relating to early childhood education, and change in attitudes toward early childhood education

. Determination of the courses of expansion or requests for expansion of early childhood programs dependent on the availability of funds, given 10 months' use of the package to the public.

3. Evaluation Procedures and Results - Early Childhood Multi-Media Presentation

Evaluation plans are still in process.

Plans developed and work carried out to date (2/1/75) include:

1. Development of a series of objectives stated in measurable terms
2. Development of record forms to accumulate evidence on usage of the presentation
3. Development of a field questionnaire to help assess user learning from the film.

The reader will find included in the pages following a narrative summary of results of preliminary data gathering using the above.

Development of a field questionnaire to survey user satisfaction is in process. Sample copies of evaluation materials developed so far are also included in the pages following.

a. Evaluation: Early Childhood Multi-Media Package

Introduction

An important part of ESEA Title I projects is dissemination of the information gained in each activity. The Early Childhood Multi-Media Package deals with seven government-funded early childhood programs: Head Start, Follow Through, Child-Parent Centers (including the former Schomes), Bilingual Preschool, Home Base, Early Childhood Activity, and the Home Visiting Instructional Team Activity.

The multi-media package consists of 150 slides of scenes from seven successful early childhood programs, a narrative describing those activities, and a pamphlet for distribution to the viewing audience.

The entire package provides information on the background, size, scope, funding source, and the future prospects of each program.

Objective

Given notification of the availability of an early childhood multi-media package, board groups, teachers, parent-community organizations, students, and other interested parties will request use of the package at a minimum average rate of one request per week for the first six months of availability.

Prior to the formal completion of the package, seven presentations were made and four more presentations had been requested before the formal completion date. So far, the objective is being met.

Objective

Given a viewing of the complete package, 65 percent of the viewers will indicate they have "excellent" or "good" knowledge of at least 70 percent of the items on Part I of the Media Questionnaire.

Five Media Questionnaires were completed, one by a student-intern and four by staff assistants. Therefore, this objective could not be evaluated. In general, they felt that the program covered the most information in the areas of basic concepts and goals or early childhood educators and current early childhood education programs in operation in the Chicago public schools. It was perceived to be less successful in explaining means of expanding present early childhood education programs and creating new ones.

Conclusions and Recommendations

A multi-media package of slides and pamphlets on government-funded early childhood programs was assembled and shown to approximately 300 people, most of whom were in some way affiliated with the ESEA programs.

It is recommended that efforts be made to present the package to other groups, particularly faculty and community members. Viewers should be administered the Media Questionnaire to determine the composition of the audience and their opinions of the quality of the package.

b. Evaluation Materials Developed: Early Childhood Multi-Media Presentation

Evaluation materials developed to date are marked as Exhibits #4, #5, and #6.

Date: December 16, 1975

EVALUATION DESIGN
Division of Research and Evaluation

For Fiscal Year 1975

Activity Name Early Childhood Media Presentation Program legislative title _____ Department/Bureau Government Funded Programs

Division evaluator _____ Phone _____ Activity contact person _____ Title _____ Phone _____

Obj. No.	Objectives - State in measureable terms	Procedure and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments
1.	Given notification of the availability of an Early Childhood media slide package, Board groups, teachers, parent-community organization, students, and other interested parties will request use of the package at a minimum average rate of one request per week for the first six months of availability.	Early Childhood Media Package Request Record	Research and Evaluation	Continuous Recording	
2.	Given a viewing of the complete package, 65% of the viewers will indicate they have "excellent" or "good" knowledge of at least 70% of the items on Part I of the Media Questionnaire	Early Childhood Media Package Questionnaire (251 sections)	Research and Evaluation	At the conclusion of presentations	

Exhibit #4

Obj No.	Objectives - State in measureable terms	Procedures and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments

Department of Government Funded Programs
Ealy Childhood Media Presentation Viewer Questionnaire

Date of Viewing _____

Name of Group _____

If your group affiliation is outside of Chicago, check here / /

Check one: Parent / / Teacher / / School Paraprofessional / /

Community leader / / School administrator / /

Other _____ / /

After viewing the presentation, please circle the appropriate number indicating the degree of knowledge you have gained from the following:

	A Great Deal	Some	Little	None
1. Current early childhood education programs in operation in the Chicago public schools	1	2	3	4
2. Basic concepts and goals of early childhood education	1	2	3	4
3. Similar features of early childhood education programs	1	2	3	4
4. The need for early childhood intervention to prevent later remediation	1	2	3	4
5. Characteristics common to the programs that would indicate success	1	2	3	4
6. Means of expanding present early childhood education programs	1	2	3	4
7. Means of creating new early childhood education programs	1	2	3	4

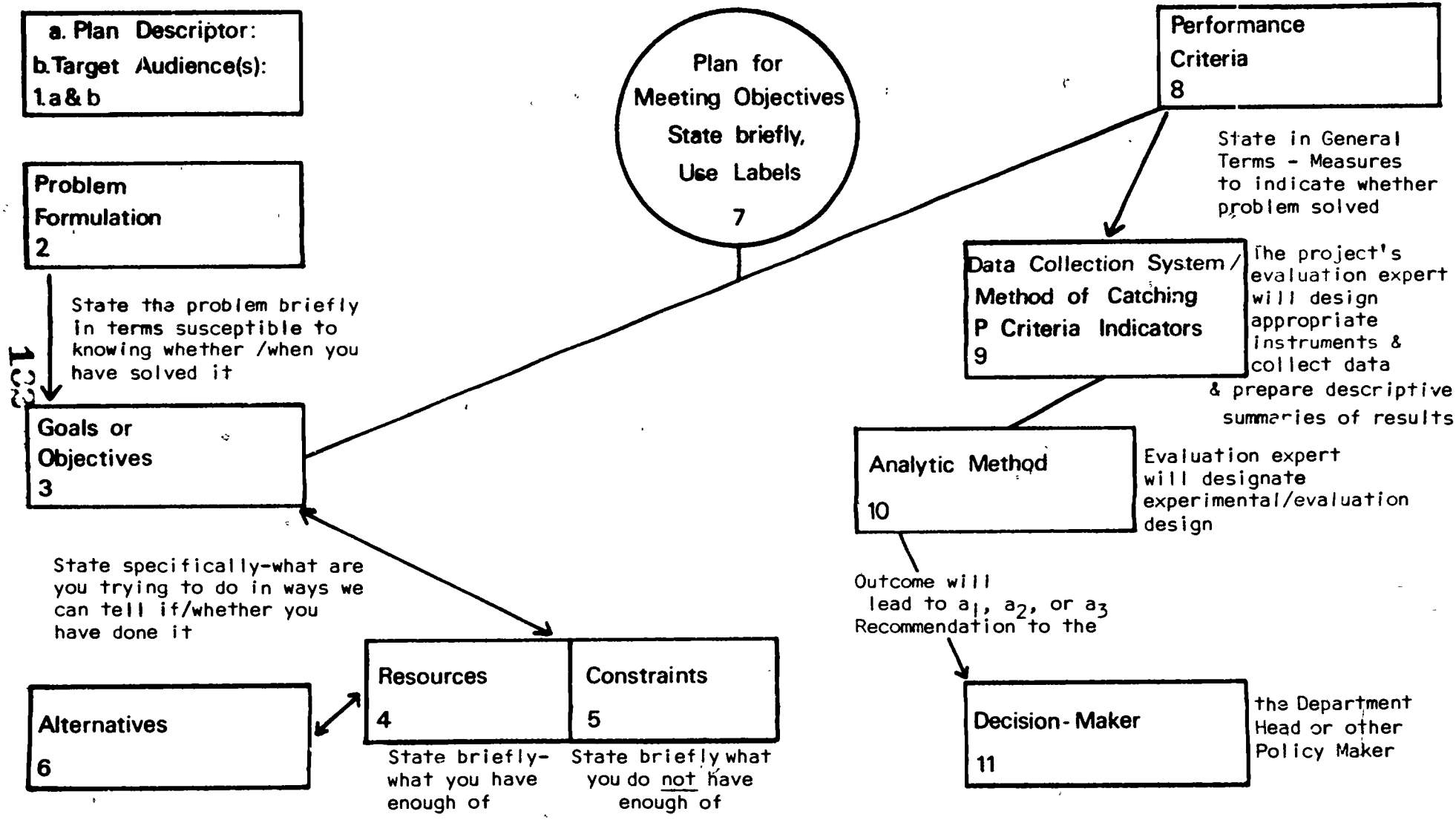
Department of Government Funded Programs
Bureau of Early Childhood Education
Early Childhood Media Package Request Record

Requesting Group or School	Presentation Date	Requests (comments) Filled	Not Filled

Number filled requests _____
Number not filled _____
Total _____

B. A Comprehensive Design for Bilingual-Bicultural Education

FIGURE 14: Systems View/ Each Activity



a_1 - go/yes
a_2 - go after changes/yes with contingencies
a_3 - no go/no

Note: Numbers do not indicate sequence - they are for convenience in referring to boxes

1. Summary - A Comprehensive Design for Bilingual-Bicultural Education

There is a growing demand for bilingual-bicultural programs and for help in developing such programs at the local school level and in other departments in the school system. Both demands are greater than can be supplied through currently knowledgeable staff. The need for speed and development that is widescale presents a problem of how to assure some systemwide coherence or framework which also provides for local flexibility.

Staff received the assignment, widely perceived as a need, to develop some vehicle that would increase the volume of help supplied, stimulate a larger number of proposals meeting requirements for funding, and guide overall program development within a coherent framework which would also permit adjustment to local community variations in need.

The plan was to solicit ideas from a wide variety of sources with particular emphasis on ultimate product users--staffs in local schools, local community members in non-English-speaking neighborhoods, for example. These ideas would be used in fashioning the comprehensive design to be presented in a booklet including proposal requirements. The booklet could be widely distributed to assist persons working at the local school level and in other departments in the system.

Among the major determinants of success of the plan were to be (a) an increase in proposals sent to the department from local schools and other departments which meet requirements for submission to agencies with special funds (b) an increase in volume of help extended to local schools and others and (c) satisfaction with the product among product users.

The major resource was the wide variety of ideas contributed by various groups. The major constraints were the necessity of assimilating the large variety of sometimes conflicting ideas, compressing a large amount of information into manageable and easily understood form, and bringing both the ideas and guidelines under a coherent framework.

Evaluation is still in process. A narrative summary of preliminary results and instruments developed so far may be found at the end of the section describing this activity.

FIGURE 15:

Systems View/Planning Each Activity

A Comprehersive Design for Bilingual-Bicultural Education

TARGET AUDIENCE(S)

Chicago public school staff interested in submitting bilingual-bicultural proposals for funding

Community members interested in submitting/working on ideas/proposals in bilingual-bicultural education

General audiences interested in scope and emphases of Chicago public school planning in bilingual-bicultural education

PLANS AND ACTIVITIES

Conduct an exhaustive search for ideas for a comprehensive design or framework for bilingual-bicultural education in the Chicago public schools from a wide variety of sources including among others, parents of non-English-speaking students, local school councils, experts in bilingual-bicultural education and the like

Analyze results of the search and use to develop a booklet presenting a comprehensive design

Field test among user groups and use results to modify the design

Prepare final version

Printing/distribution

PERFORMANCE CRITERIA

Number of proposals submitted by field units which meet requirements for submission to agencies for special funding will increase over time

Number of individuals and schools provided with information/help in proposal development in this area will increase over time

Proposals submitted after dissemination of product will exhibit a more common framework in terms of definitions, major goals, etc.

Majority of product users will exhibit belief that product attributes have been met

GOALS

Increase the capacity of the department to extend satisfactory help to a larger number of individuals and schools facing need to develop bilingual-bicultural programs for special funding

Increase the number of bilingual-bicultural proposals submitted by local schools and other departments which meet requirements for special funding

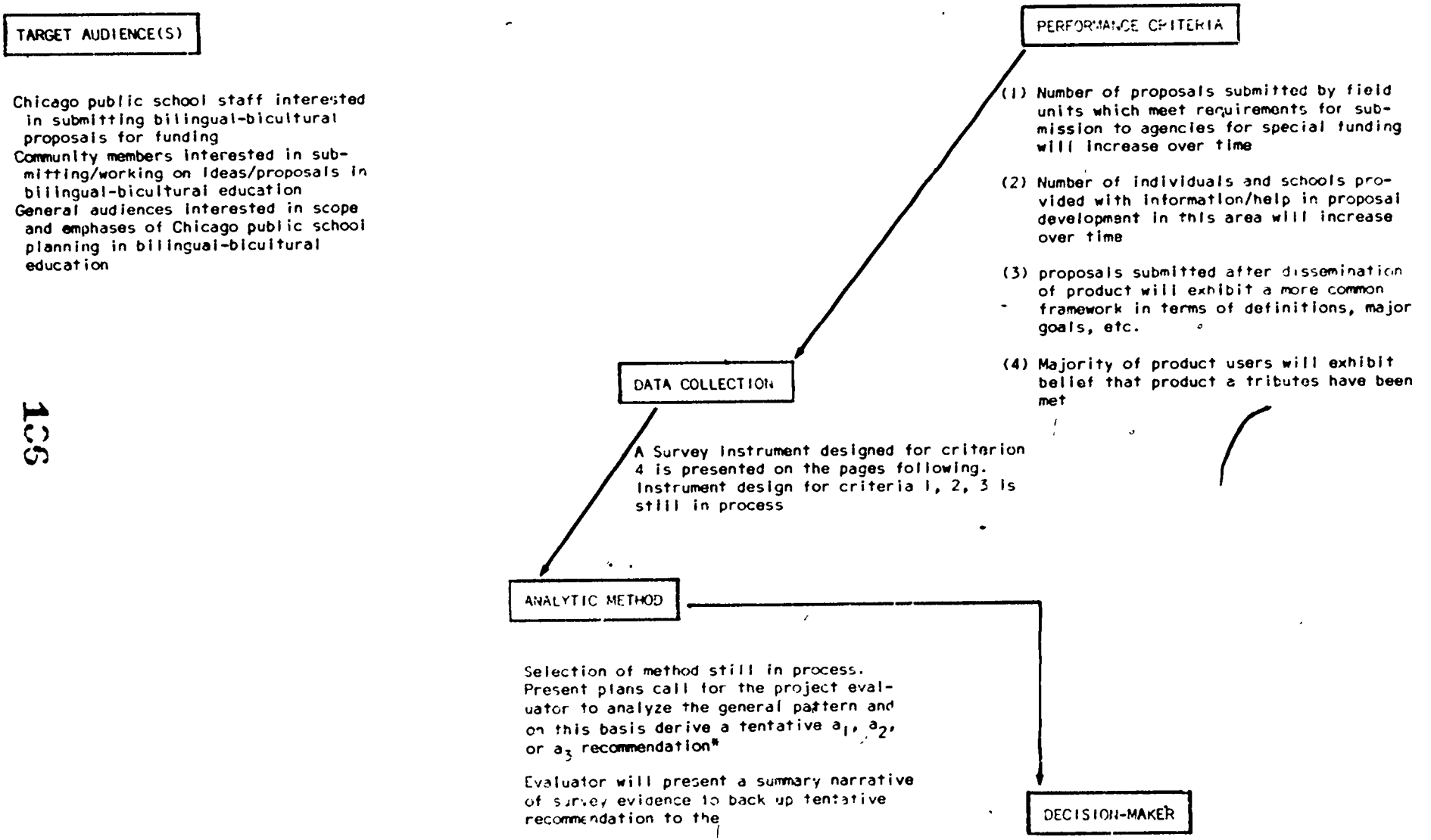
Increase capacity of the school system to proceed with bilingual-bicultural education within a coherent framework (definitions, philosophy, etc.) which also permits local flexibility

RESOURCES	CONSTRAINTS
Money Time Ideas solicited from a wide variety of sources (administrators, parents, local councils, members of non-English speaking citywide groups) Staff experience	Money (funds lacking to translate in to all languages desirable) Time Product Attributes Required included .Reflect ideas from main target groups - non-English-speaking .Receive approval of representatives of non-English-speaking, Board of Education responsible staff .Provision of basic information-requirements for fudning proposals, etc. .Represent educationally coherent framework

125

FIGURE 16:
Systems View/Evaluating Each Activity

A Comprenensive Design for Bilingual-Bicultural Education



*Note: This is not an experimental design and its weakness therein is

2. Narrative Account - A Comprehensive Design for Bilingual-Bicultural Education

a. The Problem

(1) Statement of the Problem

A continuing increase in the number of non-English-speaking pupils entering the Chicago public schools today has made it imperative that bilingual-bicultural educational programs be developed, implemented, and expanded to meet the special needs of these pupils. Figures supplied by the Bureau of Administrative Research showed an enrollment of 37,842 non-English-speaking pupils in the Chicago public schools for 1969. Of this total, 31,411 pupils were from Spanish-speaking backgrounds and 6,431 were from other ethnic backgrounds. For 1973, the total figures were 54,755 non-English-speaking pupils: 45,253 pupils with Spanish-speaking backgrounds and 9,502 pupils from other ethnic backgrounds.

The Board of Education of the City of Chicago has over 90 bilingual education programs operating in its elementary and secondary school during the 1974-75 school year. Most of the programs are Spanish-English since Chicago has a large number of residents from Mexico, Puerto Rico, and Cuba. However, programs in Asian, Arabic, Greek, and Italian languages have been implemented, and proposals have been developed for programs in other languages.

A major role of the Department of Government Funded Programs is to encourage and assist schools and their communities in the development of proposals which provide for the special needs of the pupils. Bilingual-bicultural education proposals are of particular concern

to the department. As a means of helping schools prepare proposals for bilingual-bicultural programs, staff members from the department are available as resource persons; guidelines from funding sources such as ESEA Title VII and state-supported bilingual education programs are distributed; and samples of proposals that have been submitted to various funding agencies are accessible for review.

(2) Present Situation

Government-funded bilingual education programs in the Chicago public schools have increased from six projects in 1969-70 to over 90 in 1974-75. Improved communications in the area of bilingual-bicultural education are particularly important as the number of pupils, staff, programs, and proposals increases each year.

Information and understanding of bilingual-bicultural education among educators are often fragmented or limited. For example, confusion still persists among administrators and teachers when trying to differentiate TESL, ESL, and bilingual education. Bilingual education is still thought by some to be a remedial program or a program for the socially disadvantaged. Bilingual education is still accused of retarding the learning process of children.

When House Bill 1223 on Transitional Bilingual Education, signed into law September 10, 1973, Public Act 78-727, goes into effect in 1976, the number of schools and participting pupils and the size of the staff will be increased further. Improvement is needed now for the understanding and planning of bilingual-bicultural education in anticipation of the actual implementation of the programs.

The new ESEA Title VII bilingual education legislation, published in the Federal Register, October 1, 1973 (38 FR 27223), Section 123.14 (2 X) mandates dissemination of program results and other education outputs.

A need for a comprehensive design for bilingual-bicultural education was expressed in the fall of 1971 in a series of school and community meetings held in the various districts of the three administrative areas of the Chicago public schools.

A preliminary draft for A Comprehensive Design for Bilingual Education was distributed in May 1972 to concerned educators, community members, and legislators. An evaluation instrument accompanied each draft for the reader to complete and return to the Board of Education. All comments received consideration. Therefore, the final draft of the design published in June 1972 incorporated the recommendations of the participants who responded to the evaluation design.

A second edition of the design was published in 1973 with updated material.

A Comprehensive Design for Bilingual-Bicultural Education, the third and current edition, represents further revisions and inclusion of the term "bicultural" in the title. The positive reception which the design received in its 1972 and 1973 editions encouraged publication of the third edition. Of particular significance were the comments and design received at a Seminar on the Expansion of the Bilingual Education Program. This seminar, held on March 29, 1974, was organized by Dr. James F. Redmond and his Committee on Planning for Bilingual Education. In addition to

the General Superintendent of Schools and the Deputy Superintendent of Schools, the seminar was attended by various staff members of the Chicago public schools, including associate and area superintendents, and educators concerned with bilingual education from New York, Florida, Texas, and Illinois. It was noted at the seminar that the design published by the Chicago public schools was the only existing document of its kind in the nation, and therefore, could be of assistance to educational systems throughout the country.

(3) Improving the Present Situation

In order to improve its services to schools and communities in the area of bilingual-bicultural education, the Department of Government Funded Programs needs to produce resource materials on an ongoing basis. Included among these materials is a design for the development of bilingual-bicultural education programs that reflects the thinking and expertise of school administrators and staff; parents, local councils, and communities; officers and selected members of non-English-speaking citywide organizations; and city, state, and federal legislators.

Priorities in the development of bilingual-bicultural programs are appropriately the concern of the individual schools. The situation for the development of bilingual-bicultural proposals, however, is improved and facilitated by the publication of a comprehensive design for the education of the non-English-speaking pupils.

This design provides schools and communities with a rationale, a philosophy, educational components, definitions, needs, goals,

and other pertinent matters for their consideration and adaptation in the development of a bilingual-bicultural proposal. Assistance of this type is especially helpful to schools who have a need for a bilingual-bicultural education program but do not know how to present this need in proposal format.

This design serves as a framework--a unifying structure--for existing bilingual-bicultural programs. Its presentation of various needs and goals can be considered by schools when reviewing and modifying current programs.

This design supports the Board of Education's endorsement of bilingual-bicultural programs. It represents a continuous effort on the part of the board to improve its services to non-English-speaking pupils.

In addition, this design serves in the area of dissemination of information as required by government funding agencies.

b. The Solution

(1) Goals and Objectives

- To encourage and facilitate the development of new programs in bilingual education
- To assist in the evaluation and modification of existing bilingual education programs
- To disseminate information regarding bilingual-bicultural education procedures and programs in the Chicago public schools, in accord with government guidelines.

(2) Procedures

To meet these goals, staff members of the Department of Government Funded Programs have prepared the publication, A Compre-

hensive Design for Bilingual-Bicultural Education. Procedures were as follows:

- In 1971, an assessment of needs and priorities for bilingual education was made through a series of school and community meetings
- Based on the assessment of needs and priorities, a comprehensive design for bilingual education was developed
- In 1972, a preliminary draft of A Comprehensive Design for Bilingual Education was distributed with an evaluation instrument
- The first edition of A Comprehensive Design for Bilingual Education was published in June 1972; it incorporated the input provided by the evaluation
- Central office and area personnel met to revise and update the publication in 1973
- The second edition of A Comprehensive Design for Bilingual Education was published in July 1973
- In 1974, a committee was formed to revise and update the publication. This committee was composed of administrators and staff from the Bureau of Special Language and Bilingual Programs, the Division of Research and Evaluation, and the Division of Editorial and Communication Services. The administrator of Special Psychological Services (Bilingual-Bicultural), the director of Human Relations from Area C, and a consultant from the Office of the Superintendent of Public Instruction, Bilingual Section, were also contributors to the publication. It was renamed A Comprehensive Design for Bilingual-Bicultural Education.

The publication will be sent to staff of the Chicago public schools; advisory councils and interested members of the community; federal, state, and civic funding sources; appropriate legislators; and interested educational systems throughout the nation.

(3) Evaluation

Evaluation procedures for the design are as follows:

- At an evaluation workshop held September 27, 1974, a questionnaire was distributed to administrators and teachers to identify informational needs regarding bilingual education
- A Comprehensive Design for Bilingual-Bicultural Education was sent to workshop participants in November 1974
- In December 1974, a parallel questionnaire was distributed to a random selection of participants to assess the degree to which their informational needs have been met by A Comprehensive Design for Bilingual-Bicultural Education
- By November 1974 the design had also been sent to community and advisory council members
- By January 1975, a questionnaire had been distributed to community and advisory council members to determine the effectiveness of the document and to identify areas in need of revision or additional information.

3. Evaluation Procedures and Results - A Comprehensive Design for Bilingual-Bicultural Education

Evaluation plans are still in process.

Plans developed and work carried out to date (2/1/75) include:

1. Development of specific written goals and a schedule for surveying results
2. Development of an evaluation questionnaire to survey field response to the design.

The reader will find included in the pages immediately following a narrative summary of results of preliminary testing using the field questionnaire.

Additional field survey instruments are planned.

Sample copies of evaluation materials developed so far are included in the pages immediately following.

a. Evaluation: A Comprehensive Design for Bilingual-Bicultural Education

Introduction

Government-funded bilingual education programs in the Chicago public schools have increased from six projects in 1969-70 to over 90 projects in elementary and secondary schools during 1974-75. Most of the programs are Spanish-English since Chicago has a large number of residents from Mexico, Puerto Rico, and Cuba. However, programs in Asian, Arabic, Greek, and Italian languages have been implemented, and proposals have been developed for programs in other languages.

Priorities in the development of bilingual-bicultural programs are appropriately the concern of the individual schools, while the major role of the Department of Government Funded Programs is to encourage and assist schools in the development of proposals which provide for the special needs of pupils.

As a means of helping schools with bilingual-bicultural programs, and improving services to the schools, the Department of Government Funded Programs needs to produce resource materials on an ongoing basis. Included among these materials is a design for the development of bilingual-bicultural education programs that reflects the thinking and expertise of school administrators and teachers; of parents, local

councils, and communities; of officers and selected members of non-English-speaking citywide organizations, and of city, state, and federal legislators. As the number of pupils, staff, and programs have increased, so has the need for improved communications, and the dissemination of information.

Purpose of Evaluation

A Comprehensive Design for Bilingual-Bicultural Education was developed which sets forth the rationale, philosophy, and purpose underlying a bilingual-bicultural approach to education; it defines the overall needs, and goals of the program as well as outlines the needs and goals of (1) the instructional component, (2) the staff development component, (3) the community component, (4) the curriculum component, and (5) the management component. Included also is an overview of bilingual-bicultural education as it has developed in the United States with special focus on the development of bilingual programs in Chicago. An appendix provides an excellent bibliography of readings in bilingual education, factual information about Chicago bilingual schools, and a listing of curriculum publications available.

Design, Objectives, Population, etc.

An attempt was made to assess the effectiveness of A Comprehensive Design For Bilingual-Bicultural Education. At a workshop in September of 1974, a questionnaire was given to all workshop participants who would then, it was hoped, complete the questionnaire and return it to

the Department of Government Funded Programs.

The initial questionnaire focused on the need for additional information about pupils' eligibility, needs, and progress, and the need for information about curriculum and program management. A follow-up questionnaire was designed to gather information about the effectiveness of A Comprehensive Design as a vehicle for dissemination of information.

Results

Table 6 gives the results from the initial questionnaire. As can be seen 64.3 percent of the respondents felt there was some to a great deal of need for further information. The areas of greatest need for further information were (1) how to assess individual pupils needs, (2) the criteria for teacher evaluation, and (3) the role of the central office in evaluating or monitoring programs.

TABLE 6

RESULTS OF BILINGUAL EDUCATION INFORMATION QUESTIONNAIRE
Number of Responses Per Item

	None	Little	Some	A Great Deal	NR
Criteria for pupil eligibility in the Bilingual programs	8	11	6	7	
Present achievement goals for pupils in the bilingual program	4	5	15	8	
General needs of pupils in the bilingual programs	1	9	15	6	
How to assess individual pupils' needs in the bilingual program	1	7	11	13	
The types of programs available for bilingual pupils	4	9	8	9	1
Where to find information concerning bilingual programs	5	8	12	7	
Information on other agencies involved in bilingual education	4	1	15	12	1
A working definition of terms used in bilingual programs	4	9	13	6	
The use of the bilingual approach in other curricula	1	5	14	12	
The types of inservice sessions available to bilingual staff	1	10	12	9	
The teacher's role in the bilingual program	3	9	15	5	
Parent and community roles in the bilingual program	3	7	15	7	
The role of the central office in evaluating and monitoring the bilingual program	3	7	9	13	
Criteria for teacher evaluation of the bilingual program	1	7	11	13	
Procedures for initiating and funding a bilingual proposal	7	12	7	5	1
Total percentages of responses	10%	24%	37%	27%	

The number of initial questionnaires returned (32) failed to meet the evaluation goal as set forth in the objectives for the evaluation design which posted a 75 percent return. This was due, in part, to the confusion inherent in a workshop situation where many participants separated into small groups after the opening of the meeting following the distribution of the workshop literature. The plan had been to have the groups reconvene, but because of insufficient time, this plan had to be abandoned. Thus there was no opportunity to have the workshop participants complete the questionnaire in situ, or to impress upon them the importance of returning it. The 32 returns received have established a need for further information, and as a consequence a second, or follow-up questionnaire will be disseminated in March, 1975, to collect additional data; and yield greater needed information.

b. Evaluation Materials Developed: A Comprehensive Design for Bilingual-Bicultural Education

Evaluation materials developed to date are marked as Exhibits #7, #8, and #9.

Date: December 17, 1975

EVALUATION DESIGN
Division of Research and Evaluation

For Fiscal Year 1975

Activity Name A Comprehensive Design for Bilingual-Bicultural Education Program legislative title _____ Department/Bureau Government Funded Programs

Division evaluator _____ Phone _____ Activity contact person _____ Title _____ Phone _____

Obj. No.	Objectives - State in measureable terms	Procedure and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments
1.	Following the evaluation workshop of September 1974, at least 75% of the bilingual administrators and teachers will return the questionnaires identifying further informational needs about bilingual education.	Bilingual Education Program Information Questionnaire	Research and Evaluation	Fall 1974	
2.	Given the Bilingual Education Program Information Questionnaire, at least 75% of the respondents will indicate at least some need for additional information on bilingual education.	Bilingual Education Program Information Questionnaire	Research and Evaluation	Fall 1974	
3.	Given a parallel form on the Bilingual Education Program Information Questionnaire, there will be at least a 40% decrease in the need for additional information about bilingual-bicultural information.	Bilingual Education Program Information Questionnaire	Research and Evaluation	February 1975	
4.	Given a Comprehensive Design for Bilingual-Bicultural Education Questionnaire, at least 75% of the respondents will indicate that only minor changes should be made in A Comprehensive Design for Bilingual-Bicultural Education.	Evaluation Form: Comprehensive Design Bilingual-Bicultural Education (Section I)	Research and Evaluation	February 1975	
5.	Given A Comprehensive Design for Bilingual-Bicultural Education evaluation form, at least 80% of the respondents will indicate that the Design was at least "somewhat" to "very" effective in meeting bilingual objectives.	Evaluation Form: Comprehensive Design Bilingual-Bicultural Education (Section II)	Research and Evaluation	February 1975	

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Exhibit #7

Obj. No.	Objectives - State in measureable terms	Procedures and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments

Evaluation Form
Comprehensive Design for Bilingual-Bicultural Education

Name:_____

Ethnic group (please check appropriate category):

____Mexican American	____Asian	____Other (please specify)
____Puerto Rican	____Greek	_____
____Cuban	____Italian	
____Other Latin American	____Arabic	

DIRECTIONS I

Please answer all questions below.
Circle the response which best represents the degree of change needed in each section of A Comprehensive Design for Bilingual-Bicultural Education.

Specific suggestions should be made under the comments section of the questionnaire. Please specify the section to which your comments pertain.

	DEGREE OF CHANGE NEEDED			
	None	Little	Some	A Great Deal
Part I Sections:				
1. Rationale	1	2	3	4
2. Philosophy	1	2	3	4
3. Considerations	1	2	3	4
4. Definitions	1	2	3	4
Part II Sections:				
5. Overall Needs	1	2	3	4
6. Overall Goals	1	2	3	4
7. Instructional Component	1	2	3	4
8. Staff Development Component	1	2	3	4
9. Community Component	1	2	3	4
10. Curriculum Component	1	2	3	4
11. Management Component	1	2	3	4
Part III Sections:				
12. Bilingual-Bicultural Education	1	2	3	4
13. Bilingual-Bicultural Education in Chicago	1	2	3	4

Comments: Please specify the section of A Comprehensive Design for Bilingual-Bicultural Education to which your comments apply.

_____

_____

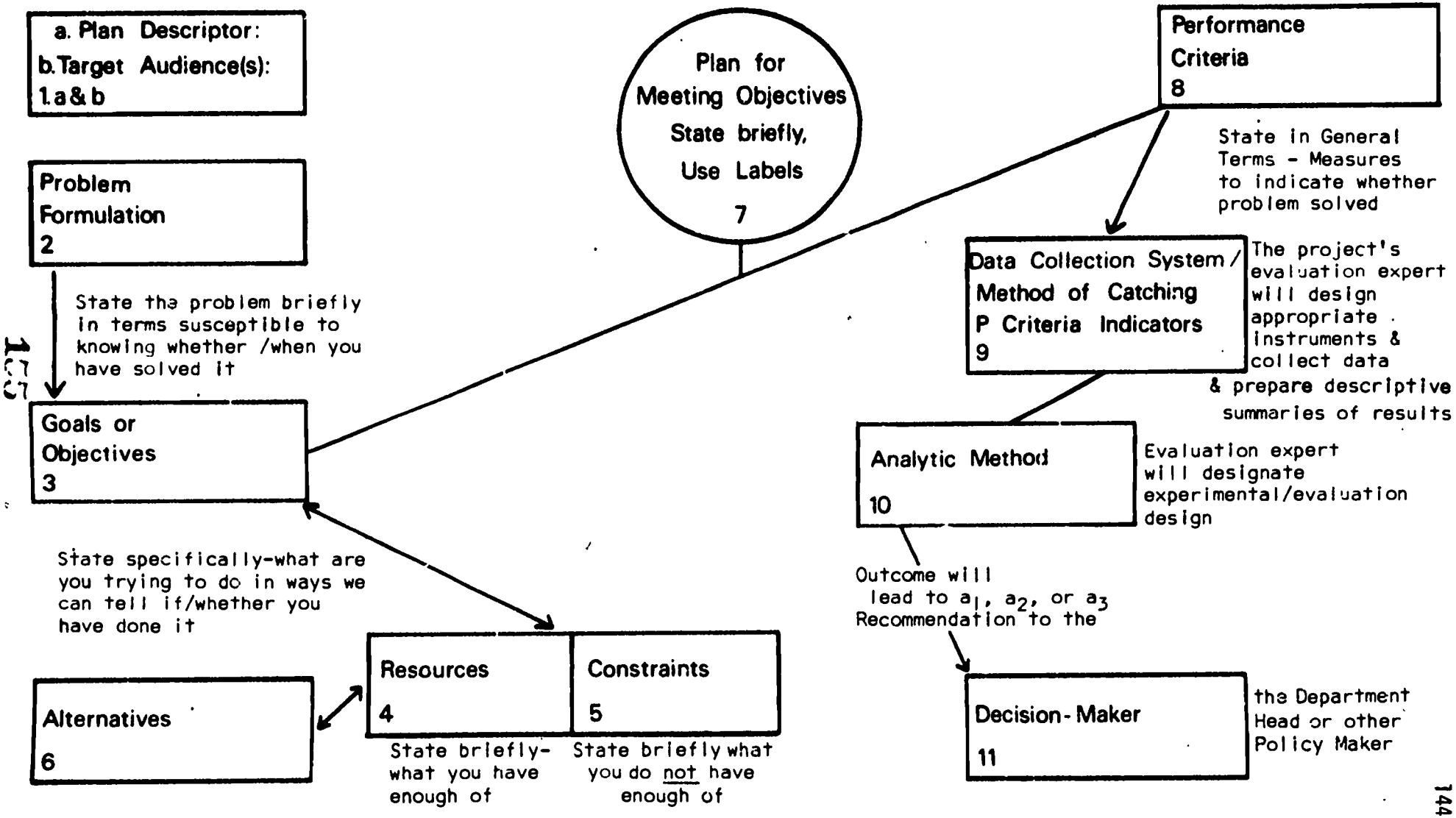
DIRECTIONS II

Circle the response which best represents the effectiveness of A Comprehensive Design for Bilingual-Bicultural Education in meeting the following objectives:

	Not At All	A Little	Somewhat	Very
1. Encouraging and facilitating the development of new programs in bilingual-bicultural education	1	2	3	4
2. Formulating a rationale and philosophy for bilingual-bicultural education.	1	2	3	4
3. Laying a foundation of basic elements to be considered by committees when designing a bilingual-bicultural program.	1	2	3	4
4. Describing the five interrelated components that complete an effective comprehensive design for bilingual-bicultural education.	1	2	3	4
5. Providing schools with information on the major aspects of bilingual-bicultural education that will be of assistance in developing programs.	1	2	3	4
6. Providing administrators, at all levels, with a source of information relevant to their decision-making positions.	1	2	3	4
7. Providing assistance to teachers seeking information pertinent to bilingual-bicultural education.	1	2	3	4
8. Outlining specific needs and goals which may be considered and adapted by a school, depending on the special needs of its pupils and community.	1	2	3	4
9. Providing listings of available Board of Education materials which are pertinent to the field of bilingual education.	1	2	3	4
10. Providing a bibliography of books identified by specialists as beneficial in the area of bilingual-bicultural education.	1	2	3	4
11. Listing updated statistics and information pertaining to pupils with a language deficiency and bilingual education programs in Chicago.	1	2	3	4

C. ESEA Title I "Information for Parents" Brochure

FIGURE 17: Systems View/ Each Activity



a_1 - go/yes
a_2 - go after changes/yes with contingencies
a_3 - no go/no

Note: Numbers do not indicate sequence - they are for convenience in referring to boxes only.

1. Summary - ESEA Title I "Information for Parents" Brochure

There is a need to provide a basic dissemination document that could be widely circulated to provide general information about Title I of the Elementary and Secondary Education Act. The need became visible through the questions asked of staff members at local, district, and area levels; the comments made in conversations and discussions; and lack of understanding indicated by the references to Title I which have appeared in local publications.

The goal was to disseminate basic information, in both English and Spanish, in an understandable way to all parents and community members through the preparation of a document which supplied information in a compressed, succinct form for wide circulation.

The plan was to develop a one-page brochure entitled, "Information for Parents" in a question and answer format, using the ten most asked questions about Title I as the basis for the brochure. It was then submitted to the Director of Title I, various staff members, and the Title I Citywide Advisory Council who criticized the document and suggested modifications, which were incorporated in the final copy.

The success of the project is to be measured by the quantity of the brochures distributed initially, through feedback from the field including requests for additional copies for use by Title I staff at area and district levels, and by opinions of the local school principals and their advisory councils.

The major resources in working on this problem were the current

documents which range from the thousand plus page, ESEA Title I Reading: Top Priority to single page brochures which describe individual activities. The major constraints were determining the kinds of information to be included in such a brief and concise document.

Evaluation is still in process. One instrument has been designed which calls for an interview of selected parents and community members by the school community representatives at the local schools. A narrative summary of results and a copy of the instrument may be found at the end of the section describing this activity.

FIGURE 18:

Systems View/Planning Each Activity

ESEA Title I "Information for Parents" Brochure

TARGET AUDIENCE(S)

Parents of children in Title I programs
General audiences seeking basic information about Title I programs in the Chicago public schools

PLANS AND ACTIVITIES

Develop a 1-page brochure in a question and answer format using what survey evidence collected shows to be the 10-most-asked questions about Title I

Prepare in both Spanish and English

Field test among potential users (for example Title I parents, Title I Citywide Advisory Council, field staff, etc.)

Modify brochure on the basis of field test

Produce final version

Printing/distribution

PERFORMANCE CRITERIA

Volume of requests met for basic printed information about Title I will increase over time

Majority of staff using over time will rate the brochure satisfactory

Major target audiences (majority)--Title I parents will rate brochure satisfactory in terms of (a) ease of understanding (b) content

PROBLEM FORMULATION

Department staff currently cannot satisfy the large number of requests from field staff, Title I parents, and others for a brief printed description written in easily understandable terms about how Title I is operated. (For example, "What is Title I?," "How are schools selected to receive Title I funds?")

GOALS

Equip the department to meet requests satisfactorily in terms of quantity (volume of requests) and quality (information most frequently sought)

RESOURCES

Time
Money
Current documents describing Title I
Staff knowledge and experience
Access to resource groups--parents, Title I staff, etc., knowledgeable about informational needs

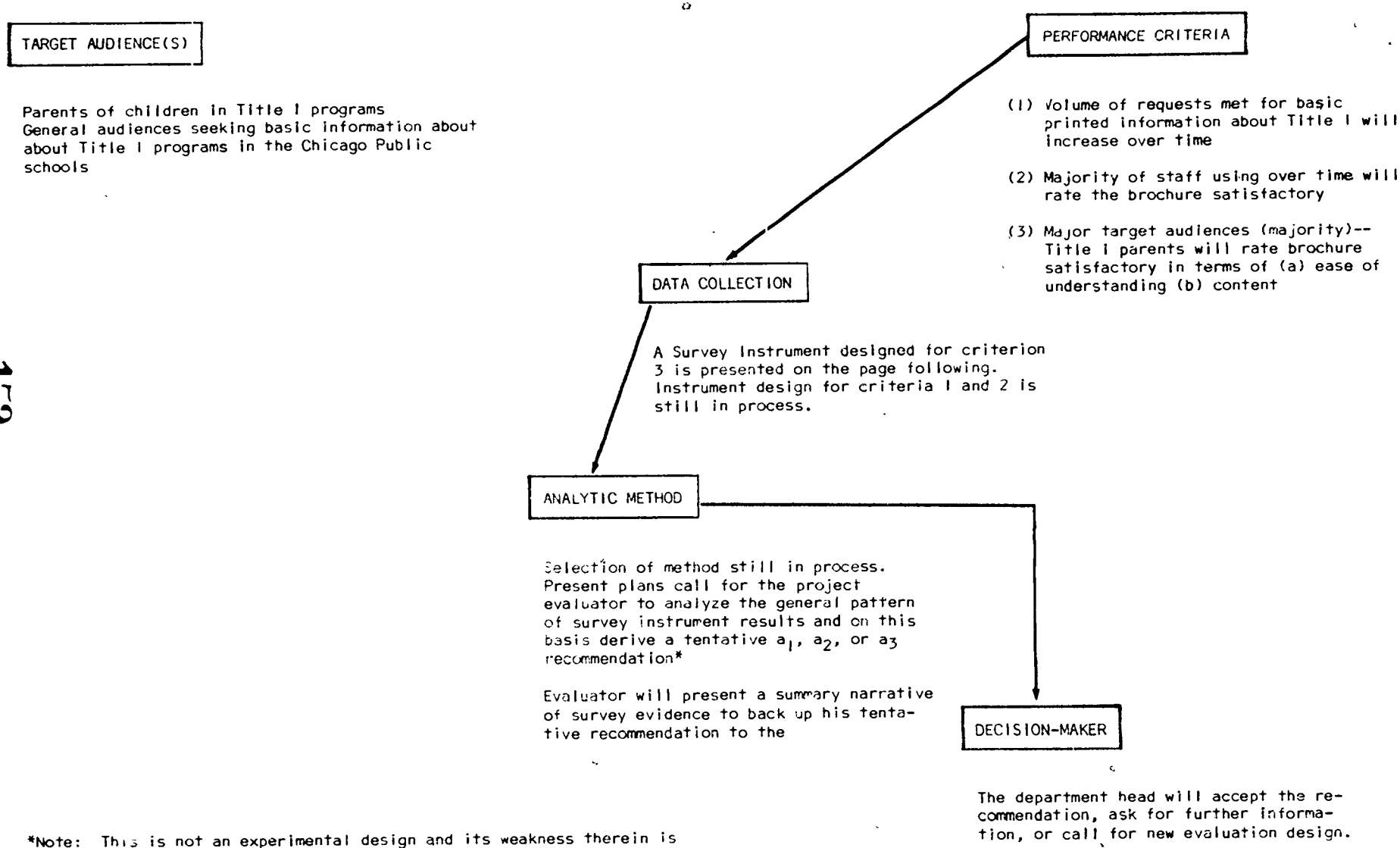
CONSTRAINTS

Time
Money
Complexity of Title I guidelines
Product attributes required include
- necessary to identify highest priority information sought
- Brevity but provision of information sought
- Ease of understanding for potential users

FIGURE 19:

Systems View/Evaluating Each Activity

ESEA Title I "Information for Parents" Brochure



*Note: This is not an experimental design and its weakness therein is hereby noted. For a possible stronger (but still non-experimental) alternative, see Appendix 3.

2. Narrative Account - ESEA Title I "Information for Parents" Brochure

a. The Problem

(1) Statement of the Problem

Parents, citizens, and taxpayers are entitled to receive a clear, concise explanation of ESEA Title I. This knowledge is essential if they are to support the school's effort to improve education through Title I programs. Furthermore, both parent involvement and adequate dissemination are mandated by ESEA Title I.

There is a need for a better understanding of what Title I is by the parents of participating pupils and by the public. The questions that have been asked of staff at local, district, and area levels, the comments that have been made in conversation and discussion, and the references to Title I which have appeared in local publications give rise to an awareness of the need for a better understanding of Title I. This situation requires the dissemination of the basic information in a readily accessible form to all parents and community members.

(2) Present Situation

Although several documents have been available and have been disseminated because of their particular focus or specialized purpose, they fail to meet the need for a basic, brief, understandable document that would be useful to parents and community members in gaining an initial understanding of ESEA Title I. There is no document which supplies information in the compressed, succinct form which is essential for wide circulation.

Currently the information about ESEA Title I is found in the following documents:

- ESEA Title I Reading: Top Priority contains the complete narrative of each activity and all of the required information by federal and state officials for the funding of the project. This is a comprehensive, detailed document of approximately 1,000 pages
- An Overview of Reading: Top Priority contains an introductory section regarding Title I and a one-page summary of each of the activities
- Brochures have been developed describing each of the activities in Title I; these have been available for school and community use
- The Directory of Activities gives a brief summary of each of the ESEA Title I activities as well as an overview of the total departmental operation
- Newsletters. Two periodical newsletters, Spotlight, and Highlights, provide general dissemination information. Spotlight, provides an indepth study of a particular facet of the Title I project. Highlights presents information about government-funded programs.

(3) Improving the Present Situation

A general need was expressed in the 1974 ESEA Title I Needs Assessment for a "greater liaison between the school and community." This item was ranked among the first five needs by community representatives and by teachers and parents of both public and nonpublic school children. The same need was also supported in the evaluation document of the ESEA Title I Summer Reading Center Program, August, 1974.

A particular need for this type of document was made apparent by the Citywide Dissemination Steering Committee composed of staff members at various levels of responsibility and community agency representatives meeting with the head of the department. Principals

of local schools, advisory councils, school staff (teachers and teacher aides) and parents also have expressed a need for a brief explanation of ESEA Title I. They have requested a short document that would provide basic information about Title I, its ground rules, and its regulations. At their monthly staff meetings with the program administrator, school-community representatives of the School Community Identification activity have expressed a similar need for such a document to share with parents and community members.

Therefore, to determine the specific need for an ESEA Title I Information for Parents Brochure, a survey was administered by the Department of Government Funded Programs to selected Title I schools and communities, with equal representation of the three administrative areas, in the late summer of 1974. A summary of the survey indicated common agreement among the staff and the community with 94.2 percent of the respondents indicating a need for a brochure, and 45.6 percent of those indicating a "great need."

Similar results were obtained from the third group involved in the survey. The Citywide Advisory Council members took part in the survey at a regularly scheduled monthly meeting. The members of the Council also indicated "great need" for the brochure.

b. The Solution

(1) Goals and Objectives

To increase parents' and community members' understanding of the basic features of Title I

To increase administrative and staff awareness of the kinds of information about Title I that parents and community members seek

To develop a brochure to meet the expressed needs of parents of Title I pupils and community members

To provide a translation of the brochure for Spanish-speaking communities

To establish through the survey and the development of a brochure, a structure for providing continuous feedback from parents of Title I pupils, community members, and staff in terms of their needs regarding Title I information

To increase through understanding, parent and community support of the Title I program.

To increase parent and community interest and participation in Title I activities.

(2) The Procedures

To meet these goals, staff members of the Department of Government Funded Programs were requested to prepare a document clearly and briefly describing Title I. The Director of ESEA Title I invited members of the Citywide Advisory Council to a meeting for their reactions and suggestions to such a document. After a general discussion and a follow-up with the Division of Editorial and Communication Services, a draft document was developed. This draft document was discussed and critiqued by Title I staff, who suggested modifi ions. A final version was written, and a Spanish translation prepared for the Spanish-speaking communities.

In this brochure, parents of ESEA Title I pupils will receive salient information about Title I. The following questions most asked about Title I were the basis for the information provided in

the brochure, "Information for Parents."

- What is ESEA?
- What is Title I?
- How are schools selected to participate in Title I?
- If a school is selected as a Title I school, will it always participate in Title I activities?
- Do all pupils in a school participate in Title I activities?
- How is Title I different from the regular school program?
- What kinds of activities are provided through Title I?
- Are all Title I activities in operation in all Title I schools?
- How many schools will participate in Title I in 1974-75?
- How can I learn more about ESEA Title I?

The Information for Parents brochure was delivered in quantities to area and district offices, to local public and nonpublic schools; copies were shared with participants at various meetings involving community members, parents, and staff members. Copies of the brochure also were shared with the Illinois Office of Education and with nonpublic schools.

(3) Evaluation

After the brochure is disseminated to schools, parents, and communities, and after sufficient time has been allowed for distribution, then its impact will be evaluated by the Division of Research and Evaluation using a variety of data collecting techniques in both English and Spanish.

After sufficient time has been allowed for distribution of the brochure to individual parents and community members, the Division of Research and Evaluation, using a variety of data collecting techniques in both English and Spanish, will assess the impact of the Information for Parents brochure.

The feedback occasioned by the survey, the development of the brochure, its distribution, and its evaluation has provided a structure for the dissemination of information helpful to the field and consistent with the legislative mandate of ESEA Title I.

It is therefore recommended that the communication loop be maintained as an ongoing task for the following reasons:

- the cyclical nature of Title I requires continued dissemination of materials which are helpful to the field and current with legislation
- the continuing need for information by many groups including parents, community members, staff, and others concerned with identified Title I participants
- the responsibility for decision-making based upon knowledge required of parents.

It is also recommended that better use of the information contained in the documents already available and disseminated, particularly ESEA Title I Reading: Top Priority, and An Overview of Reading: Top Priority be made. Much of the information requested by the survey respondents in the "additional topics" sections is already available in these publications, i.e., school-poverty study, information about medical programs, assisting parents in helping children at home. (See Exhibit #10).

The following is a summary of the survey administered to principals and teachers (N = 78) and to school-community representatives and parents (N = 58) at fifteen schools with ESEA Title I Programs. Each of the three administrative areas of the city were equally surveyed.

1. To what degree is there a need for parents of children in your school to be given additional information about ESEA Title I.

Staff (78)

38.5% (30) - great need
29.5% (23) - considerable need
25.7% (20) - some need
5.1% (4) - little need
0 - no need
1.2% (1) - did not respond

Community (58)

55.2% (32) - great need
27.6% (16) - considerable need
12.1% (7) - some need
1.7% (1) - little need
0 - no need
3.4% (2) - did not respond

Staff and community combined (136)

45.6% (62) - great need
28.7% (39) - considerable need
19.9% (27) - some need
3.6% (5) - little need
0 - no need
2.2% (3) - did not respond

2. If a pamphlet were prepared, would discussion of the following topics be helpful to parents?

Staff

87.2% (68) - "What is the purpose of ESEA Title I?"
69.2% (54) - "How are schools selected to participate in ESEA Title I?"

83.3% (65) - "How are pupils selected to participate in ESEA Title I?"
88.5% (69) - "What are the kinds of activities provided?"
57.7% (45) - "How are the activities selected by a school?"
83.3% (65) - "How may parents help children at home and at school?"

The following additional topics were suggested:

--Discuss the goals of the activities
--Explain the school-poverty study
--Comment on teacher qualifications
--Provide information about the medical programs
--Provide a program of assistance for parents.

Community

79.3% (46) - "What is the purpose of ESEA Title I?"
70.8% (41) - "How are schools selected to participate in ESEA Title I?"
79.3% (46) - "How are pupils selected to participate in ESEA Title I?"
67.2% (39) - "What are the kinds of activities provided?"
70.8% (41) - "How are the activities selected by a school?"
55.2% (32) - "How may parents help children at home and at school?"

The following additional topics were suggested:

--How may reading materials be used properly?
--What programs are available to assist parents in helping children at home?

Staff and Community

83.8% (114) - "What is the purpose of ESEA Title I?"
69.9% (95) - "How are schools selected to participate in ESEA Title I?"
81.6% (111) - "How are pupils selected to participate in ESEA Title I?"
79.4% (108) - "What are the kinds of activities provided?"
63.2% (86) - "How are the activities selected by a school?"
71.3% (97) - "How may parents help children at home and at school?"

3. What other kinds of information service should be made available to assist parents of children in schools having ESEA Title I programs?

Staff

14.1% (11) - suggested activities that would foster increased parent involvement
10.2% (8) - suggested programs of parental inservice
10.2% (8) - suggested scheduling meetings for parents
7.7% (6) - suggested improved pupil progress and evaluation procedures
6.4% (5) - suggested providing health services.

Community

13.8% (8) - suggested publishing and distributing program information
12.0% (7) - suggested providing workshops
10.3% (6) - suggested that any kind of information would be helpful
10.3% (6) - suggested providing discussions of ESEA Title I programs to participants
8.6% (5) - suggested disseminating lists of available books and materials
8.6% (5) - suggested providing inservice for parents.

Staff and Community

36.0% (49) - suggested some form of direct contact with people
27.2% (37) - suggested increased services.

4. What additional information services should be provided to assist staff working in schools with ESEA Title I programs?

Staff

26.9% (21) - requested workshops and inservice
10.2% (8) - requested information about other programs
6.4% (5) - requested regularly scheduled meetings.

Community

15.5% (9) - requested that we provide workshops
12.0% (7) - requested that we provide for regular consultation with parents
8.6% (5) - requested that we share information with other schools.

Staff and Community

30.9% (42) - requested opportunities for direct contact with other people
28.6% (39) - requested additional services, including dissemination services.

Based upon an analysis of the responses by the subcommittee members, the following conclusions were drawn:

. There is a need to disseminate an information brochure about ESEA Title I programs to parents.

. Topics suggested in the questionnaire are appropriate.

. Consideration should be given to increasing the opportunities for staff and parents to get together. This should be a top priority.

. There is a need to disseminate information about available services.

. Staff and community members express similar interests and priorities.

3. Evaluation Procedures and Results - ESEA Title I "Information for Parents" Brochure

Evaluation plans are still in process.

Plans developed and work carried out to date (2/1/75) include:

1. Development of a series of specific written goals and objectives
2. Development of a field questionnaire (and letter accompanying it to field units) to survey effectiveness of the brochure by users.

The reader will find a narrative summary of results of the letter and field questionnaire and sample copies of these materials included in the pages immediately following.

Additional data collection forms and instruments also are planned.

a. Evaluation: "Information for Parents" Brochure

Results from various questionnaires concerning parental knowledge of participation in Title I activities have indicated a lack of knowledge on the part of parents concerning their role in their child's Title I education program and a desire by parents to learn more about the Title I program. In response to these general needs, the Department of Government Funded Programs developed a short needs assessment to determine if a periodic Information For Parents Brochure could help parents become more aware of their role(s) in the Title I program and more aware of Title I in general. A total of 78 principals and teachers, and 58 school community representatives and parents responded to the needs assessment survey. Approximately 75 percent of the school staff and community respondents indicated that there was a "great" or "considerable" need for parents to be

provided with additional information concerning Title I programs. The most common topic needed in the brochure was a description of the purpose of ESEA Title I (83.8%). The second most common topic listed by respondents was a description of how Title I participants are selected (81.6%). Other highly ranked topics include a discussion of the type of activities provided by Title I (79.4%) and a discussion of how parents can help their children in school and at home (71.3%). Additional information cited as necessary by both parents and school staff concerned development of a means for direct contact between school and parent and the need for additional services provided by the schools and central office.

As a result of the needs assessment, the Department of Government Funded Programs developed an Information for Parents Brochure. This brochure covered the main topics requested by community and staff in the needs assessment. Title I ESEA was briefly defined, methods of selecting schools and pupils within schools for Title I programs were described as well as how schools select specific Title I programs to fit their particular needs.

The brochure was distributed to school community representatives who, in turn, distributed the leaflets to a sample of Title I parents (3 parents/SCR) along with a copy of the Brochure Questionnaire. A total of 760 questionnaires were returned to the Department of Government Funded Programs for analysis in conjunction with the Parent Information Brochure Evaluation Design. (See table 7 for results.)

TABLE 7

PARENT QUESTIONNAIRE ON TITLE I LEAFLET

N = 760

	YES	NO	NR*
1. Is this the first time you have seen this leaflet?	78.8% 596	21.2% 160	4
2. Did you read anything in the leaflet that was new for you?	68.8% 522	31.2% 236	2
3. Did you read anything in the leaflet that you had known before?	73.9% 559	26.1% 197	4
4. Do you think that leaflets like this give useful information to parents?	97.4% 728	2.6% 19	13
5. Do you think we should continue to let parents know more about Title I?	96.2% 714	3.8% 28	18
6. Are there other things about Title I that were not mentioned in the leaflet but about which you would like to know?	26.7% 195	73.3% 535	30

* No Response (not included in %)

The first objective in the evaluation design states that at least 90 percent of the responding parents will indicate that the brochure provided them with new information on Title I programs. This objective was not met. From the total of 758 responding parents, only 522 (68.8%) stated that the brochure provided them with new information concerning Title I. This does not indicate a failure in the brochure; rather it shows that more Title I parents than expected are aware of the general Title I concepts and procedures for pupil and program selection covered in the original brochure.

The second objective states that at least 90 percent of the responding parents will state that the information provided in the brochure was useful to them. This objective was met. A total of 728 (97.4%) of the 747 responding parents stated that the information provided was useful.

The final objective concerned the need and desire on the part of the parents for future brochures. The objective states that at least 25% of the responding parents will indicate continued interest in the brochure by requesting additional information on any topic of their choice. This objective was met. A total of 195 (26.7%) of the 730 responding parents requested additional information on numerous topics concerning Title I. The most common requests were for more information on specific programs, more information on the funding of programs, more information on how parents can be more active in the programs, and more information on programs to help pupils with special needs.

In conclusion, the Information for Parents brochure was highly successful in meeting its objective of informing parents of the purpose and

structure of Title I programs, While the objective stating 90 percent of the parents would receive "new" information was not met, a substantial majority of the parents were provided with information which was previously unavailable to them. The substantial number of parents who requested additional information on Title I programs would seem to indicate a need for more brochures on varied aspects of Title I programs.

b. Evaluation Materials Developed: ESEA Title I "Information for Parents" Brochure

Evaluation materials developed to date are marked Exhibits #11, #12, and #13.

Date: December 19, 1975

EVALUATION DESIGN
Division of Research and Evaluation

For Fiscal Year 1975

Activity Name ESEA Title I "Information for Parents" Brochure Program legislative title _____ Department/Bureau Government Funded Programs

Division evaluator _____ Phone _____ Activity contact person _____ Title _____ Phone _____

Obj. No.	Objectives - State in measureable terms	Procedure and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments
1.	Given information on Title I activities by the Parent Information Brochure, at least 90% of the parents responding to the questionnaire will state that they were provided with new information on Title I programs.	Parent Questionnaire on Title I leaflet	Research and Evaluation	Fall: after mailing of leaflet	
2.	Provided information on Title I activities by the Parent Information Brochure, at least 90% of parents responding to the questionnaire will state that the information provided was useful to parents.	Parent Questionnaire on Title I leaflet	Research and Evaluation	Fall: after mailing of leaflet	
3.	At least 25% of the parents responding to the questionnaire will list areas of Title I activities on which they want additional information and thereby indicate continued interest in the brochure.	Parent Questionnaire on Title I leaflet	Research and Evaluation	Fall: after mailing of leaflet	

Exhibit #11

Obj. No.	Objectives - State in measureable terms	Procedures and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments

BOARD OF EDUCATION
CITY OF CHICAGO
228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601
TELEPHONE 641-4141

JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

JAMES G. MOFFAT
ASSISTANT SUPERINTENDENT
GOVERNMENT FUNDED PROGRAMS
TELEPHONE 641-4500

October 10, 1974

Dear School-Community Representative:

Your help is needed to determine the effectiveness of the leaflet, ESEA Title I Information for Parents. We want to learn how helpful these leaflets are in informing parents about the ESEA Title I program.

Please visit three parents of Title I pupils; give the leaflet to each parent; ask each to read the leaflet and then answer the six short questions on the Parent Questionnaire. If a parent does not wish to cooperate with this task, thank the parent and continue on to another parent.

If it is necessary, please read the leaflet and questionnaire to the parent.

Number the questionnaires you are responsible for from 1 through 3; on a separate sheet of paper record the numbers; and next to each number, record the name of the parent who answered that particular questionnaire. Please choose the three parents from the families who have one or more children in your school's Title I program and who live closest to the school building. No more than one parent should be from the list of parents that you serve as part of the SCI activity.

Please complete this project and hold the completed questionnaires for your supervising staff assistant.

Thank you for your help. If you have any questions, please contact Mr. Lornie Phillips at 641-4584.

Sincerely,

LJP:b

Lornie J. Phillips
Supportive Services Programs

Approved by:

James G. Moffat
Assistant Superintendent

Number_____ ___ 1-3

Division of Research and Evaluation
Department of Government Funded Programs

PARENT QUESTIONNAIRE ON TITLE I LEAFLET

SCR Name_____ School_____ Unit ___ 4-7

To the parent: please check YES or NO for each of the following questions.

		Yes	No
1.	Is this the first time you have seen this leaflet?	___	___
2.	Did you read anything in the leaflet that was new for you?	___	___
3.	Did you read anything in the leaflet that you had known before?	___	___
4.	Do you think that leaflets like this give useful information to parents?	___	___
5.	Do you think we should continue to let parents know more about Title I?	___	___
6.	Are there other things about Title I that were not mentioned in the leaflet but about which you would like to know?	___	___

If your answer to question 6 is yes, please tell us the information you would like to have, on the lines below.

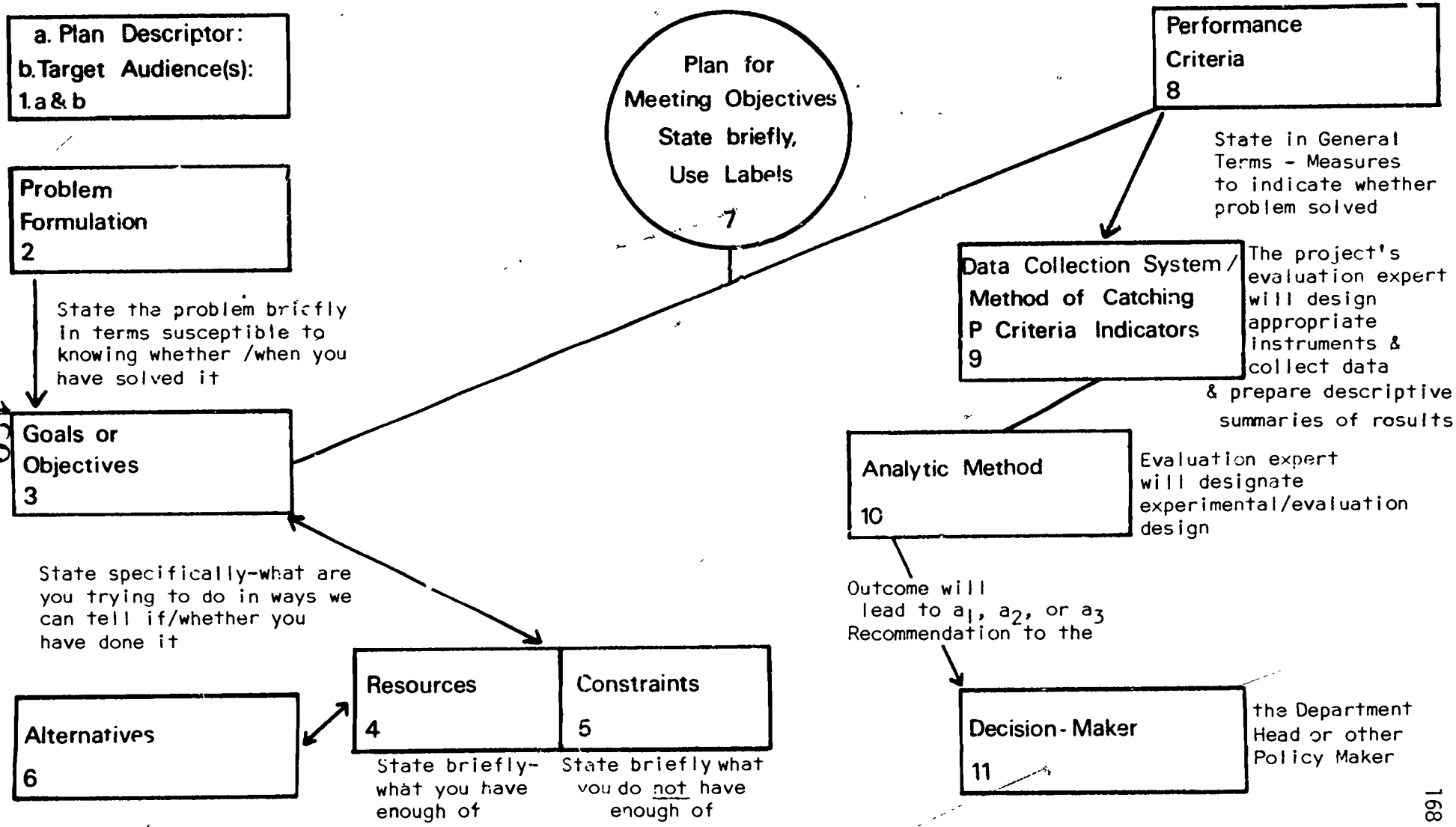
_____

_____

_____

D. The Information Center

FIGURE 20: Systems View/ Each Activity



1. Summary - The Information Center

Department and field staff, school personnel, parents, community members, and the general public lack satisfactory access to information about the department's services and activities, about programs financed through categorical (earmarked for special purposes) aid, and the nature and requirements of such aid as indicated by comments from many sources.

Staff and others perceived a need to improve accessibility of information needed by several audiences.

The plan was to establish a regular system of information collection, preparation, and distribution. This system should include at least the following services: a resource library of materials pertaining to supplementary ("something extra") education, the department's services and activities, and materials helpful to persons developing new programs and proposals; a speaker's bureau; inquiry referral; dissemination and distribution of appropriate materials; technical assistance on dissemination; and assistance to news media representatives. The several audiences are to be informed of these services by announcements in the General Superintendent's Bulletin and department newsletters, at workshops and inservice meetings, and through letters to individuals.

Major criteria of success are to be whether usage of the center increases over time and degree of user satisfaction among the major target audiences with the center and its services.

The major resource in carrying out the plan was commitment of the department head to the concept and support in carrying it out. Among the

constraints were available materials, space, funds, staff, and amount of time needed for implementation.

Evaluation is still in process and is expected to continue for several years. A narrative summary of results for the first six months of operation and samples of the extensive evaluation materials developed may be found at the end of the section describing this activity.

FIGURE 21:
Systems View/Planning Each Activity

The Information Center

TARGET AUDIENCE(S)

Chicago public school staff--field/central office departments/Department of Government Funded Programs
Community members/parents working on proposals for funding and/or seeking information about current guidelines, activities, etc.
Others seeking technical information about federal/state programs not easily accessible

PROBLEM FORMULATION

As indicated by comments from a wide variety of sources, department and other school staff members, parents, community members, media representatives, and others lack satisfactory access to information about Department services and activities, about federal and state funded programs financed with categorical aid, and such items as guidelines for programs issued by the state and federal governments

GOALS

Increase the capacity of the department to satisfactorily meet informational demands placed upon it

Increase the capability of the department to offer easy access to information about department activities, federal guidelines, and the like to a wide variety of audiences

Spread awareness among audiences typically seeking information about department activities, federally financed programs and the like of the existence of a newly-established source of information

PLANS AND ACTIVITIES

Establish a regular system of information collection, preparation, and distribution

The system should offer among other things a library of easily accessible materials on pertinent topics; a speaker's bureau; routing and referral to other appropriate sources when the center cannot provide the information sought; inservice and other technical assistance on communication, dissemination, etc.; service to news media representatives

Awareness of the center and services will be spread among other ways through announcements in the General Superintendent's Bulletin sent to all schools, departments, and to news media.

PERFORMANCE CRITERIA

Use of the service will increase over time among the various target publics

Department staff and current regular users of department information services will express belief that quantity and quality of service has increased over time

Other audiences/users will express satisfaction with quantity/quality of information service they receive

RESOURCES	CONSTRAINTS
Commitment of the department head Time Money Space allotted Available materials Staff allotted Cooperation/Response of other school personnel and departments	Time Money Space Available materials Staff size Cooperation/Response of other school personnel and departments

FIGURE 22:
Systems View/Evaluating Each Activity

The Information Center

TARGET AUDIENCE(S)

Chicago public school staff--field/ central office departments/Department of Government Funded Programs
Community members/parents working on proposals for funding and/or seeking information about current guidelines, activities, etc.
Others seeking technical information about federal/state programs not easily accessible

PERFORMANCE CRITERIA

(1) Use of the service will increase over time among the various target publics

(2) Department staff and current regular users of department information services will express belief that quantity and quality of service has increased over time

(3) Other audiences/users will express satisfaction with quantity/quality of information service they receive

DATA COLLECTION

Data Collection and survey instruments designed for criteria 1, 2, and 3 are presented on the pages following.

ANALYTIC METHOD

Analyze trend information collected to determine whether center usage and user satisfaction have increased over time. On this basis derive a tentative a_1, a_2, or a_3, recommendation.*

Evaluator will present a summary narrative of survey evidence to back up his recommendation to the

DECISION-MAKER

The department head will accept the recommendation, ask for further information, or call for new evaluation design

*Note: This is not an experimental design and its weakness therein is hereby noted. For a possible stronger (but still non-experimental) alternative, see Appendix 3.

2. Narrative Account - Information Center

a. The Problem

(1) Statement of the Problem

As the scope of the department's activities has grown, both the the amount of information available and the need for information have increased.

During the last three years, the number of proposals processed by the department has greatly increased. In 1972, the Board approved 88 proposals, excluding those prepared by the department. In 1973, the number grew to 220, an increase of 150 percent. During the first four months of 1974, 98 such proposals were submitted, compared to 31 in the same period of 1973. This is a growth of 216.13 percent.

Both the number of schools and the number of students served have increased: the department presently manages programs serving 65,000-70,000 students, exclusive of ESEA Title II, which supplies school library materials for public and nonpublic schools in Chicago.*

According to the department's Coordinator for Federal Programs, the new ESEA Title I regulations, based on the Education Amendment Act of 1974, will place greater emphasis on dissemination. (The new regulations are not yet available.)

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* Compare this to the second largest school district in Illinois--Rockford, District 205--with 42,082 students (OSPI Directory of Illinois Schools, Michael J. Bakalis, Superintendent, 1972-73).

Most funding agencies require dissemination as a means of increasing the value of funds expended. ESEA Title III places great emphasis on dissemination.*

The department has an obligation to inform the board, funding agencies, other departments, field personnel, and the public (taxpayers) of its activities and progress.

OSPI, in Action Goals for the Seventies (2nd edition), has put forth several goals in education which either stipulate or necessitate good communications. In its substantive goals, OSPI includes the following:

> "The educational system must provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward learning." (p. 39)
>
> This requires, among other things, that sufficient information be provided to these groups to enable them to understand the school activities.

Action goals which suggest the need for improved communication include the following:

- All agencies and organizations in Illinois involved in the education (preschool through adult) of the non-English-speaking will have a well-established means of communication and coordination (p. 55)
- By 1973, every school board in the state should solicit advice from a cross-section of the community on matters including, but not limited to, educational needs and curriculum planning (p. 67)
- By 1975, a statewide network of schools should be established to test alternate instructional patterns and public information on them (p. 87).

This seems particularly relevant to Title III.

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* Title III Guidelines For Proposals (OSPI, Michael J. Bakalis, Superintendent), pp. 18, 38. At the OSPI Title III Workshop, October 4, 1973, the importance of dissemination was especially empnasized.

. By 1976, a professional inservice staff development system should be implemented to provide all professional personnel with continuous training and retraining. (p. 110)

This would imply that the department should be providing inservice for its staff and for field personnel working in government-funded programs: this will require readily available and appropriate materials; for example those being prepared for the proposal development workshops in October 1974.

(2) Present Situation

This situation clearly suggests two related needs

. To establish a systematic method of providing for the informational needs of the department's administrators and staff, other administrative units, local school personnel, the news media, other school systems, governmental agencies, and others who are interested in matters relating to government-funded programs

. To provide coordination, technical assistance, and special services for dissemination activities undertaken by the department or its units.

Substantiation of these needs is provided by the following:

. The Board-approved document, Increasing desegregation of Faculties, Students, and Vocational Educational Programs,* devotes one of its five sections to "Public Understanding." The point is clearly made that a systematic means of informing the public, which should include all the departments in one fundamental respect: it is involved in nearly all aspects of educational administration, since its concern is with all elements of government-funded programs, instead of specializing in one aspect of the regular educational program. In some respects, it resembles a school district within a school district, serving some 70,000 students. Consequently, much of the discussion in Section D of Increasing Desegregation . . . applies to this department.

---

* Board of Education of the City of Chicago, James F. Redmond, General Superintendent of Schools (Chicago, Illinois: August 23, 1967) pp. D1-D25. Note especially the recommended policies and programs from the outside consultants, both professionals in the communications field: with some modifications, these could apply to this department.

- On February 15, 1974, the department conducted a survey of its staff regarding the desirability of a "resource center:" 47 of 180 returned the questionnaire. All respondents endorsed the idea and 40 indicated that they would use such a facility at least once a month. Nearly half indicated a willingness to contribute materials and 14 offered to work on implementing the facility.

The results of a survey taken at the Area A EXPO, a staff awareness activity conducted on May 23, 1974, indicate that field personnel and community members desire improved information services from the department. The following is a summary of responses by 50 participants:*

1. All participants responded that more staff awareness activities should be conducted

2. Forty-six (92 percent) of the group said that such projects were worthy of continued financial support; three (6 percent) said they were not sure; and one (2 percent) said that this was not worthy of continued support. It should be noted that the parents and the community members responded 100 percent that such projects are worthy of continued financial support

3. Twenty-nine (58 percent) of the group said that they would be available for similar activities; 45 percent of this group said that they could participate for more than 10 hours per year

4. Respondents suggested that other informational meetings, such as workshops, conferences, and seminars should be held

5. Most of the respondents said that their reasons for attending the workshop were to gain insight, to learn of new ideas, and discover activities that might be replicated at their schools.

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* The breakdown was 21 "staff members," 13 parents or community members, 14 "others," and 2 not identified.

In a dissemination survey of 75 large school districts throughout the country and small districts within Illinois, initial responses were obtained from 25 large districts (33 percent) and 8 small Illinois districts (40 percent).* Responses to an item on the availability of a "resource center for collecting and disseminating printed materials about funding agencies and legislation" were as follows:

For the district --

Large city school districts
12 (48 percent) yes
11 (44 percent) no
2 (8 percent) no response

Small districts in Illinois
3 (37.5 percent) yes
5 (62.5 percent) no

For nonlocally funded programs --

Large city school districts
14 (56 percent) yes
9 (36 percent) no
2 (8 percent) no response

Small districts in Illinois
3 (37.5 percent) yes
5 (62.5 percent) no

(3) Improving the Situation

One concern in improving the department's dissemination is the accessibility of information about legislation and guidelines, the services of the department, and the supplementary educational programs administered by the department. At present the department does not have a regular system for making information available to its several audiences.

---

* The number of respondents reflects preliminary tabulation. More returns are anticipated.

Information sources are diffused and procedures for disseminating are irregular.

The following specific items indicate the present status of information accessibility in the department:

1. Sources of information are scattered throughout the department, and in some cases throughout the central offices; administrators and other staff members have uncatalogued collections of materials which, if catalogued in a central reference source, could be of greater use to more people
2. Many materials developed outside the school system are not regularly and systematically collected and made available to the department staff, other administrative units, field personnel, and interested groups and individuals
3. Persons seeking information about the department's activities do not have available to them a central information contact to assist them with questions, inquiries, and problems
4. The department is organized into specialized bureaus and divisions; information about the activities, proposals, and programs of the various units is not regularly disseminated throughout the department.*

---

* In this paper, the following working definitions have been used:

Information - a symbol or a series of symbols having a potential for meaning.
Communication - the transmission of meaning to an audience.
Dissemination - the process of preparing a document, item, or activity presenting selected information to an identified audience for a specific purpose.

Dissemination activities in the department are the responsibility of each bureau. While many good activities have been planned and implemented, some aspects of dissemination need to be improved:

1. Dissemination has relied too heavily on a few standard forms (brochures, newsletters, reports); other forms (for example, film and television) have not been fully explored
2. The purpose in developing a dissemination item has not always been clearly determined at the beginning of the project
3. The intended audience often has been insufficiently studied to determine its needs, desires, and limitations, and the most effective ways of reaching it
4. No standard procedure exists for distributing dissemination materials; as a result, no comprehensive record of departmental dissemination activities exists.

b. The Solution

(1) Goals and Objectives

To increase public awareness and understanding of government-funded programs

To assist schools in developing proposed programs by providing them with useful information on all aspects of government-funded programs, and related matters of interest

To provide department administrators and staff members with a central source of information relevant to their responsibilities

To make available to department staff and other audiences information on the department's activities

To coordinate dissemination and public information activities with other staff departments

To provide assistance to persons seeking information about government-funded programs.

(2) Procedures

These goals can be reached by establishing, as a section of the Division of Editorial and Communication Services, an Information Center under the supervision of the division administrator. Staff of the division will perform Information Center duties as assigned by the administrator.

The services of the Information Center can conveniently be grouped according to six functions:

Resource Library Function: Collecting and cataloging documents and publications pertaining to government-funded programs from within and without the school system and housing them in a reading room open to all.

> In July 1974, space was allocated for a resource library. Bookshelves, reading tables and chairs, microfiche readers, a magazine rack, and necessary office furniture were obtained either from available stores or by purchasing with funds allocated for dissemination.
>
> In August 1974, all department staff were invited to contribute materials to the resource library. Additional materials were, and are being, acquired from a variety of sources: other board departments, state and federal agencies, other school districts, and miscellaneous sources. (See Appendix 5 for holdings as of April 1, 1975.) Magazines and periodicals were obtained by collecting existing subscriptions and ordering new ones.
>
> Beginning in September 1974, the staff members assigned to the Information Center bound, organized, and checked the materials. A catalog system was developed, and cards are currently being prepared. (See Appendix 5 for cataloging system.)
>
> In October 1974, the resource library was opened for use.

Information Function: Establishing several means of providing direct information services for persons outside the department.

A speakers bureau, which had been organized and coordinated by staff in the Division of Editorial and Communication Services, was transferred to the Information Center in September 1974. A notice was published in the General Superintendent's Bulletin, August 1974, informing schools of the service and inviting requests.

A visitors bureau, which arranges, on request, for visits to government-funded programs by persons from outside the school system, had been established in the Division of Editorial and Communication Services under Title I, ESEA. It was transferred to the Information Center in September 1974, and expanded to encompass all government-funded programs.

An inquiry-response service was developed in September 1974. The Information Center's telephone number was published and individuals seeking information about government-funded programs were encouraged to call. Staff members of the center answer all inquiries or refer the party to the appropriate staff member.

Highlights, a newsletter dealing with legislative, administrative, and educational topics, was transferred to the Information Center. It previously had been edited by a staff editor. The Winter 1975 issue was published in January; the Spring issue was prepared for April.

These information services were publicized through proposal development workshops held in October 1974, through notices in the General Superintendent's Bulletin, and by means of a handout given to users of the resource library.

Dissemination Assistance Function: Providing technical assistance and advice to department bureaus and field personnel in planning and developing dissemination materials and activities.

In September and October 1974, the administrator of the Division of Editorial and Communication Services and the staff member in charge of the Information Center developed operating procedures for providing this assistance.

At a meeting of all department administrators, held in October 1974, the dissemination assistance available was described and the procedures for requesting this assistance were explained.

Media Relations Function: Facilitating the dissemination of information to the public by means of the press, radio, and television.

In October 1974, the director of the Bureau of Departmental Program Coordination designated the Information Center as the channel for sending out all department news releases.

The planning and coordination of radio programs on government-funded programs was transferred to the Information Center from the Division of Editorial and Communication Services in September 1974. A series of five programs was planned, and taping is underway.

Distribution Function: Arranging for the distribution of departmental publications, and reports and proposals submitted to the Board of Education.

Mailing lists previously compiled were revised and updated during the fall of 1974.

The staff member in charge of the Information Center and the administrative assistant of the departmental clerical services conferred in October 1974 to coordinate the mass and individual distributions of materials.

In November 1974, a distribution checklist was developed, to be completed by administrators submitting proposals and reports to the board.

Field and administrative units in the system were informed of the availability of publications through the General Superintendent's Bulletin, Highlights, and the proposal development workshops.

Cooperation Function: Providing liaison between the department and other units on dissemination activities.

In September 1974, departments and offices with which liaison was to be established were identified.

In November 1974, the staff member in charge of the Information Center met with the director of the Department of Community Relations to establish working relationships and to explore possible joint dissemination activities.

In March 1975, contact was established with the director of the Bureau of Broadcasting and Telecommunications.

(3) Evaluation

The evaluation will collect and analyze trend information to determine the following:

1. Whether use of the Information Center has or has not increased over time among the target audiences taken as a whole.

2. Whether use of the Information Center has or has not increased over time among each of the following target audiences:

   a. Department staff
   b. Field staff
   c. Community members
   d. Others (including press)

3. Whether user satisfaction has or has not increased over time among users taken as a whole.

4. Whether user satisfaction has or has not increased over time among the following target audiences:

   a. Department staff
   b. Field staff
   c. Community members

These items will monitor response to the Information Center as an entity.

In addition, information will be collected in the same categories listed above but focusing on the resource library function.

Frequency information also will be collected for other activities of the Information Center as follows:

1. Inquiry-response service

2. News releases

3. Public speakers

4. Tours of government-funded programs arranged

5. WBEZ (the Chicago public school radio station) broadcasts concerning government-funded programs.

6. Mass mailings.

Finally, information will be collected to determine whether target audiences taken as a whole and department staff, field staff, and community members as individual groups are using the center for development of proposals for funding and whether they find the center satisfactory for that purpose.

It should be emphasized that inasmuch as the Information Center is a new and continuing activity, it is expected that evaluation will be ongoing for several years. Further, the major purpose of evaluation will be formation of a feedback loop between center staff and center users (current and potential) to facilitate adjustment of services to user wants and needs.

3. Evaluation Procedures and Results - Information Center

Evaluation of this activity is expected to be ongoing for some time to come. The major purpose of evaluation at this early stage (the Information Center has been in operation less than a year) is to monitor center performance in order to provide feedback information to center staff and others, so that deficiencies can be corrected and services curtailed or expanded according to user responses.

Plans developed and work carried out to date (4/15/75) may be summarized as follows:

1. Development of a series of objectives stated in measurable terms
2. Development of a series of record forms to accumulate evidence about usage of the center and its various services
3. Development of user questionnaires to survey, among other things, extent of awareness of the center, satisfaction with services, and the like.
4. Development of a data structure for regular recording and analysis of amount of use and user responses to the center and its services. (Indicators of the major information sought have been keyed to the questionnaires developed and included in the following pages as exhibits.)

The reader will find in the pages immediately following, a narrative summary of results of data gathering on the Information Center during the first six months of its operation and copies of evaluation materials developed.

The data structure has been set up to present amount of use and user satisfaction with the information center cumulated on a bimonthly (every two months) basis beginning with October 1974, when the center opened.

Therefore, the data structure will provide trend information on an annual basis, and can serve as a basis for an annual report to the department head.

So far, three data cuts are available and suggest the following major trends:

- To date, the primary users of the center are department staff members, but usage by field staff has been growing steadily--an expected trend considering location of the center on the same floor as the department.
- Overall, usage of the center has been growing steadily indicating spreading awareness of its existence.
- Usage of the center by community members and parents, although growing steadily, is but a trickle of the potential; publicity to this target audience should be increased to stimulate usage more in line with expectations and potential.
- Usage by members of the news media has not materialized. (It has been a decision of the center administrator, with approval of the department head not to emphasize service to this audience until service to other target groups is well established.)
- An audience making regular use of the center, but not originally designated a target group, is students of local colleges and universities.
- Primary use by field staff is for information related to development of proposals for funding; main interests are in viewing previous proposals and reviewing guidelines.
- Major uses by department staff are about evenly divided between improving proposals (filling gaps in information) and two other functions -- reviewing budgets on file and retrieving information for reports to superiors and others.
- User satisfaction with center services has continually shown a pattern of meeting the established objective of 75 percent of the users rating the service as "good" or "excellent." This was the case overall and in all group categories, including groups seeking help in developing proposals for funding. The latest data cut shows 100 percent of the department staff users and 96 percent of the field staff users seeking information in connection with proposals rating the center "good" or "excellent" in this regard.

In general, the center administrator and the department head believe these trends meet or exceed expectations for this stage with the exception that awareness and usage by community members is lagging. Therefore, efforts will be made to publicize the center among members of this audience and to discover or design ways of facilitating their access to the center.

a. The Information Center

Prior to the fall of 1974, information, materials, and services offered by the Department of Government Funded Programs were not organized or cataloged in any one office or division. In addition, most members of the department's staff, as well as school and community members, were not aware of the type or amount of information, materials, and services available to them from the Department of Government Funded Programs. In an effort to eliminate this problem, the department instituted an Information Center with the major goals of increasing public awareness and understanding of government-funded programs; providing schools with information which might assist them in developing programs and proposals; providing department administrators and staff with a central source of information relevant to their needs and responsibilities; and to coordinate dissemination and public information activities with other staff departments.

Since the Information Center represents the first attempt by the department to organize and centralize information, an evaluation design was constructed to measure the Information Center's effectiveness and to uncover possible needs for changes based on user responses.

To collect the information sought, two types of instruments were developed.

One type consisted of a series of record sheets to be kept in the

Information Center for noting services used on a daily basis. These may be found in section b. following and marked as Exhibits #17, #18, and #19. Exhibits #17 and #18 record activities of center staff in furnishing speakers upon request, sending out news releases, responding to inquiries and the like. Exhibit #19 is a sheet signed by visitors to the center indicating their school or organization and the type of assistance and materials sought.

The second type of instrument consisted of a series of user questionnaires aimed at surveying awareness of the center and user satisfaction, collecting suggestions for improvement, and soliciting contributions of materials in some instances. These questionnaires may be found in section b. following and are marked as Exhibits #15, #16, #20, #21, #22, and #23. Exhibits #15 - Forms A and B, and #23, collect amount of usage and user satisfaction information concerning the center and its activities as an entity from field staff, community, and department staff, respectively. Exhibit #16 - Forms A, B, and C collect user response information concerning the information center as a resource library from department staff, field staff, and community, respectively. Exhibits #20, #21, and #22 collect information about use of the Information Center for proposal writing and review from field staff, community, and department staff, respectively.

The record sheets described above were designed prior to the opening of the center in October 1974 and have been maintained continuously in the center from that time. Therefore, these sheets represent a continuous record of center and activity usage which may be divided into any time unit, viz. weekly, monthly, bimonthly, for trend analysis.

In considering a plan for using the questionnaires, it was decided that a cycle of every two months was as often as was practicable for distribution, collection, and analysis to be kept on a current basis.

Identification of the relevant populations within each major target audience -- department staff, field staff, and community -- and creation of randomly constructed panels within each of the audiences to receive questionnaires seriatim during six bimonthly periods was difficult and complex; details will not be covered here. However, it should be noted that in the case of field staff and community responding to questionnaires on usage of the center overall and to questionnaires on usage of the center for proposal writing, sampling is without replacement for one year. In the case of department staff responding to all questionnaires and field staff and community responding to resource library questionnaires, sampling is with replacement. In laymen's terms, sampling without replacement means no one person receives more than one questionnaire; sampling with replacement means one person may receive one or more questionnaires in successive administrations or rounds of the same questionnaire. In this project no effort was made to control order effects which might have occurred in the cases of persons receiving a questionnaire more than once.

In order to present and analyze information collected via both types of instruments described above on a quantitative basis, that is, as trend information a data structure was created first to record information on a bimonthly basis and finally on an annual basis. The data structure forms and the keying sheet which shows what questionnaire items will be used as indicators of what information sought may be found in section b. following and marked as Exhibits #24, #25, and #26. (Note: Anyone wishing to follow

this type of evaluation format should be cautioned that the data structure and keying sheets should be formulated before the first questionnaires are sent out. Such formulations invariably result in questionnaire revision to assure survey consistency across groups and often result in elimination of some questions as redundant.)

To date (4/15/75) six months of data have been collected, recorded, and analyzed. The data recorded on a bimonthly basis so far, and forms for recording the last six months of data, may be found in section b. following, marked as Exhibit #27. The data structure for the annual evaluation report, filled in for the first six months, may be found in section b. following, marked as Exhibit #28.

Both measures of center usage overall--sign-in sheets and questionnaires--show a pattern of steady growth. For example, the sign-in sheets show 78 persons in the first two months the center was open, but in the third two-month period the center had 415 users. In percentage terms, department staff are the prime users of the center to date. For example, during February and March 80 percent of the 125 identified relevant population, that is, potential users among the department staff, used the center according to both the sign-in sheets and the questionnaire sample. Among field staff, the sign-in sheets and questionnaires for the same period showed 12 percent and 15 percent, respectively, of the identified potential users of 2,000 visiting the center. While this percentage may seem small, it is up markedly from previous survey periods. It also should be noted that none of the 482 phone inquiries received by the center during February-March are included in these field staff user figures. The increase may be accounted for in terms of stepped up efforts to publicize the center among field staff during December and January. A questionnaire item not recorded

in the data structure on awareness of the center indicated awareness is also increasing -- in fact, at a somewhat faster rate than usage.

On the other hand, community usage of the center clearly has lagged. Sign-in sheets and the questionnaire sample for February - March show 2 percent and 3 percent respectively of the identified potential community users of 2,700 actually using the center -- up only slightly from previous periods.

These figures suggest that further efforts should be made in the future to publicize the center among parents and other community residents, to facilitate their access to the center, and to assure them their visits will be welcomed.

However, it also should be noted both in terms of field staff and community that the periods of greatest activity, insofar as proposal development is concerned, are the late spring and the summer months. The center was not open during these months last year. Another somewhat busy period for proposal development is early fall; last fall the center was newly opened. Therefore, it is reasonable to expect that peak periods of center usage are yet to be reached.

The sign-in sheets indicate that proposal writing has been and will continue to be the major reason for visits to the center by field staff and community members. For example, during February-March 84 percent of the field staff and 80 percent of the community members who visited the center came for this purpose. About 50 percent of the department staff members using the center indicate they come in connection with reviewing proposals; among the other half, the main reasons for visits are retrieval of budget information or budget review and seeking of various types of information for reports to superiors or others.

User satisfaction has rather consistently run between 80 percent and 100 percent among all three major target audiences.

The frequency tallies show that the most active functions of the center to date are the resource library function and the inquiry-response service.

Usage of the center by members of the news media and other potential audiences, such as legislators, has not materialized. After the first two months of center operation, it was decided by the center administrator, with approval of the department head, to curtail publicity and service to audiences not directly involved with the Chicago public schools until service to all "in-house" audiences was well established. An exception to this general policy has been with regard to students of local universities who seemed to learn quickly of the existence of the center and to request access to it. So far, all students have been welcome; this policy will continue unless the volume becomes too great to accommodate without curtailing services to original major target audiences.

Examination of questionnaire items not recorded in the data structure and other information (a few field interviews have been conducted) suggests:

1. The type of material most frequently requested but not available has to do with innovative projects and programs outside Chicago. While the center maintains a source file suggesting where such material is available, both within and outside the Chicago area, the center administrator believes the center is too small to house a large collection of this type -- especially when such material is available from other sources.

2. Another type of material frequently requested but not available is information about regular Chicago school programs not financed with state, federal, or other specially earmarked funds. It is beyond the purview of the center and the Department of Government Funded Programs to furnish such information.

3. The least developed, publicized, and used of the originally planned activities of the center has been provision of dissemination assistance to field and other units of the school system carrying out federal or state-funded programs and mandated to disseminate information about them. It has been decided tentatively that during the second year of center operation this will be the major developmental focus of the center.

In summary, it appears to the center administrator and the department head that on the basis of the first six months of evaluation data it can be fairly said that the center has made a highly positive start. Awareness and usage are spreading steadily among major target audiences in line with expectations, with the exception of community members. An evaluation side study is currently underway to determine what steps would induce or facilitate wider usage by members of this group. New efforts to attract members of this audience will be made on the basis of this study.

b. Evaluation Materials Developed: The Information Center

Evaluation materials developed to date are marked Exhibits #14, #15, #16, #17, #18, #19, #20, #21, #22, #23, #24, #25, #26, #27, and #28.

Date: December 20, 1975

EVALUATION DESIGN
Division of Research and Evaluation

For Fiscal Year 1975

Activity Name Information Center Program legislative title _____ Department/Bureau Government Funded Programs

Division evaluator _____ Phone _____ Activity contact person _____ Title _____ Phone _____

Obj. No.	Objectives - State in measureable terms	Procedure and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments
1a	Given the existence and services of an information center functioning in the department for 9 school months, 60% of the responding principals of Chicago public schools will express awareness of the Information Center through a field questionnaire.	Field Questionnaire sent to each school at end of year	Research and Evaluation	Year end (May	
1b	75% of the field personnel expressing knowledge of the Information Center on the field questionnaire will indicate they would use the center if they needed information relating to Government Funded Programs.	Field Questionnaire sent to each school at end of year	Research and Evaluation	Year end (May)	
1c	Given a Field Questionnaire, 75% of those who used the center will indicate their requests were fulfilled and rate the Information Center services at "Excellent" or "Good."	Field Questionnaire sent to each school	Research and Evaluation	Year end (May)	
2	Given knowledge of and access to the Information Center Library, 75% of the Department of GFP administrators and staff will rate the resource library services as "Good" or "Excellent."	Inhouse Questionnaire on Library	Research and Evaluation	Year end (May)	
3	Given the ability of guest speakers and visitation privileges through the Information Service Center, 60% of public and Board requests for speakers and tours will be fulfilled.	Speaker and tour Tally Sheet to be filled out by Information Service Center	Research and Evaluation	Continuous update with year end (May, evaluations	
4	Given access to media resources, the Information Service Center will dissemination information on Government Funded Programs via News Media Stories, WBEZ Broadcasts, Public Speakers Visits, and other resources	Information Dissemination Tally Sheet to be filled out by Information Service Center	Research and Evaluation	Continuous update with year end (May) evaluation	

Exhibit #14

Obj. No.	Objectives - State in measureable terms	Procedures and/or instrument used to measure objective	Source for instrument used to measure objective	Administrator-Date(s) and Frequency of Administration	Comments

Information Center - Field Questionnaire
Form A - Field Staff; Form B - Community

School or Organization _____

Title of Respondent _____

Please circle the number corresponding to your response concerning the Information Center.

		Yes	No
1.	Are you aware of the Information Center? (If your response is "no" do not answer any further questions; return the form.)	1	2
2.	If you are ever in need of information concerning government-funded programs would you contact the center?	1	2
2a.	If your answer to question 2 is no, state your reason(s): _____		
3.	Have you requested information from the center? If your response to question 3 "yes" answer 3a-3c. If it was "no" go on to question 4.	1	2
3a.	Was the information provided:	1	2

3b. Please indicate the type of service you requested:

1 Resource Library 2 Inquiry Service 3 Speakers Bureau

4 Visitors Bureau 5 Publications

3c. Please rate the effectiveness of the center:

1 Excellent 2 Good 3 Fair 4 Poor 5 Useless

4. Please list any information, materials or services you would like the Information Center to provide in the future:

Please return questionnaire to: Dr. Bruce Marchiafava, Room 1101

Date _____

Questionnaire on Resource Library Services
Form A - Department; Form B - Field Staff; Form C - Community

Division _____

School or Organization _____

1. How often on the average did you use the resource library?

   Daily _____ Weekly _____ Monthly_____ Infrequently_____ Never_____

2. How often have you needed information which was stored in the resource library and not easily available elsewhere? Number of times _____?

3. Have you contributed material to the resource library?

   Yes_____ No_____

4. Please rate the general effectiveness of the resource library?

   Excellent____ Good____ Fair____ Poor____ Useless____

5. Please list any new materials or services you would like the library to provide.

_____

_____

_____

_____

_____

Date _____

Information Center Speaker Tour Tally Sheet

	Number Requested	Number Fulfilled
Speakers	_____	_____
Tours	_____	_____

Reasons for Unfulfilled Requests:	No. of Occurrences
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____

Information Center Dissemination Tally Sheet

Type of Dissemination	Number of Times Used
1. News Releases	_____
2. WBEZ Broadcasts	_____
3. Public Speakers	_____
4. Visits (Tours)	_____
5. Supplemental Mailings	_____
6. Inquiry-Response	_____
7. Other (Specify)	_____

Date _____

Department of Government Funded Programs
Resource Library and Information Center
Sign-In Sheets

Date Rcvd.	Name	School, Dept. or Office	Purpose of Assistance Sought and Materials Used	Date Returned

SURVEY - FIELD STAFF

Information Center
Department of Government Funded Programs

1. Are you aware of the existence of the Information Center in the Department of Government Funded Programs?

   _____Yes _____No

2. Have you ever sought information and/or assistance in proposal writing from the Information Center? (in person or by phone)

   _____Yes _____No

3. Was this information and/or assistance provided?

   _____Yes _____No

4. How many times? _____

5. Please rate the effectiveness of the Information Center in supplying you with information and/or assistance in proposal writing. (Circle one)

   1 Excellent 2 Good 3 Fair 4 Poor 5 Useless

6. What other kinds of materials and services for proposal writing do you think the Information Center should provide?

   _____

   _____

Identifying Information

Name: (Optional) _____

School: _____

Address: _____

Position: _____

Please return this survey instrument within three days to:

Mr. Robert L. Johnson, Coordinator
State Program Coordination
Department of Government Funded Programs
228 North LaSalle Street, Room 1122
Chicago, Illinois 60601
(Mail Run # 65)

Date _____

SURVEY - COMMUNITY

Information Center
Department of Government Funded Programs

1. Are you aware of the existence of the Information Center in the Department of Government Funded Programs?

   _____Yes _____No

2. Have you ever sought information and/or assistance in proposal writing from the Information Center? (In person or by phone)

   _____Yes _____No

3. Was this information and/or assistance provided?

   _____Yes _____No

4. How many times? _____

5. Please rate the effectiveness of the Information Center in supplying you with information and/or assistance in proposal writing. (Circle one)

   1 Excellent 2 Good 3 Fair 4 Poor 5 Useless

6. What other kinds of materials and services for proposal writing do you think the Information Center should provide?

   _____

   _____

Identifying Information

Name: (Optional) _____

Organization: _____

Address: _____

Position: _____

Please return this survey instrument within three days to:

Mr. Robert L. Johnson, Coordinator
State Program Coordination
Department of Government Funded Programs
228 North LaSalle Street, Room 1122
Chicago, Illinois 60601
(Mail Run # 65)

Date _____

SURVEY - GOVERNMENT FUNDED PROGRAMS STAFF

Information Center
Department of Government Funded Programs

1. Have you ever sought information and/or assistance in conjunction with proposal development and review from the Information Center?

   _____Yes _____No

2. Was this information and/or assistance provided?

   _____Yes _____No

3. How many times? _____

4. Please rate the effectiveness of the Information Center in supplying you with information and/or assistance in proposal development and review. (Circle one)

   1 Excellent 2 Good 3 Fair 4 Poor 5 Useless

5. What other kinds of materials and services for proposal development do you think the Information Center should provide?

   _____

   _____

   _____

Identifying Information

Name: (Optional) _____

Position: _____

Please return this survey instrument within three days to:

Mr. Robert L. Johnson, Coordinator
State Program Coordination
Department of Government Funded Programs
Room 1122

Date _____

SURVEY

Information Center
Department of Government Funded Programs

1. On the average, how often did you use the Information Center?

   _____Daily _____Weekly _____Monthly _____Infrequently _____Never

2. Since September 1974, how many times have you needed information that was stored in the Information Center? _____

   How many times have you needed services? _____

3. Which of the following services of the Information Center have you used? In the parentheses indicate the frequency.

   ____Resource library ( )
   ____Speakers bureau ( )
   ____Inquiry service ( )
   ____Visitors bureau ( )
   ____Obtaining copies of publications ( )
   ____Technical assistance in dissemination activities ( )
   ____Other ( )
   Specify: _____

4. Which of the services, mentioned above, have been most valuable to you?

   _____

   _____

5. How might the effectiveness of the Information Center by improved?

   _____

   _____

6. Was there information that you needed that was not available in the center? ____Yes ____No

   If yes, please specify: _____

   _____

7. Please rate the effectiveness of the center:

   1 Excellent 2 Good 3 Fair 4 Poor 5 Useless

8. Do you have any materials that you would like to contribute to the Information Center? ____Yes ____No

If yes, list them. _____

_____

This survey instrument should be returned within three days to:

Mr. Robert Johnson, Coordinator
State Program Coordination
Department of Government Funded Programs
228 North LaSalle Street, Room 1122
Chicago, Illinois 60601
(Mail Run # 65)

Identifying Information

Name: (Optional) _____

Title: _____

Address: _____

Date _____

INFORMATION CENTER
Data Structure
Indicators Keying Sheet

Information Sought	Indicators
1. Center Usage - Overall	1. Sign-In Sheets, E 19
a. Department Staff	a. Number ____
b. Field Staff	b. Number ____
c. Community	c. Number ____
d. Other	d. Number ____
(1) Press	(1) Number ____
(2) Other	(2) Number ____
e. Total	e. Number ____
2. Center Usage - Overall	2. Questionnaires
a. Department Staff	a. E 23, item 1 percent answering monthly or more
b. Field Staff	b. E 15A, item 3 percent answering yes
c. Community	c. E 15B, item 3 percent answering yes
3. User Satisfaction - Overall	3. Questionnaires
a. Department Staff	a. E 23, item 7 percent rating Good or better
b. Field Staff	b. E 15A, item 3C, percent rating Good or better
c. Community	c. E 15B, item 3C, percent rating Good or better
d. Total	d. Percent of a + b + c rating Good or better
4. User Satisfaction - Resource Library	4. Questionnaires
a. Department Staff	a. E 16A, item 4, percent rating, Good or better
b. Field Staff	b. E 16B, item 4, percent rating, Good or better
c. Community	c. E 16C, item 4, percent rating Good or better
d. Total	d. Percent of a + b + c rating Good or better

5. Usage - Proposal Writing		5. Sign-In Sheets, E 19
a. Department Staff		a. Number ____
b. Field Staff		b. Number ____
c. Community		c. Number ____
d. Other		d. Number ____
e. Total		e. Number ____
6. Usage - Proposal Writing		6. Questionnaires
a. Department Staff		a. E 22, item 1, percent answering yes
b. Field Staff		b. E 20, item 2, percent answering yes
c. Community		c. E 21, item 2, percent answering yes
7. User Satisfaction - Proposal Writing		7. Questionnaires
a. Department Staff		a. E 22, item 4, percent rating Good or better
b. Field Staff		b. E 20, item 5, percent rating Good or better
c. Community		c. E 21, item 5, percent rating Good or better
d. Total		d. Percent of a + b + c rating Good or better
8. Frequency Information - Activities		8. Tally Sheet
a. Inquiry - Response		a. E 18, item 6
b. News Releases		b. E 18, item 1
c. Public Speakers		c. E 18, item 3
d. Tours		d. E 18, item 4
e. WBEZ		e. E 18, item 2
f. Mass Mailings		f. E 18, item 5

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)						
2. Usage-Overall (Questionnaires, E 23, 15A, B)						
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)						
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)						
5. Usage-Proposal Writing (Sign-In Sheets, E 19)						
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)						
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)						

Exhibit 25

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response		
b. News Releases		
c. Public Speakers		
d. Tours		
e. WBEZ		
f. Mass Mailings		

INFORMATION CENTER-ANNUAL TREND INFORMATION EVALUATION REPORT

	October November					December-January					Februarv-March					April-May					June-July					August-September					Comments
	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	
1.Center Usage - Overall (from Sign-In Sheets)																														
2.Center Usage- Overall (from Questionnaires)																														
3.User Satisfaction- Overall (from Questionnaires)																														
4.User Satisfaction- Resource Library (from Questionnaires)																														
5.Usage- Proposal Writing (from Sign-In Sheets)																														
6.Usage-Proposal Writing (from Questionnaires)																														
7.User Satisfaction- Proposal Writing (from Questionnaires)																														

INFORMATION CENTER - ANNUAL TREND INFORMATION EVALUATION REPORT

8. Frequency Information-Activities (from Tally Sheet E 18)	October-November	December-January	February-March	April-May	June-July	August-September	Comments
a. Inquiry-Response							
b. News Releases							
c. Public Speakers							
d. Tours							
e. WBEZ							
f. Mass Mailings							

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

OCTOBER - NOVEMBER 1974

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)	40	25	3	10 (Stud.)	78	These may not all be separate users - tallies are for number of times used by anyone.
2. Usage-Overall (Questionnaires, E 23, 15A, B)	20% N = 25	5% N = 100	1% N = 100	DNA	DNA	All are separate users from selected random sample.
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)	80% N = 5	80% N = 5	100% N = 1	DNA	82% N = 11	Small N renders results tenuous.
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)	100% N = 5	60% N = 5	100% N = 1	DNA	82% N = 11	Small N renders results tenuous.
5. Usage-Proposal Writing (Sign-In Sheets, E 19)	25	15	2	6 (Stud.)	48	These may not all be separate users.
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)	16% N = 25	10% N = 100	1% N = 100	DNA	DNA	
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)	100% N = 4	100% N = 10	100% N = 1	DNA	100% N = 15	Tenuous results because of small N.

Exhibit 27

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

OCTOBER - NOVEMBER 1974

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response	35	
b. News Releases	1	
c. Public Speakers	5	
d. Tours	1	
e. WBEZ	0	
f. Mass Mailings	0	

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT
DECEMBER 1974 - JANUARY 1975

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)	60	150	30	20 (1 press, 19 stud.)	308	These are all separate users-repeats have been eliminated.
2. Usage-Overall (Questionnaires, E 23, 15A, B)	60% N = 25	10% N = 100	3% N = 100	DNA	DNA	All separate users-staff use up markedly, field needs more publicity.
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)	93% N = 15	80% N = 10	100% N = 3	DNA	89% N = 28	Small N, results still tenuous.
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)	80% N = 15	90% N = 9	100% N = 2	DNA	85% N = 27	Small N renders results highly sensitive to small variations.
5. Usage-Proposal Writing (Sign-In Sheets, E 19)	35	102	25	10 (Stud.)	172	All are separate users.
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)	24% N = 25	20% N = 100	2% N = 100	DNA	DNA	
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)	83% N = 6	100% N = 2-	100% N = 2	DNA	96% N = 28	Note small N.

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

DECEMBER 1974 - JANUARY 1975

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response	325	
b. News Releases	1	
c. Public Speakers	6	
d. Tours	1	
e. WBEZ	1	
f. Mass Mailings	3 (2000 brochures)	

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

FEBRUARY - MARCH 1975

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)	100	240	50	25 (Stud.)	415	
2. Usage-Overall (Questionnaires, E 23, 15A, B)	80% N = 20	15% N = 100	3% N = 100	DNA	DNA	
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)	95% N = 20%	87% N = 15	100% N = 3	DNA	92% N = 38	
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)	93% N = 15	100% N = 10	100% N = 2	DNA	96% N = 27	
5. Usage-Proposal Writing (Sign-In Sheets, E 19)	50	201	40	20	311	
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)	32% N = 25	25% N = 100	3% N = 100	DNA	DNA	
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)	100% N = 8	96% N = 25	100% N = 3	DNA	97% N = 36	

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

FEBRUARY - MARCH 1975

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response	482	
b. News Releases	2	
c. Public Speakers	13	
d. Tours	3	
e. WBEZ	4	
f. Mass Mailings	2 (1453 Items)	

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

APRIL - MAY 1975

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)						
2. Usage-Overall (Questionnaires, E 23, 15A, B)						
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)						
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)						
5. Usage-Proposal Writing (Sign-In Sheets, E 19)						
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)						
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)						

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

APRIL - MAY 1975

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response		
b. News Releases		
c. Public Speakers		
d. Tours		
e. WBEZ		
f. Mass Mailings		

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

JUNE - JULY 1975

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)						
2. Usage-Overall (Questionnaires, E 23, 15A, B)						
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)						
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)						
5. Usage-Proposal Writing (Sign-In Sheets, E 19)						
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)						
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)						

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

JUNE - JULY 1975

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response		
b. News Releases		
c. Public Speakers		
d. Tours		
e. WBEZ		
f. Mass Mailings		

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT

AUGUST - SEPTEMBER 1975

	Department Staff	Field Staff	Community	Other	Total	Notes or Comments
1. Usage-Overall (Sign-In Sheets, E 19)						
2. Usage-Overall (Questionnaires, E 23, 15A, B)						
3. User Satisfaction-Overall (Questionnaires, E 23, 15A, B)						
4. User Satisfaction-Resource Library (Questionnaires, E 16A, B, C)						
5. Usage-Proposal Writing (Sign-In Sheets, E 19)						
6. Usage-Proposal Writing (Questionnaires, E 22, 20, 21)						
7. User Satisfaction-Proposal Writing (Questionnaires, E 22, 20, 21)						

INFORMATION CENTER - BIMONTHLY EVALUATION REPORT
AUGUST - SEPTEMBER 1975

8. Frequency Information - Activities (Tally Sheet E 18)	Number	Comments
a. Inquiry-Response		
b. News Releases		
c. Public Speakers		
d. Tours		
e. WBEZ		
f. Mass Mailings		

INFORMATION CENTER-ANNUAL TREND INFORMATION EVALUATION REPORT
October 1974 through September 1975

	October - November					December - January					February - March					April - May					June - July					August - September					Comments
	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	Dept. Staff	Field Staff	Community	Other	Total	
1.Center Usage-Overall (from Sign-In Sheets)	40	25	3	10	78	60	150	30	20	308	100	240	50	25	415															
2.Center Usage-Overall (from Questionnaires)	20	5%	1%	DNA	DNA	60%	10%	3%	DNA	DNA	80%	15%	3%	DNA	DNA															
3.User Satisfaction-Overall (from Questionnaires)	80%	80%	100%	DNA	82%	93%	80%	100%	DNA	89%	95%	87%	100%	DNA	92%															
4.User Satisfaction-Resource Library (from Questionnaires)	100%	60%	100%	DNA	82%	80%	90%	100%	DNA	85%	93%	100%	100%	DNA	96%															
5.Usage- Proposal Writing (from Sign-In Sheets)	25	15	2	6	48	35	102	25	10	172	50	201	40	20	311															
6.Usage-Proposal Writing (from Questionnaires)	16%	10%	1%	DNA	DNA	24%	20%	2%	DNA	DNA	32%	25%	3%	DNA	DNA															
7.User Satisfaction-Proposal Writing (from Questionnaires)	100%	100%	100%	DNA	100%	83%	100%	100%	DNA	96%	100%	96%	100%	DNA	97%															

INFORMATION CENTER - ANNUAL TREND INFORMATION EVALUATION REPORT

8. Frequency Information-Activities (from Tally Sheet E 18)	October-November	December-January	February-March	April-May	June-July	August-September	Comments
a. Inquiry-Response	35	325	482				
b. News Releases	1	1	2				
c. Public Speakers	5	6	13				
d. Tours	1	1	3				
e. WBEZ	0	1	4				
f. Mass Mailings	0	3	2				

CHAPTER V

CONCLUSIONS

While evaluation results on some activities carried out on the project are incomplete, the department head believes the project can be considered a success in several aspects.

Evaluation results on the original major project activity, Proposal Development Handbook, indicate that the document and the inservice workshops conducted in connection with it have led to an increased level of quality in proposals submitted. Furthermore, the results are analyzed in such a way as to enable the staff to pinpoint and strengthen remaining areas of weakness.

The Information Center has made a promising start; usage of the center is increasing steadily and user satisfaction is high, according to evaluation results for the first six months of operation.

However, the department head believes that many of the most important results of the project are side effects not originally envisioned and not dealt with elsewhere in this final report. In the main, these side effects have been in the form of what educators traditionally call learning experiences. This means learning experiences on the part of all project participants including the department head.

On the positive side, these poi- -, among others, may be listed:

- Involving a large number of department personnel as this project did, groups and individuals were forced into cooperative efforts in order to succeed. The project has thus served as a form of organizational development for department participants

- Elaborating on this same theme, one might note that strengths of some members of the department not previously visible have come to light as personnel assumed new roles

- Department personnel previously isolated in their own section have learned a great deal about operations of the department other than their own

- Department personnel have been exposed to a vast new reservoir of research findings and have had an opportunity to observe the usefulness which such findings can serve.

On the other hand, a cautionary note probably should be sounded for the benefit of those who may wish to follow the steps described here.

Among those aspects which warrant mentioning, the following may be listed:

- The project turned out to be far more complex to implement than originally envisioned; anyone undertaking such a project should consider it at least a year's work unless a large, full time staff, doing little else can be engaged; such a project could reasonably be planned on a three-year basis, this would especially provide for strengthening evaluation design and implementation

- Inclusion of "outsiders" such as the university students participating here is useful in sustaining such a project which, at certain stages, is likely to bog down or be pushed aside by routines of regular staff members; "outsiders" not only are likely to bring new approaches, but outside pressures toward completing the project; in the case of students this comes from their instructors or student status; in the case of paid consultants, presumably it would be in the form of completing a contract

- Dissemination projects initially may generate suspicion on the part of school clients and target audiences who may expect to be propagandized; it is important to emphasize at the outset that their ideas are sincerely solicited and considered of key importance to dissemination activities; dissemination documents should not be designed without prior assessment of needs and desires of target audiences.

In addition, the department head is convinced of a pressing need on the part of educators to (1) give more priority attention to improvement of dissemination activities, (2) become aware and make use of findings in the variety of fields of study which can contribute help in the communications area, and (3) develop a research tradition in the area of dissemination of information about schools, especially in terms of projects designed to meet information needs of specific target audiences.

A final word probably should be said about point 3 in connection with evaluation research carried out on this project.

While the department head believes that evaluation approaches used in this project have been, in general, far superior to typical evaluations of materials such as developed herein, failure to achieve either experimental or quasi-experimental designs for evaluating each activity was the major area of disappointment concerning the project.

This failing occurred primarily because (1) insufficient attention was given this aim early in the project, and (2) the original project time line was not long enough to support a suitable experimental research design.

Point 1 above is a typical weakness of evaluations of projects under the direction of practicing administrators in contrast to researchers. This point is made frequently in the literature on educational evaluation. The department head wishes to underscore it.

Concerning point 2 above, the department head would note that practicing administrators--unlike most researchers and students who typically must pursue research projects on a short range basis--often are in a position to initiate and oversee evaluation research rooted in experimental designs that generate longitudinal data. The department head would urge that in any replication of this project such plans be made and implemented.

FOOTNOTES

[1]For historical perspective see Edwin Emery and Henry Ladd Smith, The Press and America (New York: Prentice-Hall, Inc., 1954), pp. 24-25.

[2]Examples of this point, drawn from different viewpoints, can be found in Richard A. Johnson, Fremont E. Kast, and James E. Rosenzweig, The Theory and Management of Systems, 2nd ed., McGraw-Hill Series in Management (New York: McGraw-Hill Book Company, 1967), pp. vii-xii, and James Reston, "The Laggard Press," in Journalism: Readings in the Mass Media, eds. Allen Kirshner and Linda Kirshner (New York: The Odyessy Press, 1971).

[3]See for example, chapter 5 in Johnson, Kast, and Rosenzweig, entitled "Communication and Systems Concepts" (pp. 92-110) and Thomas S. Robertson, Innovative Behavior and Communication, Editor's Series in Marketing (New York: Holt, Rinehart and Winston, Inc., 1971), chapter 6, "Communication Structure," pp. 136-168.

[4]For background see Herman M. Weisman, "Problems in Meaning," in Managerial Control Through Communication: Systems for Organizational Diagnosis and Design, eds. George T. Vardaman and Carroll C. Halterman (New York: John Wiley and Sons, Inc., 1968); George A. Miller, "The Magic Number Seven, Plus or Minus Two: Some Limits on Our Capacity For Processing Information," Psychological Review 63 (March 1956): 81-97; Jay Galbraith, Designing Complex Organizations, Addison-Wesley Series: Organization Development (Reading, Massachusetts: Addison-Wesley Publishing Company, 1973).

[5]See for example, Recruitment and Leadership Training Institute, Community Parity in Federally Funded Programs: A Position Paper (Washington, D.C.: Government Printing Office, 1972).

[6]See for example, Warner Joe Bloomberg and John Kincaid, "Parent Participation: Practical Policy or Another Panacea?" Urban Review 2 (1968): 5-11, and Girard D. Hottleman, "The Accountability Movement," Education Digest 39 (April 1974): 17-20.

[7]Vardaman and Halterman, eds., Managerial Control Through Communication: Systems for Organizational Diagnosis and Design, and Roy E. Foltz, Management by Communication (Philadelphia: Chilton Book Company, 1973).

[8]Robert G. Murdick and Joel E. Ross, Information Systems for Modern Management (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971).

[9]Recruitment and Leadership Training Institute, Community Parity in Federally Funded Programs, p. 16.

[10] Malcolm Provus, "In Search of Community," Phi Delta Kappan 54 (June 1973): 661.

[11] Tom Clemens, Director, Information Systems and Communication, United States Office of Education, Department of Health, Education, and Welfare, Washington, D.C., telephone interview, 13 August 1974.

[12] New York Times, 4 March 1970, p. 1.

[13] Gerald Zaltman, Robert Duncan, and Jonny Holbek, Innovations and Organizations, A Wiley-Interscience Publication (New York: John Wiley and Sons, 1973), pp. 134-155.

[14] Hope Justus Ehrman and Deanna Rattner, "The Co-Plus Schools Project: A Case Study," final report for 0162-D99 Independent Study, submitted to Dr. Gerald Zaltman, Northwestern University, Graduate School of Management, Evanston, Illinois, October 1974. (Typewritten.)

[15] Ronald G. Havelock et al., Planning for Innovation through Dissemination and Utilization of Knowledge (Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1971, pp. 11-11 thru 11-19.

[16] See Hope Justus Ehrman, "Summary of Findings of Literature Search on Educational Innovations" based on computer printout generated by ERIC search request #10122 dated 04/24/74 and submitted to Dr. Gerald Zaltman, Northwestern University, Graduate School of Management, Evanston Illinois, 20 June 1974. (Typewritten.), and Deanna Rattner, "Summary of Findings of Literature Search on Educational Innovations," based on computer printout generated by ERIC search request #10122 dated 04/24/74 and submitted to Dr. Gerald Zaltman, Northwestern University, Graduate School of Management, Evanston, Illinois, 21 June 1974. (Typewritten.)

[17] James M. Mahan, "Curriculum Installation and Diffusion Strategies," in Research in the Process Curricula, ed. Burton G. Andreas (Syracuse, New York: Eastern Regional Institute for Education, 1970), p. 107.

[18] Michael Scriven, "Objectivity and Subjectivity in Educational Research," Philosophical Redirection of Educational Research, in Seventy-first Yearbook of the National Society for the Study of Education, pt. 1 (Chicago: University of Chicago Press, 1972), pp. 115-16.

[19] See Donald T. Campbell, "Reforms as Experiments," American Psychologist 24 (April 1969): 409-429, and Donald T. Campbell, "Administrative Experimentation, Institutional Records, and Nonreactive Measures," in Improving Experimental Design and Statistical Analysis: Seventh Annual Phi Delta Kappa Symposium on Educational Research, ed. Julian C. Stanley (Chicago: Rand McNally & Company, 1967).

[20] Michael Scriven, Evaluation: A Study Guide for Educational Administrators (Fort Lauderdale, Florida: Nova University, National Ed.D. Program for Educational Leaders, 1974), pp. 114-118.

[21]Murdick and Ross, Information Systems for Modern Management, p. 41.

[22]Lesley H. Browder, An Administrator's Handbook on Educational Accountability (Arlington, Virginia: American Association of School Administrators, 1973), p. 12.

[23]Charles West Churchman, The Systems Approach (New York: Delacorte Press, 1968).

[24]David L. Clark, "The Function of the United States Office of Education and the State Departments of Education in the Dissemination and Implementation of Educational Research," in Dissemination and Implementation: Third Annual Phi Delta Kappa Symposium on Educational Research, eds. Keith Goldhammer and Stanley Elam (Bloomington, Indiana: Phi Delta Kappa, Inc., 1962), pp. 113-15.

[25]Ehrman, "Summary of Findings of Literature Search on Educational Innovations," pt. 2, p. 7.

[26]Don M. Essex, "The Effects of a Multi-unit, Differentiated Staffing Organization Upon Teachers' Attitudes and Instructional Programs" (Ph.D. dissertation, University of Oregon, 1971), p. 14.

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[28]See for example, Peter Schrag, "The Right to Know," Saturday Review, December 18, 1971, p. 53.

[29]Everett M. Rogers and F. Floyd Shoemaker, Communication of Innovations: A Cross-Cultural Approach, 2nd ed. (New York: The Free Press, 1971), p. 14.

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[31]See for example, Chapter 6 in Robertson, Innovative Behavior and Communication, entitled "Communication Structure" (pp. 136-168).

[32]Ehrman, "Summary of Findings of Literature Search on Educational Innovations," pt. 2, p. 7.

[33]Ralph M. Stogdill, ed., The Process of Model-Building in the Behavioral Sciences (New York: W. W. Norton and Company, 1972), p. 5.

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[37]Ibid, p. 41.

[38]Herbert A. Shepard, "Innovation-Resisting and Innovation Producing Organizations," Journal of Business 40 (1967): 467.

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[40]Ibid., p. 11-1.

[41]Ibid., Chapter 11 passim.

[42]The concepts and procedures used here are based on Charles W. N. Thompson, "A Note on 'Dummies'," course handout, Introduction to Organization Theory and Behavior, 0738-D04, Northwestern University, Department of Industrial Engineering and Management Sciences, Technological Institute, Evanston, Illinois, 1 April 1970. (Mimeographed.)

[43]Thompson, "A Note on 'Dummies'," Charles W. N. Thompson, guest lecture on Project Management presented in Systems Analysis, 0738-D30, Northwestern University, Department of Industrial Engineering and Management Sciences, Technological Institute, Evanston, Illinois, 17 October 1974. Charles W. N. Thompson, "A Note on Preliminary 'Final' Reports," course handout, Introduction to Organization Theory and Behavior, 0738-D04, Northwestern University, Department of Industrial Engineering and Management Sciences, Technological Institute, Evanston, Illinois, April 1970. (Mimeographed.)

[44]For a summary of the basic ideas and process used see, Gustave J. Rath and Tom McAuliffe, "A Systems Approach to the Theory for Teaching," in Theories for Teaching, ed. Linley J. Stiles (New York: Dodd, Mead and Company for the Center for the Teaching Professions, Northwestern University, 1974), pp. 139-170, and Charles W. N. Thompson and Gustave J. Rath, "Making Your Health System Work: A Systems Analysis Approach," paper presented at the Annual Meeting of the American Academy of Pediatrics, Chicago, October 1973. Another source was Gustave J. Rath, course lectures presented in Systems Analysis, 0738-D30, Northwestern University, Department of Industrial Engineering and Management Sciences, Technological Institute, Evanston, Illinois, Fall 1974.

[45]Based on Charles W. N. Thompson and Gustave J. Rath, course lecture on Evaluation, presented in Theory and Practice of Evaluation, 0738-D33, Northwestern University, Department of Industrial Engineering and Management Sciences, Technological Institute, Evanston, Illinois, 25 January 1974, and Charles W. N. Thompson and Gustave G. Rath, course lecture on Systems Analysis, presented in Theory and Practice of Evaluation, 0738-D33, Northwestern University, Department of Industrial Engineering and Management Sciences, Technological Institute, Evanston, Illinois, 8 February 1974.

[46]Based on algorithm development and other concepts presented in Vardaman and Halterman, eds., Managerial Control Through Communication: Systems for Organizational Diagnosis and Design, pp. 62-77.

[47]Thompson, "A Note on Preliminary 'Final' Reports"; Thompson, guest lecture on Project Management; Thompson and Rath, "Making Your Health System Work," pp. 1-6.

[48]Vardaman and Halterman, eds. Managerial Control Through Communication: Systems for Organizational Diagnosis and Design,, pp. 37-61, Thompson, guest lecture on Project Management; Thompson and Rath, "Making Your Health System Work," pp. 1-6.

[49]Thompson and Rath, course lecture on Evaluation, 25 January 1974, and course lecture on Systems Analysis, 8 February 1974.

[50]Vardaman and Halterman, eds., Managerial Control Through Communication: Systems for Organizational Diagnosis and Design, pp. 62-77.

[51]Illinois, The Office of the Superintendent of Public Instruction, Guidelines for Proposal Writers - Fiscal Year 1972: Title III Elementary and Secondary Education Act of 1965 (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1972).

[52]Illinois, The Office of the Superintendendent of Public Instruction, "Title III, ESEA - Proposal Summary Sheet" (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1973). (Mimeographed.)

[53]Illinois, The Office of the Superintendent of Public Instruction, Guidelines for Local District Educational Planning (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1973).

[54]Illinois, The Office of the Superintendent of Public Instruction, Directory of Federal Programs (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1974).

[55]Illinois, The Office of the Superintendent of Public Instruction, ESEA Title I Program Guide #44: Revised Criteria for Approval of Title I, ESEA, Applications from Local Educational Agencies. (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1969).

[56]U.S., Department of Health, Education, and Welfare, Office of Education, Comprehensive Manual for Local Educational Agencies - Emergency School Aid Act (P.L. 92-318 Title VII), September 1973.

[57]National School Public Relations Association, Federal Aid Planner: A Guide for School District Administrators (Arlington, Virginia: National School Public Relations Association, Winter 1973, pp. 14-15.

[58]Roger A. Kaufman and J. Richard Harsh, "Determining Educational Needs - An Overview," paper prepared for the PLEDGE conference, San Dimes, 8-11 October 1969; (ERIC Document Reproduction Service, ED 039 631).

[59]Mary Hall, Developing Skills in Proposal Writing (Corvallis, Oregon: Continuing Educational Publications for the Office of Federal Relations, Oregon State System of Higher Education, 1971).

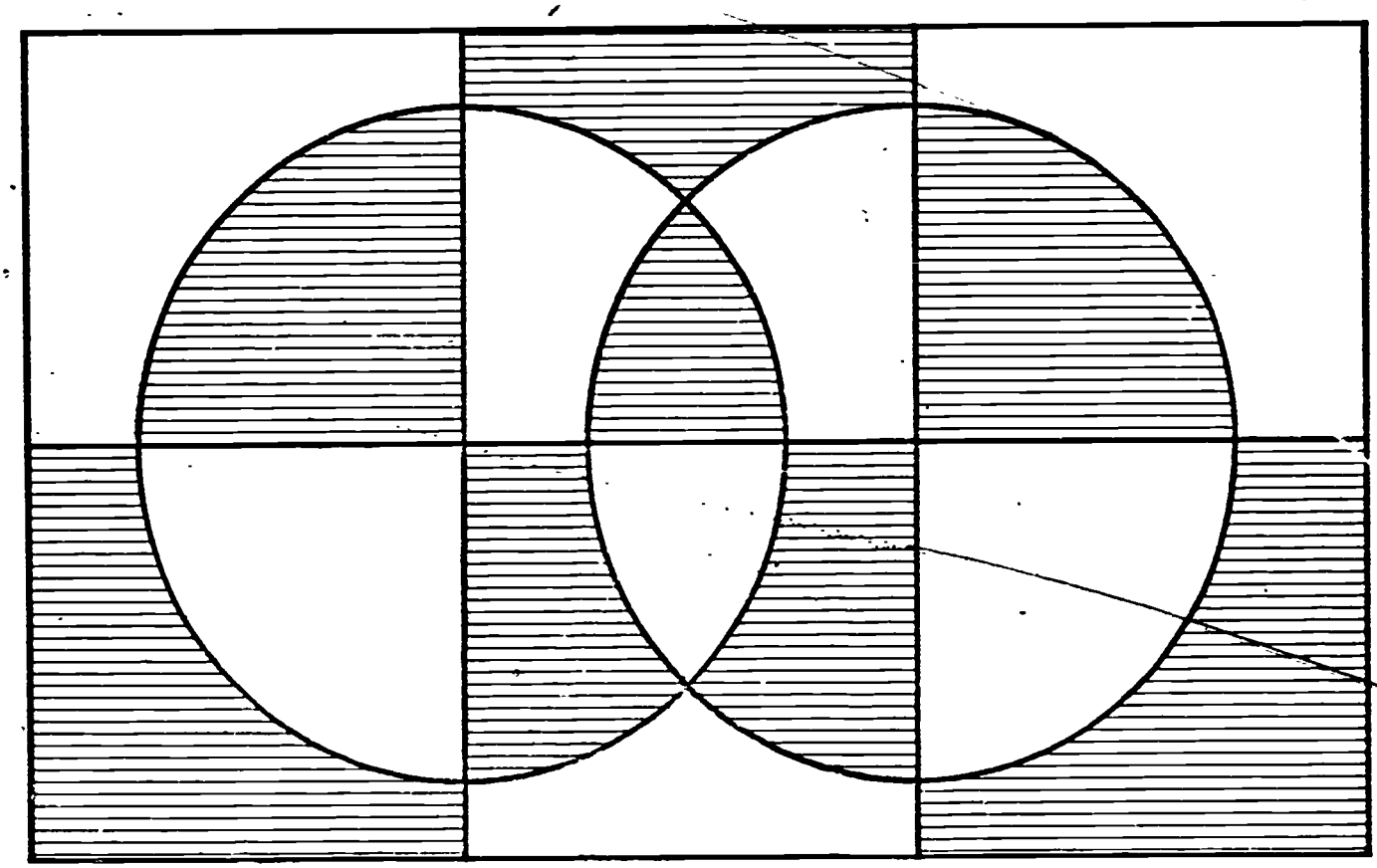
[60]Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Design for Research (Chicago: Rand McNally and Company, 1963), p. 39.

DRAFT
Appendix 1
235

MAY 6 1975

PUTTING IT TOGETHER

A Guide To Proposal Development



Department of Government Funded Programs
Board of Education of the City of Chicago

Source for Information on

Early Childhood Multi-Media Slide Presentation

If you are interested in the early Childhood Multi-Media Slide Presentation, please write to:

Dr. Bruce Marchiafava
Chicago Board of Education
Department of Government Funded Programs
Information Center - Room 1101
228 North LaSalle Street
Chicago, Illinois 60601

A COMPREHENSIVE DESIGN FOR

BILINGUAL-BICULTURAL EDUCATION

Department of Government Funded Programs
Board of Education of the City of Chicago

ESEA TITLE I

INFORMATION FOR PARENTS

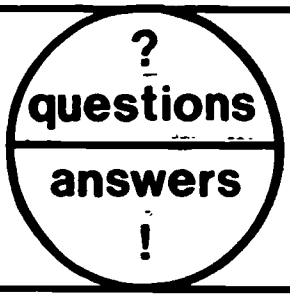
James F. Redmond
General Superintendent

Manford Byrd, Jr.
Deputy Superintendent

James G. Moffat
Assistant Superintendent
Government Funded Programs

25¢

Board of Education of the City of Chicago



WHAT IS ESEA?

ESEA is the Elementary and Secondary Education Act. This is a federal aid-to-education program originally passed by Congress in 1965.

WHAT IS TITLE I?

Title I refers to the first section of the Elementary and Secondary Education Act. Title I provides federal funds for supplemental education programs to meet the special needs of children in public and nonpublic schools.

HOW ARE SCHOOLS SELECTED TO PARTICIPATE IN TITLE I?

In 1974-75, those school attendance areas which have 35 percent or more of their children from low income families take part in Title I. Participating schools are also known as Title I schools.

HOW IS THIS PERCENTAGE DETERMINED?

This percentage is determined by using information from the 1970 census and by the number of families in the school attendance area receiving AFDC (Aid to Families with Dependent Children) or general assistance payments.

HOW CAN I HELP MY CHILD?

At School

Visit the school, meet the principal and staff, and learn about the Title I activities available in your school.

Meet your child's Title I teacher, talk with him about your child, and see the materials your child uses in class.

Become an active member of your local school council, attend meetings and classroom demonstrations, meet other families, visit camp, and volunteer to go on field trips with your child.

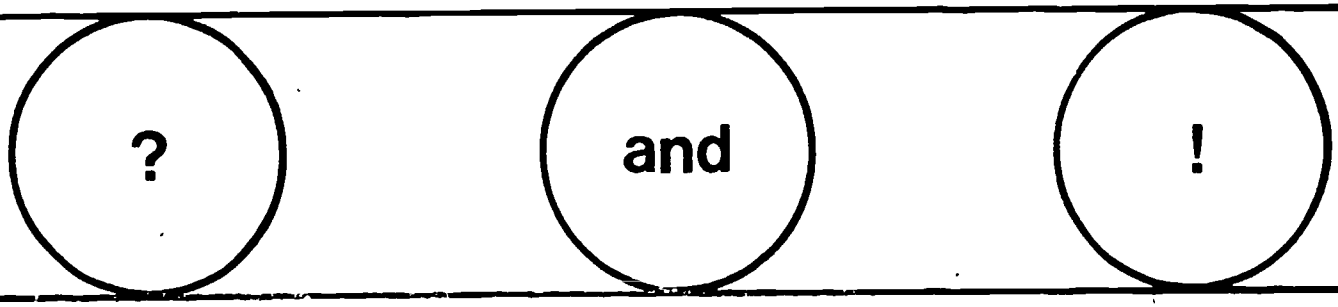
At Home

See that he comes to school each day, talk to him about school when he comes home, hang his papers and art work on the wall, and prai him for the work he has done.

Follow the teacher's suggestions for helping your child.

Take him to the library in your neighborhood help him to get a library card, and encourage him to use it.

If the school has made a medical or dental appointment for your child, make every effor to go with him.



IF A SCHOOL IS SELECTED AS A TITLE I SCHOOL, WILL IT ALWAYS PARTICIPATE IN TITLE I ACTIVITIES?

No. According to present U.S. Office of Educa tion guidelines, a new list of participating schools must be drawn up each year based on the latest figures available. For this reason, a school which participates one year may not ible to participate the following year.

DO ALL PUPILS IN A SCHOOL PARTICIPATE IN TITLE I ACTIVITIES?

No. Within each grade served by an activity, only those pupils who are achieving below a specified level are eligible to participate. From those eligible, the pupils most in need of the activity are selected. For this reason, it is possible for a family to have one child participating in Title I and another child not participating.

ERIC

?

HOW IS TITLE I DIFFERENT FROM THE REGULAR SCHOOL PROGRAM?

Activites funded through Title I are conducted in addition to the regular school program and provide extra help for children who need it.

WHAT KINDS OF ACTIVITIES ARE PROVIDED THROUGH TITLE I?

More than half of the 56 Title I activities in the Chicago public schools for 1974-75 are concerned with reading. In fact, the name of the Chicago Title I project is Reading: Top Priority.

The rest of the activities meet special needs (such as mathematics, guidance, and English as a second language), provide support to the reading activities (such as field experiences, camping, and career education), and help teachers conduct Title I activities more effectively.

ARE ALL TITLE I ACTIVITIES IN OPERATION IN ALL TITLE I SCHOOLS?

No. Each school selects those Title I activities which best meet the needs of its pupils. This selection is made by the principal, with the help of his staff and his local school council.

?

HOW MANY SCHOOLS WILL PARTICIPATE IN TITLE I IN 1974-75?

During 1974-75, Title I activities will be conducted at a total of 212 sites: 153 elementary schools, 18 upper grade centers, 4 middle schools, 6 high schools, 10 education and vocational guidance centers, 18 child-parent centers, 2 family living centers, and 1 family guidance center.

HOW CAN I LEARN MORE ABOUT ESEA TITLE I?

Each school has copies of Reading: Top Priority, the complete Title I project for Chicago. This contains a full description of every Title I activity for 1974-75.

The Department of Government Funded Programs of the Board of Education publishes brochures describing individual Title I activities and a yearly Directory of Activiti

These publications can be obtained by writin

Department of Government Funded Program
Editorial and Communication Services
Room 1123
228 North LaSalle Street
Chicago, Illinois 60601

TITULO I DE ESEA

INFORMACION PARA LOS PADRES

James F. Redmond
Superintendente General

Manford Byrd, Jr.
Superintendente Diputado

James G. Moffat
Superintendente Auxiliar
Programas Garantizados por el Gobierno

Junta de Educación de la Ciudad de Chicago

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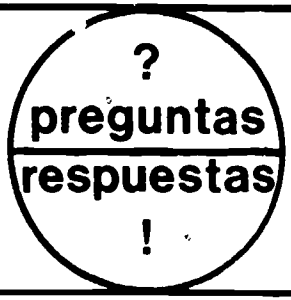


¿QUE ES ESEA?

ESEA es el Acto sobre la educación Primaria y Secundaria; un programa federal de ayuda a la educación que aprobó el congreso en 1965.

¿QUE ES EL TITULO I?

El Título I se refiere a la primera sección del Acto de Educación Primaria y Secundaria. El Título I provee fondos federales para programas suplementales de educación para satisfacer las necesidades especiales de los niños en las escuelas públicas y no públicas.

¿COMO SE ESCOGEN LAS ESCUELAS QUE HAN DE PARTICIPAR EN EL TITULO I?

En el año escolar 1974-75 las escuelas cuyas áreas de asistencia tienen 35 por ciento o más de estudiantes de familias con ingresos escasos participan en los programas del Título I. Las escuelas que participan también se conocen como escuelas del Título I.

¿COMO SE FIJA ESTE PORCENTAJE?

Este porcentaje se determina usando información del censo de 1970, y por la cantidad de familias en la área de asistencia escolar que están recibiendo Ayuda de Bienestar para Familias con Niños en su Cargo (Aid to Families with Dependent Children), o que reciben paga de ayuda general.

¿COMO PUEDO AYUDAR A MI NIÑO?

EN LA ESCUELA

Visite la escuela, conozca al director y al personal docente, y dese cuenta de las actividades del Título I disponibles en su escuela.

Conozca la maestra del Título I de su niño, hable con él tocante a su niño, y vea los materiales que su niño usa en la clase.

Hágase miembro activo de su concilio de escuela local, asista a las reuniones y a las demostraciones en la sala de clase, conozca a otros padres, y ofrézcase para acompañar a su niño en las excursiones educativas.

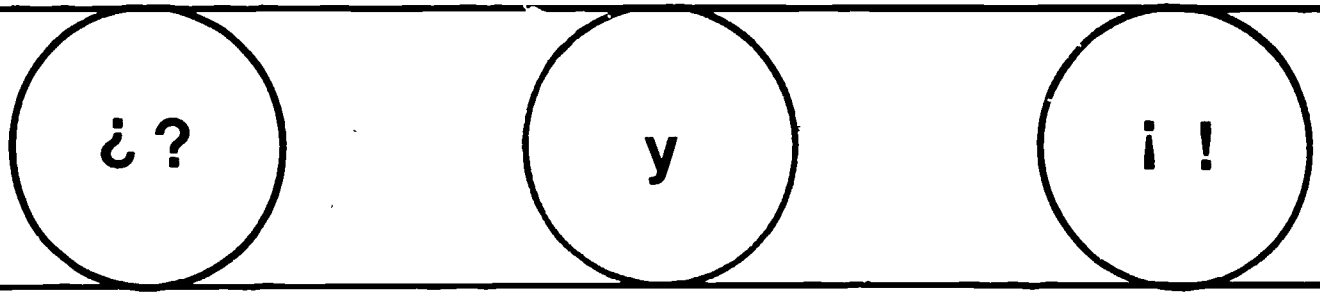
EN CASA

Procure que venga a la escuela cada día. Cuando regrese a casa hable con él tocante a la escuela, adorne las paredes de su cuarto con sus papeles y su trabajo de arte de la escuela, y elógielo por el buen trabajo que ha hecho.

Observe las sugerencias de la maestra para ayudar a su hijo.

Llévelo a la biblioteca del vecindario. Ayúdele a conseguir su tarjeta de biblioteca y anímelo a que la use.

Si la escuela le da una cita medicinal o dental a su niño, haga lo posible por ir con él.



SI UNA ESCUELA HA SIDO ELEGIDA COMO ESCUELA DEL TITULO I, ¿SIEMPRE TOMARA PARTE EN LAS ACTIVIDADES DEL TITULO I?

No. Según las pautas actuales del Ministerio de Educación de los Estados Unidos, se debe hacer una nueva lista de escuelas participantes cada año basada sobre las más recientes cifras disponibles. A causa de esto, una escuela que participa un año quizás no sea elegible para participar el siguiente año.

¿PARTICIPAN EN LAS ACTIVIDADES DEL TITULO I TODOS LOS ESTUDIANTES DE LA ESCUELA?

No. Solo aquellos estudiantes cuyos logros educativos están abajo de un nivel especificado se consideran elegibles para participar. De aquellos elegibles, los estudiantes que más necesitan el servicio de la actividad son escogidos. En virtud de esto, es posible que una familia tenga un niño participando en alguna actividad del Título I, y otro niño que no participa en ninguna actividad.

?

¿QUE DIFERENCIA HAY ENTRE EL TITULO I Y EL PROGRAMA REGULAR DE ESCUELA?

Las actividades garantizadas por el Título I son conducidas además del programa regular de escuela y proveen ayuda adicional para los niños que la necesitan.

¿QUE CLASE DE ACTIVIDADES SE PROVEEN?

Más de la mitad de las 56 actividades del Título I en las escuelas públicas de Chicago para el año escolar 1974-75 se ocupan de la lectura. En realidad, el proyecto de Chicago del Título I se llama La Lectura: Prioridad Cumbre.

Las demás de las actividades satisfacen las necesidades especiales (tales como la matemática, orientación escolar y vocacional, y el inglés como segunda lengua), proveen sostén para las actividades de la lectura (tales como experiencias de excursiones, campamento al aire libre, y educación de carrera), y ayudan a las maestras a administrar las actividades del Título I con más eficacia.

¿FUNCIONAN TODAS LAS ACTIVIDADES DEL TITULO I EN TODAS LAS ESCUELAS DEL TITULO I?

No. Cada escuela escoge las actividades que satisfacen las necesidades de sus estudiantes. Esta selección la hace el director de la escuela, mediante el consejo de su personal administrativo y docente, y el concilio local de la escuela.

?

¿CUANTAS ESCUELAS PARTICIPARAN EN LAS ACTIVIDADES DEL TITULO I EN 1974-75?

Durante el año escolar 1974-75, las actividades del Título I funcionarán en un total de 212 sitios: 153 escuelas de primera enseñanza, 18 centros de escuelas primarias d los grados altos, 4 escuelas de los grados intermedios, seis escuelas de segunda enseñanza, 10 centros de orientación educacional y vocacional, 18 centros para niños y padres 2 centros del vivir familiar, y un centro d orientación familiar.

¿COMO PUEDO SABER MAS TOCANTE AL TITULO I D ESEA?

Cada escuela tiene copias de La Lectura: Prioridad Cumbre, el proyecto completo del Título I en Chicago. Este contiene una detallada descripción de cada actividad del Título I para el año escolar 1974-75.

El Departamento de Programas Garantizados p el Gobierno de la Junta de Educación, publica folletos que describen cada actividad del Título I, y cada año el Departamento publica también una Guía de las Actividades.

Estas publicaciones se pueden obtener con escribir al:

Department of Government Funded Programs
Editorial and Communication Services
Room 1123
228 North LaSalle Street
Chicago, Illinois 60601

Cataloguing System for Information Center

In developing the proposed system for cataloguing the holdings in the Information Center, the following needs of users were considered:

- Potential proposal developers need --
  examples of proposals
  regulations and guidelines
  educational studies in the proposed subject or activity
  information about the design, operation, and effectiveness of similar programs, in Chicago and elsewhere
  demographic data used in identifying needs

- Department staff need --
  ready access to all related information on a particular topic
  yearly data that can be compared
  legislative and executive information

- Central Office and area staff need --
  ready access to GFP documents related to their fields.

These are the three major user groups. There are other potential user groups whose needs are less easily categorized. It is hoped that their needs will also be met by this system.

Grouping and Numbering

Holdings are grouped, in the first instance, by generating source. Each generating source will be assigned a three digit number, thus:

100 - Department publications
200 - Other Board of Education publications
300 - Other school districts
400 - Federal publications
500 - State publications
600 - County and city publications
700 - Foundations, colleges, and institutes
800 - Individual research, studies reports
900 - Private publications of general copies

Within each group, further delineation can be done; for example, 110 would indicate Title I materials published by the department; 111 would indicate Title I applications.

Entry

A card will be prepared for each document, containing all pertinent information, indicating the number and any cross-listings. The main entry will be by Title.

Listings

All items will be cross-listed under the applicable subject headings (see below). Items relating to a particular legislative title or funding source will also be listed under that heading.

Subject Headings

The following is a preliminary list of subject headings:

Administration
Arts Education
Bilingual Education
Career Education (Vocational Education)
Counseling and Pupil Personnel Services
Desegregation
Dropout Prevention
Drug Abuse Education
Early Childhood Education
Educational Management
Employment
Environmental Education
Evaluation
Fiscal Data
Gifted
Guidelines
Higher Education
Information Resources
Legislation
Legislative
Planning
Reading and Communication Skills
Regulations
Science and Math
Speeches
Social Studies/Social Science
Special Education (Handicapped)
Staff Development
Statistical Studies
Supportive Services

Other headings will be added as appropriate.

Current Holdings of the Information Center (April 1, 1975)

Proposal Applications Developed by GFP

ESEA

Title 1 - Project Applications 1969 through 1975
- Urban and Rural - 1973 through 1975
- Neglected and Delinquent - 1967 through 1975

Title III - Proposal Applications - 1974 through 1976
- Program Status Reports, End of Project Reports

Title VII - Proposal Applications - 1974 through 1975

Title VIII - Proposal Applications - 1974 through 1975

Title IX - Proposal Applications - 1974 through 1975

ESAA

Proposal Submissions 1974 and 1975

Model Cities

Applications for 2nd through 4th years
Evaluation Reports for 2nd and 3rd years

State Bilingual Programs

Proposal Applications - 1974 and 1975

Programs for the Gifted

Proposal Applications - 1963 through 1975

Indian Elementary and Secondary School Assistance Act

Proposal Applications - 1975 and 1976

Head Start

Proposal Applications - 1973 through 1976

Follow Through

Applications, Status Reports - 1973 through 1976

EPDA

COP application for continuation - 1975 through 1976
Final Report of Program

Drug Abuse Education Act

Application - 1975

Manpower Development and Training Act

Miscellaneous Reports, Materials from State

CETA

Application - 1975

Environmental Education Act

Applications - 1975 and 1976

Omnibus Crime Control and Safe Streets Act
Applications - 1972

Illinois Law Enforcement Education Act
Application - 1971 through 1974

Submissions to Private Foundations
Proposal for 3-Year Action Resident Project at Hettlehorst School
Swift School Violing Program
National Institute of Education Program

Guidelines and Regulations (From funding agencies)

ESEA - All Titles
State Bilingual Programs
Environmental Education Act
Opportunities Abroad for Teachers
U.S. - Israel Binational Science Foundation
National Endowment for the Humanities

Annual School Budget (Chicago Board of Education)

Fy 1966 through FY 1975

Annual Financial Report (Chicago Board of Education)

1968 through 1973

Evaluation Reports Developed by Outside Evaluators

Report on Citywide Testing Programs - 1968 through 1973
Summer Program Evaluation - 1972-1973
Title I Programs
Evaluation of Inservice Training Programs
Vocational Educational Final Analysis Report
Leadership Training - Law in American Society
Gifted Program Evaluation

Evaluation Reports Developed by GFP

All ESEA Title I Programs
Title VII and State Bilingual Programs
Seminars on Illinois Drug Control Law
Final Report of the Job Corps Program - 1971-1973
COP Interim Evaluation Report

Request for Proposals for Outside Evaluator's Services

For all ESEA Title I Programs
For all ESEA Title III Programs

Comparability Reports (Chicago Board of Education)

For years 1970 through 1975

Budget Information Sheets and Analysis of 1968 Appropriation and Expenditures (GFP)

Development of a Comprehensive Plan for Administrative Positions 12/68 (Chicago Board of Education)

Auditor's Reports (Arthur Anderson & Co.)

1966 through 1969 and 1972

Program Budgets and Staffing (GFP)

Fy 1972

Resource and Dissemination Documents Developed by GFP

General Fact File - 1972
Program Audit Handbook - 1972
Program Audit Manual - 1974
A Guide to Program Audit - 1974
Directory of Activities - for years 1968 through 1975
Program Descriptions - for years 1971 through 1974
COP Handbook - 1973
Catalogue of Approved GFP Board Reports - 1973-74
Suggested Names for Schools - 1974
A guide for Job Corps Referral
Response to HEW Audit
NYC Handbook - 1972 and 1973
EEA Handbook - 1973
A Comprehensive Design for Bilingual/Bicultural Education - 3 Editions
Directory of Proposal for Funding - January 1973
List of GFP Advisory Councils
Foundations Funding Educational Projects - 1975
Department Response to Peter Shannon Audit of Model Cities Programs - 1971

Department publications:
UPDATE (Biweekly) 7/72 - 3/75
PACE (4 x a year) - 12/72 - 1/75
SPOTLIGHT (3 x a yr) 4/72 - 1/75
Title I Newsletter (4 x a yr) - Summer 71 - 1975
Highlights (2 x a yr) - 12/72 - 3/75

De Todo Un Poco - 3/71 through 6/73
Statement by James G. Moffat to OSPI - 3/73
Address by James G. Moffat to Chicago Forum on Federal Role in School Finance - 1972
James G. Moffat Present to Committee on Instruction - 1/75

BOARD OF EDUCATION
CITY OF CHICAGO
228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601
TELEPHONE 641-4141
JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

JAMES G. MOFFAT
ASSISTANT SUPERINTENDENT
GOVERNMENT FUNDED PROGRAMS
TELEPHONE 641-4500

January 30, 1975

Dear Principal:

I would appreciate your reading this letter to your staff at your next faculty meeting.

Staff members are cordially invited to visit and to make use of the Information Center of the Department of Government Funded Programs, Room 1101, 228 North LaSalle Street, Chicago.

This center has a resource library of documents and materials pertaining to government-funded programs from federal, state, and local government agencies; educational studies and reports; and appropriate periodicals. These publications might be of assistance to people who are developing proposals.

Its other features include a telephone inquiry service for obtaining information, a visitors bureau for tours through the Department of Government Funded Programs, and a distribution service for requesting copies of publications prepared by this department.

If you require additional information about the center, please contact Dr. Bruce Marchiafava at 641-4548.

Enclosed is a letter for the president of your local school council. Would you please transmit it for me.

Sincerely,

James G. Moffat

JGM:b
enclosure

BOARD OF EDUCATION
CITY OF CHICAGO
228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601
TELEPHONE 641-4141
JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

JAMES G. MOFFAT
ASSISTANT SUPERINTENDENT
GOVERNMENT FUNDED PROGRAMS
TELEPHONE 641-4500

January 30, 1975

Dear Local School Council President:

I would appreciate your reading this letter to the members at your next advisory council meeting.

You are cordially invited to visit and to make use of the services of the Information Center of the Department of Government Funded Programs, Room 1101, 228 North LaSalle Street, Chicago.

This center has a resource library of documents and materials pertaining to government-funded programs from federal, state, and local government agencies; educational studies and reports; and appropriate periodicals. These publications might be of assistance to people who are developing proposals.

Its other features include a telephone inquiry service for obtaining information, a visitors bureau for tours through the Department of Government Funded Programs, and a distribution service for requesting copies of publications prepared by this department.

If you require additional information about the center, please contact Dr. Bruce Marchiafava at 641-4548.

Sincerely,

JGM:b

James G. Moffat

GEN. BULL. #22 1-30-75

II. INFORMATION CENTER - DEPARTMENT OF GOVERNMENT FUNDED PROGRAMS

Principals are requested to notify their staff and community members that the services of the Information Center of the Department of Government Funded Programs, Room 1101, 228 North LaSalle Street, Chicago, are available to them.

This center has a resource library of documents and materials pertaining to government funded programs from federal, state, and local government agencies; educational studies and reports; and appropriate periodicals. These publications might be of assistance to people who are developing proposals.

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If you require additional information about this center, please contact Dr. Bruce Marchiafava at 641-4548.

Prepared by:
James G. Moffat
Department of Government
Funded Programs

Alternative Analytic Method for Activities 2, 3, 4, and 5

For activities 2 (Early Childhood) and 3 (Comprehensive Design for Bilingual-Bicultural Education) an analytic method other than or in addition to only having the project evaluator analyze survey results and thereby derive a recommendation is under consideration. It would "measure" or rate each activity against two other standards: (1) the checklist for rating new educational products developed by Michael Scriven and (2) opinions of or ratings from a panel of consumer/users of the project. An algorithm would be developed for deriving a combined score from these three measures:

1)	Survey results	Score
2)	Scriven checklist	Score
3)	Consumer panel rating	Score
		Combined Score

Some predetermined maximum combined score would be set for an a_1 recommendation and an a_2 recommendation. This would strengthen the analytic method through use of multiple measures.

For activities 4 (Title I Brochure) and 5 (Information Center) on Survey Results (1 above) and Consumer Panels (3 above) would be considered appropriate and therefore only these two would be used.

". . .the faster pace of change demands--and creates--a new kind of information system in society: a loop, rather than a ladder. Information must pulse through this loop at accelerating speeds, with the output of one group becoming the input for many others, so that no group, however politically potent it may seem, can independently set goals for the whole."

Alvin Toffler in
Future Shock, (Part Six:
Strategies for Survival,
p. 476 of the Bantam
Paperback Edition,
August 1971)

Abstract

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I. Introduction and Summary

A. Introduction

(Note that this became a demonstration project. List what we suggest to or did demonstrate --

. Use of a model for innovation (P. Sin Crusk)

. Use of Systems Concepts

. Dummy's for Project Management and Reporting

. etc.

II. Background Information

A. How This Project Got Started

1. Description of the Project Site

(Pick up from "progress memo" and other early documents in the supplementary files)

B. Project Management and Procedures

3. The P-S Model and Underlying Theoretical Base for Procedures

In the CRUSK document Planning for Change (for a full reference see bibliogcard) Ronald Havelock and his associates present a final chapter in which they attempt to summarize and synthesize their findings based on examination of some 4,000 sources in the literature concerning what they call "an emerging discipline in the social sciences focusing on processes of change, innovation, and knowledge utilization." (Ch. -- II, p II-1)

They suggest that three prototype models (although they refer to them as "perspectives" rather than models) exist in and can be teased out of this literature. They present a fourth model which represents an attempt to synthesize the other three.

Their third model and the one most similar to their synthesized 4th model is called by them the Problem-Solver Perspective, hereinafter referred to as the P-S Model.

It is the premise/contention of this section of the final report that the process used in the development, implementation, and evaluation of the Dissemination Project the P-S model.

The states in the model proceed roughly as follows:

1. Need sensing and articulation
2. Diagnosis and formulation of the need as a problem to be solved
3. Identification and search for resources relevant to the problem
4. Retrieval of potential feasible solutions
5. Translation of retrieved knowledge into a specific solution or solution prototype
6. Behavioral tryout of solution
7. Evaluation of needs reduction

Further details concerning this model have been excerpted from the CRUSK document and are presented in (the pages following) Appendix _____).

This model may be thought of as representing the underlying theoretical base for the procedures followed in this project.

The principle project directors and the writer(s) of the final report believe that examination of the final report renders the coherence between the model and the process used in the project obvious/evident.

Therefore no detailed explanation will be presented here.

6. Evaluation Procedures and Frameworks

A. For individual project activities

For purposes of presenting in brief, readily understandable, and comprehensive form and evaluating each of the five project activities a systems paradigm was developed (combines Roth's Sa paradigm and Rath and Thompson Evaluation process model, D33 Theory and Practice of Evaluation)

An explanatory schematic appears on page following as Figure _____.

In the chapters covering each project activity (Chapters IV and V) the narrative of each project has been used to "translate" the project into the paradigm. Following this "Systems View" of each project activity a very brief narrative summary of the activity has been prepared from the Systems View of that activity.

Use of the paradigm for evaluation may be understood as follows: The evaluation problem in the case of each activity has been formulated as -- Should the decision-maker (department head or other policy maker) continue the activity? The alternatives in each case are stated as a_1 - yes, a_2 - no, a_3 - continue after certain changes (correction of flaws, for example).

Notice that information appearing in boxes 1-8 has been stated in general terms.

Systems Views / Each Activity

Plan Descriptor:
Target Audience(s):
1 a-b

Problem Formulation
2

State the problem briefly in terms susceptible to knowing whether/when you have solved it

Goals or Objectives
3

State specifically - what are you trying to do in ways we can tell if/whether you have done it

Resources
4

State briefly - what you have enough of

Constraints
5

State briefly what you do not have enough of

Alternatives
6

a_1 - go / yes
a_2 - no go / no
a_3 - go after changes / yes

Plans for Meeting Objectives
State briefly, use labels
7

Performance Criteria
8

State in General Terms - Measures to indicate whether problem solved

Data Collection System / Method of catching P Criteria Indicators
9

The project's evaluation expert will design appropriate instruments & collect data

Analytic Method
10

Evaluation expert will designate experimental/eval. design

Outcome will lead to a_1, a_2, or a_3 Recommendation to the

Decision-Maker
11

the Dept. head or other Policy Maker

Note: Numbers do not indicate

B. For the overall project

It is the intention of the outside consultant working with the ETA to --

1) Use the same general paradigm for evaluation of the overall project
2) But to develop an algurithm for using it that draws on the outcomes of each individual activity as input

The evaluation question and alternatives remain the same but will refer to the overall project rather than to each activity.

The analytical method will involve summating the values of the algurithm to see whether they meet some pre-set standard.

For general procedures expected to be used in algorithm development, see Kavdaman, George T. and Halterman, Carroll C., Managerial Control Through Communications: Systems for Organizational Design and Diagnosis (New York: John Wiley & Sons, Inc., 1968).

Dummy Pages for "Activity Chapters" IV and V

Systems View

(Each activity will be translated into the Systems View paradigm developed)

Summary

Brief narrative summary will cover the systems view including:

(1b) (2) A. Need _____ addressed in terms of visible manifestations of the problem

(7) (3) B. Plans decided upon to meet goals or objectives formulated

(8) C. Measures decided upon for judging plans

(4) (5) D. Major resources and complaints

(9 - 10) E. Present state of evaluation (If you have preliminary results, so state)

It has been the task of the Evaluation Technical Advisor and writing coordinator (generally referred to as the ETA) to check boxes 1-8 for coherence and then to use the information from those boxes but particularly from No. 8 plus his technical expertise in developing survey instruments and in experimental and quasi-experimental design to handle the tasks prescribed by boxes 9 and 10. More specifically he designed survey instruments to collect data on the performance criteria (Box a) and chose or developed a design to analyzing the data. In some or all cases Box 10 may have been done prior to Box 9 - the numbers are not meant as a sequencing prescription.

In any case, the outcome of the evaluators work becomes the basis for the recommendation to the decision-maker.

Narrative

(What was generated by staff)

Evaluation

Narrative with supportive documents following or in appendix -- should state experimental design, general explanation of instruments and population(s) survey.

1. Narrative

2. Evaluation Instrument(s)

3. Any write-ups of results and back-up data -- technical work

Appendix 8 illustrates use of the algorithm for overall project evaluation based on preliminary results (except for proposal development for which results are complete) from evaluation of each activity.

The illustration may be understood as follows:

Evaluation of Activity 1: Proposal Development showed it to be basically successful, but a few changes were recommended in connection with its continuation. A discrepancy rating of .5 is therefore awarded.

Preliminary Evaluation of Activity 2: Early Childhood Presentation indicated it should be continued but disseminated more widely. A discrepancy rating of 1 is therefore awarded. It will be recalled this is the rating that means continue the activity with some modification.

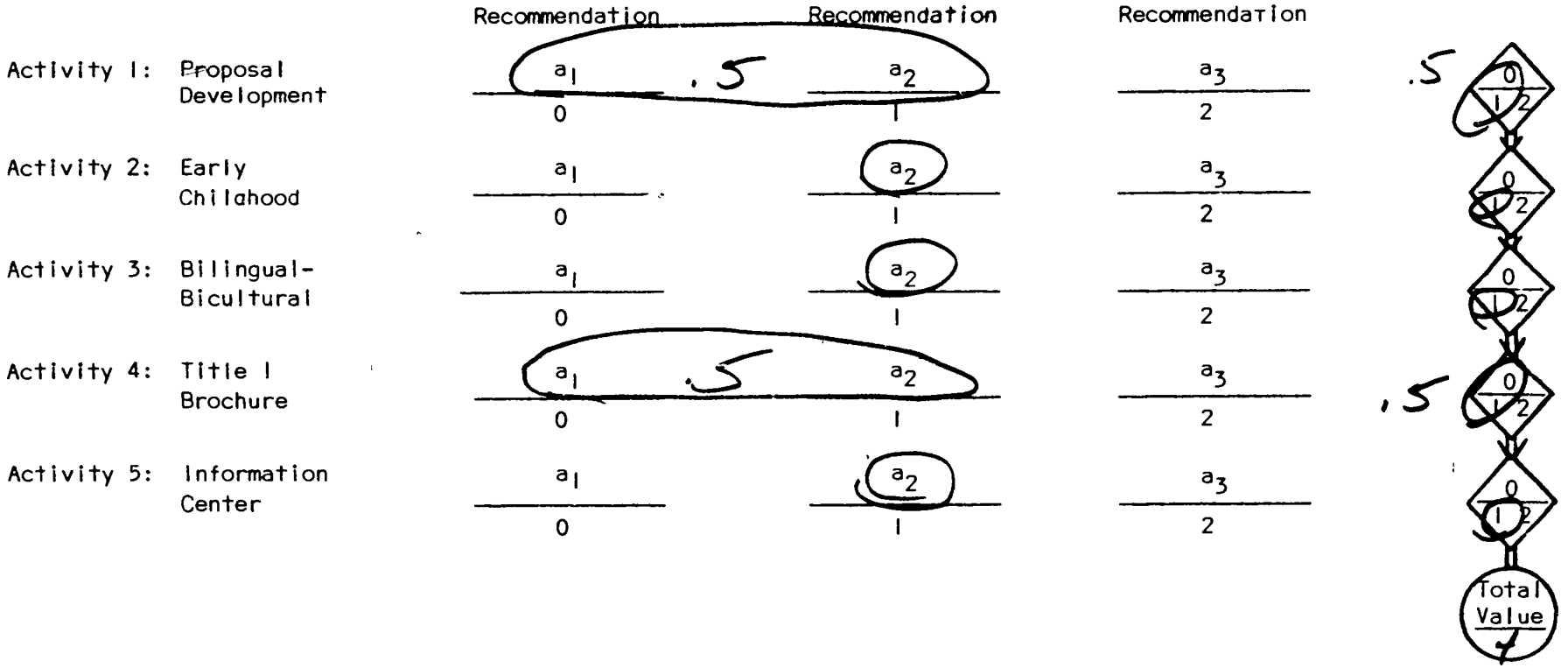
Preliminary Evaluation of Activity 3: Bilingual-Bicultural Design was too weak to pronounce the activity a success; it was recommended that the activity continue but with evaluation strengthened. A discrepancy rating of 1 was awarded.

Evaluation of Activity 4: Title I brochure to date indicated it, has been successful among members of the target audience surveyed; however, additional instruments are planned. A temporary rating of .5 was awarded, because of the need for further evaluation breadth.

Awareness of Activity 5: Information Center is not sufficiently widespread to make a strong evaluation possible at this point. However, continuation was definitely recommended. It was awarded a discrepancy rating of 1.

Summation of these values gives a total discrepancy rating for the overall project so far of 4. Since this is less than 5, the predetermined breakpoint for success, the overall project based on preliminary results can be called a success.

FIGURE 7: Algorithm For Evaluation of Overall Project



a1 = go/yes = 0 points

a2 = go after changes/yes with contingencies = 1 point

a3 = no go/no - 2 points

Minimum Score = 0
Score of 5 or Less
Project Is Success

Maximum Score = 10
Score of 5
Project Is Failure

CHECKLIST FOR EVALUATING PROPOSALS

	(No) None	Not Enough	(OK) Some	(Yes) Complete
A. NEEDS ASSESSMENT				
1. Has an adequate local needs assessment been performed?				
2. Identification and clear statement of specific needs.				
3. Input by community, administrators, parents, teachers, and students.				
4. Needs supported by hard data.				
5. Rank order and priority of critical needs.				
6. Identification of literature search.				
7. Needs tied in with district, state, or federal priorities.				
B. OBJECTIVES				
1. Are the program objectives stated clearly and concisely?				
2. Are objectives linked to needs in behavioral terms?				
3. Are objectives linked to educational program goals?				
C. PROCEDURES				
1. To what extent do the program activities or procedures address the objectives?				
2. To what extent do the program activities or procedures cover all aspects of the objectives?				
3. Is there a time line for the implementation and completion of each activity?				
4. Does each activity clearly state:				
a. Which staff member(s), facilities, or equipment will be needed for implementation?				
b. When each activity will be implemented and completed?				
c. When each activities will take place?				
d. Which staff members will conduct each activity?				
e. What equipment, materials, and facilities will be used in conducting each activity?				
f. Who will be served by each activity (target group)?				
g. What objectives will be accomplished, in whole or in part by each activity?				

5. Is it reasonable to assume and is evidence present that the procedures will result in changes in students?

D. EVALUATION

1. Is there a strategy for collecting baseline data on the specifically identified target group?
2. Are there appropriate evaluation designs or techniques for measuring each objective?
3. Are appropriate measures (instruments, tests) identified for measuring each objective?
4. Are there appropriate timelines for conducting the evaluation of each objective?
5. Is it clearly stated who will be responsible for implementing the evaluation findings?
6. Is there a clear statement regarding the projected use of evaluation findings?
7. Is there evidence that evaluation results will be used for decision making during the operation of the program?

E. BUDGET

1. Is the budget in agreement with the procedures especially in the areas of staff, equipment, facilities, materials, and supplies?
2. Is there evidence presented that the proposal will supplement, but not supplant, the regular school program?

F. DISSEMINATION

1. To what extent are there plans to link evaluation findings with dissemination activities?
2. Are adequate and appropriate dissemination activities planned for various target populations?

	(No) None	Not Enough	(OK) Some	(Yes) Complete
5				
1				
2				
3				
4				
5				
6				
7				
1				
2				
1				
2				

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