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ABSTRACT

Intended for regular and special education administrators (as well as support personnel), the manual is designed to assist regional and local learning resource centers (LRCs) in developing and implementing their programs with a minimum of outside assistance. The document is divided into five major sections representing broad subject areas in which LRCs might operate: planning and evaluation, management, appraisal and programing, materials support, and personnel support. The five major sections are each divided into 15 functions, with "function" being defined as a role which might be performed by the organization. Each function, in turn, is divided into strategies ("strategy" defined as a recommended behavioral event required to perform the roles or functions). Each of these strategies is then divided into a number of tasks or activities for implementing the strategies. Finally, each task is divided into two suggested mechanisms for its accomplishment--considerations and step-by-step procedures. Step-by-step procedures provide an approach to the task, detailing the basic steps necessary for completion. Covered are the following functions: defining workscope, assessing needs, evaluating LRCs, planning, managing LRC, supervising personnel, managing physical resources, managing fiscal resources, coordinating appraisal services, delivering appraisal services, developing and evaluating materials, selecting and circulating materials, offering inservice training, delivering technical assistance, and providing information. (Author/SBH)

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OPERATING LEARNING RESOURCE CENTERS: A MANUAL

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OPERATING LEARNING RESOURCE CENTERS: A MANUAL

PREFACE

With the inception of the SEIMCs in 1963, a network of Associate Special Education Instructional Materials Centers was established. These Centers were given the responsibility for the acquisition, development and circulation of instructional materials for use with handicapped learners. In about 1973 the role of these Centers, now referred to as Learning Resource Centers (LRCs), began to expand to include educational appraisal and programming services. Until 1974, however, when Blackhurst, Wright and Ingram completed their "Competency Specifications for Directors of Special Education Resource Centers"[1], no complete description of the functions, competencies and tasks required of a fully operational Center existed. In the summer of 1975 the Northwest Learning Resources System, composed of the Northwest Area Learning Resource Center and the Northwest Regional Resource Center, became interested in how both the on-going and newly developed Special Education Learning Resource Centers (LRCs) within its region could be oriented and trained to make use of the new competency specifications. With its role of building intra-state capacity for the operation of LRCs, the development of a manual was seen as a viable tool for use by state, regional, and local LRCs.

The purpose of the manual is to assist regional and local LRCs in developing and implementing their programs with a minimum of outside assistance. The manual itself is divided into five broad sections which are then defined in terms of function, strategy and task. The tasks are then broken down in such a way as to assist the LRC in their implementation. The user is presented with Considerations (questions that need to be asked before implementation) and Step-by-Step Procedures. Many inter-relationships exist between functions, strategies and tasks; an attempt has been made to reference these whenever possible.

This manual will be accompanied by a second volume of examples and references which will be coded in the same manner as the manual for easy access.

[1] Blackhurst, A. Edward, Wright, William S., and Ingram, Cregg F., Competency Specifications for Directors of Special Education Resource Centers, Special Training Project OEG-0-72-4305(603) through HEW, University of Kentucky, Lexington, 1974.

This manual has been developed with input from many persons both from within and outside of the national LRS network. This is the third and final draft of the Manual and is a result of thorough review and field testing of the previous field draft in 16 LRCs within the Northwest region.

The Northwest Learning Resources System is very much interested in receiving feedback on the content, format, and usability of the Manual.

Many people are to be thanked for their input into this manual's development. The list is long and they are acknowledged by name on pages 301-303. Caroline Moore has worked very ably to edit, format, and coordinate the publication of this manual.

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January, 1977

7

6

CONTENTS

USER'S GUIDE TO OPERATING LEARNING RESOURCE CENTERS: A MANUAL

OVERVIEW OF OPERATING LEARNING RESOURCE CENTERS: A MANUAL

Operating Learning Resource Centers: A Manual is intended to assist regional and local Learning Resource Centers (LRCs) in developing and implementing their programs with a minimum of outside assistance.

The manual is divided into five major sections (see Figure 1) representing broad subject areas (brown tabs) in which LRCs might operate:

- Planning and Evaluation
- Management
- Appraisal and Programming
- Materials Support
- Personnel Support

The major sections are divided into fifteen FUNCTIONS (sand tabs) (see Figure 1).

> A FUNCTION is defined as a role which might be performed by the organization

Each FUNCTION is in turn divided into *STRATEGIES*. There are 35 *STRATEGIES* in the Manual.

> A *STRATEGY* is defined as a recommended behavioral event required to perform the roles (FUNCTIONS)

Each *STRATEGY* is divided into a number of Tasks.

> A Task is defined as an activity for implementing the *STRATEGIES*

Each Task in the manual is divided into suggested mechanisms for accomplishment:

- Considerations

- Step-by-step procedures

See Figure 2 for the format page used with each Task.

> CONSIDERATIONS: questions, problems, loopholes, possible internal and external constraints to be considered before attacking each Task

> STEP-BY-STEP PROCEDURES: An approach to the Task detailing the basic steps necessary for completion

Operating Learning Resource Centers: A Manual, Volume II: Examples is being compiled and is expected to be completed by June, 1977. The examples will be coded according to whether they are applicable to an entire FUNCTION, a *STRATEGY*, or one or more specific
24 Tasks.

25

1.0	1.1 1.2	Defining LRC mission and scope of work	**PLANNING AND EVALUATION**
2.0	2.1 2.2 2.3	Assessing needs for LRC services	
3.0	3.1 3.2	Developing Center operational plans	
4.0	4.1 4.2	Evaluating Center effectiveness	
5.0	5.1 5.2 5.3 5.4 5.5	Organizing and managing Center operations	**MANAGEMENT**
6.0	6.1 6.2 6.3 6.4	Selecting and managing personnel	
7.0	7.1 7.2	Managing physical resources	
8.0	8.1	Managing fiscal resources	

9.0	9.1	Coordinating educational appraisal services	**APPRAISAL AND PROGRAMMING**
10.0	10.1	Delivering appraisal and programming direct services	
11.0	11.1, 11.2	Supervising the development and evaluation of instructional materials	**MATERIALS SUPPORT**
12.0	12.1, 12.2, 12.3, 12.4	Managing the acquisition and circulation of instructional materials	
13.0	13.1	Offering inservice training programs	**PERSONNEL SUPPORT**
14.0	14.1	Delivering technical assistance	
15.0	15.1, 15.2, 15.3, 15.4	Providing information services	

Figure 1: OPERATING LEARNING RESOURCE CENTERS

TASK

CONSIDERATIONS	STEP-BY-STEP PROCEDURES

FIGURE 2

29

USE OF THE MANUAL

Each of the 15 FUNCTIONS is introduced with a brief description of what is included in that function and definitions of any unusual or unfamiliar terms. Where there are interrelationships between functions, strategies and tasks, an attempt has been made to cross reference those relationships. Probably no one function, strategy or task can be dealt with in isolation, as the *Manual* has been organized to represent a flow of activities through which an LRC might operate.

Before working in any one given function or strategy area, it will be helpful to review the Table of Contents, which outlines the manual and demonstrates the areas in which various LRCs might operate. The user will also be aided by reading the introductions to the functions for an overview of function content.

Who are the users?

Operating Learning Resource Centers: A Manual should be useful to LRCs with various levels of sophistication. The LRC at the workscope definition and proprosal writing stage could use the *Manual* to outline all the procedures necessary for developing a fully operational program. The LRC which is already operational but plans to add or revise a program component such as appraisal and programming services or information support services, could use the appropriate portions of the *Manual* for those purposes as well. Any LRC could use the *Manual* outline (Contents) as an assessment device to check for gaps in the state of organizational development.

The *Manual* can also be useful for others than LRC personnel. The subject areas and task analysis are relevant for special education and regular education administrators and support personnel.

FUNCTION 1.0 DEFINING LRC MISSION AND SCOPE OF WORK

Strategy 1.1 Write mission statement for LRC

Strategy 1.2 Define LRC scope of work

INTRODUCTION

Before an LRC can begin determining its specific activities and procedures, it is important that a philosophy and well defined workscope be determined. This section examines possible tasks and procedures that can be used by LRCs in defining, preparing, and gaining approval of the LRC Mission and workscope. Many of the other sections in this manual refer the user back to the defined mission and workscope to insure that the tasks being implemented are justified by the mission and workscope.

In this section and throughout the manual the ALRC/NCEMMH/SO and the RRC/CORRC networks are mentioned. The ALRC (Area Learning Resource Center), NCEMMH (National Center for Educational Media and Materials for the Handicapped) and SOs (Specialized Offices) are composed of a national and 13 regional centers which provide support to the states in the delivery of media, materials, and educational technology to their handicapped children. The RRC (Regional Resource Center) and CORRC (Coordinating Office for Regional Resource Centers) are composed of a national and 13 regional centers which provide support to the states in the delivery of appraisal and programming services.

Strategy 1.1 Write mission statement for LRC

Task 1.1.1 Examine philosophy and educational orientation of LRC service area

Task 1.1.2 Review LRC concept

Task 1.1.3 Write mission statement

Task 1.1.4 Obtain approval of mission statement (with revision, if necessary) from governing authority

35

TASK 1.1.1 Examine philosophy and educational orientation of LRC service area

CONSIDERATIONS

1. What is the philosophical orientation of board(s) of education concerning LRCs?

2. Is your professional philosophy concerning education and the LRC consistent with that of the local board of education?

3. What is the philosophy of the educational leadership in the service area (e.g., Teacher associations and professional groups) toward LRCs?

4. What is the mission(s) for LRCs as suggested by the regional ALRC and/or the ALRC/NCEMMH/SO and RRC/CORRC Networks?

5. What has been the history of public reaction to LRC-related services?

6. What has been the history of initiation or termination of educational programs by local districts(s)?

7. Consider written statements of policy and philosophy relating to special education from governing board(s) and appropriate professional organizations:
   a. schedule meeting(s) with governing board(s) and appropriate professional organizations to explain and elicit cooperation and/or
   b. make personal contact with leaders of service area educational agencies.

STEP-BY-STEP PROCEDURES

1. Gather appropriate data on philosophy and policies of service area jurisdiction(s).

2. Secure written statements of policy and philosophy relating to special education from governing board(s) and/or appropriate professional organizations.

3. Schedule meetings with governing board(s) and/or appropriate professional organizations to explain the project and elicit cooperation.

4. Make personal contact with leaders of service area education agencies for the purpose of being verbally informed of policy and philosophy as they relate to LRC services.

CONSIDERATIONS

1. Is there a clearly defined concept of the LRC?

2. Do teachers, administrators, or other local groups have a clear concept of what they want the LRC to be?

3. Will the LRC interface with the existing media program for non-handicapped children, and if so, how?

STEP-BY-STEP PROCEDURES

1. Review manuals and excerpt or abstract pertinent statements relating to an LRC concept at national, regional, state and local levels for statements of perceived intent of an LRC.

2. Examine guidelines and regulations pertaining to PL93-380 and PL94-142 as well as pertinent state law regarding special education.

TASK 1.1.3 Write mission statement

CONSIDERATIONS

1. How is the mission of the LRC limited (e.g., time, money, staff, facilities, and services)?
2. Is the mission comprehensive enough to include all those things an LRC might want to do?
3. Is the LRC mission delimiting enough that it does not include all educational services? (That is, not as broad as the Mission of all education or all special education.)

STEP-BY-STEP PROCEDURES

1. Select those statements of intent which reflect the current capabilities of the LRC.
2. Write the mission statement using only those currently feasible statements of intent.
3. Review the mission statement with the Advisory Group and consumer representatives using Considerations as guidelines. (See 3.2.2 for Advisory Groups.)

TASK

1.1.4 Obtain approval of mission statement (with revision, if necessary) from governing authority

CONSIDERATIONS

1. Have governing board members had previous input concerning the LRC mission development?
2. At what meeting and where on the agenda is the LRC mission discussion?
3. Do you have adequate knowledge concerning LRC functions to answer board member questions concerning potential outcomes or benefits?
4. Is the Director of Media Services for regular education supportive of and knowledgeable about your proposal?
5. Consider obtaining documentation, or testimony of similar successful programs, including availability of funds, resources, and outcomes.

STEP-BY-STEP PROCEDURES

1. Arrange for an appropriate time on the board meeting agenda.
2. Prepare presentation. Utilize visuals and handouts when possible, but limit them to relevant items, and keep them concise and easy to understand.
3. Brief supportive board members and administrators as appropriate prior to meeting.
4. Present the mission statement to the board.
5. Secure adoption or rejection of statement. If statement is rejected, secure approval for future presentation of a revised statement.

Strategy 1.2 Define LRC scope of work

Task 1.2.1 Examine available materials on national, regional, state and local LRC workscope functions

Task 1.2.2 Examine comprehensive area of state plans for special education services

Task 1.2.3 Adopt workscope for LRC

TASK

1.2.1 Examine available materials on national, regional, state and local LRC workscope functions

CONSIDERATIONS

1. What materials are available on national, regional, state and local LRC workscopes and where can they be located?

2. Are available workscope materials consistent with the LRC mission? (See 1.1.3 for mission statements.)

3. Are personnel available who can assist in LRC workscope interpretation at national, regional, state and local levels?

4. What aspects of the potential LRC workscope might receive national, regional, state, or local LRC support?

STEP-BY-STEP PROCEDURES

1. Contact potential sources of LRC workscope information and request materials.

2. Acquire and review ALRC, RRC, and BEH State LRC expanded workscopes (available from ALRCs and RRCs).

3. Review available workscope information.

4. Identify state/regional personnel who can assist in the interpretation of workscopes.

5. Obtain face-to-face, phone or other assistance from state or regional personnel.

TASK

1.2.2 Examine comprehensive area or state plans for special education services

CONSIDERATIONS

1. What relevant intra-state cooperatives or statewide comprehensive plans exist? Do any of those plans directly constrain or support LRC workscope development?

2. Do existing advocacy groups (CEC, ARC, ACLD, AECT) have "model" plans and guidelines which constrain or support LRC workscope development?

3. Do existing plans of other agencies (State Mental Health, County Public Health Nurses, Educational Technology Division) support or constrain LRC workscope development?

STEP-BY-STEP PROCEDURES

1. Contact sources of other plans relating to LRC workscope development.

2. Review available plans.

3. Identify and utilize appropriate personnel to help assess how plans constrain or support LRC workscope development.

TASK 1.2.3 Adopt workscope for LRC

CONSIDERATIONS

1. To what extent is the workscope consistent with the philosophy of the service area and with the mission statement? (See 1.1.3 for mission statement.)

2. Insure that the workscope carries out all aspects of the mission and is congruent with it.

3. Use a format for the workscope which is consistent with ALRC/RRC workscopes or some other format with common acceptance in the state.

STEP-BY-STEP PROCEDURES

1. Review the mission statement.

2. Review ALRC/RRC workscope materials.

3. Prepare a first draft of the workscope using elements, when possible, from existing workscope materials.

4. Use "expert" opinion (from SEA or regional ALRC/RRCs), Advisory Group or other input and logical analysis to test the completeness of the workscope.

5. Continually revise workscope elements as necessary.

6. Following revisions, present workscope for approval to appropriate governing body. Adopt statement.

FUNCTION 2.0 ASSESSING NEEDS FOR LRC SERVICES AND DEVELOPING LONG-RANGE PLANS

Strategy 2.1 Design needs assessment for special education resources in the geographical area served by the LRC

Strategy 2.2 Develop long-range plans for LRC services

INTRODUCTION

As an LRC begins to develop its operational plans, it is important that it assess the needs of its client population. This section provides procedures for determining who the clients are, determining their needs, employing forecasting procedures, and developing long and short term goals and objectives based on that needs assessment.

Strategy 2.1 *Design needs assessment for special education resources in the geographical area served by the LRC*

Task 2.1.1 Define clientele in the service area (by strata/group)

Task 2.1.2 Identify clientele and clientele needs in the service area

Task 2.1.3 Prioritize the needs of the clientele

Task 2.1.4 Identify which needs are being met by other agencies or existing LRC services

Task 2.1.5 Employ forecasting techniques to anticipate future needs

TASK 2.1.1 Define clientele in the service area (by strata/groups)

CONSIDERATIONS

1. How have previous efforts within the service area defined clientele?
2. How have research and incidence studies defined clientele?
3. Does state law or the governing board constrain how clientele are defined?
4. Who is the primary target(s) of LRC services? With which groups must the LRC work in order to reach the primary target?
5. Who is the target population of the funding agent?
6. What populations are referred to in LRC goals?

STEP-BY-STEP PROCEDURES

1. Review mission statement to identify target population. (See 1.1.3 for mission statement.)
2. Review state and local sources to identify personnel falling within target population.
3. Identify population groups to be served and services to be offered each group.

TASK

2.1.2 Identify clientele and clientele needs in the service area

CONSIDERATIONS

1. Can someone be contracted to identify client needs more efficiently and for less money than it would cost for the LRC to do it?

2. Have other agencies already collected some needs assessment data which can be shared?

3. What other resources within the service area exist to help with a needs assessment (e.g., R and D section, curriculum committee, advocacy groups)?

4. Do you want to be able to identify clientele by specific name, location and needs, or is summary data sufficient to implement the LRC workscope?

5. Do tools and procedures already exist which would be applicable to an LRC needs assessment?

6. What is the most appropriate source of needs data:

   - judgments of opinion leaders

   - judgments of clients

   - LRC performance data?

STEP-BY-STEP PROCEDURES

1. Locate all available and relevant statistical records.

2. Estimate needs by first analyzing all existing data before deciding to collect any additional data. Use census data, incidence studies, service agency records, LRC records, state or local education statistics, training institution statistics, historical data and projections. Determine whether additional data is needed.

3. If additional data is needed, identify and secure resource personnel, advocacy groups, and others who will assist in data collection procedures.

4. Design or select a collection process which includes:

   a. procedures for communication between the LRC and data collectors

   b. the use of reliable instruments

   c. a sample selection (where applicable)

5. Pilot needs assessment procedures on a small sample to check for problems before implementing the survey area-wide.

6. Develop procedures for summarizing, compiling, and interpreting data to be collected, i.e., data processing or manual manipulation.

7. Implement the collection of needs assessment data.

TASK 2.1.3 Prioritize the needs of the clientele

CONSIDERATIONS

1. On what basis should needs be prioritized:

   - frequency of need

   - acceptability to service area values

   - severity of need

   - developmental delay?

2. Keep variables used in prioritizing to an acceptable minimum.

3. Be prepared to rethink, expand, and revise the way needs are prioritized when assigning resources to solutions. (See 3.0 for developing operational plans.)

STEP-BY-STEP PROCEDURES

1. Determine a basis for prioritization.

2. Determine how many levels of prioritization are functional.

3. Determine the volume of data and the level of processing required of prioritization (i.e., data processing or manual manipulation).

4. Manipulate the data as required.

5. Examine prioritization results.

6. Determine whether other prioritization steps are necessary.

TASK

2.1.4 Identify which needs are being met by other agencies or existing LRC services (See 9.1.1 for available appraisal and programming services.)

CONSIDERATIONS

1. What services provided by other agencies meet needs addressed within the LRC workscope?

2. Try to assess the services of other agencies in terms of their match to the LRC workscope.

3. Utilize Developmental Disabilities service directories, service coordinators, and multiservice agencies to assess existing services. Do not reinvent the wheel.

4. Try to get a description of services provided by other agencies at a level compatible with the LRC workscope either through contacts with agency directors or other appropriate means.

STEP-BY-STEP PROCEDURES

1. Identify agencies providing any services relating to the LRC workscope.

2. Acquire statements of services available from all identified agencies.

3. Determine other agency service capacity and level of services which fall within LRC workscope area.

4. Document needs currently unmet by LRC and other agencies.

62

63

TASK 2.1.5 Employ forecasting techniques to anticipate future needs

CONSIDERATIONS

1. Can the LRC employ outside help to develop a plan to identify future needs?

2. To what extent does the LRC require forecasting accuracy and sophistication?

3. How much support exists from the administration, advocacy groups and other professsionals for meeting long-range needs?

4. Who or what agencies have data usable for identifying long-range needs?

5. Are trends evident (social, legal, or other) which may impact upon the interpretation of forecasting data?

6. How long-range are the commitments required by the LRC funding agent? 1 year? 18 months? 3 years?

7. How long-range are other LRC commitments? Facilities lease? Staff commitments?

STEP-BY-STEP PROCEDURES

1. Identify factors which may affect future needs of the client.

2. Utilizing information from SEA, LEA and other agencies, determine the long-range needs for services to be provided by LRC.

3. Utilize anticipated future needs in developing long-range plans. (See 2.2 for developing long-range plans.)

Strategy 2.2 Develop long-range plans for LRC services

Task 2.2.1 Utilize needs data to develop a draft of long-range plans for LRC services

Task 2.2.2 Review, modify and revise long-range plans for LRC services

Task 2.2.3 Obtain governing authority approval for long-range plans

TASK 2.2.1 Utilize needs data to develop a draft of long-range plans for LRC services. (See 2.1 for needs assessment.)

CONSIDERATIONS

1. Examine needs in light of the workscope and determine which needs can be addressed, or which workscope areas should be modified.

2. Keep long-range plan drafts to a manageable conceptual level and volume to allow for better and wider input and reaction.

3. Tailor the amount of complexity in the long-range plans to the audience for which they are intended.

4. Unanticipated needs might arise during the forecasted period.

STEP-BY-STEP PROCEDURES

1. Revise, as necessary, immedate needs and priorities; if appropriate, revise immediate, intermediate, and long-range needs.

2. Design the format for the long-range plan.

3. Write a draft of immediate, intermediate, and long-range goals (and, as appropriate, objectives, strategy descriptions, and narrative explanations).

4. If appropriate, determine resources necessary to meet immediate, intermediate, and long-range goals. (See 3.1.3 for resource allocation; 3.2 for obtaining support.)

5. Write long-range plans based upon the identified long-range goals.

TASK 2.2.2 Review, modify and revise long-range plans for LRC services

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
1. To what extent should consumer input, expert opinion, staff input, parent input, be utilized in revising long-range plans?	1. Identify appropriate staff, consumers, and others who would be willing to react to and modify the long-range plan.
2. Involve people who will be affected by the plan in its development (staff and consumers, primarily).	2. Develop procedures to obtain input.
	3. Utilizing their input, establish a time line for further review or rewriting of plan.
	4. Provide the necessary staff time and resources to complete the plan rewrite.
	5. Produce copies of the plan as necessary for distribution.

69

70

TASK 2.2.3 Obtain governing authority approval for long-range plans

CONSIDERATIONS

1. Have the governing board members had previous input into the long-range plans?

2. Where applicable, give documentation or testimony about potentially available funds and resources and potential impact and benefit.

3. Do you have adequate information concerning long-range plans to answer questions about implications for resource allocation?

71

STEP-BY-STEP PROCEDURES

1. Arrange for a time to meet with the governing board.

2. Prepare a presentation (utilize visuals and handouts when possible).

3. Brief supportive board members and administrators as appropriate prior to meeting.

4. Present the plans to the Board.

5. Make changes necessary in long-range plans and resubmit for approval.

72

Strategy 2.3 Develop short-term plans for LRC services

Task 2.3.1 Develop short-term goals

73

FUNCTION 4.0 EVALUATING LRC EFFECTIVENESS

Strategy 4.1 Provide for appropriate and on-going formative evaluation of LRC operations

Strategy 4.2 Provide for appropriate periodic summative evaluation of LRC operations

INTRODUCTION

This section is intended to assist LRCs in designing and implementing appropriate procedures for the evaluation of LRC activities and operations. Evaluation is optimally set at the time initial planning is conducted (3.0) or new activities are developed. Evaluation is also built into such decisions as developing materials (11.0) or delivering technical assistance (14.0).

Formative evaluation focuses on helping the program planner, developer/administrator to make better decisions through the application of empirical research methods. It is often referred to as "Evaluation for Decision Making".

Not only are the results of formative evaluation intended primarily for those who are working on program development, but the whole formative evaluation process must occur in close collaboration with the program developer.

This is quite different from the focus, the intended audience, and the evaluator-planner relationship required under Summative Evaluation.

The purpose of summative evaluation is to assess the overall effectiveness or impact of a program. Since summative evaluation reports are directed primarily toward those who set policy and approve funds, this type of evaluation is often referred to as "Evaluation for Accountability".

The summative evaluator, whose job it is to assess an already developed program, gets into the major phase of his work as the formative evaluator finishes his. Unlike the formative evaluator, the summative evaluator should be (and should seem to be) independent of the program, its developers, and those who assist the developers. Both being objective and seeming to be so are important if the conclusions reached by the summative evaluation are to be valid and believable. (See S. B. Anderson, et al.; Encyclopedia of Educational Evaluation; Jossey-Bass Pub. 1975, p. 407).

TASK 3.2.2 Establish an Advisory Board to provide input and feedback on LRC operations (continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(continued from page 68)	
9. What are the interest groups of areas which should be represented on your Advisory Board: parent groups, school administrators, teachers, state or regional program personnel, minority groups?	
10. Consider the identification of an at-large "no-vested-interest" member. Possible contacts could be: League of Women Voters, local Bar Association, American Civil Liberties Union, or any agency with a committment to equality and human rights.	
11. What results are expected from the Advisory Board? - policy generation - management functions - advisory capacity only?	

TASK 3.2.1 Obtain resources needed to implement LRC activities

CONSIDERATIONS

1. Contact potential resources for commitment to assist in supporting the implementation of the plan.

2. Maintain a file of available resources.

3. Locate existing organizations with similar workscopes. Contact:
   - State Office of Federal Programs
   - University's Office of Federal Programs
   - Regional Health, Education and Welfare Office

   to obtain listings of other programs in the area.

4. Contact existing programs to determine whether their workscopes address similar program areas and target audiences. Participate in descriptor analysis exchanges.

5. Maintain a file of supporting agencies, e.g., local, state, federal, and private.

6. Consider need for adjustment of objectives and activities in response to available resources actually allocated. (See priority listings 3.1.1, 3.1.2, 3.1.3)

STEP-BY-STEP PROCEDURES

1. Identify potential sources for meeting identified needs (see 3.1.3):
   - human (cooperating agencies)
   - physical
   - monetary (funding agencies).

2. Identify restrictions that exist in obtaining resources to support activities, such as funding agency and/or governing body guidelines.

3. Submit proposal(s) to selected agencies (cooperating agencies such as state, federal, local or regional).

4. Revise proposal(s) as needed/suggested by funding agency. (See 3.1)

TASK 3.2.2 Establish an Advisory Board to provide input and feedback on LRC operations

CONSIDERATIONS

1. Does special education have a board? If so, can it be used as the LRC board?

2. What LRC advisory board policy statements are available and appropriate for your Advisory Board?

3. What constraints might affect Advisory Board operations:
   - legal
   - governing board policies
   - funding agency policies?

4. What provisions exist for adding to, deleting from or amending the policy statements?

5. Make personal contact with other LRC Advisory Board personnel for their reaction to the policy board statements which have been identified.

6. Contact appropriate personnel to identify constraints which might be imposed on Advisory Boards:
   - Board of Education
   - Superintendent of Schools
   - ALRC/RRC personnel.

7. What will be the relationship between the Advisory Board and the LRC?

8. Consider contacting supporting agencies in the area for membership suggestions.

(Continued on page 69)

STEP-BY-STEP PROCEDURES

1. Develop a list of policy statements using the information compiled regarding possible constraints.

2. Write guidelines and develop a policy manual of establishing and making necessary revisions of policy statements for the Advisory Board.

3. Establish the LRC Director as a member of the Advisory Board in the capacity of ex-officio member, voting member, or chairperson.

4. Identify and select appropriate Advisory Board membership.

5. Contact desired individuals for membership and organize the board.

6. Assist the Advisory Board in the conduct of its business.

7. Provide for continuous rotating membership so that you won't ever have an entirely inexperienced board.

Strategy 3.2 Obtain support for LRC operations

Task 3.2.1 Obtain resources needed to implement LRC activities

Task 3.2.2 Establish an Advisory Board to provide input and feedback on LRC operations

TASK 3.1.3 Determine the human, physical, and monetary resources that are required for implementation of LRC activities (See 5.5 for collaboration with other agencies)

CONSIDERATIONS

1. What human, physical, and monetary resources are required for implementation of LRC services?

2. What restrictions exist in obtaining resources to support the activities:

   - funding agency guidelines
   - governing body guidelines?

3. What programs of a similar nature are already in existence?

4. Consider escalated costs of materials and other expenses.

STEP-BY-STEP PROCEDURES

1. Using the activity plan (see 3.1.2), identify and list resources needed for implementation of LRC planned services:

   a. human - total staff needs

   b. physical - office space needs

   c. monetary - personnel (salaries)
      - operating budget (rent, capital outlay, phone and travel)
      - materials (supplies, instructional materials, equipment)

2. Given existing resources, identify programs and services in other LRCs and related agencies that can meet resource needs.

3. Write proposal. (See 3.1.4)

TASK

3.1.4 Organize the objectives (3.1.1), activities, staff assignments, time lines (3.1.2) and resources (3.1.3) into a proposal for LRC activities.

CONSIDERATIONS

1. What are the format and content requirements of the funding and fiscal agents?
2. Who will be reviewing the plan?

STEP-BY-STEP PROCEDURES

1. Determine format and content requirements.
2. Develop a format based on requirements and audience needs.
3. Prepare document.

TASK 3.1.1 Specify LRC objectives including completion criteria

CONSIDERATIONS

1. What aids are available in identifying appropriate LRC objectives (e.g., documents from regional and local LRCs, state plans, state law, rules and regulations, and specific federal regulations)?

2. What services are going to be provided by other units/agencies? What are their terminal goals and objectives and how can they relate to your plans?

3. Consider prioritizing objectives in the event that allocated funding is insufficient to meet all specified objectives.

STEP-BY-STEP PROCEDURES

1. Examine the results of the needs assessment (see 2.0), including long and short-range plans (2.3), for direction in the identification of objectives.

2. Contact other LRCs requesting copies of their objectives. Analyze and identify objectives appropriate to your LRC.

3. Utilize input from LRC staff, advisory board, and district personnel to identify and review objectives.

4. List objectives, including a statement of measurable criteria for completion.

5. Specify the activities, staff assignments, and time lines required to meet the objectives. (See 3.1.2 for task analysis.)

TASK 3.1.2 Specify the activities, staff assignments and time lines required to meet the objectives (See 6.0 for selecting and managing personnel)

CONSIDERATIONS

1. Are other agency or other LRC activities occurring (or planned) which will help meet a particular objective?

2. Consider the priority of objectives set in 3.1.1 and similarly prioritize activities to be completed contingent upon funding allocations.

3. Will the activities lead to completion of the objective?

4. Will activities provide sufficient data to determine completion of objectives? (See 5.3 for maintaining records.)

STEP-BY-STEP PROCEDURES

1. Examine all sources of input from other agencies:

   - examples of other LRC activities
   - examples of other agencies' activities.

2. Identify alternative sets of activities which would accomplish selected objectives.

3. Use staff, advisory board, client and other agencies' input to review and select appropriate activities to meet selected objectives:

   - clarify the review process to be used
   - adopt a review/selection process such as a force field analysis.

4. Use staff review:

   - to assign activity responsibility
   - to describe tasks/activity
   - to time line task completion and activity completion.

5. Determine the human, physical, and monetary resources that are required for implementation of LRC activities. (See 3.1.3)

90 91

Strategy 3.1 Specify proposal for LRC operation

Task 3.1.1 Specify LRC objectives including completion criteria

Task 3.1.2 Specify the activities, staff assignments, and time lines required to meet the objectives

Task 3.1.3 Determine the human, physical, and monetary resources that are required for implementation of LRC activities

Task 3.1.4 Organize the objectives, activities, staff assignments, time lines and resources into a proposal for LRC activities

FUNCTION 3.0 DEVELOPING LRC OPERATIONAL PLANS

Strategy 3.1 Specify proposal for LRC operation

Strategy 3.2 Obtain support for LRC operations

INTRODUCTION

This section is intended to assist the user in determining what objectives will be set for the LRC, how to specify the activities, time lines, and staff assignments, and how to obtain support for LRC operations. It is important to note that the management objectives and activities are developed for the sole purpose of supporting program objectives. The establishment of objectives and activities will be dependent on the defined workscope of the LRC (1.0) and will result, in part, from needs assessment (2.0). The specified activities will impact directly on fiscal (8.0) and personnel (6.) decisions.

95

94

TASK 2.3.1 Develop short-term goals

CONSIDERATIONS

1. What is the relevant information obtained from needs assessment, long-term goals, and services provided by other agencies? (See 2.1 for needs assessment.)

2. How may short-term goals best reflect past input?

3. How should short-term goals be integrated into LRC plan?

STEP-BY-STEP PROCEDURES

1. Review needs assessment.

2. Review long-term goals.

3. Review services provided by other agencies.

4. Write short-term goals.

5. Submit short-term goals to staff and advisory board for review.

6. Modify short-term goals.

7. Distribute copies if necessary and desirable.

8. Utilize short-term goals to write LRC plan. (See 3.0 for developing operational plans.)

Strategy 4.1 Provide for appropriate and on-going formative evaluation of LRC operations

Task 4.1.1 Identify or develop human resources competent in the area of formative program evaluation

Task 4.1.2 Specify the program development decisions to be made and the kinds of information which will be needed

Task 4.1.3 Select or design methodology for the on-going evaluation

Task 4.1.4 Select or design data collection instruments

Task 4.1.5 Specify procedures for the analysis of information

Task 4.1.6 Select or design reporting format(s)

Task 4.1.7 Specify responsibilities, time lines, and procedures for administering the formative evaluation

Task 4.1.8 Utilize formative evaluation data in making decisions concerning needed revisions in LRC operations

TASK

4.1.1 Identify or develop human resources competent in the area of formative program evaluation

CONSIDERATIONS

1. Are there personnel on staff who have training and/or experience in formative program evaluation?
2. Are there other persons with suitable training and experience who can be made available to conduct and/or serve as consultants for development and implementing an ongoing evaluation of the LRC?
3. Can appropriate training in program evaluation skills be arranged for members of existing staff?

STEP-BY-STEP PROCEDURES

1. Use formal and/or informal channels to determine the evaluation skills, experience, and interests of existing staff members.
2. Use formal and/or informal channels to determine the availability of outside help in developing and implementing an ongoing evaluation.
3. Arrange for the training of existing staff in program evaluation skills.

will be needed

CONSIDERATIONS

1. What are the program planning and development decisions that must be made?

2. What kinds of information will be needed to make the above decisions?

3. Is this information objective, i.e., can it be easily and reliably collected?

102

STEP-BY-STEP PROCEDURES

1. Specify program planning and development decisions that must be made:

   - cost effectiveness
   - client satisfaction/needs
   - student impact/growth
   - strengths/weaknesses in operations
   - degree to which operations are being carried out according to LRC plan
   - meeting requirements of decision makers, state plan, and legislation.

2. Specify the kinds and sources of information needed to make program development decisions:

   Kinds (qualitative/quantitative):

   - questionnaire and/or interview
   - historical
   - raw data

   Sources

   - teachers/administrators
   - decision makers
   - LRC records (see 5.3)
   - LRC staff 103
   - state and local documents

3. Specify measures that are objective in form, that is, information which can be easily and reliably collected, and provide data directly related to planning and decision making.

TASK 4.1.3 Select or design methodology for the on-going evaluation

CONSIDERATIONS

1. What kinds of methodologies are currently being used within the service area to conduct formative evaluations?

2. What restrictions might exist relative to conducting on-going evaluations:

   - administrative

   - teacher unions/associations

   - limitations of staff time

   - geographical?

STEP-BY-STEP PROCEDURES

1. Enlist help of available human resources.

2. Gather available material resources.

3. Keep a file of potentially useful formative evaluation methodologies.

4. Specify existing restrictions related to conducting formative evaluations.

5. List and keep on file restrictions imposed by professional organizations or governing bodies as they relate to conducting evaluations.

6. Invite relevant staff persons, decision makers, and clients to make suggestions and provide feedback on all phases of the evaluation which affect them:
   - defining objectives
   - developing instruments/strategies
   - collecting/managing/interpreting data.

7. Incorporate above suggestions into evaluation design and the establishment of a policy for changing LRC operations.

TASK 4.1.4 Select or design data collection instruments
(See 5.3 for maintaining LRC records)

CONSIDERATIONS

1. What data collection instruments/strategies are being used within the service area that will gather needed information for decision making?

2. What, if any, additional instruments need to be developed?

3. What kinds of procedures are being used for coding, organizing, storing, and retrieving collected information?

4. What kinds of material and human resources are being used to implement the coding, organization, storage, and retrieval of information:

   - computers

   - computer programmers

   - keypunch operators?

5. Can data already being collected for other purposes be utilized?

6. Are any data being collected unnecessarily?

106

STEP-BY-STEP PROCEDURES

1. Gather available information on data collection instruments/strategies being used in the service area.

2. Identify objectives for which instrumentation/strategies are still needed.

3. Specify and develop the necessary instruments/strategies.

4. Determine concerns and priorities of decision makers related to the collection and presentation of data, and establish their priorities.

5. Gather available information on procedures for information coding, organization, storage, and retrieval from:

   - colleagues in the service area

   - evaluation consultant(s)

   - the evaluation literature.

6. Keep a file on well tested and/or highly recommended information coding, organization, storage, and retrieval procedures.

107

(Continued on page 79)

TASK 4.1.4 Select or design data collection instruments (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 78)

7. Provide for the necessary human and material resources, e.g.:

   - utilize present staff

   - train present staff

   - hire part-time technician

   - hire part-time consultant.

8. Specify data already being collected for other purposes that might be utilized in the formative evaluation. (See 5.3 for maintaining LRC records.)

9. Specify data which are being collected but which are not necessary to the analysis.

10. Delete such data from the collection procedures.

TASK 4.1.5 Specify procedures for the analysis of information

CONSIDERATIONS

1. What procedures are being used within the service area to analyze and interpret formative evaluation data?

2. What kinds of material and human resources are being used to analyze and interpret formative evaluation data in other LRC service areas:

   - computer capacity

   - computer programmers

   - funding agency guidelines

   - professionally trained evaluators?

STEP-BY-STEP PROCEDURES

1. Gather available information on procedures in the service area used for analyzing evaluative data.

2. Provide for the material and human resources necessary to analyze and interpret the data.

110

111

TASK 4.1.6 Select or design reporting format(s)

CONSIDERATIONS

1. What reporting formats have been well received by what audiences?

2. What reporting formats have been poorly received by what audiences?

3. What audience(s) will receive formative evaluation reports?

4. Will the data, once analyzed, be in readily usable form for decision making?

STEP-BY-STEP PROCEDURES

1. Contact local decision makers for copies of formative evaluation reports that have been well received.

2. Contact local decision makers for copies of formative evaluation reports that have been poorly received.

3. Specify the audience(s) that will be receiving formative evaluation reports.

4. Keep a file on which report formats are well received (and which are poorly received) by which audiences.

5. Specify (for each audience) the most appropriate format in which data should be put to be most meaningful and useful to local decision makers, i.e.:

   - graphic
   - narrative
   - statistical
   - some combination.

TASK 4.1.7 Specify responsibilities, time lines, and procedures for administering the formative evaluation

CONSIDERATIONS

1. Are the staff members and other affected parties aware of their part in the formative evaluation?

2. Has the formative evaluation been adequately budgeted?

3. Have reasonable time lines been established for the various phases of the evaluation:

   - focusing the evaluation

   - selecting/developing instruments

   - collecting/managing data

   - analyzing/interpreting/reporting data?

4. Have ways and means for periodically updating the evaluation design been specified?

STEP-BY-STEP PROCEDURES

1. Specify the responsibilities of all those involved/interested in the formative evaluation and make this information generally available.

2. Specify direct and indirect costs of the formative evaluation:

   - personnel

   - materials

   - consultant.

3. Specify reasonable time lines for:

   - focusing the evaluation

   - selecting/developing instruments

   - collecting/organizing data

   - analyzing/interpreting/reporting data.

4. Specify ways and means for periodically updating the evaluation design.

14

115

TASK 4.1.8 Utilize formative evaluation data in making decisions concerning needed revisions in LRC operations

CONSIDERATIONS

1. Will evaluation findings be used in revising LRC operations?

STEP-BY-STEP PROCEDURES

1. Identify those persons/agencies who will be making decisions regarding current and future LRC operations.
2. Identify those who control policy changes.
3. Obtain commitment from decision makers that evaluation findings will be utilized in making needed revisions and/or support in LRC operations.

Strategy 4.2 Provide for appropriate periodic summative evaluation of LRC operations

Task 4.2.1 Select an external evaluator to conduct periodic summative evaluations

Task 4.2.2 Negotiate an evaluation contract specifying duties and obligations of both parties

Task 4.2.3 Arrange for appropriate formal and informal support for the external evaluation

TASK 4.2.1 Select an external evaluator to conduct periodic summative evaluations

CONSIDERATIONS

1. What external evaluators are available?
2. What external evaluators have experience and a good "track record" in this type of evaluation?
3. What restrictions exist relative to selecting and employing an external evaluator:
   - distance
   - cost
   - availability for adequate periods of time
   - state/local regulations?

STEP-BY-STEP PROCEDURES

1. Establish a list of trained external evaluators by contacting:
   - state/local offices
   - training institutions
2. Identify those evaluators who are most suitable/ competent.
3. Identify restrictions limiting the choice of evaluators.
4. Establish policy concerning selection of evaluator, fees for honorarium, travel, per diem, and procedures for cost reimbursement. (See 8.1.2 for policies regarding expenditures.)

TASK 4.2.2 Negotiate an evaluation contract specifying duties and obligations of both parties

CONSIDERATIONS

1. What general areas should be covered in a summative evaluation contract?

2. What general topics should be included in the summative evaluation report?

STEP-BY-STEP PROCEDURES

1. Specify:

   - the audience(s) for whom the report is to be prepared
   - the evaluator's dissemination rights and responsibilities
   - the general format for the final evaluation report
   - the questions to be discussed in the study
   - the resources that will support the evaluation, i.e., budget and local personnel
   - the procedures and instruments to be used
   - the delivery schedule to be followed

2. Specify that at least the following topics be covered in the summative evaluation report:

   - introduction (to include a statement of the value perspectives and professional viewpoint of the evaluator(s))
   - description of the study's objectives, design, and procedures
   - brief summary of related research and evaluation findings

22

123

(Continued on page 89)

TASK 4.2.2 Negotiate an evaluation contract specifying duties and obligations of both parties

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 88) - summary of findings - critique of the study as to its technical adequacy and social/educational utility (practical significance) - conclusions and recommendations with supporting data explicitly identified. 3. If a contract and report format can be negotiated to the satisfaction of both parties, employ the external evaluator.

TASK 4.2.3 Arrange for appropriate formal and informal support for the external evaluation

CONSIDERATIONS

1. What kinds of additional (i.e., non-contractual) support would be likely to facilitate the external evaluation?

STEP-BY-STEP PROCEDURES

1. Inform all staff of the purpose of the evaluation:

   - circulate a copy of the evaluation contract.

2. Try to avoid introducing the external evaluator as "the secret police" or some such similar term.

3. Make arrangements so that a wide range of staff persons and clients can have informal as well as formal access to the external evaluator.

4. Make special efforts to insure that the external evaluator has adequate access to and cooperation from the formative evaluator.

5. Be as candid as possible in all professional interactions with the evaluator.

6. Circulate copy of final evaluation report to all staff.

FUNCTION 5.0 ORGANIZING AND MANAGING LRC OPERATIONS

Strategy 5.1 *Design an organizational structure that will facilitate LRC operations*

Strategy 5.2 *Develop a policy and procedure manual for all LRC operations*

Strategy 5.3 *Develop a system for maintaining LRC records*

Strategy 5.4 *Develop and maintain procedures for internal communications concerning information relevant relevant to LRC activities*

Strategy 5.5 *Collaborate with personnel from other agencies on mutually beneficial projects*

INTRODUCTION

This section is intended to assist LRC in developing organizational procedures necessary to a well functioning operation. It provides considerations and procedures for developing organizational structures and policies and procedures and for maintaining record keeping and internal communication systems.

The following terms are used in this section:

fiscal agent: the organization (i.e., school district, college or unitversity, state department) responsible for monitoring and accounting for the expenditure of funds. While the LRC may write for and receive funds, the fiscal agent is ultimately responsible for how the funds are used.

management information system: the collection, analysis, and presentation of data designed to aid in the decision making process.

Strategy 5.1 *Design an organizational structure that will facilitate LRC operations*

Task 5.1.1 Determine staff functions that will be required to conduct LRC activities

Task 5.1.2 Develop an organizational chart depicting line-staff relationships

Task 5.1.3 Develop job descriptions for staff positions

TASK

5.1.1 Determine staff functions that will be required to conduct LRC activities

CONSIDERATIONS

1. What will the LRC's organizational structure be:

   - program categories
   - function or process categories
   - departments or sections?

2. What authority and responsibility is needed to accomplish LRC goals and objectives:

   - autocratic -- all decision-making authority rests with one individual
   - democratic -- final decision-making authority rests with one individual, but input is solicited from each staff member
   - participative -- decisions are made by a group (e.g., program directors)
   - distributive -- each program component makes decisions relating to that area.

3. Has there been a staff operating the LRC's activities? If so, consider what has occurred previously before considering any changes.

4. Which competencies does each staff member possess, or which competencies should be sought when hiring new staff?

5. Are there specific state certification requirements that must be met by the staff?

6. What are the budget constraints imposed by SEA, cooperating LEAs, and relevant fiscal agents?

STEP-BY-STEP PROCEDURES

1. Review needs assessment data (2.0), forecasting (2.1.5), budget considerations, and the LRC's service plans (3.0) to determine the organizational structure which will accomplish the LRC's goals most efficiently.

2. Consult with fiscal agent to determine whether the LRC's structure is in accordance with that employed by the fiscal agent.

3. Define lines of authority and responsibility within the LRC. (See 5.1.2 for line staff relationships.)

4. Match staff competency with determined functions. When necessary, arrange to train staff members in additional competencies.

132

TASK 5.1.2 Develop an organizational chart depicting line-staff relationships

CONSIDERATIONS

1. To what external administrative agencies is the LRC responsible? District, state, federal?

2. What type of internal organizational model does the LRC employ? How can it be depicted in an organizational chart?

3. To what external programs is the LRC responsible? What is the organization relationship between the LRC and its client(s)?

4. Should the organizational chart include:

   - federal agencies
   - state agencies
   - local agencies
   - public/private agencies
   - advisory council or governing board
   - line-staff relationships?

STEP-BY-STEP PROCEDURES

1. Review examples of organizational charts from other agencies.

2. Determine to which external agencies (if any) the LRC is responsible and graphically depict the lines of authority and responsibility.

3. Using the LRC's internal organizational structure and established lines of authority and responsibility, show the vertical and horizontal relationships in a chart.

4. Develop a graphic representation of the organizational relationship between the LRC and its clients.

TASK 5.1.3 Develop job descriptions for staff positions

CONSIDERATIONS

1. What are LRC program and management objectives? (See 2.1.0)
2. What are staff functions? (See 5.1.1) Do staff functions need clarification?
3. What qualifications are required of staff?
4. What are fiscal limitations?
5. How detailed should job descriptions be? Should they be based on specific project objectives and activities, or should they be based on a person's specific competencies and skills?
6. Determine the format for job descriptions.
7. Determine the content of job descriptions.

STEP-BY-STEP PROCEDURES

1. Examine Considerations.
2. Obtain and utilize examples of job descriptions from other agencies.
3. Determine the format for job descriptions.
4. Determine the content of job descriptions.
5. Write job descriptions, utilizing input from staff members.
6. Obtain approval from appropriate agencies, advisory boards, or other governing group.
7. Orient staff to all job descriptions, e.g., post them in writing, provide an in-service, role-play, or brainstorm problem situations to realize job responsibilities.

Strategy 5.2 Develop a policy and procedure manual for all LRC operations

Task 5.2.1 Identify policies, regulations, legal requirements and procedures of fiscal agent and other appropriate agencies that are relevant to the operation of the LRC

Task 5.2.2 Design a system for generating, documenting, maintaining and revising a policies and procedures manual to guide LRC operations

138

137

TASK

5.2.1 Identify policies, regulations, legal requirements, and procedures of fiscal agent and other appropriate agencies that are relevant to the operation of the LRC

CONSIDERATIONS

1. What agencies are relevant to the operation of the LRC (fiscal, federal, SEA, IED, LEA, clients, ALRC)?
2. Do the policies, procedures and regulations conflict with LRC operations?

STEP-BY-STEP PROCEDURES

1. Identify agencies that are relevant to the operation of the LRC.
2. Identify policies, procedures, and regulations that restrict/influence LRC operation.
3. Review and analyze the policies, regulations, legal requirements and procedures that are relevant to the operation of the LRC.
4. Resolve conflicts with relevant agencies.

TASK 5.2.2 Design a system for generating, documenting, maintaining, and revising a policies and procedures manual to guide LRC operations

CONSIDERATIONS

1. Who will use the manual:

   - LRC
   - special education teachers
   - private agencies?

2. Who will assist in the development of a manual for all LRC operations:

   - advisory/governing board
   - LRC staff
   - consultants (federal, state, and related agencies)
   - others, e.g., parents, teachers, students, other federal project personnel?

3. What will be included in an operations manual:

   - statement of purpose
   - organizational chart
   - statements of cooperation from participating agencies
   - description of services
   - description of personnel
   - description of fiscal management and accounting procedures
   - description of materials dissemination and retrieval policies
   - description and determination of kind and types
141 (if any) of materials produced at LRC
   - legal requirements of funding agent
   - policies of fiscal agent?

4. Design a manual that can be easily revised or updated

(Continued on page 104)

STEP-BY-STEP PROCEDURES

1. Review the LRC program plan to determine who the users of the operations manual will be.
2. Specify a time line for the development, production, and dissemination of the manual.
3. Provide for a planning session which would include potential users, i.e., teachers, parents, administrators, and other interest parties, to develop an operations manual.
4. At a planning session, determine the content of the manual.
5. Develop a draft of the manual.
6. Arrange for a review by the advisory board for adoption and/or revision.
7. Produce the manual.
8. Allow for the periodic collection and analysis of relevant agency and user input data.
9. Determine which sections of the manual will need revision.
10. Assign responsibility for revision of manual. 142
11. Revise the manual.
12. Obtain approval of the revisions by the advisory board.
13. Desseminate the revision.

TASK 5.2.2 Design a system for generating, documenting, maintaing, and revising a policies and procedures manual to guide LRC operations (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 103)	

5. Final production and dissemination of manual should be subject to approval by advisory/governing board.

6. Who is responsible for actual revision of the operations manual:

   - SEA
   - advisory/governing board
   - LRC administrator/staff?

7. How often should the operations manual be revised:

   - quarterly
   - semi-annually
   - annually?

8. Who or what determines whether the operations manual needs revision:

   - SEA requirements
   - LEA policies
   - school personnel recommendations
   - other public/private agency recommendations
   - parent inquiries and recommendations
   - LRC personnel?

9. Should provisions be made for regularly scheduled inputs from users of the manual?

144

Strategy 5.3 Develop a system for maintaining LRC records

Task 5.3.1 Identify information for which records must be kept

Task 5.3.2 Select or develop a management information system to facilitate collection, storage, analysis, and retrieval of data related to LRC management

Task 5.3.3 Develop an LRC filing system

TASK

5.3.1 Identify information for which records must be kept (See 4.0, LRC Evaluations)

CONSIDERATIONS

1. What records must be kept for the fiscal agent, LRC staff, and other agencies that are relevant to the operation of the LRC:

   - bookkeeping and accounting systems (See 8.1.4)
   - acquisition and circulation of instructional materials (See 12.0)
   - monitoring and evaluating staff performance (See 6.4.0)
   - evaluating the effectiveness of special education materials (either developed at the LRC or acquired by the LRC) (See 11.2.0)
   - evaluating the effectiveness of LRC services (See 4.0)
   - monitoring and evaluating the effectiveness of information dissemination and public relations efforts
   - evaluation of inservice programs (See 13.1.5)
   - monitoring usage of LRC services
   - evaluation and revision of LRC operations manual (See 5.2.2)
   - anecdotal records?

2. From whom is the data obtained?

3. Is it legal to collect the information and to report it?

4. Who needs and will receive the information:

   - LRC staff
   - fiscal agent
   - state agencies
   - schools, parents
   - other agencies?

147

inued on page 108)

STEP-BY-STEP PROCEDURES

1. Determine information for which records must be kept.

2. Determine to whom reports will be disseminated.

3. Determine what information may be legally collected and reported.

4. Establish record keeping systems compatible with other systems in your state and network.

5. Determine formats in which reports will be made.

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 107) 5. How often will they receive it: - weekly - monthly - quarterly - semi-annually - annually? 6. How will the information be used? 7. In what format is data needed in order to be entered and retrieved? 8. How will the information be recorded and transmitted? 9. Are there costs and/or time factors to consider when determing what records are to be kept?	

149 150

TASK 5.3.2 Select or develop a management information system to facilitate collection, storage, analysis, and retrieval of data related to LRC management

CONSIDERATIONS

1. What information are you required to collect? (See 5.3.1 and 7.0)

2. What management systems have been developed and are in use in other LRCs? At the SEA level?

3. Are there consultants available to assist in the selection of a management information system:

   - federal agencies
   - SEA
   - other LRCs?

4. What system best fits the specific needs of the LRC?

5. Does the amount of clerical help or storage space constrain the type of system chosen?

STEP-BY-STEP PROCEDURES

1. Determine the availability of existing systems or consultants to help develop a system tailored to the LRC's needs.

2. Obtain samples, guide books, and/or consultant time to facilitate development of system according to budget limitations.

3. Choose or develop data systems to meet identified needs. (See 5.3.1)

4. Submit system for revision to supervisor, SEA, or LRC Network.

5. Revise system based on input.

6. Write guidelines for use of system, including how to complete report, when to collect data, who is to collect data, and when reports are to be filed. (See 4.0, evaluation.)

TASK 5.3.3 Develop an LRC filing system

CONSIDERATIONS

1. What information will be stored in the filing system? (See 5.3.1)
2. Which staff members will be trained to use and manage the system?
3. Do other LRCs, schools or the SEA have a filing system which could be adapted for use in the LRC? LRC filing systems should be compatible with external agencies to whom the LRC has some responsibility.
4. Use an established system, if possible.

STEP-BY-STEP PROCEDURES

1. Review standard filing systems.
2. Adopt a filing system which suits the needs of the LRC.
3. Train all appropriate LRC staff in the use of the system.
4. Review the system periodically.

153

154

Strategy 5.4 *Develop and maintain procedures for internal communications concerning information relevant to LRC activities*

Task 5.4.1 Specify channels or lines of communication which include all LRC personnel

Task 5.4.2 Design a system for routing relevant information among appropriate staff

Task 5.4.3 Select or develop forms and record systems which facilitate internal communication

Task 5.4.4 Develop procedures for communicating information of a confidential nature

TASK 5.4.1 Specify channels or lines of communication which include all LRC personnel (See 15.0, providing information services)

CONSIDERATIONS

1. Have formal channels and lines of communication tentatively been established by the organization chart? (See 5.1.2)
2. What type of information is pertinent to LRC operation and should be communicated?
3. Will evaluation of the channels or lines of communication take place? If so, who will conduct the evaluation and how often?
4. Establish lines of communication both vertically and horizontally. Communication should be channeled as easily from the bottom as from the top, and should also flow laterally.

STEP-BY-STEP PROCEDURES

1. Review organization chart, LRC plans, and job descriptions to identify information needs.
2. Identify sources of information.
3. Determine who needs what kind of information.
4. Review current communication options and select those appropriate to the LRC (written, informal, rumor).
5. Periodically evaluate the effectiveness of the internal flow of essential information between and among staff.

TASK 5.4.2 Design a system for routing relevant information among appropriate staff

CONSIDERATIONS

1. Who is responsible for routing relevant information to appropriate staff:

   - director
   - program coordinator
   - information specialist?

2. Is the system of routing information effective and efficient in terms of time, space, energy, and production equipment?

3. How will the system accommodate the routing of information of a confidential nature?

STEP-BY-STEP PROCEDURES

1. Determine who is responsible for routing information.

2. Develop guidelines for determining what is relevant information.

3. Develop procedures and mechanisms for the routing of information. (See 5.4.4 for confidential information.)

4. Develop criteria for the evaluation of the effectiveness of the routing system.

5. Periodically review evaluation data and make necessary modifications in the routing system.

159

160

TASK 5.4.3 Select or develop forms and record systems which facilitate internal communication

CONSIDERATIONS

1. Are suitable forms and record systems available and currently in use at the SEA? At other LRCs? Elsewhere?

2. Can you adapt an existing system for use in the LRC, taking into account fiscal limitations, present filing systems, clerical assistance, and staff preferences?

3. Are consultants available to assist in the development or adaptation of a communication system?

4. Does your system allow for ongoing evaluation, revision, and staff input?

5. When considering internal systems of communication, remember that "face-to-face" communication should be preserved.

STEP-BY-STEP PROCEDURES

1. Identify existing communication systems in use in your network or state.

2. Select, adapt, or develop a system of internal communication suitable for use in your LRC.

3. Train staff in the use of the communication system.

4. Implement the communication system.

5. Evaluate the system periodically.

TASK 5.4.4 Develop procedures for communicating information of a confidential nature

CONSIDERATIONS

1. Are specific types of information located in your LRC considered confidential:

   - personnel information
   - diagnostic test scores
   - videotapes
   - taped interviews
   - personal data (parent, child) ?

2. What legal procedures must be completed before confidential information can be communicated:

   - permission forms
   - release of information forms
   - assurance of confidentiality forms?

3. How can information of a confidential nature be appropriately communicated?

4. Is there a storage system which will securely retain confidential information?

5. Are there procedures for expunction of files in accordance with regulations?

163

STEP-BY-STEP PROCEDURES

1. Determine which information will be considered confidential.

2. Examine legal considerations relative to confidential information.

3. Determine procedures and the necessary forms for communicating information of a confidential nature.

4. Periodically evaluate these procedures.

5. Prepare a storage system for confidential information taking the proper security measures.

164

Strategy 5.5 Collaborate with personnel from other agencies on mutually beneficial projects

Task 5.5.1 Engage in planning for cooperative services with external agencies

Task 5.5.2 Develop procedures for subcontracting or developing service agreements with other agencies or individuals for either providing or receiving needed services

Task 5.5.3 Establish policies for employment of external consultants

166

165

TASK 5.5.1 Engage in planning for cooperative services with external agencies

CONSIDERATIONS

1. Does the LRC function through an appropriate collaboration of people who are representative of the community:

   - other public educational agencies
   - other private educational agencies
   - private business and industry
   - civic and service organizations?

   (See 9.1.1 for identification of appraisal and programming services and 2.1.4 for other agencies.)

2. What kinds of dissemination of information or publicity are being used? Are they isolated? Are there resources, time, space, and energy available for more widespread public relations work? (See 14.4 for public relations.)

3. Has the LRC actively searched for external agencies that could benefit it:

   - obvious cooperative agencies
   - non-publicized agencies?

4. Has the LRC been outwardly cooperative and made known the need for auxilliary services?

5. Why would external agencies want to participate? Have areas of common interest been identified?

6. Use existing advisory group to plan for cooperative services. (See 3.2.2 for Advisory Board.)

STEP-BY-STEP PROCEDURES

1. Develop a list of possible agencies which might be able to assist the LRC, or vice versa.

2. Examine and review guidelines, rules, and regulations of other agencies. Develop guidelines to delineate where service gaps exist and correct them.

3. Disseminate information about the LRC's services to other agencies and follow up with personal contacts.

4. Set up meeting dates for planning sessions as needed. Develop guidelines to delineate where service gaps exist and correct them.

5. Examine the guidelines of other agencies and establish a flow chart of how services mesh to provide full services in the community.

6. Establish an attitude of cooperation by regularly scheduled personal contacts with external agencies, if there is no interagency advisory committee.

7. Provide service to external agencies. Create a sense of interdependency.

TASK

5.5.2 Develop procedures for subcontracting or developing service agreements with other agencies or individuals for either providing or receiving needed services (See 3.0 for developing LRC plans)

CONSIDERATIONS

1. Are there needed services the LRC cannot provide or can provide other agencies:

   - curriculum development
   - career education information
   - hardware demonstration
   - in-service training?

2. Where can you go to get the needed services:

   - university and colleges
   - community
   - private agencies
   - regional agencies
   - national agencies
   - SEA?

3. What are the fiscal limitations regarding subcontracting for needed services?

4. Are there limitations imposed by district or state policy?

5. What services might be provided "in kind", i.e., without pay? What services might be performed in exchange for return services?

169

STEP-BY-STEP PROCEDURES

1. Identify needed services which the LRC cannot provide or can provide for other agencies.

2. Identify external agencies that could best provide needed services.

3. Examine fiscal resources.

4. Determine the economic feasibility of subcontracting for service.

5. Determine availabilty of staff to perform services for other agencies.

6. Establish a contractual agreement between the LRC and agencies which will provide services at cost or that will cover cost necessary to LRC to implement.

7. Maintain data on the results or effects of subcontracts

   - Did they provide the service?
   - Was the service adequate?
   - Could you use the contractor again?

8. Evaluation forms should be used to evaluate the services provided by the external contracted party. These evaluations should be based on specific objectives of performance decided upon in the initial contract.

9. Locate consultants who will provide "in kind" services.

10. Develop a "Memorandum of Agreement" for services which will be provided at no cost.

TASK 5.5.3 Establish Policies for employment of external consultants

CONSIDERATIONS

1. Are there services that cannot be met by the central staff:

   - evaluation of materials
   - program evaluation
   - individualized instruction packet development
   - inservice education needs
   - equipment, materials, and hardware demonstration?

2. Where are the existing human resources that the LRC may employ as external consultants:

   - colleges and universities
   - SEA
   - instructional staff of schools
   - community organizations (public, private) ?

3. What are the financial arrangements for employing external consultants:

   - per diem, honorarium, and stipends
   - free-gratis, donations, ancillary service by other agencies
   - commercial and business sales personnel willing to participate?

4. How much is budgeted for external consultants and do specifications exist for the kinds of services which can be contracted out?

5. What are the fiscal agent and funding source policies on use of consultants?

STEP-BY-STEP PROCEDURES

1. Determine those LRC activities and services that the LRC cannot provide.

2. Prioritize unmet activities and services.

3. Examine agencies that can provide unmet services.

4. Send proposals to different agencies regarding services needed by the LRC, and request bids.

5. Review and examine bids on contracts for services.

6. Establish and develop a contractual arrangement with external consultants specifying time line, product, and cost, and following procedures established by th LRC and its fiscal agent.

7. Evaluate the effectiveness and cost efficiency of th service.

FUNCTION 6.0 SELECTING AND MANAGING PERSONNEL

Strategy 6.1 Select appropriate staff for performing LRC activities

Strategy 6.2 Provide opportunity for staff to improve their competencies

Strategy 6.3 Develop procedures for staff input into program planning and implementation

Strategy 6.4 Design procedures for monitoring and evaluating staff performance in conducting assigned responsibilities

INTRODUCTION

The maintenance of a productive and satisfied staff requires a good deal of sensitivity and can be one of the most important tasks in any organization. This section attempts to detail for the reader appropriate procedures for interviewing and hiring staff members, methods for monitoring the performance of the staff and providing inservice training in areas of weakness, and, finally, procedures for conducting individual evaluations. The concept of participative government in all areas of LRC operations is stressed in this section. When implemented effectively, this kind of group participation in planning and decision making can positively influence the functioning of the entire LRC.

174

173

Strategy 6.1 Select appropriate staff for performing LRC activities

Task 6.1.1 Obtain or develop policies and procedures for staff selection

Task 6.1.2 Obtain or design personnel application forms

Task 6.1.3 Develop an internal and external staff recruitment system that follows affirmative action guidelines

Task 6.1.4 Develop a screening procedure

Task 6.1.5 Conduct interviews with job applicants

Task 6.1.6 Obtain or develop contract and appointment procedures and forms

Task 6.1.7 Provide orientation for new staff regarding job responsibilities; LRC objectives, activities, policies and procedures; role of existing staff; and staff benefits

176

175

TASK 6.1.1 Obtain or develop policies and procedures for staff selection

CONSIDERATIONS

1. What are affirmative action guidelines of fiscal agency and/or funding source?

2. What procedures do related agencies use which could be adopted for the LRC?

3. What are the requirements for positions based upon? Competency, education, other?

4. Gather information about staff functions, line-staff relationships, and job descriptions. (Refer to 5.1.1, 5.1.2, and 5.1.3)

5. Do selection procedures address advertisement, recruitment, and selection criteria?

STEP-BY-STEP PROCEDURES

1. Obtain and review affirmative action guidelines of fiscal agency.

2. Obtain and review staff selection procedures utilized by other agencies.

3. Develop personnel selection policies and procedures.

4. Check to assure compatibility between selection policies and procedures developed and organizational structure and staff functions.

CONSIDERATIONS

1. Does the fiscal agent require use of a standard application form?

2. Does the application form meet affirmative action requirements?

3. Does the application form elicit information specific to the LRC?

179

STEP-BY-STEP PROCEDURES

1. Identify information not elicited on general application.

2. Obtain or develop forms which provide the information needed to make the selection decision.

180

TASK 6.1.3 Develop an internal and external staff recruitment system that follows affirmative action guidelines

CONSIDERATIONS

1. What are the affirmative action guidelines of the fiscal agent? (See 6.1.1)
2. What are the procedural differences betweeen internal and external recruitment? Are there benefits to recruiting from within the organization or from outside of the organization?
3. Do staff have competencies necessary to develop a recruitment system?
4. Are there resources available to aid in the development of the recruitment system?
5. Should internal staff meet the same standards as an external person in order to fill a position?

STEP-BY-STEP PROCEDURES

1. Obtain a copy of the affirmative action guidelines of the fiscal agent, and develop a set of guidelines for LRC use.
2. Collect information on recruitment systems utilized by other agencies with similar personnel needs (fiscal agent, SEA, LRCs, LEAs).
3. Determine which recruitment system (external, internal or combination) would yield the most qualified candidate for the position.
4. Develop and send position notices to potential sources of candidates.

CONSIDERATIONS

1. How many applicants do you want to interview?

2. What criteria will be used for selecting applicants for an interview (i.e., education, work experience, identification with profession, activities both professional and volunteer) ?

3. Who will be involved in the screening?

4. What time line will need to be met?

5. How and when will applicants be notified about their interviews?

6. How and when will applicants be notified they have not been selected for interview?

STEP-BY-STEP PROCEDURES

1. Review information about staff functions, line staff relationships, and job descriptions. (See 5.1.1, 5.1.2, and 5.1.3)

2. Establish criteria and guidelines for selecting the interviewees.

3. Establish a process for conducting the screening.

4. Set the date and location for the selection meeting.

5. Notify those involved about the screening process.

6. Conduct screening and notify applicants of results.

183

184

TASK 6.1.5 Conduct interviews with job applicants

CONSIDERATIONS

1. Do the affirmative action guidelines and parent agency policies constrain the interviewing procedures?

2. What interview techniques will maximize objectivity:

   - structured vs. unstructured
   - group vs. individual
   - formal vs. informal?

3. Will the interviewing process allow for previewing applications, collection of appropriate data and setting up interview procedures?

4. Are there sufficient resources for conducting the interviews:

   - applicant per diem and travel expenses
   - interviewer per diem and travel expenses
   - staff time
   - correspondence and telephone follow-up costs?

STEP-BY-STEP PROCEDURES

1. Examine policy manuals and affirmative action guidelines to identify limitations relating to the interview process.

2. Establish procedures for:

   a) interview process and agenda

   b) interview content questions

   c) duplication and circulation of applications and other pertinent information for interviewers before interviewing session.

3. Contact interviewees with information on alternate interview dates, allowing normal time for response to correspondence.

4. Schedule interview with candidates for specific dates.

5. Review interview procedures and discuss probable questions with selection committee prior to conducting interviews.

6. Conduct interviews and check references.

7. Selection committee will review all candidate information (applications, vita, interview results, references), make selection, and notify all applicants.

TASK 6.1.6 Obtain or develop contract and appointment procedures and forms

CONSIDERATIONS

1. Is the LRC or fiscal agent the employing agency?
2. What terms should be addressed in the contract:
   - fringe benefits
   - salary
   - period of employment
   - vacations
   - work responsibilities
   - probation period?
3. What are the essential components of a clear and binding contract?
4. What are the employee/employer rights, duties, and obligations under the contract?

STEP-BY-STEP PROCEDURES

1. Obtain and review contracts from employing agencies to identify essential elements and conditions.
2. Develop terms and conditions of appointment and incorporate them into the contract.
3. Issue, process and execute the contract.

187

188

TASK 6.1.7 Provide orientation for new staff regarding job responsibilities; LRC objectives, activities, policies and procedures; role of existing staff; and staff benefits

CONSIDERATIONS

1. What is the job description for the position? (See 5.1.3)

2. What is the workscope of your organization? (See 1.2)

3. Do you have to abide by any other policies of agencies you work with; for example, a funding or fiscal agent? (See 5.2)

4. What informal/unwritten rules, norms and policies exist (work hours, dress code, breaks, lunch hours)?

5. What is the formal and informal structure of the organization (see 5.1.2), including communication channels?

6. Who will conduct new staff orientation?

7. What benefits are available - health, use of facilities?

STEP-BY-STEP PROCEDURES

1. Collect relevant orientation information such as policies and procedures manual and LRC plans.

2. Identify and review formal and informal policies.

3. Assign responsibility for orienting new staff.

4. Conduct orientation and obtain feedback.

5. Periodically review and modify orientation procedures.

190

189

Strategy 6.2 Provide opportunity for staff to improve their competencies

Task 6.2.1 Provide preliminary orientation and training for all staff to insure successful completion of all assigned activities

Task 6.2.2 Develop and implement continuing inservice training programs to increase the staff's professional knowledge in more productively meeting the objectives of the LRC

Task 6.2.3 Identify and make available to staff members information about educational programs and publications that would help to increase their professional skills and knowledge

Task 6.2.4 Develop policies and procedures pertaining to external professional development activities such as professional conferences, inservice training and formal course work

TASK 6.2.1 Provide preliminary orientation and training for all staff to insure successful completion of all assigned activities

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
1. What specific skills are needed for the position? (See 5.1.3 for job descriptions.)	1. Review job description, organization roles, and workscope to identify specific skills required.
2. What skills does the individual possess and/or need to acquire?	2. Determine discrepancy between required and available skills (assess staff training needs).
3. How will the individual acquire the needed skills - inservice, on the job training?	3. Design training program to meet identified needs.
	4. Assign staff responsibilities for conducting the training.
	5. Evaluate the orientation process in terms of each components (needs assessment, training, implementation).

TASK 6.2.2 Develop and implement continuing inservice training programs to increase the staff's professional knowledge in more productively meeting the objectives of the LRC

CONSIDERATIONS

1. What are the needed areas of training?

2. What resources are available to provide this training:

   - staff
   - SEA
   - colleges
   - ALRC/RRC
   - LEA?

3. What costs can the organization incur:

   - staff
   - time
   - money?

4. How will the effectiveness of the inservice training be assessed?

5. What training program options are available:

   - classes
   - on the job training
   - independent study?

195

STEP-BY-STEP PROCEDURES

1. Examine LRC objectives to identify needed competencies.

2. Review staff competencies in relation to required skills to determine training needs.

3. Identify and select inservice training programs that will aid the staff in achieving LRC objectives.

4. Evaluate and revise the inservice training program in relation to its contribution to accomplishing LRC objectives.

196

TASK 6.2.3 Identify and make available to staff members information about educational programs and publications that would help to increase their professional skills and knowledge

CONSIDERATIONS

1. What activities, other than inservice, are approved for improving the skills of staff (i.e., reading, conversation exchange, film viewing, materials previewing, attending evening classes at local colleges and universities) ?

2. How do staff members know when professional development is appropriate?

3. Who on the staff coordinates the dissemination of information and performs the current awareness function? (See 5.4 for internal communications.)

STEP-BY-STEP PROCEDURES

1. In preparing the annual plan for services, include time for a skill-improvement program.

2. The staff should set goals and design a plan for specific skill development activities during the year.

3. Set monthly staff sessions for sharing information related to what's new in the field.

197

198

TASK 6.2.4 Develop policies and procedures pertaining to external professional development activities such as professional conferences, inservice training and formal course work

CONSIDERATIONS

1. What factors should be considered in developing policies and procedures pertaining to professional development:

   - costs
   - conference topics
   - courses of study
   - release time
   - eligibility
   - reimbursement?

2. What professional conferences are appropriate for which staff members?

3. What are the policies related to LRC financial contributions to individual staff development programs and reciprocal time owed the LRC following training programs? (See 5.2.1)

STEP-BY-STEP PROCEDURES

1. Discuss and allocate staff responsibilities for attendance at conferences, conventions, or special training sessions, avoiding duplication of activities.

2. Design a process by which conference feedback is disseminated in a palatable form to the staff.

3. Establish policies related to the LRC's financial support of professional development activities.

199

200

Strategy 6.3 *Develop procedures for staff input into program planning and implementation*

Task 6.3.1 Solicit recommendations from staff regarding existing activities and suggestions for new or different approaches to LRC operations

Task 6.3.2 Include appropriate staff in the decision making process about actions having potential effect on their responsibilities

Task 6.3.3 Conduct regularly scheduled staff meetings

202

201

TASK

6.3.1 Solicit recommendations from staff regarding existing activities and suggestions for new or different approaches to LRC operations

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
1. What management style is being used in the organization? (See 5.1.2)	1. Establish an LRC operation mode which elicits, honors, and gives due consideration to input from all participating staff persons.
2. What decision making process will aid in soliciting recommendations from staff?	2. Reserve staff meeting time for brainstorming and staff decision making relating to procedures.
3. What formal and informal procedures for receiving suggestions and recommendations are available?	3. Establish both formal and informal procedures for receiving and processing suggestions and recommendations for LRC operations.
4. Which staff should participate in developing recommendations?	

TASK 6.3.2 Include appropriate staff in the decision making process about actions having potential effect on their responsibilities

CONSIDERATIONS

1. Are the staff included in making decisions which affect their responsibilities?

2. Do individual group members have the skills to be good group process decision-makers and participants?

3. Does each group member understand and approve of the process of change as a growth mechanism?

4. What is the process for change?

205

STEP-BY-STEP PROCEDURES

1. Orient the staff to the selected process of leadership. (See 5.1)

2. Conduct staff meetings in a style which encourages and requires participation by all staff members.

3. Disseminate information equally and openly to all group members who are involved in the decision making process.

4. Continually assess the abilities of the group and its individuals to participated in group decision making procedures and when necessary upgrade their skills through training.

206

TASK 6.3.3 Conduct regularly scheduled staff meetings

CONSIDERATIONS

1. What is the purpose of staff meetings?
2. How frequently are staff meetings needed?
3. What should the content and structure of the staff meetings be?
4. How much participation is expected?
5. Who monitors or conducts staff meetings?

STEP-BY-STEP PROCEDURES

1. Establish a schedule and structure for staff meetings and stick to it.
2. Establish who will initiate agenda.
3. Circulate agendas at least one week prior to staff meeting.
4. Allow for last minute input.
5. Set criteria for agenda content. Include in the agenda topics to be covered with descriptions of goals or objectives to be accomplished for each type. Do not include too many problems in a meeting.
6. Build into the staff meeting structure an appropriate time for brief reports by individuals or groups of current activities so that the total staff is aware of the scope of LRC involvement.
7. Initiate a philosophy establishing staff meetings as having priority over all other activities.
8. Allow for additional meetings when necessary, especially as a follow-up to decisions made in staff meetings.

Strategy 6.4 *Design procedures for monitoring and evaluating staff performance in conducting assigned responsibilities*

Task 6.4.1 Develop a system for establishing goals, objectives, and responsibilities of individual staff

Task 6.4.2 Specify criteria for evaluating performance

Task 6.4.3 Develop a monitoring/feedback system to provide information on staff performance

Task 6.4.4 Discharge staff members who are unable to meet their responsibilities

TASK 6.4.1 Develop a system for establishing goals, objectives, and responsibilities of individual staff

CONSIDERATIONS

1. What model for establishing staff goals, objectives, and responsibilities is to be used?
2. Are these goals, objectives, and responsibilities established cooperatively?
3. Is there a process for review and revision of goals, objectives, and responsibilities?
4. Who should be involved in developing the goals, objectives, and responsibilities?

STEP-BY-STEP PROCEDURES

1. Establish an initial interview within one month after the beginning of the project year between the individual and his supervisor.
2. Provide for agreement of staff member and supervisor about what is expected to be accomplished, at what level of proficiency, and by when.
3. Establish:
   - a goal-setting interview to agree on assigned goals, objectives, and responsibilities
   - a review interview to allow for the supervisor to provide help to the worker where desired
   - an evaluation interview for revision of process objectives and assigned responsibilities when necessary.
4. Make the entire staff aware of each person's goals and activities which are related to the group to prevent overlap of work.

6.4.2 Specify criteria for evaluating performance

CONSIDERATIONS

1. What criteria are necessary to evaluate performance?

2. What is the relationship between the LRC's objectives and individual performance objectives?

3. What objective format will be used in developing criteria:

   - performance
   - behavioral
   - instructional?

STEP-BY-STEP PROCEDURES

1. Determine objective format to be used in developing criteria.

2. Develop criteria in relation to individual staff objectives. (See 6.4.1)

3. Ensure that the criteria are in line with the activities and assignments based on cooperative staff planning.

4. Provide both parties with a copy of the objectives with time lines for completion and criteria.

213

212

TASK 6.4.3 Develop a monitoring/feedback system to provide information on staff performance

CONSIDERATIONS

1. What feedback on performance should be provided to the staff?

2. Who should be involved in the personnel evaluation?

3. Will evaluation information maintained on staff meet confidentiality requirements?

STEP-BY-STEP PROCEDURES

1. Initiate a policy of joint decision making and monitoring.

2. Jointly develop forms for monitoring and evaluation.

3. Establish schedules for completing forms for the monitoring/feedback system.

4. Allow the staff member to select whether monitoring and evaluation will be by supervisor or colleagues.

5. The reviewer and the appraisee should go over the reporting forms together during the interview, coming to a consensus about the content and possible alternatives or remediation.

6. If criteria have not been met, determine constructive remediation procedures which will not jeopardize the employee's productivity.

TASK

6.4.4 Discharge staff members who are unable to meet their responsibilities

CONSIDERATIONS

1. What will be the basis for discharge?
2. What agency regulations must be met?
3. What are the conditions of dismissal in the employment contract?

216

STEP-BY-STEP PROCEDURES

1. Review and become familiar with agency, local, state, and federal regulations about dismissal.
2. Establish a dismissal procedure which includes rationale and steps for determining and documenting unsuitable performance.
3. Collect appropriate data related to the established objectives agreed to by the employee. Document the reasons for discharge.
4. Meet with the employee to discuss his inability to meet agreed upon goals or objectives. Inform him of his appeal privileges.
5. Draw up documents which detail the reasons for and conditions of discharge.
6. Follow agency requirements.
7. Conduct exit interview, in which the reviewer discusses the discharge, other appropriate employment, and fulfillment of responsibilities before departure.
8. Assist the individual in obtaining other suitable employment.

217

FUNCTION 7.0 MANAGING PHYSICAL RESOURCES

Strategy 7.1 Develop procedures for utilization of supplies and equipment

Strategy 7.2 Develop procedures for utilization of physical plant

INTRODUCTION

In this section, guidelines are developed for the operation of the LRC's physical surroundings, including supplies and equipment as well as the actual physical plant. In both areas, policies and procedures are suggested for acquisition, utilization, use by others than staff members, security, and renovation. It is important that many of the activities in this section be considered and planned for at proposal writing time. Thus, this function should be used in careful coordination with 2.0 (Assessing needs for LRC services) and 3.0 (Developing LRC operational plans).

219

Strategy 7.1 Develop procedures for utilization of supplies and equipment

Task 7.1.1 Identify needed supplies and equipment

Task 7.1.2 Develop procedures for analysis, selection, and acquisition of new supplies and equipment

Task 7.1.3 Establish policies governing internal and external use of equipment and supplies

Task 7.1.4 Design a system to maintain security and inventory control of all supplies and equipment

Task 7.1.5 Develop procedures for periodic inspection and maintenance of supplies and equipment

Task 7.1.6 Train LRC staff in the appropriate utilization of equipment

221

220

TASK 7.1.1 Identify needed supplies and equipment

CONSIDERATIONS

1. What supplies and equipment are needed to implement the present and future objectives and activities of the LRC?

2. How much space is available for storage?

3. What are the skills, needs, and desires of the staff?

4. Does the funding source limit the amount which may be budgeted for equipment purchase? If so, are there sources for obtaining specialized equipment other than the funding sources(s), e.g., fund raising or the PTA?

5. Does the funding source have restrictions on rental and/or lease options as an alternative to purchasing equipment?

STEP-BY-STEP PROCEDURES

1. Review objectives and activities to determine supplies and equipment needs.

2. Review the existing program and facilities in terms of needed supplies and equipment.

3. Determine how much of the total budget will be allotted for supplies, equipment purchase, or rental. (See 3.1.3, LRC resources)

4. Use the data obtained from the needs forecasting activities (2.1.5) to assist in determining the most cost-effective purchases.

5. Compile and justify supplies and equipment needs (justify by objective and activity).

6. Establish a prioritized list of alternative purchases in case the budget is reduced; also, prepare a projected list of additional items that one would recommend if additional monies were available.

TASK 7.1.2 Develop procedures for analysis, selection, and acquisition of new supplies and equipment

CONSIDERATIONS

1. What constraints are placed on purchases by the fiscal agent or funding source? Are vendors previously established?

2. What existing equipment and supplies are used by the agency?

3. Are the supplies and equipment being purchased compatible with those of the fiscal agent?

4. Are demonstrations by vendors available?

5. Can equipment be used on a trial basis?

6. What will your agency donate or give the LRC?

7. Consider maintenance needs and potential contracts with vendors or others.

8. Can previously purchased materials and equipment be used?

9. Consider the cost effectiveness of purchasing equipment (length of usage, how much usage compared with cost).

10. Can equipment be leased? If so, to what does the user agreement entitle the LRC?

11. Consider when purchases are to be made. Order as soon as a need is established.

(Continued on page 159)

STEP-BY-STEP PROCEDURES

1. Review considerations.

2. Make decisions as to what needs to be purchased, based on proven usage, budget constraints, and restrictions of the funding agent or fiscal agent.

3. Obtain and utilize necessary equipment selection tools (i.e., E.P.I.E. - Educational Products Information Exchange; Audiovisual Marketplace; periodicals which review equipment - Previews).

4. Collect and file publishers' and companies' catalogs for reference and purchasing information.

5. Of the established needs (7.1.1), determine what can be provided by the fiscal agent (school district, state, or regional educational agency).

6. Contact vendors, set up a demonstration, and establish the maintenance contract procedure.

7. Compare maintenance contracts, delivery times, compatibility, demonstrations.

8. Final decisions should be based on the above data and should determine vendor, quantity, and dates needed for delivery.

9. Follow established purchasing procedures.

TASK 7.1.2 Develop procedures for analysis, selection, and acquisition of new supplies and equipment (Continued)

CONSIDERATIONS

(Continued from page 158)

12. Are companies able to demonstrate materials at the LRC on exhibit basis without cost to LRC?

13. Are new supplies and equipment safe for instructional classroom usage?

14. Who needs to approve the purchases?

STEP-BY-STEP PROCEDURES

227

TASK

7.1.3 Establish policies governing internal and external use of equipment and supplies

CONSIDERATIONS

1. Who needs to use the equipment and supplies?
2. According to the funding source, who can use the equipment and supplies?
3. Who is ultimately responsible: the director, the librarian, secretaries?
4. Who is ultimately responsible for replacement if equipment is stole, damage or lost?
5. Who is in charge of equipment and supply distribution?

STEP-BY-STEP PROCEDURES

1. Check with the funding source for restrictions.
2. Check the agency for restrictions.
3. Establish who has legitimate use of supplies and materials.
4. Establish a line of responsibility - who is ultimately responsible?
5. Identify all possible legitimate uses of equipment and supplies.
6. Establish and obtain approval for policy.
7. Provide inservice on appropriate equipment utilizatio

228

22

TASK 7.1.4 Design a system to maintain security and inventory control of all supplies and equipment

CONSIDERATIONS

1. Has the fiscal agent established formal security procedures?
2. Is the existing agency security system adequate?
3. Who uses facilities and with what frequency?
4. Are facilities shared?
5. How often are facilities visited? What are the hours?
6. What are the security risks in the target area?
7. If the fiscal agent requires the maintenance of a formal inventory system, what does that entail?
8. Who should conduct the inventory?
9. What type of inventory (count or rate usage) is to be conducted? Are special procedures necessary for consumable items?
10. How often does the fiscal agent require that inventory be taken for each item?
11. Do different types of items such as videotape equipment need inventory taken more frequently?

STEP-BY-STEP PROCEDURES

SECURITY

1. Conduct a security survey, including determining policies of fiscal agent.
2. Base a security plan on the results of the survey.
3. Inform and orient staff and other persons sharing facilities of security plans.
4. Inform and utilize local security agencies in establishing and maintaining a security system.

INVENTORY POLICY

1. Frequency of inventory should be based on usage of equipment and supplies as well as federal and local requirements.
2. Responsibility for the inventory should be delegated to the persons responsible for monitoring the given equipment and materials.
3. Inform the staff of their inventory responsibility.
4. Collect, maintain, and use inventory data.

231

TASK 7.1.5 Develop procedures for periodic inspection and maintenance of supplies and equipment

CONSIDERATIONS

1. Consider maintenance contracts available to ensure routine inspection and maintenance (i.e., from vendors, or service agencies).
2. Consider hiring a maintenance technician.
3. Should staff be trained by vendors in maintenance or inspection?
4. Is there a maintenance and replacement budget?
5. How often does the manufacturer recommend that equipment and supplies be inspected?
6. What is the expected shelf life of supplies (e.g., dittos, fluids, masters) ?

STEP-BY-STEP PROCEDURES

1. The person responsible for monitoring and inventory should be responsible for periodic inspection and maintenance.
2. Establish a calendar or schedule of maintenance inspection based on manufacturer's recommendations and usage.
3. Establish and maintain a file of maintenance contrac
4. Train the staff in maintaining the equipment they ar responsible for using and monitoring.
5. Establish and maintain an appropriate supply of spar parts for equipment. (See 7.1.2)
6. Conduct inspections based on the calendar or schedule determined above.

232

233

TASK 7.1.6 Train LRC staff in the appropriate utilization of equipment

CONSIDERATIONS

1. Is training available in the use of equipment (i.e., from vendors, staff technicians, maintenance contract personnel) ?
2. Are there people on the staff who know how to use the equipment?
3. Does the institution require staff members to have experience with using equipment?

STEP-BY-STEP PROCEDURES

1. Train new staff as a part of their orientation.
2. Train or check out all appropriate staff on existing equipment.
3. Train appropriate staff on all new equipment as it is purchased or received.
4. Have manufacturers or trained staff conduct the training.
5. Maintain information on which staff members have been trained to operate which pieces of equipment.

Strategy 7.2 Develop procedures for utilization of physical plant

Task 7.2.1 Allocate space in accordance with identified needs

Task 7.2.2 Develop policies and procedures for use of facilities by staff

Task 7.2.3 Develop policies and procedures for access to building and utilization of facilities by other agencies

Task 7.2.4 Obtain custodial care for physical facilities

Task 7.2.5 Establish a procedure for periodic inspection and maintenance of physical facilities

Task 7.2.6 Develop an "Emergency Preparedness Plan" with specified procedures to be followed in case of emergencies

Task 7.2.7 Design appropriate facility renovations needed to facilitate LRC operations

TASK 7.2.1 Allocate space in accordance with identified needs

CONSIDERATIONS

1. What standards already exist for space allocation?*

2. How will LRC objectives and activities influence space needs (e.g., traffic, production, materials and circulation) ?

3. What are the storage and work area needs?

4. What are the restrictions and/or options of the fiscal agent for acquiring space?* What funding restrictions exist?

5. What are safety and sanitary regulations?

* In most cases it is critical that all space needs (including the requirements of the funding agent) be quantified and communicated at the time of proposal processing. If space is provided out of the fiscal agency's overhead, especially a state agency, there may be an allocation formula to follow: e.g., a given amount of space per clerical FTE (Full Time Equivalent), for professional FTE, or student FTE.

STEP-BY-STEP PROCEDURES

1. Visit existing LRCs and/or search the literature for appropriate planning help.

2. State needs based on project objectives and activities and considerations such as specialized equipment and safety regulations.

3. Pre-plan based on needs and usage projections; devise a space allocation plan.

4. Adjust plans based on real space available.

5. Assign space.

6. Maintain data on space usage for planning future expansion or on-going space re-allocation.

CONSIDERATIONS

1. What possible conflicts might there be in usage (conferences, work space)? For what was the space intended?

2. What regulations for usage exist within the building? Do staff need to check with security officers and others?

3. What are the space constraints on usage (e.g., numbers allowed)?

240

STEP-BY-STEP PROCEDURES

1. Establish criteria and a system for assigning office or special use areas and reserving open space.

2. Establish that certain areas are for certain function and orient existing and new staff to these restrictio

3. Insure that the staff knows the building regulations.

24

TASK 7.2.3 Develop policies and procedures for access to building and utilization of facilities by other agencies

CONSIDERATIONS

1. What constraints, if any, exist within building or funding policy?
2. What supervision is needed for other agency usage?
3. What supplies and materials can be used by other agencies?
4. Who needs to approve other agency usage?
5. What security concerns exist in allowing other agencies to use the facilities?
6. What space constraints are there for usage -- what will the allowable uses be; how many people can use the space; how often can the space be used?

STEP-BY-STEP PROCEDURES

1. Identify existing constraints within building or funding policy conerning external agencies.
2. Determine how much usage is considered reasonable.
3. Establish and implement an approval system with necessary sign-offs. Avoid being <u>too</u> restrictive.
4. Notify agencies of procedures and policies as appropriate (e.g., usage of supplies, materials, and equipment, space constraints, and time).

243

TASK 7.2.4 Obtain custodial care for physical facilities

CONSIDERATIONS

1. What services are already available through the building facilities?

2. What special considerations exist for custodial needs:

   - safety/security maintenance
   - air conditioning, heating
   - lighting?

3. If custodial care is needed, what funds are available?

4. What should the job description for the custodial service be? Be cognizant of union-imposed regulations limiting custodial activities.

5. Are custodial services available on a contractual basis?

STEP-BY-STEP PROCEDURES

1. Identify custodial needs.

2. Utilize existing services or contract with available custodial services.

3. Develop list of tasks to be accomplished by custodial staff.

4. Maintain a budget for custodial services.

245

244

TASK

7.2.5 Establish a procedure for periodic inspection and maintenance of physical facilities

CONSIDERATIONS

1. Are there previously established procedures:

   - county
   - agency
   - state
   - safety?

2. What are the exceptional uses or needs of the building?

3. What safety equipment exists?

STEP-BY-STEP PROCEDURES

1. Identify and follow the established procedures for periodic inspection and maintenance of physical facilities.

2. Establish a maintenance schedule based on requirements and special uses.

3. Make a check-list of items to be inspected and post.

4. Follow procedures established by local safety agencies for maintenance of safety equipment (e.g., fire extinguisher and first aid equipment).

5. Make staff aware of the procedures and how to use safety equipment.

TASK 7.2.6 Develop an "Emergency Preparedness Plan" with specified procedures to be followed in case of emergencies

CONSIDERATIONS

1. Are there potential geographic or weather conditions which might influence the plan?
2. What are established procedures within the building?
3. What are recommended safety procedures and cautions?
4. How does traffic flow?
5. What is the state of the building (e.g., age, exits, condition, and floor plan) ?
6. What safety equipment is necessary in case of emergencies?
7. Consider the patrons to be served -- physically handicapped, young children.
8. Does staff have an understanding of safety procedures such that they can assist patrons in emergencies, health problems, or disasters?

STEP-BY-STEP PROCEDURES

1. Identify and establish required procedures.
2. Establish recommended procedures.
3. Survey use of building and flow of traffic.
4. Based on Considerations, develop an Emergency Preparedness Plan.
5. Orient existing staff and new staff (as hired) to the plan and use of safety equipment.
6. Post the plan and inform safety agencies of plan.
7. If building is independent of other facilities, establish a first aid station, especially if the aged, physically handicapped, or young children will be using the facility.

248

249

TASK 7.2.7 Design appropriate facility renovations needed to facilitate LRC operations

CONSIDERATIONS

1. What is the space allocation plan? (See 7.2.1)
2. What are future expansion plans? (See 7.2.1)
3. What does use data indicate about space needs?
4. What are the uses of the building or space? (See 7.2.1)
5. What are building code requirements?
6. What is the budget?
7. What architectural and planning resources are available?

NOTE: While the actual renovation work might be carried out by LRC staff members, or the LRC may sub-contract for work to be done, little independent action is likely to be allowed by the fiscal agent, if there is one. The renovation procedure in that case will have to follow procedures established by the fiscal agent.

STEP-BY-STEP PROCEDURES

1. Conduct a needs assessment based on objectives, activities and all considerations. (See 3.0 and 7.2.1)
2. Develop a renovation plan based on needs assessment and usage data utilizing professsional architectural and designing personnel.
3. Develop a budget based on costs associated with the renovation plan.
4. Following agency procedures which might include opening the renovation for contract bid.
5. Monitor renovation to insure that it occurs as planned.
6. Evaluate facility renovations after completion.

FUNCTION 8.0 MANAGING FISCAL RESOURCES

Strategy 8.1 Develop procedures for maintaining and monitoring financial expenditures

INTRODUCTION

This section attempts to assist the LRC director and staff in determining and maintaining procedures for monitoring fiscal affairs. In most instances LRCs will not have control over procedures used by the fiscal agent, but it will be necessary to insure that all funding agent requirements are met. Certain activities or responsibilities will need to be set (3.0), and staff will need to be oriented to fiscal procedures in order to effectively implement this function.

Funding agency refers to the agency which provides funds for LRC operation and Fiscal agent is the institution or agency (school district, university) legally responsible for implementing the activities and monitoring the funds.

Strategy 8.1 *Develop procedures for maintaining and monitoring financial expenditures*

Task 8.1.1 Identify relevant policies and procedures of fiscal agent and funding agency

Task 8.1.2 Specify policies for expenditures of LRC funds

Task 8.1.3 Develop procedures for systematic processing of purchase orders, encumbrances, delivery receipts, invoice reconciliations, and payment vouchers

Task 8.1.4 Establish bookkeeping and accounting systems for all revenues, encumbrances, and expenditures

Task 8.1.5 Establish a system for maintenance and retrieval of all fiscal records and reports

Task 8.1.6 Specify procedures for periodic re-allocations of funds based on actual and projected expenditures

Task 8.1.7 Specify procedures for periodic financial reports and audits

TASK 8.1.1 Identify relevant policies and procedures of fiscal agent and funding agency

CONSIDERATIONS

1. What reporting procedures are required by the funding agency and fiscal agent? (See 5.3.1)
2. What application procedures are required? (See 3.1.4)
3. What policies, procedures, and constraints do the funding agency and fiscal agent place on the expenditure of funds (review administrative procedures of fiscal agent, state, and federal agency).
4. Consider time constraints for budget development. What is the fiscal year cycle under which various programs, departments, and agencies operate?

STEP-BY-STEP PROCEDURES

1. Review with the fiscal agent or funding agency representative policies, procedures, and constraints regarding application, reporting, and expenditure of funds.
2. Review the funding agency's regulations regarding the expenditure of program funds.
3. Have the fiscal agent or federal program officer review and/or interpret federal requirements.
4. Make a calendar of fiscal year cycles of different agencies with which the LRC operates.

TASK 8.1.2 Specify policies for expenditures of LRC funds

CONSIDERATIONS

1. What types of expenditures are required to accomplish LRC objectives?
2. What are the policies established by the fiscal agent and funding source? (See 8.1.1)
3. Are policies flexible enough to meet unusual circumstances?
4. Who is going to approve expenditures?
5. What expenditures are legitimate (e.g., as concerns federal regulations)?

STEP-BY-STEP PROCEDURES

1. Establish agency policies for the expenditure of funds. Policies should be stated in a clear and concise manner.
2. Develop policies that are compatible with the fiscal agent and the federal funding source guidelines.
3. Appropriate staff should be informed of specific expenditure policies that relate to their functions.
4. Identify any variance between planned expenditures and funding or fiscal agency policies. If a variance exists, discuss it immediately with the appropriate agent.
5. Provide a process for the continuous update of rules governing expenditures and dissemination of that information.

258

259

TASK

8.1.3 Develop procedures for systematic processing of purchase orders, encumbrances, delivery receipts, invoice reconciliations, and payment vouchers

CONSIDERATIONS

1. Are there established internal agency procedures? Are these procedures adequate?
2. Who has approval authority?
3. Who initiates the process?
4. What are staff responsibilities in the flow of the process?
5. Who is responsible for receiving orders?
6. What kinds of transactions are going to occur?
7. What liaison is necessary with the fiscal agent?

STEP-BY-STEP PROCEDURES

1. Determine whether established agency procedures meet your needs.
2. If they do not, identify unique needs and establish procedures to meet such. Procedures should be compatible with and should not unnecessarily duplicat the procedure of the fiscal agent.
3. Determine staff responsibilities within the tracking system (ordering, sign-off, receiving, processing, paying).
4. Orient and train staff as to their responsibilities in the system.

TASK 8.1.4 Establish bookkeeping and accounting systems for all revenues, encumbrances, and expenditures

CONSIDERATIONS

1. What are state, federal, and local regulations for bookkeeping and accounting?

2. Is there a tracking system at present?

3. What financial information is needed for program management? When and how often is it needed?

4. Does the fiscal agent have an adequate system for all your needs?

5. Do the procedures answer necessary questions:

   - Accounting
   - Reporting
   - Funds available by objective
   - Encumbrances
   - Expenditures
   - Revenues?

6. Is your bookkeeping system sufficiently flexible to handle various sources of funds?

7. What skills in bookkeeping and accounting are available on the staff? If necessary, use outside sources (consultant) for the establishment of the system.

8. What technical assistance is available in establishing a system?

9. Is the system in accord with the fiscal year?

STEP-BY-STEP PROCEDURES

1. Review and use the established system if possible.

2. If it doesn't meet the needs, specify gaps in the existing system.

3. Determine whether staff and management needs for financial data will be met by the system.

4. Determine staff responsibilities.

5. Train the staff in the accounting procedures established.

6. Monitor procedures for possible revision.

7. Use procedures for reporting and on-going fiscal evaluation.

262

26:

TASK 8.1.5 Establish a system for maintenance and retrieval of all fiscal records and reports (See 5.3 for record keeping)

CONSIDERATIONS

1. How long must records be maintained?
2. How long must records be readily available?
3. How much space is needed?
4. How are records to be used:
   - reporting
   - auditing
   - decision-making?
5. How often does the procedure call for retrieval of current information?
6. What are funding agency reporting requirements?
7. What are fiscal agent reporting requirements?

STEP-BY-STEP PROCEDURES

1. Establish a records management system which includes a design for a filing system, records retention schedules, and records storage and/or destruction plans. Maintain only those fiscal records and reports that are useful or required.
2. Coordinate the records management system with federal or state records/archives officer and federal contract regulations.
3. Establish which records need to be stored for retrieval.
4. Insure that the filing and storage system allows for easy access and retrieval of information.
5. Assign staff the responsibility for maintenance of files.

TASK 8.1.6 Specify procedures for periodic re-allocations of funds based on actual and projected expenditures (See 2.1.5 for forecasting)

CONSIDERATIONS

1. How flexible are line-item budget modification procedures and re-allocations in relation to program areas?
2. Are re-allocations within the regulations for transfer?
3. Do re-allocations interfere with or enhance other objectives?
4. What priorities exist for the expenditure of funds?
5. Who must authorize re-allocation?
6. How accurate must your projected budgets be?

STEP-BY-STEP PROCEDURES

1. Establish guidelines to adjust expenditures as required in the event that new priorities arise which need immediate action.
2. On a scheduled basis review expenditures, encumbrances, funds available, and completed activities to determine the accuracy of projections.
3. Make re-allocations based on the above data and within the budget regulations or guidelines.
4. Upon the completion of program objectives, re-allocate funds that are remaining and adjust other cost figures if over-expenditure has occurred
5. Make final decisions on re-allocation based on a thorough review of fiscal records no later than the beginning of the fourth quarter of the fiscal year.
6. If excess funds are identified, plan new activities no later than the beginning of the fourth quarter.
7. Use records of necessary re-allocations and accuracy of budget projections in preparing the budget for the next project year.

266

267

TASK 8.1.7 Specify procedures for periodic financial reports and audits

CONSIDERATIONS

1. What are the fiscal agent and funding agency reporting requirements?
2. What are your internal needs for audit and reporting?
3. Who is responsible for completing fiscal reports?
4. Where and how often are reports to be submitted?

STEP-BY-STEP PROCEDURES

1. Determine reporting and audit requirements (both internal and external).
2. Assign staff responsibility for reporting.
3. Establish a calendar that insures compliance.
4. Submit reports as required.
5. Utilize financial report and audit results to implement re-allocations of funds based on actual and projected expenditures. (See 8.1.6)

FUNCTION 9.0 COORDINATING EDUCATIONAL APPRAISAL SERVICES

Strategy 9.1 Coordinate provision of appraisal and programming services for exceptional children

INTRODUCTION

This section deals with the potential function of insuring but not necessarily providing direct appraisal and programming services for handicapped children. It is very often the case that appropriate services are available, but because there is no coordinating function the handicapped child does not receive the service. This section discusses the identification of services, matching the services to the appraisal and programming need, maintaining records on delivered services, providing follow-up and evaluating the effectiveness of service and of the LRC in coordinating the function.

Before an LRC implements this function, it must ensure that it is a part of the workscope and mission (1.0) and it must determine that there is a need for the service (2.0). Then it may plan and implement the actual coordinating function (3.0).

Strategy 9.1 Coordinate provision of appraisal and programming services for exceptional children

Task 9.1.1 Identify and maintain information on the appraisal and programming services available within the LRC service area

Task 9.1.2 Organize and disseminate information regarding appraisal and programming services for handicapped children in a systematic manner

Task 9.1.3 Develop and implement procedures for matching referrals with appropriate appraisal and programming service agencies

Task 9.1.4 Develop and implement a follow-up procedure to determine client satisfaction

Task 9.1.5 Evaluate the appraisal and programming coordinating function

TASK 9.1.1 Identify and maintain information on the appraisal and programming services available within the LRC service area

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
1. What appraisal and programming services are available within the service area?	1. Develop a list of service resources within the service area.
2. What are the elibigility requirements or legal mandates in the appraisal and programming service?	2. Determine what data to collect and maintain on each agency. (NOTE: You may wish to do steps 1 and 2 of task 9.1.2 prior to making this decision.) Data may include each agency's goals, philosophy, objectives, legal responsibilities, referral systems, kinds of services, fees, promptness of services, time services are provided, length of time service takes, location of services, staff and their training, financial arrangements, and ages served. A file may also be kept of current federal, state, and local guidelines.
3. What mechanisms are available, feasible, and appropriate for maintaining service resource information in the LRC?	3. Develop appropriate mechanisms for the storage and retrieval of service resource information (card files, computer based system, or catalogs).
	4. Develop procedures for updating changing service resource information. Include consideration of agency evaluation information. (See 9.1.4)
	5. Compile and maintain appraisal and programming service resource information.

TASK 9.1.2 Organize and disseminate information regarding appraisal and programming services for handicapped children in a systematic manner

CONSIDERATIONS

1. Who will be the target audience?

2. How will the information be organized?

3. Who will the information be disseminated to:

   - school district
   - service clubs
   - service agencies
   - parent groups
   - newspapers
   - radio-TV stations?

4. How will the information be disseminated:

   - telephone
   - agency directory
   - maintenance of a resource file?

5. How frequently does (will) service resource information change requiring information updating? What is the nature of information changes?

276

STEP-BY-STEP PROCEDURES

1. Determine target(s) of information dissemination. (See 14.3 for information dissemination)

2. Determine information needs of target and extent to which that information remains constant.

3. Select vehicle(s) appropriate and feasible for information dissemination. (This might vary from one target to another and could include:
   - wide spread mailing of a comprehensive service directory;
   - agency/service phone and address list indexed by broad service types;
   - a pamphlet on a LRC "hot-line" information/referral service.)

4. Utilize appropriate vehicle(s) to disseminate resource information to appropriate target groups.

277

TASK

9.1.3 Develop and implement procedures for matching referrals with appropriate appraisal and programming service agencies

CONSIDERATIONS

1. Has the information been obtained that will be needed before a referred client can be matched with appropriate appraisal and programming service agencies?

2. Have legal requirements and due process procedures been insured (e.g., parent's written permission for verbal or written exchange of client information)?

3. What are inter/intra agency requirements for referral?

4. Have you developed a record keeping system that will insure confidentiality of records?

5. Have you identified agencies which can provide financial assistance to clients (i.e., school district, intermediate school district, ALRC, RRC, or SDE)?

6. To what extent will the LRC maintain client records:

   - simple one page intake/referral form
   - comprehensive case file including all pertinent evaluations and service reports?

STEP-BY-STEP PROCEDURES

1. Review appraisal and programming services available within the LRC service area. (See 9.1.1)

2. Obtain federal, state, and local guidelines regarding confidentiality.

3. Develop LRC policies regarding confidentiality and individual rights in securing appraisal/programming services (directly at LRC or through referral to other resources).

4. Develop appropriate forms and procedures for collecting client data sufficient to facilitate appropriate matching of a client's needs to available services.

5. Submit forms and policies regarding confidentiality and due process in appraisal and programming services to advisory board and/or administrators for modification and approval. (See 3.2.2 for Advisory Boards)

6. Inform LRC staff and appropriate others of "matching" service capability. (See 9.1.2)

TASK 9.1.4 Develop and implement a follow-up procedure to determine client satisfaction

CONSIDERATIONS

1. If the client is not satisfied with service, how will re-direction occur if requested?
2. What constitutes satisfaction with the service agencies' services?
3. Who will be responsible for follow-up activities?
4. How will the appraisal agency's activities be validated?
5. Will feedback regarding consumer satisfaction be provided to the service agency? How?
6. Has periodic up-dating of files occurred to assure that agencies that are maintained in files are offering appropriate services?

280

STEP-BY-STEP PROCEDURES

1. Develop procedures which allow referred persons to make alternative agency selections.
2. Develop procedures for verifying client (dis)satisfaction reports.
3. Identify re-direction procedures, where applicable.
4. Identify individual(s) responsible for follow-up activities.
5. Initiate contact to obtain client satisfaction data, verify and re-direct, if necessary.
6. Validate service agency by getting a statement of service capacity (see 9.1.1) based on client report of service satisfaction. Develop forms to gather this information.
7. Establish feedback procedures with each service agency. (Is feedback wanted? If so, in what form? How often?)
8. Establish in-house procedure for purging files of those agencies evaluated consistently as not offering satisfactory services.

281

TASK 9.1.5 Evaluate the appraisal and programming coordinating function (See 4.0 for Evaluation)

CONSIDERATIONS

1. What is the purpose of the evaluation?
2. What type of evaluation is required and desired? (Review Function 4.0)
3. What should be evaluated?
4. Can evaluation procedures be built into the process for providing coordination of services to clients? Can such procedures answer all or some of the pertinent evaluation questions (considerations 1 and 3)?
5. In what form should the evaluation be made?
6. To whom should a report of the evaluation be made?
7. Who should conduct evaluations?
8. What are the time constraints for evaluations?
9. What forms should be used?

STEP-BY-STEP PROCEDURES

1. Write a plan for the evaluation of the coordinating function of the appraisal and programming services to include:
   - the type of evaluation to be conducted
   - those responsible for the evaluation
   - ground rules for the evaluators
   - time schedule for evaluation
   - forms to collect data used in evaluation
   - provision for responsibility for compilation of data.
2. Implement the plan and collect data for the evaluation
3. Complete the data.
4. Determine if LRC goals and objectives relating to appraisal and programming coordination were met.
5. List recommendations based on the data collected in the evaluation process.
6. Report recommendations to the appropriate persons, and/or modify coordination functions as necessary. (See 9.1.1 - 9.1.4)

283

282

FUNCTION 10.0 DELIVERY OF APPRAISAL AND PROGRAMMING DIRECT SERVICES

Strategy 10.1 Delivery of appraisal and programming direct services

INTRODUCTION

This section differs from 9.0 in that it deals with the actual delivery of appraisal and programming services by the LRC staff or through subcontract. If the LRC is to deliver such services, it must clearly have the responsibility for delivering those services and it must coordinate them with those services being delivered by other agencies or branches of the same agency. This section can assist in determining the authority for services, surveying already existing services, determining responsibility, designing the appropriate model, defining referral procedures, and designing appropriate follow-up procedures.

To insure that this service is needed, useful, and does not duplicate other services, it must fall within the mission (1.0) and a need must exist (2.0).

Strategy 10.1 Delivery of appraisal and programming direct services

Task 10.1.1 Determine the authority and responsibility for the delivery of direct appraisal and programming services within the designated service area

Task 10.1.2 Survey existing and available appraisal and programming services

Task 10.1.3 Negotiate LRC service responsibilities

Task 10.1.4 Design model for service delivery

Task 10.1.5 Formulate service agreements with other agencies or individuals

Task 10.1.6 Implement appraisal and programming services

Task 10.1.7 Design appraisal and programming procedures

Task 10.1.8 Provide appropriate follow-up services

Task 10.1.9 Evaluate appraisal and programming services

TASK 10.1.1 Determine the authority and responsibility for the delivery of direct appraisal and programming services within the designated service area

CONSIDERATIONS

1. Who is responsible within the service region for delivering appraisal and programming services?
2. What is the organizational pattern of the service region?
3. To whom is the LRC responsible (fiscally, functionally)?
4. What constraints exist from funding patterns, legislation, and Board control in delivering direct services?
5. What federal, state, and local mandates and guidelines relate to appraisal?
6. What licensing procedures are involved for agency personnel in delivering appraisal and programming services?
7. What are the characteristics of the service area's handicapped children and does that affect the authority configuration?

STEP-BY-STEP PROCEDURES

1. Obtain target population profile data.
2. Consult the state plan, district plans and policies, and other agency plans for statements of appraisal and programming responsibilities.
3. Relate federal, state, and local mandates and guidelines to planning for delivery of direct local services in appraisal and programming.
4. Define the organizational structure to clarify relationships and responsibilities.
5. Appoint and assemble a task force of all agencies with responsibilities for appraisal and programming to determine the authority and responsibility within the designated service area.

TASK 10.1.2 Survey existing and available appraisal and programming services

CONSIDERATIONS

1. Which agencies exist which provide or might provide appraisal/programming services? (See 9.1)
2. Where are they located?
3. Are their services available on contract?
4. Are their services available for referral?
5. What is the composite picture of appraisal and programming services available to children in the LRC's service area?
6. Who are the financial advocates for the children?
7. What are the regulations regarding that advocate's position?
8. Is current and correct information available on all agencies?
9. Have all possible service organizations been considered for their appraisal and programming services?

290

STEP-BY-STEP PROCEDURES

1. Determine existing service. (See 9.1.1)
2. Develop a needs assessment (see 2.0) to determine gaps in the delivery of appraisal and programming services.
3. Compile and analyze data to locate gaps and deficiencies in service.
4. Summarize information to indicate needed service and possible interactions with other agencies.

291

TASK 10.1.3 Negotiate LRC service responsibilities

CONSIDERATIONS

1. What appraisal and programming services should be available to exceptional children?
2. What are the mandated responsibilities for appraisal and programming as defined by federal, state, and local statutes?
3. What are the objectives and goals of the LRC for appraisal and programming services?
4. What are the LRC budget and staffing limitations?
5. What kind of contract or formal arrangement is required to coordinate appraisal and programming services with other agencies?
6. What kind of contract or formal arrangement is required to deliver actual services to client(s)?
7. With whom can the LRC contract?
8. What resources are available (especially financial) and from whom are they available?
9. What is the process of allocation of resources?
10. With whom can the LRC negotiate?
11. Which service agencies can provide appraisal and programming services?

STEP-BY-STEP PROCEDURES

1. Evaluate the regional, local, and federal appraisal and programming resources.
2. Determine what services should be provided by the LRC and which should be contracted.
3. Secure administrative approval.
4. Negotiate with other service-providing agencies to determine mutual and different service capacities.
5. Submit a plan for review to the task force or advisory committee.
6. Write a tentative plan. Include:
   - goals and objectives
   - description of data required to evaluate delivery of services
   - service deliverers and recipients
   - financial responsibilities
   - time lines
   - description of services (activities, tasks, and material).
7. Submit the plan to the task force or advisory committee.
8. Modify the plan as required.
9. Submit the plan for final approval to the administration
10. Obtain written approvals from participating agencies.

TASK 10.1.4 Design model for service delivery

CONSIDERATIONS

1. Determine a referral system.
2. Determine procedures for delivery of appraisal and program service.
3. Develop procedures for follow-up service.
4. Determine staffing pattern and competencies.
5. What facilities are needed?
6. What are the financial considerations (fees) for the best model?
7. What are the different components (e.g., record keeping, tests)?
8. How will the model be maintained?
9. What are the inservice and preservice needs?
10. Will the model be field reviewed?
11. What components will be included in the evaluation?

291

STEP-BY-STEP PROCEDURES

1. You may wish to use the following procedures for the different considerations:

   a) review best practice for the total model
   b) identify legal constraints
   c) determine necessary components
   d) organize components in a systematic manner
   e) list resources required for program implementation.

2. Secure approval from the task force or advisory committee.

295

TASK 10.1.5 Formulate service agreements with other agencies or individuals

CONSIDERATIONS

1. What types of contractual agreements can the LRC enter into?
2. With whom may the LRC contract? (See 9.1.2)
3. What resources are available and from whom are they available (financial)?
4. Who will coordinate this function (key persons who can approve contracts)?
5. How will funds receivable be handled?
6. What services will be provided?

296

STEP-BY-STEP PROCEDURES

1. Review best practice for the total model.
2. Identify legal constraints.
3. Determine necessary components.
4. Organize components in a systematic manner.
5. List resources required for program implementation.

297

TASK 10.1.6 Implement appraisal and programming services

CONSIDERATIONS

1. What are best practice referral procedures?

2. What constraints exist on referral procedures (SEA referral criteria, LEA referral criteria, legal constraints)?

3. How should referral guidelines relate to the intent of the LRC's workscope? (see 1.0)

4. What referral procedures are used by other agencies and to what extent are they negotiable?

5. How should referral procedures be disseminated?

6. What should be included in a referral data file:

   - eligibility requirements
   - secondary referral action
   - confidentiality procedures?

STEP-BY-STEP PROCEDURES

1. Specify population(s) who will potentially use the appraisal and programming services of the LRC. (See 10.1.1)

2. Negotiate referral systems with local school systems and agencies. This might mean adopting their system

3. Develop referral guidelines and procedures, includin

   - criteria necessary for client to receive services
   - confidentiality guidelines.

4. Develop the referral form and a system for the dissemination of forms to identified referral agents.

5. Develop procedures for referral of clients not satisfying eligibility criteria for service to other agencies. Provisions should be made for tracking unaccepted clients to determine if services were obtained.

6. Advertise available services to client population.

7. Initiate an evaluation design to assess effectiveness of the referral process.

298

29

TASK 10.1.7 Design appraisal and programming procedures

CONSIDERATIONS

1. What models for appraisal and programming services exist?
2. What is the LRC's philosophy regarding appraisal and programming?
3. What human and nonhuman resources are available for implementing the model?
4. What procedures need to be established?
5. How can the effectiveness and validity of the procedure be evaluated?
6. How is the LRC going to interface with existing appraisal service within the community?
7. Who are the decision makers in the determination of appraisal and programming for a client?
8. What licensing, endorsement, or certification requirements are necessary for appraisal centers and personnel?

STEP-BY-STEP PROCEDURES

1. Develop appraisal and programming procedures, including:

   - intake
   - interagency cooperation
   - reporting
   - staffing
   - maintenance of an information file
   - scheduling
   - time line
   - confidentiality/due process considerations
   - legal, legislative constraints to procedures
   - follow-up

2. Identify and employ an evaluation procedure to obtain data on the effectiveness of the appraisal and programming procedures. Provide feedback to upgrade procedures.
3. Perform prototype field testing of the model as designated. Incorporate feedback to alter the procedure accordingly.
4. Implement the model.
5. Provide for ongoing revision of procedures based on data received from the follow-up phase of the total program.

TASK 10.1.8 Provide appropriate follow-up services

CONSIDERATIONS

1. What models for follow-up already exist?

2. On what schedule should follow-up occur?

3. Does the individual who did the original appraisal and programming need to do the follow-up?

4. Is consultation and cooperation with those responsible for the appraisal and programming process possible?

5. Can maintenance of the follow-up procedures be assured?

6. What data should be collected to provide information about the service:

   - how useful was it to the client
   - how effective was the service in bringing about changes?

7. How can both short and long range follow-up procedures best be developed?

8. What formats are useful for reporting data?

9. How can you best allow for recycling, reappraisal, and/or reprogramming of a child?

10. What inservice training is needed to ensure follow-up?

(Continued on page 211)

STEP-BY-STEP PROCEDURES

1. Examine existing models for follow-up procedures.

2. Adopt or adapt a follow-up model compatible with LRC goals, objectives, and activities.

3. Include components to the model which are <u>specific</u> to the LRC's programmatic and administrative procedures.

4. Establish a follow-up data system for the collection compilation, analysis, and reporting of data to appropriate agencies.

5. The follow-up procedures developed should come to be a part of the comprehensive LRC plan.

6. If possible, conduct a prototype implementation of the model.

303

TASK 10.1.8 Provide appropriate follow-up services (Continued)

CONSIDERATIONS

(Continued from page 210)

11. What coordination between the programmer and the teacher or services deliverer is necessary?

12. How can it be ensured that follow-up information is used to modify programs?

13 What kind of communication needs to be developed with the administrative personnel in the district to provide for time, place, and personnel needed to secure follow-up data within the district?

14. What status reports are required regarding the number of clients followed-up in order to substantiate service provision and to provide data required for district reporting.

15. Who is responsible for conducting or coordinating follow-up procedures?

STEP-BY-STEP PROCEDURES

305

TASK 10.1.9 Evaluate appraisal and programming services

CONSIDERATIONS

1. Conduct a review of best practices.
2. Have provisions been made for internal and/or external evaluation of total program effectiveness?
3. Has there been a determination of the components of the program to be evaluated?
4. What methods of compiling, analyzing, and reporting results of evaluation will be used?
5. Have you identified the populations requiring information regarding evaluation reports?
6. Have you developed a feedback system to the appraisal and programming model?
7. What is the purpose of this evaluation?

STEP-BY-STEP PROCEDURES

1. Select or develop an evaluation model. (See 4.0, evaluation)
2. Make provisions for a third party evaluation (who, time, costs).
3. Provide for dissemination of the evaluation report.

306

30

FUNCTION 11.0 SUPERVISING THE DEVELOPMENT AND EVALUATION OF INSTRUCTIONAL MATERIALS

Strategy 11.1 *Specify the procedure and manage the development of instructional materials which can be used by teachers in educating exceptional children*

Strategy 11.2 *Coordinate research and evaluation investigations of instructional materials for special education*

INTRODUCTION

The initial question in this segment of the document (and the first query to which any LRC should respond in relationship to materials) asks, "Is there a need for provision of instructional materials development services by the LRC?" The answer to this question should be found in a combination of places: in the results of the LRC needs assessment (2.0);in the staffing pattern and capabilities (6.0); in the budget (3.0). If the answer is yes, the reader will find in this section aids for justifying materials development, for preparing the necessary materials and field testing them, and for analyzing the processes used in the previous activities. If the answer is no, the reader will find a Strategy dealing with research and evaluation of existing instructional materials for special education. The LRC which does develop materials will find the research and evaluation Strategy an excellent tool for their own materials as well as externally developed materials.

Strategy 11.1 Specify the procedure and manage the development of instructional materials which can be used by teachers in educating exceptional children

Task 11.1.1 Develop justification for instructional materials development activities

Task 11.1.2 Specify the procedures for developing instructional materials

Task 11.1.3 Monitor the preparation for and progress of development of instructional materials

Task 11.1.4 Supervise formative and summative evaluation of instructional materials prototypes

311

TASK 11.1.1 Develop justification for instructional materials development activities

CONSIDERATIONS

1. Is there a need for the LRC to provide services for the development of instructional materials?
2. Is the need great enough to warrant producing and/or contracting for production?
3. Is this activity of high enough priority to justify its relatively high costs in staff time and materials in relation to other LRC activities?
4. If so, will each materials development service request coincide with the LRC policies and regulations? If not, can the LRC offer suggestions for other sources of help?
5. Can the LRC project the number, kinds, types, or formats of materials that could be developed within given financial and human resources?
6. Will the LRC have the staff expertise, the equipment, and the funding necessary to provide for instructional materials development?
7. Has the LRC identified alternative production facilities which might be tapped?
8. Can the LRC determine whether materials to be developed already exist?
9. Will the LRC engage in dissemination of the instructional materials it develops, descriptive information about the materials, or information describing the development process?

STEP-BY-STEP PROCEDURES

1. Specify data needed to justify the development of instructional materials from the needs assessment. (See 2.1 for needs assessment)
2. Analyze and document the appropriate data from the needs assessment.
3. Locate and examine existing procedures for prioritizing. Determine priorities (i.e., "Don't bite off more than you can chew").
4. Interpret needs assessment data:
   - which needs is the LRC authorized to respond to
   - can the needs be met without development or production
   - can the LRC (with available staff expertise, time and money) develop the needed materials
   - is the need great enough to warrant producing and/or contracting for production?
5. Identify alternative production facilities which might be tapped: analyze their services as to costs, or service constraints to outside users.
6. Determine whether materials to be developed exist already.
7. LRC staff and Advisory Board will determine which aspects of dissemination of materials are appropriate activities, establish policies and procedures, and include them in the LRC manual.

II.1.2 Specify the procedures for developing instructional materials

CONSIDERATIONS

1. Has the LRC reviewed the literature of instructional material development (e.g., ERIC, bibliographic search - Instructional Material Development, Educational Technology magazine)?

2. Has the LRC identified one or more models for instructional materials development which will be appropriate for its own use?

3. Has the LRC developed a flow chart of the process for such a model? Is it realistic?

4. Does the flow chart reflect real time and real monetary expenditures?

5. Has the flow chart been expanded into a manual which elaborates procedures?

6. Has a documentation system been developed to maintain records? (See 5.3, maintaining LRC records)

7. Are there "reality checks" on time and monetary expenditures? (Have you bitten off more than you can chew?)

8. What procedures have been developed for monitoring and evaluating development and production activities?

4

STEP-BY-STEP PROCEDURES

1. Review the literature of instructional material development by searching the ERIC*, ERIC-ECEA**, and NTIS*** data bases.

2. Identify one or more appropriate models for instructional materials development.

3. From the model(s) develop a realistic flow chart that reflects real time and real monetary expenditures.

4. Expand the flow chart into a manual which elaborates procedures. For example:

   a) Assist client in considering the following for materials development:

      - content/concept to be developed
      - goal/purpose for materials
      - objectives to be completed by teacher/child
      - format/design/organization of materials
      - target population for which materials are to be developed
      - secondary populations for which materials may be appropriate
      - completion time lines to be met

   b) Lay out materials specifications: 315

      - raw materials needed
      - tools or equipment needed

(Continued on page 221)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 220)

5. Develop a documentation plan for maintaining records of all work, which may include:

   - records management system for maintaining copies of contracts, work plans, costs, and production data
   - field testing plans, data, and summaries
   - proof of compliance with federal or state regulations (use of human subjects, photo credits, and releases)
   - publishing and copyright information and data.

6. Develop and schedule "reality checks" on time and monetary expenditures.

7. Develop an evaluation plan for development, testing, and dissemination of any materials produced, including:

   - prioritization considerations
   - appropriateness for target population
   - whether materials are appropriate for other than the target audience (generalizability)
   - cost-effectiveness of materials
   - effectiveness of instructional intent of materials.

   (See 4.0, evaluation)

8. Assign staff to appropriate tasks as laid out in flow chart.

* ERIC - Educational Resources Information Center
** ERIC/ECEA - ERIC Exceptional Child Education Abstracts
*** NTIS - National Technical Information Service

317

TASK 11.1.3 Monitor the preparation for and progress of development of instructional materials

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
1. Will staff members be expected to be self-monitoring or will this be a group process?	1. Establish a realistic time line for monitoring activities -- and meet it!
2. Will monitoring be a continuous or a periodic activity?	2. Develop a monitoring schedule appropriate to the individuals and procedures of the LRC.
3. What alternative or innovative formats are available for records managing and monitoring?	3. Review "examples" of forms and procedures which are used in other projects, agencies, or businesses.
4. Which staff member in the LRC will be responsible for supervising the monitoring activities?	4. Determine responsibility for supervision.

318

319

TASK 11.1.4 Supervise formative and summative evaluation of instructional materials prototypes (See 4.0, evaluation)

CONSIDERATIONS

1. What type of evaluation is most appropriate and will yield the desired information?

2. What will be the criteria for selecting a target population for evaluation activities? What will be the procedure for selecting that population?

3. What kind of supervision will be required? Who will be responsible? How much supervision is necessary?

4. Are financial and time constraints being considered in carrying out the evaluation?

5. Are there benefits to be gained by both participants and the LRC?

6. Does the target population correspond to the education group and objectives of the product?

STEP-BY-STEP PROCEDURES

1. Review the literature on evaluation of similar instructional materials.

2. Identify one or more appropriate models.

3. Include the following in developing evaluation procedures:

   - select consultants who are considered experts
   - determine time/effort expectations from consultants

     (or)
   - determine field test sites
   - select field test supervisor or consultants
   - select target population for field tests
   - determine benefits for participants
   - determine time and effort expectations from participants
   - determine time involvement and expectations of the monitoring staff.

4. Assess financial and time constraints, considering:

   - target population availability during particular time periods or specific dates
   - overcommitment of staff time to activities
   - availability of sufficient time from participants for requirements of evaluation model
   - adequacy of population sample (geographic/age/functioning level).

5. Specify and identify the population which is to participate in the evaluation.

6. Contact prospective educational agencies to obtain permission to involve teachers and students in the evaluation.

Strategy 11.2 Coordinate research and evaluation investigations of instructional materials for special education

Task 11.2.1 Develop justification and procedures for research and evaluation activities relating to instructional materials utilization

Task 11.2.2 Initiate the collection of information and data on research and evaluation activities relating to instructional materials utilization

Task 11.2.3 Organize and store or publish information and data which has been gathered for use by LRC staff, patrons, or advisory group

323

TASK

11.2.1 Develop justification and procedures for research and evaluation activities relating to instructional materials utilization

CONSIDERATIONS

1. Do LRC policies and regulations provide for engaging in such activities? If not, should they be expanded?

2. Have the local needs for research and evaluation data been determined?

3. Is such information or data available from other sources?

4. What is the capacity of the LRC to conduct research and/or evaluation to determine the effectiveness of instructional materials? Consider:

   - staff priorities
   - staff time
   - staff expertise
   - funding
   - study sites/subjects

5. For what audiences is the data intended and how do they ask their questions?

6. What are the concerns of potential audiences relating to research/evaluation efforts?

STEP-BY-STEP PROCEDURES

1. Identify and list LRC data needs as they relate to the effectiveness of instructional materials for special education.

2. Establish special education instructional materials usage needs:

   - of LRC
   - of local education agencies
   - of state or professional education agencies who publish such information.

   (Also, see 15.0)

3. Review library, information center, and agency information collections.

4. Determine the extent to which LRC resources are available to support such research/evaluation efforts:

   - available staff time
   - available expertise
   - sufficient funds
   - available field resources, e.g., test sites, teachers, students.

5. Determine and list the audiences for whom the data are intended, keeping in mind that some audiences will request or require the data, whereas other audiences may need to have the existence and substance of the data brought to their attention.

(Continued on page 228)

CONSIDERATIONS

STEP-BY-STEP PROCEDURES

(Continued from page 227)

6. Relate LRC needs to the various audiences, noting what benefits can accrue to the LRC from the presentation of valid and reliable data. For example:

Audience	Benefits to LRC
District Administrators	Funding support, program growth and development
Patrons	Increased opportunity to provide services
LRC personnel	Upgrading of LRC materials-related servic
Funding agencies	Additional financial support
The professional community (via the professional literature, conventions, conferences)	Professsional exposure
	Opportunity to contribut to the field
	Opportunity to contribut to the body of knowledge related to instructional materials.

326

327

(Continued on page 229)

TASK 11.2.1 Develop justification and procedures for research and evaluation activities relating to instructional materials utilization (Continued)

CONSIDERATIONS

STEP-BY-STEP PROCEDURES

(Continued from page228)

7. Contact potential audiences to determine their concerns related to this matter:

   - teachers (LRC patrons)
   - Advisory Board
   - district administrators
   - regional programs (ALRC/RRC)

8. Develop a study analysis guide and checklist for analyzing the studies reviewed.

9. Document the inputs acquired from knowledgeable human or print sources, using standard bibliographic format.

10. Using the findings from the review of the literature and contacts with other individuals, agencies, and organizations, design studies as needed.

TASK 11.2.2 Initiate the collection of information and data on research and evaluation activities relating to instructional materials utilization (See 5.3, maintaining LRC records).

CONSIDERATIONS

1. What outside expertise is needed/available to assist the LRC in conducting such research? Consider the experiences, recommendations, and findings of knowledgeable individuals who have been involved in such studies.

2. Are models for such activities available for staff and other users?

3. Have LRC staff developed a format for storing and retrieving data which has been gathered?

4. Is the data gathered organized in such a manner that it can be systematically and easily applied to information requests from patrons or governance bodies?

5. Is consideration being given to organizing and publishing findings for use by others? For entry into the ERIC system? (See 11.1.1 for justifying the development of instructional materials.)

STEP-BY-STEP PROCEDURES

1. Identify and contact experts in the information or special education fields.

2. Review the literature on instructional materials.

   a) Select staff members to do literature searches according to their interests or areas of expertise.

   b) Establish searching time lines.

   c) Construct the search descriptions, using descriptors from the terminology of the appropriate data bases' thesaurus if possible.

   d) Utilize the formats of appropriate data bases as models, e.g., ERIC, ERIC/ECEA, NTIS, University libraries.

   e) Contact agencies, organizations, and individuals who would be likely to have information related to such studies.

   f) Examine relevant studies for valid and reliable findings.

3. Determine and list the various purposes to which the collected data will be put. Show effects the information or data will have on:

   - the purchase of new materials
   - LRC listings of recommendations about materials for specific purposes

331

(Continued on page 231)

TASK 11.2.2 Initiate the collection of information and data on research and evaluation activities relating to instructional materials utilization (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 230) 3. - the updating and maintaining of a current LRC collection - inservice training related materials use/demonstration - LRC accountability to fiscal or governance bodies - the promoting of LRC services - the generating of support for the LRC from patrons, or from administrative or financial bodies - the re-evaluation and revision of LRC program and goals. 4. Build a documentation file or bibliography of search results after determining a standard bibliographic format and information storing system. Use card, sheet, or computer format, and insist that all information be entered on standard forms. (See 11.2.1) 5. Maintain a file of professional journal editorial requirements and professional organization presentation guidelines for use by writers and information users.

332

333

TASK 11.2.3 Organize and store or publish information and data which has been gathered for use by LRC staff, patrons, or advisory group

CONSIDERATIONS

1. Has the LRC determined the best ways to "publish" information and data for users? What reporting procedures and formats are best suited for the various audiences:

   - graphic
   - narrative
   - statistical
   - descriptive
   - multimedia?

2. Should the LRC "publish" its own materials or contract for such services?

3. Should the LRC disseminate its own publications or find another agency to do so? Consider the entry of materials into the ERIC system (which assures broad awareness and availability at no cost to the LRC) and/or contracting for dissemination services with an outside agency such as a mailing service or advertiser.

4. How will dissemination records be kept for fiscal or republishing purposes?

31

STEP-BY-STEP PROCEDURES

1. Depending on the audience, determine the reporting procedures and formats that are most likely to be best received by the various audiences. For example:

District Administrators	Statistical analysis of the data Graphic presentation of the data (multimedia)
Patrons	Narrative presentations of the data including case studies, testimonials; (multimedia)
LRC personnel	Any or a combination of the above, as determined by the LRC
Professional community	Any of a combination of the above, depending on the situation: publication in a professional journal, presentations to conferences/conventions.

   (Further information on the above should be gathered from literature searches or from contacts with local advertising agencies or printers/publishers agents.)

2. The LRC should decide whether its publishing policy coincides with its materials development policy. If so, a cost analysis should be developed based on 335 in-house versus contracted publishing and dissemination costs.

(Continued on page 233)

TASK 11.2.3 Organize and store or publish information and data which has been gathered for use by LRC staff, patrons, or advisory group (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 232)

3. After developing such a cost analysis, determine whether publishing will be feasible; and if so, whether to use in-house publishing, or contract with an outside agency.

4. If publishing will be contracted, the LRC will work with printers/publishers to develop bids for contracted services, in which the LRC and contractor determine who does what by when and for how much.

5. Cost/dispersal/quantity records should be maintained on a quarterly basis by the LRC in such a way that the LRC can measure who bought what when, and for how much. LRC records files should contain original camera-ready copy and several finished copies of each product for historical and reprinting purposes.

FUNCTION 12.0 MANAGING THE ACQUISITION AND CIRCULATION OF INSTRUCTIONAL MATERIALS

Strategy 12.1 *Specify procedures for the selection and acquisition of instructional media and materials that best meet the LRC's objectives and service functions*

Strategy 12.2 *Design procedures for processing instructional media and materials acquired for circulation*

Strategy 12.3 *Determine physical arrangements for organizing and shelving instructional media and materials*

Strategy 12.4 *Establish policies and procedures for loaning instructional media and materials*

Strategy 12.5 *Specify procedures for repair and replacement of instructional media and materials due to wear, abuse, or accidental damage*

INTRODUCTION

This Function presents detailed and step-by-step guidelines for establishing criteria for selecting, requisitioning, receiving, cataloging, labeling, storing, loaning, and repairing instructional materials for special education. It was written in relationship to the remainder of the Manual, but it is one of the few Functions which probably could be used successfully in isolation. The LRC would be cautioned, however, that such considerations as personnel (6.0), planning and budgeting (3.0), and physical space (7.0) should be taken into account when performing the activities of this Function.

Strategy 12.1 Specify procedures for the selection and acquisition of instructional media and materials that best meet the LRC's objectives and service functions

Task 12.1.1 Determine material needs of LRC patrons and identify standard and specialized selection aids and evaluative tools to be used in selecting materials

Task 12.1.2 Identify sources that produce and/or distribute special education materials

Task 12.1.3 Establish criteria for the selection of materials

Task 12.1.4 Obtain materials that meet criteria

Task 12.1.5 Design a system for receiving materials ordered

TASK 12.1.1 Determine material needs of LRC patrons and identify standard and specialized selection aids and evaluative tools to be used in selecting materials

CONSIDERATIONS

1. What materials are necessary to adequately fulfil the needs of the users?
2. What materials are needed to adequately supplement and complement current and projected programs?
3. How much money is available for purchasing materials?
4. What bibliographies, specialized lists, and review publications are there to aid in identifying currently available materials?

STEP-BY-STEP PROCEDURES

1. By means of circulation records, user requests, needs assessment data, and personal observation, determine basic user needs and desires.
2. By examination of current curriculum plans, scope and sequences, and descriptions of current and programs, determine needs generated by the curriculum.
3. Determine in which general areas of the collection materials are needed. (See 12.4.5 for evaluation of collection.)
4. On a priority basis, divide available money among weak areas.
5. Determine which selection and evaluation aids will be most apt to list materials staff will want to consider for puchase.
6. Choose materials from selected aids. Maintain a consideration file on potential additions to the collection (i.e., there is not enough money or demand now, but the material looks good). Update this file constantly.

TASK 12.1.2 Identify sources that produce and/or distribute special education materials

CONSIDERATIONS

1. What media formats are desired: 16 mm; 8 mm; film strip; transparencies; games?

2. What sources of materials and information on materials are available locally?

3. What other LRCs have similar purposes and/or clientele, and what are their lending policies?

4. What catalogs or lists are available from teachers, administrators, publishers, and professional organizations?

5. What publishers services are available (e.g., catalogs, use of representatives for previews and demonstrations)?

6. Understand and adhere to publishers' policies regarding obtaining materials on approval.

344

STEP-BY-STEP PROCEDURES

1. Obtain materials catalogs from other centers.

2. Obtain publisher addresses and policies. Maintain, update, and correct this information.

3. Obtain representative names, addresses, and phone numbers.

4. Prepare form letters requesting catalogs from publishers, jobbers, and institutions. Maintain current updating.

5. Arrange catalogs alphabetically by publisher's name. House these so they are accessible to patrons and staff, e.g., vertical magazine shelf files (Princeton files) with alphabetical lists attached to each file.

6. Obtain additional information -- lists, reviews, user reactions. File so that information is retrievable by format or subject.

345

TASK 12.1.3 Establish criteria for the selection of materials'

CONSIDERATIONS

1. Who are the target populations for materials and what information is needed regarding them:

   - types of children, numbers of children, numbers of teachers
   - instructional levels/interest levels
   - methods of instruction used
   - instructional needs of children or teachers
   - curriculum needs of population (academic skills, one academic area more than others, career education materials, cultural identity, self-help, social skills)?

2. What is the total budget for acquisition of materials? What are the top priorities according to the area of greatest need?

3. What are the policies and objectives for the use of materials:

   - photo copying of copyrighted materials
   - loan service for materials examination
   - support for high cost/low use materials
   - policy on use of consumable materials for instruction (drill sheets)
   - long term loans for particular instructional uses (e.g., field testing on unique population, use of larger programs)?

4. What are the usability and durability factors:

   - portability
   - durability: reusable vs. consumable
   - flexibility: use for several levels, purposes
   - clarity of directions for use

nued on page 242)

STEP-BY-STEP PROCEDURES

1. Examine locally developed selection criteria.
2. Assemble input from clientele, subject specialists, and LRC personnel.
3. Examine relevant use-rate data from other LRCs.
4. Develop criteria checklist.
5. Based on criteria, determine the appropriate apportionment of materials by user need, grade level, subject, and curriculum areas; select materials accordingly.
6. Determine the number of copies needed (based on use rate and number of teachers).
7. Examine hardware available in the local area (e.g., audio-visual projection and recording equipment).

CONSIDERATIONS

(Continued from page 241)

4.
   - amount of adult supervision required
   - attractive and interesting to children
   - kit parts useful as separate units
   - replacement prices and pieces available?

5. Do materials require machines or hardware, and, if so, are they available for use?

6. Are the objectives in line with district goals, accepted instructional sequences and long range programs?

7. Have other local, state, and federal materials sources been examined for purposes of sharing materials and/or coordinating services?

8. How will the LRC function in the total instructional materials service pattern (school, district, intermediate district, state, and region)?

348

STEP-BY-STEP PROCEDURES

349

TASK 12.1.4 Obtain materials that meet criteria

CONSIDERATIONS

1. How much clerical time is necessary?
2. What are the local agency office procedures and forms for ordering (central, individual)? (See 8.1.3 for processing purchase orders.)
3. What is the local agency or office procedure for record keeping on material receipts received? (See 5.3 for record keeping.)?
4. What is the local agency procedure on bid items (usually large expenditures)?
5. Determine which items need to be ordered on approval. (See 12.1.2)
6. Order as early and as frequently as possible, as materials sometimes arrive incomplete, must be back-ordered, or are otherwise delayed.
7. Responsibility for materials ordered on approval for review should be designated to one person to avoid confusion and unnecessary purchases.
8. Orders should be made by one person or LRC in the local Region, and shipped to this one person or LRC for distribution.

STEP-BY-STEP PROCEDURES

1. Determine and verify all needed information on order to avoid delay or confusion. If necessary, redesign ordering procedures or forms for LRC ordering needs.
2. Follow ordering procedure established in the local agency or design your own and obtain authorization to use it.
3. Obtain or create forms for requisitions. Review forms used by other local agencies for best and worst features of each.
4. Type ordering information on the forms.
5. When necessary, submit information to a central ordering agent for approval or processing.
6. Send out the forms, keeping a dated copy of all orders.

TASK 12.1.5 Design a system for receiving materials ordered

CONSIDERATIONS

1. The length of time between ordering and receiving materials varies from one week to six months.

2. Materials from one order may not all arrive at the same time. Is there a need for a back-ordering policy, a cancellation policy, and/or a payment of invoice policy?

3. What is the best system for storing and filing orders for use by receiving clerk? How can the system be flagged for back orders, delays, "out-of-stock, please re-order later" and other publisher actions?

352

STEP-BY-STEP PROCEDURES

1. Establish a routine to ready materials for processing.

2. Keep communication with Budget Officer open regarding cancellation and refunds.

3. Write a section in the Procedures Manual which includes:

   - orders partially received
   - materials back-ordered
   - materials cancelled
   - re-ordering out-of-stock and out-of-print materials
   - subscriptions or periodically received materials.

4. Design a filing system for all completed orders (Fiscal Report File):

   - file by puchase order number, date, or main entry (cross reference whenever possible)
   - document received materials and actual expenditures for audit purposes; reconcile with encumbrances if necessary
   - if pertinent, annotate shelf list.

5. Turn over materials to cataloger.

353

Strategy 12.2 Design procedures for processing instructional media and materials acquired for circulation

Task 12.2.1 Select or develop a cataloging system which will provide the user with basic information about each item in the collection in a consistent manner

Task 12.2.2 Select a system of classification which will provide positive identification for each item and which will group items by subject

Task 12.2.3 Establish procedures for labeling, stamping, and otherwise preparing materials for client use

355

TASK 12.2.1 Select or develop a cataloging system which will provide the user with basic information about each item in the collection in a consistent manner

CONSIDERATIONS

1. Is the cataloging to be done in the LRC or in a central processing center?

2. What elements are absolutely essential for positive identification of the item?

3. What elements are desirable?

4. Based on considerations 2 and 3, will creating your own sets of catalog cards provide your users with better access to the collection than buying sets of commercially prepared cards?

5. If you choose to prepare card sets tailored to the LRC's needs, is there money and/or time to either hire or train a professional cataloger on a permanent basis?

6. Is there money to hire a consultant on a temporary basis to set up a cataloging system and train LRC personnel?

STEP-BY-STEP PROCEDURES

1. Determine where the catalog cards are to be created.

2. Find out from the users exactly how they would like to be able to retrieve the items (i.e., by author, title, publishers, series).

3. Decide on any special annotations which the cards will routinely carry (e.g., readability level).

4. Discuss needs with the professional cataloger or consultant and arrive at the most effective format for the catalog cards.

5. Document decisions as seems most efficient.

TASK 12.2.2 Select a system of classification which will provide positive identification for each item and which will group items by subject

CONSIDERATIONS

1. What are the characteristics of a good classification system:

   - flexibility
   - potential for expansion
   - clarity
   - simplicity
   - logical sequence
   - validity
   - potential for purging?

2. What classification systems are available?

3. What classification systems are being used by the local school media centers?

4. What arrangement of materials is most efficient for the LRC, considering size of the collection, space available, circulation, user needs, and staff competencies?

5. Is your system to be open or closed (i.e., is retrieval of materials to be by staff only, or by patron as well)?

6. Is there money to either hire or train a professional cataloger, or to hire a consultant to set up a system and train staff?

(Continued on page 249)

358

STEP-BY-STEP PROCEDURES

1. Determine LRC needs; examine facility; ascertain total (all full service components) collection size.

2. Establish the skills competencies of personnel to be charged with setting up and maintaining total collection.

3. Examine the existing standard classification systems (Dewey, Library of Congress) in light of needs and findings. Select one of these systems if it satisfies needs and/or resources.

4. Investigate the possibility of procuring assistance in the design of a non-standard classification system tailored to match the needs and findings. Either develop or make arrangements to have help in developing a new classification system based on your specific needs and resources.

5. If a standard classification system has been chosen, make arrangements to employ someone skilled in developing such a system as well as providing training to LRC personnel in system use and maintenance.

6. If such a standard classification system is found to be unsuitable, make arrangements to employ someone skilled in creating made-to-order classification systems as well as providing training.

359

TASK

12.2.2 Select a system of classification which will provide positive identification for each item and which will group items by subject (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 248)	
7. Use LRC needs as a basis for decisions about assigning an existing formal classification system or for creating an information classification system specifically tailored to LRC needs.	
8. It might be more efficient at times to create a classification system applicable to the entire LRC collection rather than having several separate kinds of systems representing various components (i.e., one system for child-use materials, one for information materials, one for diagnostic materials, or one for training materials).	

TASK 12.2.3 Establish procedures for labeling, stamping, and otherwise preparing materials for client use

CONSIDERATIONS

1. Space should be allocated for materials processing which should include a restricted entry arrangement to safeguard materials before processing.

2. Marking materials with a property stamp identifies the materials as belonging to the LRC.

3. Stamp design should include LRC name, address, and phone number. A logo might be included in a stamp design. Consider a small stamp for small part marking.

4. Label should carry complete classification number. Include this information on the card pocket and circulation card as well as making it clearly visible on the spine or outside-facing surface of the material.

5. The shelving design will somewhat determine the label position on items; outside-facing area, not top, is recommended for easy visibility.

6. Other local procedures should be checked for compatibility or improvement of process.

7. Staff tasks should be analyzed, to establish an efficient processing system. Most handling of the materials can be done at the same time.

8. It might be important to process materials quickly for use, so ease and efficiency are crucial.

(Continued on page 251)

STEP-BY-STEP PROCEDURES

1. Establish procedure needs (in conjunction with other local library/media centers) around LRC goals

2. Outline the procedure in a step-by-step form, with examples, and include it in the procedures manual well as on a large wall chart.

3. Determine supply needs and order from professional library supplies catalogs.

4. Process examples of materials to check feasibility of procedures: time, staff, adequate supplies, process.

5. Revise procedures as necessary.

TASK 12.2.3 Establish procedures for labeling, stamping, and otherwise preparing materials for client use (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 250) 9. Consider which materials need to be packaged for circulation and storage (teacher-made and LRC-produced materials). 10. Don't break up kits! Re-package as a unit if necessary.	

Strategy 12.3 Determine physical arrangements for organizing and shelving instructional media and materials

Task 12.3.1 Project the shelving and storage unit need for materials storage

Task 12.3.2 Prepare a floor plan model to aid in planning physical arrangements

Task 12.3.3 Develop procedures for storing materials and maintaining the integrity of the storage system

367

TASK 12.3.1 Project the shelving and storage unit need for materials storage

CONSIDERATIONS

1. Decide whether available space will dictate the storage method or whether storage needs will dictate space requirements.

2. Check the project location for the possible spaces to be available, and for appropriate lighting.

3. Instructional media come in sizes, shapes, and packages which require adjustable shelves. The position of an object may move with growth of the collection. Because of size problems, special modules or units of shelving may be needed.

4. In addition to the shelving specifications, there are materials organization choices which dictate the kinds of storage units:

   - if all filmstrips are together, there are special cabinets available; similarly, records, tapes, and films, if stored by medium, can be housed in specialized containers
   - if the materials storage is integrated, i.e., not divided by format, the mixture of media requires different units which can accommodate the shapes and sizes and still leave materials visible and easy to remove from the storage unit.

5. If patrons are to retrieve their own media, different considerations for storage units may be required, e.g., consider age, size, and handicaps of users. If staff do materials retrieval, more compact storage can be used.

(Continued on page 256)

STEP-BY-STEP PROCEDURES

1. Find out how much money is available for set-up, and plan layout accordingly.

2. Estimate how much storage space will be needed based on:

   - size of collection -- current and projected
   - space use priorities -- where the staff has decided to place emphasis -- work, storage, traffic, or materials examination
   - size, shape, and limitations of room -- current and projected expansions
   - shelving arrangements for materials.

3. Discuss projected requirements with all staff.

4. Browse through library supply catalogs or library surplus items (state, school districts) to look at storage options.

5. Consider the options of building or having built some storage items.

6. Visit other LRCs to visualize the space needed for the projected collection. Consider carefully the size of the room, efficient use of space, space between shelves, space between items on shelves, aisle space, and the relationship of that to the mass of storage units (number, sizes, position). These relationships tend to influence how people move through the space, how pleasant and well illuminated the place is, and how efficiently the functions of the area can be combined.

TASK 12.3.1 Project the shelving and storage unit need for materials storage (Continued)

CONSIDERATIONS

(Continued from page 255)

6. It is often helpful to make a choice about which is more important: work space or storage space? Then the relationship can be planned to reflect that choice.

7. Check with safety standards specifications, including fire department regulations, e.g., cardboard shelving may be illegal.

8. Consider the possibility that your floor may have to be reinforced as you add more shelving.

370

STEP-BY-STEP PROCEDURES

371

TASK 12.3.2 Prepare a floor plan model to aid in planning physical arrangements

CONSIDERATIONS

1. A model allows for instant rearrangement of units constructed to scale -- it is much simpler to play with and better than a drawing for visualizing spaces and relationships.

2. The model is constructed from dimensions taken from the room, from standard storage units, and from projected shelving and storage needs ideas.

3. If a model is not possible, then sketches or drawings are helpful to find the most convenient and efficient arrangements.

4. You may have a space and some storage capability which will do until the collection grows. If this is the case, information about space and shelving can be gathered for a future construction of ideal space from the activities and results of that presently used space.

STEP-BY-STEP PROCEDURES

1. Select patterns desired for shelves, drawers, cabinets, desks, tables, electrical outlets, doors.

2. Take measurements of the items and of the room space.

3. Construct a scale model of each piece so that the pieces can be rearranged. (Cardboard boxes, notebook pad backs, poster board, balsa wood, and clay are optional materials.) Construct a model of a human figure in the same scale.

4. Move units around and check with human figure needs until an arrangement seems right -- efficient, pleasant, comfortable, and congruent with LRC goals for service and activities.

5. Begin to implement model structure with purchase, building, acquisition of storage units and arrangements.

TASK 12.3.3 Develop procedures for storing materials and maintaining the integrity of the storage system

CONSIDERATIONS

1. How is the organization of the general system going to put materials in particular places on the shelves where they will be easily found by whoever (staff or client) looks for them:

   - by acquisition number
   - by a shelf code
   - by media
   - by subject
   - by learner objective?

2. Label shelves to expedite material retrieval.

3. In the case of a small LRC where the main bulk of materials are games, kits, flash cards, and similar items instead of books, shelving must be done conveniently, taking into consideration available space, use patterns, and items to be shelved.

4. Consider adequate storage for material growth in the storage system.

STEP-BY-STEP PROCEDURES

1. Select a classification system which will locate materials logically on the shelves.

2. Specify by chart or handout how the code on the material relates to the position of the material on the shelf.

3. Ensure that all staff are trained in the shelving system.

4. Designate a "reshelving" or "used material" table, and designate staff to reshelve returned items.

5. Select a staff member to conduct in-service training for groups who use the collection, and to coordinate training of clerks who reshelve materials.

6. Plan for systematic checks on accuracy of shelved materials.

375

374

Strategy 12.4 Establish policies and procedures for loaning instructional media and materials

Task 12.4.1 Develop procedures for identifying eligible clients

Task 12.4.2 Develop loan policies to guide LRC clients, staff, and inter-library circulation

Task 12.4.3 Develop procedure for receiving and responding to all requests to borrow materials

Task 12.4.4 Design policies, procedures and forms for dealing with overdue materials

Task 12.4.5 Design a system for receiving and checking condition of returned materials

Task 12.4.6 Develop a policy for determining client responsibility for lost, destroyed or stolen materials

Task 12.4.7 Design a system to collect circulation usage data

TASK

12.4.1 Develop procedures for identifying eligible clients

CONSIDERATIONS

1. The field of clients may include all teachers, parents, administrators, children, and community. If the group of materials is large enough to reach them, fine; if funding patterns include them, fine. Otherwise, when starting out, pick the group the LRC is designed to serve and concentrate on serving them well. Expand later.

2. A client list or registry is helpful in knowing the situations in which the materials will be used. If it is designed to, the registry can also provide child-related information about level of learning problems.

3. The act of registering and filling out forms is one step showing willingness and commitment for those who register; services are opened and their needs and willingness to cooperate are stated. If there are those who protest (silently or aloud) against a registry, can you utilize their protests as information about what services the LRC may need to provide? What is concerning them as teachers, and is that concern and need within your capability?

4. A registry can also be the beginning of a mailing list. (See 15.3 for mailing lists.)

STEP-BY-STEP PROCEDURES

1. Ascertain the geographical boundaries of the service region.

2. Ascertain possible service potential in order to shape the size of the group you can begin serving.

3. Determine what information is desired and design an appropriate registry form suitable for surveying both visiting clients and those in the field.

4. Obtain teacher lists and administrators' names from school districts and county superintendents.

5. Conduct meetings, design and disseminate questionnaires and make public appearances whenever needed to identify clients through publicity.

6. Contact community organizations for lists of parents, legislators, volunteer workers, and homebound clients.

7. Design a ready access filing system for storing client profile information.

8. Design a method for updating registry information and schedule periodic revisions.

CONSIDERATIONS

1. The following realities may limit the circulation of materials. It is helpful to understand these limitations before requests make policies unstable.

   - Small collection. There may be only enough materials for specialists. There may be enough for limited use by special education teachers. There may be a collection more useful to one group than another. There may be equipment limits (e.g., Hoffman, Systems 80, and Language Master).

   - Financial and grant obligations. Title monies may have limits for programs and teachers eligible to use the materials. Most of the time, these limits are not a problem, but the staff should know about the rules for special cases.

   - Collections tied to a philosophy or curriculum or special project. These limits are realistic and useful. Frustration is common when someone "outside" cannot be accommodated, yet the purpose of the collection has been directed to a particular group which may depend on the availability of materials.

2. Ways to work when limitations exist:

380

   - Booking items ahead (e.g., tab system or computer) allows items not in immediate use

(Continued on page 263)

STEP-BY-STEP PROCEDURES

1. Assess collection in terms of time needed to use specific items, as some programs require more than the usual check-out period.

2. Identify the population to be served: keep in mind special grant or title money considerations. In planning who gets service, consider special education teachers and staff who will use materials.

3. Set up a policy with the staff which contains the following decisions:

   - who gets first choice: specialists, special education teachers, regular teachers, parents. For smaller LRCs: large or small schools, rural or district schools;
   - how to respond to others with lower priority;
   - which items are to be included in the priority list and which are not;
   - a booking or reserve system.

4. If possible, develop policy regarding the sharing of material between state and/or regional LRCs. (See 12.1.2 for sources distributing special education materials.)

381

(Continued on page 263)

TASK

12.4.2 Develop loan policies to guide LRC clients, staff, and inter-library circulation (Continued)

CONSIDERATIONS

(Continued from page 262)

2.

to circulate freely and be accessible when someone needs them.

- The staff, while working with materials, will notice use patterns. Some items move, others do not. Knowing the alternate and designed uses of the items will allow for substitutions and thus a greater range of available materials for users.

- A short loan period, a long loan period, or a negotiable loan period depending on use and demand, should be examined for the needs of the people requesting the materials.

3. All staff should know the policy for loans and understand fully why that policy has been adopted. It is important that clients receive information that helps them understand why they can or cannot have a material. It is important to let users (potential or current) know the policies. They will make requests if they know the service might be available. The way the request is handled is important. A turn-down should and can be explained and understood.

4. People will request materials if they know what is available. A loan policy helps staff respond to needs in a way that extends the usefulness of the collection.

(Continued on page 264)

STEP-BY-STEP PROCEDURES

(Continued from page 262)

5. Write the policy down and make it easily available. Let everyone know the policy and be consistent. Everyone needs to have the same commitment to the policy and to the reason it has been established. Materials and media are there to be used, but if wide use restricts someone else who has been designated as a user, then the policy should help guide staff in dealing with the request.

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 263)	

5. Determine how to deal with delivering materials to the users: courier, U.S.Mail, United Postal Service, or personal delivery. Allow for delays, but try to stay within a reasonable policy that make logistical good sense for the target groups being served.

6. Policy which relates to target (or priority) clientele and materials available is wise. Looking forward to expansion of either of those variables or both is instructive.

7. If loan policies are consistent within the state and/or region, inter-library circulation may become a reality.

8. Be realistic about the number of teachers you wish to serve in relation to the materials available. If you have ordered and bought to accommodate them, fine; if not, keep in mind that some materials can be used in one day, others for a term. Keep in mind equipment needed to use the materials. Also, however, remember that kits may be useful in parts, and therefore, useful to more than one user at a time. If kits are to be circulated in parts, catalog accordingly.

384 335

TASK 12.4.3 Develop procedure for receiving and responding to all requests to borrow materials

CONSIDERATIONS

1. Who opens mail; who answers the phone; who is responsible for the desk during LRC hours; who is responsible for packaging materials for distribution?

2. Do the same people do the same job from day-to-day and what hours do they work? Do these hours correspond to the LRC hours?

3. Is there a standard process for receiving each of the kinds of requests, recording them, and responding either with materials, confirmation of booking, or refusal notice?

4. Is there a policy for how soon requests should be handled (e.g., one day or three days)?

5. What distribution methods can you accommodate and what is most practical? Consider the cost, time factor, and size of package for each of the following:

   - U.S. Mail
   - consultant delivery
   - commercial carrier (Greyhound, UPS)
   - walk-in
   - school or state delivery system
   - library bookmobile?

6. What kinds of materials can be used for packaging (boxes, cartons, tape, string, newspapers), and where can they be efficiently stored?

(Continued on page 266)

STEP-BY-STEP PROCEDURES

1. Designate staff for performing various operational functions.

2. Establish procedures for responding to requests based on considerations.

3. Acquaint the materials consultants with the concept of gathering and recording user request information.

4. Work out (or select) request forms. Keep them handy for users. Make it easy to fill out the forms.

5. Decide how the information will be recorded -- staff only, client only, or staff and client. (A check-out form in triplicate is one solution.) Keep forms at the reference desk by the phone, as well as at the Loan Desk.

6. Establish a policy for handling the requests that includes the following items. State them in the LRC Procedure Manual:

   - goal for service
   - who accepts the requests
   - hours LRC is open
   - record keeping systems
   - client responsibility
   - how the requests are to be filled

(Continued on page 266)

TASK 12.4.3 Develop procedure for receiving and responding to all requests to borrow materials (Continued)

CONSIDERATIONS

(Continued from page 265)

7. Does the LRC pay postage to the client? From the client? Both? Does the client insure returning items? Acquire postage-weighing scales and rate schedules.

8. What receptacles can you provide for walk-in clients to transport materials:

   - obtain free shopping bags from commercial representatives, or department stores
   - keep packing boxes (cardinal rule: never throw away a shipping box)
   - if necessary provide plastic bags for smaller items on rainy or snowy days.

388

STEP-BY-STEP PROCEDURES

(Continued from page 265)

7. Maintain a budget account for shipping costs which includes an amount large enough to insure every package mailed. (See 8.1 for managing fiscal resources.)

8. Establish ways to give users the information they need to request materials: time, check-out forms, and other needed information.

9. Post procedures where they can be seen and followed easily.

10. Implement the procedures.

11. Monitor activities. Keep track of problems, and of costs. Review, evaluate, and revise procedures as often as it is feasible.

389

TASK 12.4.4 Design policies, procedures and forms for dealing with overdue materials

CONSIDERATIONS

1. A prior understanding of the loan period by everyone, a standard form, and a set procedure can speed the processes for handling overdue materials. Keep in mind the time needed to deliver and return materials. Review loan policies.

2. The public relations aspect of this task is very important. The way an LRC handles this problem relates to two ideas:

   - materials need to be available or readily accessible;
   - firmness and fairness are generally respected because people expect LRCs to watch out for materials -- if concern is not shown, clients tend to forget to return items more frequently.

STEP-BY-STEP PROCEDURES

1. Check to see what policies and procedures on overdue materials the teachers adhere to at other local libraries. Decide to follow or innovate. Examine forms used in other LRCs and libraries.

2. Sit down with regional staff, including materials consultants, and decide on a region-wide loan period. Discuss the purpose of the policies and the implications that they have on materials in circulation. Discuss reasons for extended loans and possible forms and procedures for sending overdue notices -- attending to time involved, flavor of the notices, possible penalties, and problems that occur when materials are late or not accessible.

3. Decide on a policy for handling overdue materials, design necessary forms and include them in the Procedures Manual.

4. Monitor the procedures and modify as necessary.

TASK

12.4.5 Design a system for receiving and checking condition of returned materials

CONSIDERATIONS

1. Has the return of the material been noted according to LRC procedures?

2. Is the material complete, in good repair, and clean?

3. Is there an inventory listing of contents attached to the material in order to allow users to report missing items and the LRC staff to determine if the material is complete?

4. Is there materials consultant time allocated for examination of returned items? Is it an LRC priority?

5. Is there a place to put materials needing parts or repairs? (See 12.5.1 for material repair.)

6. Does the staff reshelve the materials? Do the patrons? (See 12.3.3 for storage system.)

392

STEP-BY-STEP PROCEDURES

1. Decide how the material is to be checked in and include in the Procedures Manual.

2. Allow for a space to drop returned materials to keep them from melting back into the collection without being checked in, or from slipping out with another patron.

3. Decide on a material examination procedure to make sure the item is complete, clean, and usable.

4. Decide on procedures for handling "snags": materials which return without all their parts; "mysteriously returned but from whom?" items; stray parts missing from their original locations; materials which belong to other libraries or media centers. Include the procedures in the Procedures Manual.

5. Designate methods to repair materials and a place to store them while waiting for replacements or time to repair them.

393

TASK 12.4.6 Develop a policy for determining client responsibility for lost, destroyed or stolen materials (See 12.5.1 for material repair or replacement)

CONSIDERATIONS

1. What responsibility has the client for lost, destroyed, or stolen materials?
2. What are realistic client responsibilities?
3. Legally, what responsibility must the client accept?
4. Does loss or extensive damage constitute negligence?
5. What is the client's responsibility when a part of component of a kit is lost or destroyed, and the only way to replace it is buy an entire kit?
6. Are funds available to use for part or total replacement?
7. Should consistent negligent use of materials result in suspension of that user's borrowing privileges?

STEP-BY-STEP PROCEDURES

1. Explore the policies of other LRCs and adopt or adapt those pertinent portions.
2. Develop your own policy.
3. Evaluate and modify as needed.

TASK

12.4.7 Design a system to collect circulation usage-data (See 4.0 for evaluation and 5.3 for record keeping)

CONSIDERATIONS

1. Time and simplicity are important. Gather data as a part of the circulation process.

2. Investigate other LRCs' data collection systems.

3. Some systems are designed to include data collection, e.g., the continuous visible record file system (Tab cards), or self-carboning multiple page forms which can be filed when the material is returned.

4. Useful information includes

   - how often materials circulate
   - how many materials circulate
   - which materials circulate most often
   - who is requesting, using materials
   - how are materials being requested: phone, mail, walk-in?
   - how many requests were filled, booked later, or unfillable.

5. The information can be used to decide

   - which materials need to be duplicated
   - which materials are not being used and can be evaluated (see 12.5.4) Comment: If a material is not being used, it should not just be weeded out. Find out WHY it isn't being used and do something about it: update it or think of a new way it can be used.
   - what kinds of materials are most popular, and why:
     because they have attractive packaging
     because teachers know about them
     because they are worthwhile
     because students respond well

STEP-BY-STEP PROCEDURES

1. After examining LRC philosophy, discuss with staff the information which can be extracted from circulation date, e.g.:

   - who uses the LRC and when
   - for what purposes
   - how the LRC can improve and expand services to users.

2. Incorporate in the Procedures Manual a data collection system which can include a variety of inputs:

   - records of phoned-in comments or requests
   - notations on circulation forms
   - multiple choice comments on circulation forms
   - periodic mailings of concise questionnaires to users.

3. Design data collection procedures which might be manipulated either manually or electronically to extract various types of data.

4. Use discretion when mixing data types (circulation info, client or demographic info, statistics for other purposes) on the same part of a data gathering instrument.

5. Data collection should be an on-going process with periodic evaluations of the data.

6. Analyze data collection procedures at regular intervals.

396

397

Strategy 12.5 Specify procedures for repair and replacement of instructional media and materials due to wear, abuse, or accidental damage

Task 12.5.1 Establish criteria for determining when a material is in need of repair or replacement

Task 12.5.2 Develop procedures for retaining repair services

Task 12.5.3 Develop procedures for packaging of instructional materials to minimize damage

Task 12.5.4 Develop procedures for analyzing and evaluating the collection

TASK 12.5.1 Establish criteria for determining when a material is in need of repair or replacement

CONSIDERATIONS

1. What constitutes damage:

   - workbooks or manuals written in
   - missing items
   - broken pieces
   - mutilated or missing packaging
   - AV software damage, e.g., faulty sound on tapes or records, scratched films, filmstrips, or transparencies
   - lost directions for use or missing Teacher's Guide?

2. Does damage interfere with the original intent of the material and the stated purpose of the LRC, e.g., materials preview or evaluation?

3. Does the use rate of the material warrant repair or replacement? (See 12.5.4)

4. Determine what portion of your budget can be reasonably used for repair or replacement.

STEP-BY-STEP PROCEDURES

1. Establish criteria for repair and replacement (See 2.5.4):

   - damaged beyond use
   - repairable
   - usable as is.

2. Determine procedures and put them into LRC Procedures Manual.

TASK 12.5.2 Develop procedures for retaining repair services

CONSIDERATIONS

1. Explore the possibility of hiring CETA or work-study people to repair materials (low cost).

2. Are there local volunteer groups or agencies such as the YWCA, Senior Citizens, High School clubs, or State Penitentiary inmates who would assist in repair activities?

3. When deciding whether to use volunteer groups, be sure to consider the cost of training and supervision.

4. Are electric or electronic repairs governed by municipal or union regulations for installation, use, and repair?

402

STEP-BY-STEP PROCEDURES

1. Determine which repairs should be done in-house and which should be done by outside agencies.

2. Purchase a supply of needed repair materials for in-house repair. Maintain strict inventory control. (See 7.1.4 for inventory control.)

3. Locate agencies or organizations that can provide repair services.

4. Contract for services or arrange for volunteers. Provide explicit specifications and instructions.

5. Schedule services with contracted personnel or volunteers.

6. Maintain records on the following:

   - number of repairs provided by agency or organization
   - quality of repair
   - frequency of the repair use of the money
   - the efficiency (effectiveness) of the repairing process as opposed to replacement, the frequency of repair per item, the down time that results from the repairing, and the cost-effectiveness. (See 12.5.4)
   - parts/materials
   - labor.

403

TASK 12.5.3 Develop procedures for packaging of instructional materials to minimize damage

CONSIDERATIONS

1. What sort of labeling can be attached to existent materials to provide the client with "warning" information:

   - be sure switch is "off" before pulling plug
   - records and heat don't mix
   - put me back in my place in the box
   - the cord is part of the equipment
   - "inventory of contents" label
   - for use in LRC only?

2. What commercial packaging is available for such items as:
   - cassettes
   - filmstrips
   - slides
   - records
   - combinations of the above?

3. Compare the repair-replacement cost of items to the relatively low cost of custom packaging. Preventive maintenance might be cheapest in the long run.

4. How do other LRCs handle the packaging or re-packaging problem?

STEP-BY-STEP PROCEDURES

1. Examine procedures used by other LRCs and adopt or adapt them to fit your needs.

2. Reinforce commercial packaging at all stress points at the time of initial processing and as needed.

3. Re-package materials if commercial packaging is not designed for extensive use. (Teacher-proof and child-proof the material!)

4. Attach "warning" labels.

5. Evaluate the procedures and modify as needed.

TASK 12.5.4 Develop procedures for analyzing and evaluating the collection

CONSIDERATIONS

1. How well is your collection meeting the needs of the users?

2. What criteria will be used to determine whether an item will be re-evaluated:

   - physical condition
   - copyright date
   - circulation record
   - content (e.g., racial or sexual stereotyping, inaccurate information)?

3. Re-evaluation should be an on-going, systematic process.

STEP-BY-STEP PROCEDURES

1. Establish a schedule for re-evaluation (e.g., one subject area each month).

2. Assemble materials necessary for responsible evaluation (e.g., shelf-list, past and present circulation records, basic selection aids, consideration file, and repair records).

3. Establish criteria.

4. Analyze each item according to the established criteria. Remove for further evaluation any item which meets any one of the criteria. With the exception of content, no one of the criteria is necessarily justification for withdrawal.

5. Decide whether the item is to be withdrawn or retained. Poor circulation may be the result of poor choice of subject headings, poor packaging, or inaccurate description.

6. Decide whether replacement is necessary.

7. Evaluate the procedures and modify as needed.

406

407

FUNCTION 13.0 OFFERING INSERVICE TRAINING PROGRAMS

Strategy 13.1 Provide inservice training programs for personnel who work with exceptional children

INTRODUCTION

This section outlines the activities necessary to conduct training programs for persons who are in the business of educating handicapped children. Inservice training is meant to help improve or upgrade the skills of these educators in short sessions, thus enabling them to maintain their regular class routines. In this Function the LRC is directed through the procedures for establishing programs: from identifying training needs, to obtaining personnel and resources for conducting training, to preparing the content for training, and, finally, to evaluating and following-up the training sessions. Such issues as eliciting client behavior change and developing short and long range goals are discussed also. The other areas with which the Function should be coordinated are Needs Assessment (2.0) and Evaluation (4.0).

Strategy 13.1 Provide inservice training programs for personnel who work with exceptional children

Task 13.1.1 Identify training needs of the consumer population

Task 13.1.2 Identify resources and constraints for training programs

Task 13.1.3 Plan a total inservice training policy for the service area

Task 13.1.4 Plan and deliver training sessions

Task 13.1.5 Analyze evaluation data for use in updating training and provide for follow-up services

TASK 13.1.1 Identify training needs of the consumer population (See 2.0 for needs assessment)

CONSIDERATIONS

1. Based on the geographic service area, choose the population to survey; for example:

   a) total service area
   b) random sample
   c) stratified random sample
   d) key contact persons

2. What needs assessment instruments are currently available and could be adapted for your use? Consider the following:

   a) does the instrument reflect information that the LRC needs (e.g., respondent's position, level of training, inservice needs and priorities)?

   b) are questions realistic in terms of what can be provided?

   c) considering the population, can the instrument be easily understood; is it simple enough to ensure completion?

   d) can existing instruments be revised for your use or must they be completely rewritten?

3. What dissemination procedure will insure the highest rate of return:

   a) personal delivery and pick up (to individuals or contact persons)?

(Continued on page 284)

STEP-BY-STEP PROCEDURES

1. Define and locate populations to be surveyed.

2. Select an existing or develop a new need assessment instrument.

3. Determine the dissemination procedure for the instrument.

4. Analyze the results of the needs assessment.

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 283)	
3. b) mailing (to individuals or contact persons)?	
c) combination of "a" or "b"?	
4. What time of year will result in the best return?	
5. How much time is necessary for delivery, completion, and return?	
6. Analyze assessment information in terms of:	
a) positions of respondents (e.g., special education teachers, regular education teachers, administrators, resource personnel, aides, and parents)	
b) previous training of respondents	
c) tally of expressed needs and priorities on a scale from immediate to not at all	
d) possible groupings to most efficiently serve the population	
e) any other items covered in the assessment instrument.	

414

415

TASK 13.1.2 Identify resources and constraints for training programs

CONSIDERATIONS

1. What training delivery models are available to meet your specific needs? Contact:

   a) federal sources
   b) national sources (e.g., Council for Exceptional Children and Closer Look)
   c) Regional sources (e.g., RRC and ALRC)
   d) state sources (e.g., the SEA and other state organizations/unions)
   e) local sources (e.g., other resource centers, intermediate and local education associations, universities and colleges, and organizations/unions)
   f) publishing or training companies

2. What are the competencies of LRC staff to meet training needs?

3. Refer to a consultant registry when training needs cannot be met in-house. If necessary, establish a consultant registry considering personnel from sources lised above. Include a procedure by which the registry can be updated regularly.

4. What relevant training materials are available? Consider:

   a) own LRC collection
   b) materials that can be borrowed from other sources (e.g., those listed in item #1 above)

(Continued on page 286)

STEP-BY-STEP PROCEDURES

1. Survey the available training delivery models.

2. Locate personnel available for consultation and/or training.

3. Locate and obtain materials relating to areas indicated by needs assessment.

4. Determine constraints that may influence LRC inservice training capabilities.

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 285) 4. c) materials that can be purchased d) materials that can be modified to meet needs e) materials that can be developed to meet needs. 5. What are the constraints on inservice training: a) federal restrictions (as pertaining to certain grants) b) state policies and restrictions c) LRC policies (e.g., workscope, and advisory board recommendations) d) contractual agreements e) fiscal limitations?	

418

419

TASK 13.1.3 Plan a total inservice training policy for the service area

CONSIDERATIONS

1. How do expressed needs compare with LRC capabilities for service?

   a) Compare needs as expressed by respondents (13.1.1) with priorities and constraints of governing agencies (13.1.2) to determine common training concerns.
   b) Compare the common concerns from above with all resources available for training (13.1.2).
   c) Prioritize LRC's potential training services based on need priorities (13.1.4) with the exception of those needs currently being met by other sources. (See 2.1.4, for needs being met by other agencies.)

2. What are realistic training goals? Consider:

   a) long-range goals (i.e., the number of educators and topics to be impacted and the time required to be accomplished)
   b) short-range goals (i.e., the number of educators and topics to be impacted within one year).

3. What information regarding training is necessary for LRC accountability:

   a) number and types of requests
   b) session objectives
   c) anecdotal (narrative) record of session
   d) attendance
   e) evaluation.
   (See 4.0, evaluation; 5.3, maintaining LRC records)

(Continued on page 288)

STEP-BY-STEP PROCEDURES

1. Determine inservice training parameters based on needs, resources, and constraints.
2. Establish long-range and short-range training goals.
3. Determine types of record-keeping information needed.
4. Establish a suitable data-recording system. (See 5.3 for maintaining LRC records.)
5. Establish a policy for coordinating services with other agencies/groups. (Co-sponsors as well as population to be served.)
6. Establish advertisement policy.
7. Establish an evaluation policy.
8. Establish a procedure for follow-up.
9. Submit the plan to the advisory board for approval. (See 3.2.2 for advisory boards)
10. Design a training manual for those conducting the training.

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
ntinued from page 287)	
What data-recording system is most suitable: a) record forms (published, adapted, LRC developed) b) computer systems c) visual displays (e.g., charts and graphs). (See 5.3, maintaining records)	
Will training be initiated and conducted by the LRC alone or will it be organized in direct cooperation with others? a) outline areas of responsibility and commitment for all involved b) clarify expectations of all concerned parties (include trainers and trainees).	
What is the most efficient means of notifying service population of training policy?	
What will the policy be concerning training evaluation: a) is evaluation of training sessions necessary b) how will evaluation information be used c) with whom will the information be shared d) will it be possible to use the same form for all training sessions?	
tinued on page 289)	

423

TASK 13.1.3 Plan a total inservice training policy for the service area (Continued)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES

(Continued from page 288)

8. What will policy be concerning training follow-up procedures:

   a) is follow-up necessary
   b) how will it be implemented (same for all sessions or determined individually, e.g., mailing, visitations, technical information, additional training, additional materials) ?

9. General considerations:

   - how can the most people be trained for the least amount of money?
   - does the long-range inservice training policy provide for sequential development of skills?
   - have provisions been made for policy and procedural changes?

TASK 13.1.4 Plan and deliver training sessions

CONSIDERATIONS

For each training session, consider:

1. Who will be served by this session? Refer to possible groupings established in needs assessment (2.0 and 3.1.1).

2. What content is appropriate to the needs and characteristics of the population?

   - refer to information on needs assessment regarding positions and training (13.1.1 and 4.0)
   - state specific objectives for the session.

3. What are the best available resources:

   a) personnel - who is available and when (13.1.2)
   b) model - most appropriate to all involved (13.1.2)
   c) materials necessary and available (13.1.2)?

4. When selecting the setting and making physical arrangements consider:

   a) accessibility of location
   b) availability of necessary food and lodging
   c) cost - including rental, travel, and per diem reimbursements, if applicable
   d) room arrangements (e.g., number of rooms, tables, seating, and decor)
   e) use of media (e.g., AV equipment and blackboards)

426

5. Select an effective advertising method from the LRC policy (13.1.3).

(Continued on page 291)

STEP-BY-STEP PROCEDURES

1. Determine population to be served.

2. Determine training session topic and content appropriate to population to be served.

3. Select personnel, delivery model, and materials to be used.

4. Develop agenda.

5. Secure training site and make necessary physical arrangements.

6. Select and implement appropriate advertisement campaign.

7. Review delivery responsibilities and make final arrangements.

8. Conduct training sessions.

427

TASK 13.1.4 Plan and deliver training sessions (Continued)

CONSIDERATIONS

STEP-BY-STEP PROCEDURES

(Continued from page 290)

6. What arrangements need to be made or finalized:

   a) agenda (may include icebreaking activities, overview, statement of objectives, large/small group activities, and breaks)
   b) confirmation of time, location, and number of participants
   c) collection of equipment and materials (include preparation of handouts)
   d) collection of necessary forms - reimbursement, evaluation and consultant
   e) travel arrangements (reservations, maps, authorizations and people to meet)
   f) room set-up?

7. How will the session be conducted?

   a) arrive at site on time (allow for set-up time)
   b) follow agenda
   c) collect evaluation data
   d) specify to group any follow-up activities that will occur

8. General considerations:

   - allow flexibility in the agenda to allow for trainee inputs
   - set aside time during the inservice training procedures for the evaluation of agenda and conference formats
   - is there provision for commitment of participants during training?
   - keep small details manageable by organized and detailed planning from the beginning

tinued on page 292)

TASK 13.1.4 Plan and deliver training sessions (Continued)

CONSIDERATIONS

(Continued from page 291)

- assign responsibility for details to specific people and make sure they follow through
- provide for optimum participant involvement
- arrange for icebreaking introductions of participants
- schedule breaks to allow for creative comforts and informal interaction.

STEP-BY-STEP PROCEDURES

430

431

TASK 13.1.5 Analyze evaluation data for use in updating training and provide for follow-up services

CONSIDERATIONS

1. Will an LRC designed evaluation instrument be used? (See 13.1.3 and 4.0, evaluation)

2. Can existing instruments be adapted for use?

3. Should an instrument specific to this session be developed?

4. What does the evaluation data mean:

   - analyze the data collectively rather than individually to get an overall picture of the effectiveness of the training
   - has the data been analyzed in terms of goals and objectives? model? content? facilities? time design? resource persons? practicality? relevance?

5. Will the evaluation data be disseminated?

6. Should training session be modified?

   a) what were strengths, weaknesses, suggestions?
   b) what components, if any, need revision based on the evaluation?
   c) what additions/deletions should be made?

7. What will be the content and format of the follow-up? Consider:

   - designated LRC policy (13.1.3)
   - necessary adaptations of LRC policy for this session
   - over what period of time follow-up will be conducted

432

tinued on page 294)

STEP-BY-STEP PROCEDURES

1. Select or develop an appropriate evaluation instrument to insure collection of desired data.

2. Compile and analyze the evaluation data collected at the session.

3. Use evaluation data as an indicator for changes needed in content, format, and model.

4. Implement follow-up services.

433

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
(Continued from page 293) 7. - who will conduct the follow-up - by what method - how the follow-up information will be used. 8. General considerations: - What was learned about client learning style? reception of training? - Provide ways for using feedback to influence other LRC activities, e.g., materials collection (child use and professional), direct services, technical assistance. - Inservice training can establish or maintain a relationship with a consumer group. The relationship should be carefully nurtured through follow-up procedures.	

434

435

FUNCTION 14.0 DELIVERING TECHNICAL ASSISTANCE

Strategy 14.1 Provide consultation services and technical assistance

INTRODUCTION

The kinds of technical assistance services which will be provided by LRCs will be unique to each. For this reason, it is suggested in this Function that technical assistance must first be defined according the LRC's capabilities and its clientele's needs. When a working definition has been reached, policies and guidelines for the delivery of technical assistance and for the evaluation of services must be stated. Procedures for informing clients of services available are also detailed, as are pointers for developing agreements for services between the LRC and the client.

437

436

Strategy 14.1 Provide consultation services and technical assistance

Task 14.1.1 Develop a policy and guideline statement which identifies and allows for local, state, and federal constraints, skill areas of staff (or those available outside) and the parameters of LRC-defined services as based on the needs of the clientele

Task 14.1.2 Prioritize technical assistance needs

Task 14.1.3 Develop procedures for providing technical assistance

Task 14.1.4 Develop technical assistance agreements

Task 14.1.5 Develop procedures for informing clientele of consultation services that are available from the LRC

Task 14.1.6 Coordinate the provision of technical assistance

Task 14.1.7 Establish a system for recording and evaluating consultative and technical assistance services

TASK 14.1.1 Develop a policy and guideline statement which identifies and allows for local, state, and federal constraints, skill areas of staff (or those available outside) and the parameters of LRC-defined services as based on the needs of the clientele

CONSIDERATIONS

1. What does technical assistance mean to the LRC?
2. What are local, state, and federal constraints relating to technical assistance?
3. What are the skill areas of the staff?
4. What are the technical assistance needs of the clientele? (See 2.0)
5. Are additional skills required to meet needs?
6. What are necessary requirements and/or certification for staff providing technical assistance?
7. What are the guidelines and policies of the LRC relating to technical assistance?
8. What are the budget and time limitations?
9. Are there untapped local resources to provide technical assistance?
10. What agencies in your region provide what skills?
11. What over services in the region are delivering technical assistance?

STEP-BY-STEP PROCEDURES

1. Prepare a statement on the philosophy of the LRC relating to technical assistance.
2. Write policies and guidelines for technical assistance based on local, state, and federal constraints; staff, community, and outside agency services; clientele needs; budget and time requirements; and your own definition of technical assistance.
3. Include a plan for an evaluation process in the policy statement. Relate to evaluation. (See 4.0)
4. Present the policy to the advisory committee and appropriate administrative personnel for their approval.
5. Present the policy to LRC staff.
6. Present the policy to LRC clientele.

TASK 14.1.2 Prioritize technical assistance needs (See 2.0, needs assessment)

CONSIDERATIONS

1. What technical assistance needs were perceived as most important by clients?

2. What are the priorities for technical assistance as seen by the advisory board and administrators, and what are the parameters set forth in federal, state, and local guidelines?

3. What technical assistance has been provided previously? How effective was it?

4. Are there funds available to provide technical assistance?

442

STEP-BY-STEP PROCEDURES

1. Develop a list of personnel skills (within or outside of the staff) available to provide technical assistance.

2. Submit the following information to the advisory board and administrators:

   - available personnel skills for provision of technical assistance
   - prioritized list of client needs for technical assistance
   - prioritized list of administrative needs for technical assistance.

3. Match available funds and staff expertise to the technical assistance needs outlined above.

4. Be aware of previous technical assistance provided regarding emphasis, time, and budget allotment.

443

TASK 14.1.3 Develop procedures for providing technical assistance

CONSIDERATIONS

1. What is the service area for provision of technical assistance?

2. What technical assistance is needed according to priorities (14.1.2)?

3. Who will provide this assistance?

4. What percentage of LRC time will be allocated to the provision of technical assistance?

5. What funding is available? From the LRC budget? From other sources?

6. What evaluation and follow-up procedures have been developed for technical assistance?

STEP-BY-STEP PROCEDURES

1. Write a plan which lists the procedures for provision of technical assistance, to include:

   - service area for which technical assistance will be provided
   - type of technical assistance to be provided
   - procedures for requesting technical assistance
   - a plan for funding the technical assistance component based on acceptance of the formula.

2. Submit the plan to the advisory board, administrative personnel, and LRC staff for recommendations and acceptance.

3. Write an evaluation plan.

TASK 14.1.4 Develop technical assistance agreements

CONSIDERATIONS

1. Who has the authority to enter into technical assistance agreements:

   - state
   - LRC
   - local district?

2. Are the agreements to be considered tools for communication or are they considered contracts?

3. Have the agreements been approved by the advisory board and administration?

4. Has the staff been informed of the agreements?

5. Have the agreements been covered in budget allocations? Have staff salaries and operational expenses been included?

6. Do the agreements meet all the terms agreed upon?

446

STEP-BY-STEP PROCEDURES

1. Establish the authority for entering into technical assistance agreements.

2. Prepare the necessary documents and forms for technical assistance agreements. Consider state, LRC, and local guidelines and requirements.

3. Obtain approval for the agreement forms from the advisory board and administration.

4. Inform the LRC staff of the procedures for negotiating technical assistance agreements.

5. Make necessary budget provisions for technical assistance agreements and operational expenses.

6. Make necessary revisions in the agreements based on information received from advisory board, administration, and staff.

447

TASK

14.1.5 Develop procedures for informing clientele of consultation services that are available from the LRC.

CONSIDERATIONS

1. Who should be informed of the availability of technical assistance?

2. How do you inform clientele?

3. What administrative clearances are needed before informing clientele?

4. What are the considerations for the public relations program?

5. Are there clear definitions developed on the role and function of consultation services?

STEP-BY-STEP PROCEDURES

1. Contact by phone, brochure, letter or personal encounter those in the service area who would be interested in receiving technical assistance.

2. Develop a list of clientele. (See 15.2.1 for mailing list)

3. Develop procedures and information packets regarding technical assistance available.

4. Establish a public relations program and inform staff of their responsibilities; contact clientele; determine a method for receiving and processing requests for technical assistance.

5. Determine whether proper authority approval has been obtained.

6. Assign responsibility for monitoring the delivery of technical assistance.

7. Assign responsibility for responding to problems in the delivery of technical assistance.

TASK 14.1.6 Coordinate the provision of technical assistance

CONSIDERATIONS

1. How should requests for technical assistance be handled?

2. Who is responsible for handling requests and monitoring the delivery of services?

3. Are the necessary personnel and materials available to implement technical assistance services?

4. Who is responsible for the provision of materials necessary to implement technical assistance services?

5. Have necessary funds been allocated for the provision of technical assistance services?

6. Who will coordinate the necessary arrangements for consultants when they are needed?

STEP-BY-STEP PROCEDURES

1. Establish responsibility for the provision of technical assistance services.

2. Determine the method and personnel responsible for handling requests for services.

3. a) Determine outside agency capability for delivery of technical assistance.
   b) List the available personnel and material resources.

4. Assign the staff responsibility for the provision of materials and facilities for technical assistance.

5. Include in the budget the necessary allocations for consultative and technical assistance services.

6. Be sure that the policy developed adheres to the guidelines of the agency requesting the service and that personnel and funding will be available for the service before any agreements are developed.

450

451

TASK

14.1.7 Establish a system for recording and evaluating consultative and technical assistance services (See 4.0, evaluation)

CONSIDERATIONS

1. What purpose will the evaluation serve?
2. What services will be evaluated?
3. What types of evaluation will be utilized?
4. Who is to perform the evaluation?
5. What authority must be granted before the evaluation can be completed?
6. Will recommendations be made following the evaluation?
7. What system of records will be used in the evaluation?
8. To whom will the evaluation report be made available?
9. Who is responsible for delivery of the evaluation report and what mode of delivery will be utilized?
10. What follow-up procedures will be provided on the technical assistance program?

STEP-BY-STEP PROCEDURES

1. Define the purpose of the evaluation and the population to be evaluated.
2. Define the type of evaluation to be used:
   - on-site
   - interview
   - survey by questionnaire
   - survey by personnel.
3. Develop and obtain approval for a procedure for the evaluation of technical assistance services.
4. Assign responsibilities for evaluating to personnel or consultants.
5. Develop a list of evaluators and their specialties.
6. List the objectives to be evaluated.
7. Inform those to be evaluated.
8. Conduct and complete the evaluation.
9. Compile the evaluation data.
10. Make recommendations on the basis of the evaluation.
11. Report data and recommendations to predetermined boards, administrators, and staff.
12. Determine the confidentiality of the information provided. Will the information provided be restricted or open to all who may show an interest?

FUNCTION 15.0 PROVIDING INFORMATION SERVICES

Strategy 15.1 *Design and implement a special education information acquisition, storage, and retrieval system*

Strategy 15.2 *Disseminate relevant information in a systematic fashion*

Strategy 15.3 *Negotiate information requests with individual client*

Strategy 15.4 *Develop and maintain a public relations program to provide a positive image of the LRC to lay and professional personnel*

INFORMATION

Whether an LRC has the need and the resources for a highly developed and sophisticated information system, or whether it only publishes a periodic newsletter, this section sets out the guidelines to follow. Procedures are included here for developing a data base of information on special education, disseminating relevant information to target audiences (newsletters, brochures, catalogs), negotiating information requests with individual clients, and developing a public relations program for the LRC. The volume of information services and requests which an LRC can effectively handle will be determined by such factors as available funds (3.0), staffing patterns (6.0), and the number of other LRC functions which require information support services.

Strategy 15.1 Design and implement a special education information acquisition, storage, and retrieval system

Task 15.1.1 Define the needs for information services

Task 15.1.2 Create a data base of information about child, use materials and equipment, and special education materials, methods, training, resources, research, and/or consultants

Task 15.1.3 Organize the data base for effective maintenance, retrieval, and use

TASK

15.1.1 Define the needs for information services (See 2.0, needs assessment)

CONSIDERATIONS

1. Who are the clients for information services?

2. What are the roles of these clients?

3. What kinds of skills and knowledge do these clients have?

4. What sources of information about the clients are available?

5. What are the goals and objectives of the clients?

6. What additional information resources are available to meet these goals and objectives?

7. What information resources do these clients use now?

8. What is the current level of satsifaction with information service these clients are receiving?

9. What concerns are identified with the present (if any) information resource now being used?

10. What plans for change are these clients considering?

11. What information services would best complement the clients' desires?

12. Based on concerns and the information resource now being used, what modifications can be implemented to better the system?

STEP-BY-STEP PROCEDURES

1. Prepare a written description of your clientele, their roles, their skills, their current programs and their future plans. (See 15.3.1)

2. Establish a mechanism for keeping LRC staff informed of clientele's activities.
   a) Obtain and examine all available documentation about clients and their activities, e.g., program plans and/or proposals, vitaes, and/or staff directories, local newsletters, parent association newsletters, neighborhood newpapers, School Board minutes, district curriculum guides, and university catalogs
   b) Maintain a regular schedule of face-to-face communication with clients, preferably in their working environment;
   c) To the fullest extent possible, participate in the activities of clients, e.g., staff meetings, board meetings, and workshops.

3. Make a list of the kinds of questions your clients need to ask so that they can best fulfill their roles, and help plan for program changes.

4. Make a list of the kinds of information clients will need to answer these questions.

5. Design a form to record information needs of individual clients.

6. Make a record ("user profile") of the overall information needs and resources of each individual client.

(Continued on page 312)

CONSIDERATIONS

STEP-BY-STEP PROCEDURES

(Continued from page 311)

7. Use Procedures 3, 4, and 5 to provide an overview for defining information service needs. This information can then be utilized in LRC planning.

8. Report needs to funding agent.

460

461

TASK 15.1.2 Create a data base of information about child use materials and equipment; and special education materials, methods, training, resources, research, and/or consultants

CONSIDERATIONS

1. Consider the kinds of information needed.
2. What kinds of information are available through existing information sources and products? (See 15.1.1)
3. Which kinds of information must be compiled from scratch? Which of these does the staff have the skills to compile? Which of these are not accessible to you?
4. What are the costs of existing information services and products?
5. What might be the cost of preparing or modifying original compilations?

STEP-BY-STEP PROCEDURES

1. Visit all local information facilities (e.g., libraries, medical installations, private industry, and agencies).
2. Keep a record of such local services and specific resources available from them; include service, availability, contact person, and management system.
3. Find out the extent to which these local services are available to your client and the procedures for tapping them.
4. Make formal arrangements to use these services.
5. Subscribe to education-related newsletters or publications (e.g., SEA publications, district newsletters, project newsletters) as budget allows.
6. Subscribed to selected education-related newsletters from other than local sources. (Lists of these are available from the reference section of the state and/or university libraries.)
7. Use these newsletters or other publications to identify information products developed or received, and/or used in your state, region or district
8. If not already available to your clients through some other local source, obtain a complete set of Educational Child Education Abstracts.

(Continued on page 314)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 313)
	9. Explore the availability of information data bases (e.g., ERIC, CEC, NTIS, SSI, Inter-Library Loan, MEDLARS).
	10. Explore the availability of instructional materials data bases such as NIMIS or System FORE.
	11. Whenever possible, buy existing information products and/or services.
	12. Calculate the total annual cost of using existing services and products.
	13. Prepare plans for developing any original compilations needed.
	14. Procure and retain a master file of educational materials catalogs.

465

464

TASK 15.1.3 Organize the data base for effective maintenance, retrieval, and use (See 12.3 for LRC physical arrangements)

CONSIDERATIONS

1. What physical arrangement would best serve needs of visiting clients?
2. What kinds of equipment, furniture, or shelves will be needed?
3. What arrangement of materials will provide easiest accessibility for both client and staff?
4. What kind of classification system will be easily understood by clients and staff to locate and/or shelve materials?
5. Identify or create a subject indexing system which can easily be used for retrieval.

STEP-BY-STEP PROCEDURES

1. Visit other information centers to learn of systems designed to store and receive materials.
2. Adapt those aspects of various systems observed that will best serve the needs of the LRC.
3. Assign to shelves those materials which can stand on or occupy space independently on shelves.
4. Set up a vertical filing system for all materials which by size and/or shape do not permit shelving.
5. Organize consumables separately.
6. Place shelving and storage equipment so as to permit easy traffic flow. (See 12.3 for LRC physical arrangements)
7. Periodically analyze equipment and shelving to determine whether space is being used to the best advantage.

Strategy 15.2 Disseminate relevant information in a systematic fashion

Task 15.2.1 Interview client to discover his/her needs

Task 15.2.2 Record in a systematic format components of the information request

TASK 15.2.1 Interview client to discover his/her needs

CONSIDERATIONS

1. The clients may range in their knowledge of what constitutes information services.
2. The client may or may not be the one who launches the negotiation process.
3. A client may be unsure and unknowledgeable and may need help in conceptualizing and in verbalizing the information need.
4. The client may have particular resources in mind to accommodate his particular request.
5. The client may be unaware of the technology for information retrieval or of the types of data bases available.
6. The client may have financial constraints that might indicate the search parameters.

STEP-BY-STEP PROCEDURES

1. Find out how much the client knows about information services offered by the LRC.
2. Find out what resources, if any, have already been explored by the client and what results were obtained.
3. Explain what information services are provided by the LRC through conversation and printed information. (15.3.2)
4. Show how the LRC's capabilities fit with the overall concept of information services.
5. Ask questions such as, "How can we be of particular service to you?" or "Does it appear to you from our description of services that we can be of help to you?"
6. Fill in gaps as necessary. Be basic, explicit, accepting, and helpful.
7. Find out if a computer search is desired.
8. Find out how much money a client is prepared to pay.

TASK 15.2.2 Record in a systematic format components of the information request

CONSIDERATIONS

1. In the exchange of information on a verbal level, essential data could be lost or ignored. Keep a written record of the request.

2. The client will probably expect the maximum amount of information or assistance with the least amount of effort on his/her part. Therefore, assume the maximum burden of probing, recording, and double-checking of the request details.

3. What concepts are the most important? How can these abstract concepts be recorded via translation into concrete descriptors compatible with the information system being tapped?

4. The client may have varying needs which may have to be satisfied by more than one means. Records of any major restructuring of a client request should be well documented.

5. How <u>much</u> information does a client want?

471

STEP-BY-STEP PROCEDURES

1. Select or design and implement a form and a procedure that will permit effective and efficient questioning, intervention strategies and results.

2. Record in a systematic fashion the various components of the information request.

3. Begin by recording simple data such as client name, address, [illegible]ition, and telephone number.

4. Move [illegible]obing for broader elements of the reque[illegible]ify the broader elements by specifically probing the more discrete elements.

5. Fill in the details. Re-state the client's request in your own words.

6. Ask the client to clarify any ambiguous words. Translate concepts represented into descriptors if applicable.

7. Review with the client his/her understanding of the terminology you have used to re-express the request. Try to achieve consensus.

8. Write a retrieval strategy if the retrieval is to be accomplished via computerized system.

9. Summarize the content of the interview. Transfer the information to the final form designed for this purpose.

(Continued on page 321) 472

TASK 15. 2.2 Record in a systematic format components of the information request (Continued)

CONSIDERATIONS

STEP-BY-STEP PROCEDURES

(Continued from page 320)

10. Supply the client with and record on the form information about the delivery date and the format of the information search or service.

11. Provide the client with a copy of the final request specifications.

12. Maintain a record of the information interview for planning, evaluation, and collection procedures.

13. Establish follow-up procedures on other than manual searches done locally to be certain client receives information output required.

Strategy 15.3 Negotiate information requests with individual client

Task 15.3.1 Develop or obtain a mailing list of LRC clientele

Task 15.3.2 Design and publish a brochure describing LRC resources

Task 15.3.3 Provide bulletin boards, exhibits, and displays within the LRC to encourage walk-in clients to use materials and/or services

Task 15.3.4 Publish a periodic newsletter

Task 15.3.5 Publish a holdings list of materials available from the LRC

Task 15.3.6 Establish a selective dissemination and/or current awareness service

Task 15.3.7 Establish an information analysis service to assist programs in decision making

Task 15.3.8 Establish a ready reference service based on client information needs

Task 15.3.9 Construct exhibits, displays, and presentations for use at professional meetings and conferences

Task 15.3.10 Create a network of extension agents (field representatives, gatekeepers, itinerant teachers) to deliver information and continually assess needs

TASK 15.3.1 Develop or obtain a mailing list of LRC clientele

CONSIDERATIONS

1. What kind of mailings does the LRC plan to do?

2. Who is to be included on the mailing list:

   - clients
   - Advisory Board members
   - other LRCs in the state, region
   - parent organizations
   - other organizations and agencies in the region which serve handicapped children?

   (See 12.4.2, identifying eligible clients)

3. Is the mailing list long and varied enough to be computerized?

4. If the list is put on a computer, will you be able to access certain groups of names, or combinations of groups, by pre-determined codes?

5. What semi-automated or manual addressing systems are available to you (e.g., Addressograph or Xerox mailing labels)?

STEP-BY-STEP PROCEDURES

1. Develop a list of possible mailings which might occur in a year, then list people or organizations who might need to receive the information. (See 15.1.1)

2. Determine who the audience will be for receiving LRC mailings.

3. Develop the mailing list. (Collect teacher names from the LEA user lists; parents' names from teacher-parent organizations; publishers' names from representatives' catalogs; SEA and regional directors from SEA directory).

4. Code each name according to interest groups (e.g., A=parents, B=teachers, C=funding agency, project officers and need groups; 1. Career Ed., 2. Administration, 3. Reading materials).

5. Arrange, if possible, to have the list computerized, with the capacity to print out gummed mailing labels by code.

6. Keep the list continually revised and updated. (Follow-up on returned mail, plan annual revision, circulate an annual questionnaire, check against other lists as available, check against all incoming correspondence, enclose self-addressed address change form in all mailings.)

7. Arrange to use bulk mailing rates.

8. Arrange to use any available intra-agency mailing system.

CONSIDERATIONS

1. Who is the target audience for the brochure?

2. How much money is available for production of the brochure?

3. Is there someone on staff who has experience and can prepare the copy?

4. Is there someone on staff who has experience and can prepare the design and format of the brochure?

5. How many copies will be needed?

6. Is a brochure the best way to describe LRC services to the target audience?

479

STEP-BY-STEP PROCEDURES

1. Delineate the target audience for the brochure.

2. Determine what information should be related and how.

3. Obtain copies of brochures from similar LRCs.

4. Prepare the copy for the brochure, using the best writing skills available. If the copy is not suitable for the entire target audience, prepare as many sets of copy as necessary to appeal to the entire audience. (This will cost money, so the fewer sets of copy, the better. Attempt to achieve a brochure with universal appeal.)

5. The price of the brochures will depend on several variables: number of copies to be printed, quality of paper, number of colors of ink, method of printing, size of the brochure. Generally, since the price per copy decreases as the number printed (type-set) increases, you should determine the greatest number which could be used before they are out-dated.

6. If possible, have the copy type-set. Typewriter type is never as attractive. Get estimates -- sometimes type-setting is cheaper.

7. Determine who will help with the design and format of the brochure. Determine priorities, for example: Is appearance the most important factor? Can the paper quality be sacrified in order to use another color of ink? Vice versa? 30

(Continued on page 327)

TASK 15.3.2 Design and publish a brochure describing LRC resources (Continued)

CONSIDERATIONS | STEP-BY-STEP PROCEDURES

(Continued from page 326)

8. Don't skimp on the quality of writing and design. If staff members have no experience preparing informational brochures, go outside of the staff for the first time. Close attention should be paid to the procedures followed by the professional so that the staff may do it the next time. Some fiscal agents supply publications services. Check to see if this is available.

9. Work closely with the designer and printer. Read "proofs" carefully to avoid possible errors on the final copy.

10. Obtain bids from several printers.

11. Submit the brochure design and copy to advisory committee for approval and revision.

TASK 15.3.3 Provide bulletin boards, exhibits, and displays within the LRC to encourage walk-in clients to use materials and/or services

CONSIDERATIONS

1. What staff members will be responsible for these exhibits?
2. Is sufficient space available for these exhibits?
3. Are there sufficient numbers of walk-in clients to warrant these types of displays?

STEP-BY-STEP PROCEDURES

1. Determine specific objective(s) for displays.
2. Assess display areas available; supplement if necessary with moveable bulletin boards and easels.
3. Purchase pin-on letters, stencils, and other aids and devices to facilitate construction of displays.
4. Determine which staff members will be responsible for the art work and the actual construction of exhibits. All staff members could have input into the planning of exhibits to make them more meaningful.

483

484

TASK 15.3.4 Publish a periodic newsletter

CONSIDERATIONS

1. What are the objectives of your newsletter?

2. To whom will the newsletter be sent?

3. What type of information will be included in the newsletter? How much space will be needed?

4. How often does information need to be disseminated? Bi-weekly? Monthly? Quarterly?

5. What are the budgetary and funding agent restrictions for compiling, printing, and mailing a newsletter?

6. Will a staff member be responsible solely for the newsletter or will s/he have other duties as well?

7. Who will provide items and articles to be included in the newsletter?

8. What will be the time line for submitting articles?

9. Is a newsletter the best way to disseminate information? What alternatives do you have? Bulletins? Flyers?

10. Are there existing newsletters which could serve your dissemination needs?

(Continued on page 330)

STEP-BY-STEP PROCEDURES

1. Specify measurable objectives for the newsletter.

2. Establish parameters for the kind of information to be included. Check with the funding agency to become acquainted with possible restrictions.

3. Establish a regular time at which the newsletter can be expected by clients and colleagues.

4. Utilize information abstracted from analysis of incoming media. (See 15.1.2 for information data base)

5. Determine to whom the newsletter will be sent.

6. Assign the responsibility for the newsletter development to one staff member. Be realistic about the time necessary to produce a quality document at pre-determined intervals.

7. Establish a budget for production of the newsletter.

8. Solicit expert assistance for the initial format design. Follow the same basic format each time.

9. Establish an attractive, conveniently storable and mailable format to be followed each time. Typewriter type is acceptable -- and less expensive for a limited run -- if different type faces are used, type is photographically reduced, and some graphics are used.

(Continued on page 330)

CONSIDERATIONS

ntinued from page 329)

How will you determine the effectiveness of the newsletter?

Should the newsletter serve as a permanent information resource for the clients?

Should there be a periodic and/or cumulative index to the newsletter?

STEP-BY-STEP PROCEDURES

(Continued from page 329)

10. Investigate alternative means for printing the newsletter: mimeo, offset, or print.
11. Determine time lines for submitting items and articles.
12. Establish policies regarding acceptance of articles for the newsletter (e.g., item length, source, and pictures).
13. Solicit input on type of content desired by clients through survey, informal needs assessment, and/or advisory committee recommendations.
14. Establish a procedure for evaluating the effectivenes of the newsletter.

15.3.5 Publish a holdings list of materials available from the LRC (See 12.2 for processing instructional materials)

CONSIDERATIONS

What are the objectives of the holdings list?

Who should have copies of the list?

How many copies will they need?

What are the budgetary and funding restrictions for compiling and printing such a list?

Who will be responsible for preparing the holdings list?

What kinds of information about holdings will be useful to the client population (e.g., media type, instructional level, materials descriptions, distributor, and cost)?

How will the holdings list be organized:

- by access number
- by skill area
- by handicapped type
- user?

Will procedures for borrowing materials be detailed in the catalog or holdings list?

What is the availability of a computer or other mechanized device for producing the holdings list?

How often and when will the holdings list be updated?

How will the effectiveness of the holdings list be evaluated?

STEP-BY-STEP PROCEDURES

1. Specify objectives of the holdings list.
2. Design a format which meets the objectives and which can be easily updated.
3. Prepare annotations of each item to be included from shelf listings and accession worksheets.
4. Divide entries by categories which fit clients' needs and cross reference items that fit into more than one category.
5. Give basic information on each entry (as applicable). Include access number, title, developer, publisher, instructional level, handicap population, grade level, availability, and method of use.
6. Describe scope and include instructions for use of holdings list.
7. Describe procedures for updating the holdings list.
8. Field test product via random samples for ease of use and correlation to client needs.
9. Determine to whom the catalogs will be sent and how many copies are needed.
10. Have the descriptions typed and duplicated (or key-punched and printed). Investigate the most economical and effective mechanical device for producing and duplicating master listing (Keypunch, Offset, CPT, IVM, Mag Card II, or MTST) and storing information for future multiple copies.

(Continued on page 332)

CONSIDERATIONS

STEP-BY-STEP PROCEDURES

(Continued from page 331)

11. Use methods which allow for easy updating. For example, the pages could be three-hole punched to be inserted into ring binders. When updates occur, entire pages could be re-typed and sent out.

12. Specify the procedure and time schedule for updating the holdings list.

13. Mail or distribute the listing.

492

15.3.6 Establish a selective dissemination and/or current awareness service

CONSIDERATIONS

- Is it feasible to identify needs of clients? (See 2.0 and 15.1.1, needs assessment data)
- Do needs of individual clients or client groups vary significantly?
- How frequently do needs change? Are some needs continuous?
- What is the volume and range of new acquisitions? Weekly? Monthly? Quarterly? (Count abstracts and journal articles individually.)
- Does the LRC use a computer to maintain its holdings list? If so, how frequently is it updated?
- Does the LRC have convenient access to photo-duplication equipment?
- How much staff time is available to scan, classify, and select items for dissemination?
- Do clients wish to maintain cumulative personal information files?

STEP-BY-STEP PROCEDURES

1. If . . .
   a) it is feasible to identify individual or client group needs, and
   b) these needs vary significantly, and
   c) at least some needs are continuous, and
   d) the volume and range of new acquisitions is greater than one client's needs, and
   e) staff time is available to scan new acquisitions, and
   f) computer service or photoduplication equipment is available . . .

   consider establishing a selective dissemination (SDI) service. A selective dissemination service regularly informs clients of all new acquisitions which meet their needs.
2. If any of these conditions do not apply, consider establishing a current awareness service to regularly inform all clients of all new acquisitions.
3. Decide how frequently to disseminate new acquisitions announcements.
4. Decide how many items to disseminate at a time. (Five to ten is most effective for SDI; 10-25 for current awareness. Limit to an amount which can be read and stored in 15 minutes.)
5. Design a format for announcements. Consider ease of preparation, duplication, storage, cost, eye-appeal, and amount of information to be included.

(Continued on page 334)

CONSIDERATIONS	STEP-BY-STEP PROCEDURES
	(Continued from page 333) 6. Specify measurable objectives for the dissemination services. 7. Establish a procedure for recording and updating individual needs. 8. Establish a procedure for keeping and monitoring records of the use and cost of the service. 9. Prepare a budget for the service. 10. Conduct a periodic evaluation of the service. 11. Report the results of the evaluation to administrators and advisory committee.

496

15.3.7 Establish an information analysis service to assist programs in decision making

CONSIDERATIONS

What program decisions must your clients make?

When must these decisions be made?

For each decision, what alternatives are being considered?

Does the LRC have information related to any of these decisions or alternatives?

Will the decision-makers accept and use information from the LRC?

Who makes each decision?

Are the decisions made by individuals or groups?

What question must be answered to make these decisions?

Does the LRC staff have the expertise to analyze these decisions?

Does the LRC have staff time available to write analytic reports or prepare analytic presentations?

Does the LRC have media production capability?

Can the decisions be forecast on a long-range basis?

STEP-BY-STEP PROCEDURES

1. Identify clients' program goals.
2. Determine when and by whom, program planning is conducted.
3. Interview decision makers to determine what decisions must be made, what alternatives are being considered, and what questions must be answered and when.
4. Conduct a search to locate information resources which are related to these questions.
5. Write a report briefly expressing all answers located for each question.
6. If the decisions are made by groups and if facilities budget, and time permit, prepare a mediated presentation of the report.
7. Make copies of the report available for future use at least through ERIC.
8. Conduct a survey or a study of long-range planning documents to forecast future decisions. (See 2.0 for needs assessment and forecasting)
9. Prepare a budget for producing analytic reports and presentations.
10. Maintain records of the costs of preparing analytic reports and presentations.

K 15.3.8 Establish a ready reference service based on client information needs

CONSIDERATIONS

Avoid duplicating information searches.

What should the disposition of information collected after providing client with originals be?

Which topics requested reflect clients' information needs most?

What method(s) of "recycling" information can be developed so that it can be shared?

What is topic demand?

How can information concerning the current trends in topic interest as reflected in client queries be advertised?

Avoid disseminating or storing topical information no longer of interest to clients.

STEP-BY-STEP PROCEDURES

1. When responding to clients' request for information with printed materials, (telephone, mail, or walk-in make several copies of these materials provided to client.
2. Set up and maintain a storage system for copies of this material. (See 12.3 for storage of instructional materials)
3. Store the information by topics provided by clients.
4. Label materials according to type of person or organization making request and date of request. Purpose for which materials will be used should also be indicated when this information is available.
5. Utilize this ready-reference source for future client requests for information in the indicated subject areas.
6. Record the areas of interest and the number of requests made in each area over a designated period of time. (See 5.3, maintaining LRC records)
7. Include information in the LRC newsletter or publicity vehicle about the interest trends as indicated by number of clients requesting information in specific areas. (See 15.3.4, newsletter publication)

50(

8. Maintain periodic checks of the dates information was provided to assure timeliness of information.
9. Maintain periodic checks of the demands being made on various topics and purge information that has become outdated or which has ceased to reflect client needs.

15.3.9 Construct exhibits, displays, and presentations for use at professional meetings and conferences

CONSIDERATIONS

ow often will displays of this type be called for?

oes the budget allow for expenditures of this type?

hat function will the exhibits serve? Informa-
ional? P.R.?

STEP-BY-STEP PROCEDURES

1. Determine whether the need for displays and exhibits is great enough to justify the time and money involved.

2. Look at displays and exhibits prepared by other agencies. Identify points to be emulated, and those you would do differently.

3. Gather photos and information which could be used. Photos should be sharp, have good contrast, and be pleasingly balanced because they will need to be greatly enlarged. Informational copy should be concise and brief -- short phrases work well as captions for photos.

4. Assign a staff member, preferably one who has designed displays before, or commercial graphics people to the design and development of the presentation.

5. Produce or have produced typed clear copies of all overhead transparencies.

6. Write or have written a script for use with visuals. Test the program out on staff prior to use. Make appropriate revisions.

7. Prepare handouts for the audience covering major points of the presentation. (See 15.3.2 for brochure development)

8. Ask for audience evaluation of exhibit/presentation.

9. Continuously update and/or modify the presentation.

15.3.10 Create a network of extension agents (field representatives, gatekeepers, itinerant teachers) to deliver information and continually assess needs

CONSIDERATIONS

s the LRC staff able to maintain face-to-face com-
unication with all its clients?

f not, who is available to maintain communication
ith both the LRC staff and its clients?

re there any itinerant personnel in the LRC service
rea who could function as extension agents?

oes the LRC have funds to employ one or more
ull-time extension agents?

hich individuals in the LRC service area communi-
ate most frequently with the LRC clients?

hich individuals are opinion leaders in the LRC
ervice area?

hich individuals would be willing to function as
xtension agents?

hat responsibilities would an extension agent
ave?

ow would extension agents be trained?

oes LRC have funds to reimburse travel and
elephone expenses for extension agents?

f volunteer extension agents are used, what
ewards or other compensation can the LRC offer
hem?

inued on page 339)

STEP-BY-STEP PROCEDURES

1. Decide if extension agents are needed.
2. Decide how many extension agents are needed.
3. Prepare a statement of the extension agents' role, and objectives of the agents' service.
4. Decide if agents will be employed by the LRC or if volunteers will be sought.
5. Determine appropriate qualifications for extension agents. Different kinds of agents may be desirable for different client groups.
6. Plan appropriate training for agents.
7. Recruit and train agents.
8. Establish a procedure for keeping records of agents' activities and expenses.
9. Establish a procedure for agents to use to report clients' needs.
10. Prepare a budget for extension agent activities.
11. Communicate the identity of the agent and his/her role to clients.

504

(Continued on page 339)

15.3.10 Create a network of extension agents (Continued)

CONSIDERATIONS

inued from page 338)

no would be responsible for supervising the ctivities of extension agents?

ow would extension agents be evaluated?

ow many extension agents would be needed to main-ain communication with all the clients?

STEP-BY-STEP PROCEDURES

(Continued from page 338)

12. Conduct a periodic evaluation of the agents' effectiveness. Include consideration of:

    1) number of clients contacted
    2) frequency of contacts
    3) kind and number of services they deliver (e.g., workshops, demonstrations, materials and information requests, consultations)
    4) clients' perceptions of the value of the agents
    5) cost of the agents' services
    6) agents' perception of the value of their services
    7) clients' and agents' suggestions for improving services.

    Consider comparing quality and quantity of services delivered to clients contacted by agents versus clients not reached by an agent.

13. Report results of evaluation to administrators and advisory committee.

Strategy 15.4 Develop and maintain a public relations program to provide a positive image of the LRC to lay and professional personnel

Task 15.4.1 Develop and maintain a public relations program to provide a positive image of the LRC to lay and professional personnel

15.4.1 Develop and maintain a public relations program to provide a positive image of the LRC to lay and professional personnel

CONSIDERATIONS

What are the political, social, cultural, economic, and demographic characteristics of the community in which the LRC is located?

How much public exposure will the community accept and support?

What kind of public exposure will the community accept and support?

How broad or restricted should the targeted audience be?

Have any precedents for protocol been established by the community as a result of prior program impacts (or lack of such) ?

Are there any legal or grant restrictions?

What kind of exposure will be needed within the local, state, regional, and national network of resource systems?

Will college, university, and community personnel (locally, nationally) be involved in LRC activities?

What will LRC involvement with LEAs be?

Consider that the LRC's purpose and efforts will influence the selection of public relations target groups.

Utilize unsolicited "golden opportunities".

STEP-BY-STEP PROCEDURES

1. Locate and list potential groups to which you may send LRC information:

   - local citizens groups
   - local educational agencies
   - colleges and universities
   - members of the network
   - publishers
   - other professional organizations
   - political entities (State Board of Education, Board of Regents, various Senate Committees, other federally-funded programs
   - public agencies
   - services groups, such as the Lions Clubs

2. With the entire professional staff, formulate policies regarding the various groups to which public activities will be directed.

3. As an initial public relations move, contact a list of approved groups and individuals to make certain that LRC services are desired.

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515