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ABSTRACT
            The focus of the study is upon the process of
translating research into educational practice at the instructional
level in the D.C. Public School System. The project will meld central
research capabilities and resources of the system with the needs of
key field personnel-teachers, principals, librarians, reading
specialists-in 16 target elementary schools. Emphasis in the initial
project will be in the area of reading. To effect the link between
resources and practitioner, a liaison researcher, serving as an
active communication link or interface, will be employed. A survey
instrument will be designed to identify and define specific research
problems and needs related to reading in the target schools.
Information from an established data bank on teachers, pupils,
schools and programs for the same schools will supplement survey
findings. One goal of the project is to make target personnel more
knowledgeable about research findings and how these findings may be
utilized in their day to day teaching and supportive activities. A
second goal is to provide information to local schools for the
development of programs. At present, these local schools lack
information resources and thus experience difficulty and frustration
in establishing these programs. (Author)

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INTERIM REPORT

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INTERIM PROJECT REPORT

GRANT NO.:   OEG-0-71-3720

PERIOD OF GRANT: July 1, 1971 - December 23, 1972

REPORT PERIOD: INTERIM July 23, 1971 - August 31, 1972

DATE OF SUBMISSION: September, 1972

NAME OF AGENCY: Public Schools of the District of Columbia

TITLE OF PROJECT: Reading Research Utilization Project -
                     An RIC Project for Teachers and Other
                     Field Personnel

NAMES OF PROJECT DIRECTOR AND PROJECT COORDINATOR:

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   Department of Research   Research Information Center

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ORIGINAL PROJECT ABSTRACT

The focus of the study is upon the process of translating
research into educational practice at the instructional level in
the D. C. Public School System. The project will meld central
research capabilities and resources of the system with the needs
of key field personnel-teachers, principals, librarians, reading
specialists-in 16 target elementary schools. Emphasis in the
initial project will be in the area of reading. To effect the
link between resources and practitioner, a liaison researcher,
serving as an active communication link or interface, will be
employed. A survey instrument will be designed to identify and
define specific research problems and needs related to reading
in the target schools. Information from an established data
bank on teachers, pupils, schools and programs for the same
schools will supplement survey findings.

One goal of the project is to make target personnel more
knowledgeable about research findings and how these findings may
be utilized in their day to day teaching and supportive activities.
A second goal is to provide information to local schools for the
development of programs. At present, these local schools lack in-
formation resources and thus experience difficulty and frustration
in establishing these programs.

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CHAPTER I

I Background and Introduction

A. Demonstrated Commitment of Departments of Research and Evaluation
   and School System to Building a Viable Information Unit.

   1. Origins

      a. In 1967, Dr. Harry A. Passow completed, under contract to
         the D. C. Public Schools, a report entitled, <u>Toward Creating
         a Model Urban School System: A Study of the Washington,
         D. C. Public Schools</u>. This study reported on the strengths
         and weaknesses of the school system and made recommendations
         for its improvement. Among the many recommendations contain-
         ed in the study was one to establish the Division of Plan-
         ning, Innovation and Research to provide the Board of Edu-
         cation and Administration with vital research and data for
         better decision making. Specifically mentioned was the need
         to have access to ERIC (Education Research Information Center)
         documents. (see Appendix I-A)

      b. In March of 1967 the beginning of an "information file" was
         initiated in the Department of Research, Budget and Legisla-
         tion which, following the implementation of Passow's recom-
         mendations for reorganization, became the Division of Plan-
         ning, Research and Evaluation. These files included a col-
         lection of data on topics such as class size, per pupil ex-
         penditure, pupil-teacher ratio, pupil enrollment figures
         and other material for budget justification and other pur-
         poses. Some program information and reports were also in-
         cluded.

   2. Establishment of the Research Information Center

      a. Following the decision to centralize administrative offices
         into one main headquarters, the Department moved in September
         1968 from 1411 K Street, N. W. to the Presidential Building
         at 12th Street and Pennsylvania Avenue, N. W. In her efforts
         to develop the capability of the Division and to serve staff
         and the community, Dr. Mildred Cooper established in February
         1969, a Research Library later named the Research Information
         Center (RIC).

      b. The present Coordinator of the RIC was assigned this task
         and during the following year he and one assistant worked
         to acquire, process, organize and begin operation of the
         Center as a service unit of the Department of Research.
         Parts of the ERIC microfiche collection and some equipment
         including the Disadvantaged Series, were acquired from a
         ESEA, Title III project which was being phased out of oper-
         ation. Regular funding resources of the Division and De-
         partment were by far the source of greatest support for this
         6 new operation in the acquisition of ERIC and other sources.

The RFP called for proposals designed to improve local-
state-federal education information center networks. This
opportunity triggered further research and planning along
the line of utilizing an individual, tentatively labeled
"liaison researcher," to perform the linkage functions
discussed earlier and to supplement his services with
technology. Consequently, at the request of Dr. Cooper,
Head of the Division, a letter of intent dated March 30,
1971 was sent by the Superintendent of Schools, the Chief
State School Officer for the District of Columbia, to NIE.

4. Preparation and Submission of a Proposal to Use Education
   Extension Agents as "Linkers With Schools"

   a. The research and planning that had begun months before now
      accelerated. A more detailed plan began to emerge. Finally
      on March 23, 1971 a proposal entitled Reading Research
      Utilization-An ERIC Project for Teachers and Other Field
      Personnel, developed by the Department of Research, was
      submitted to NCEC for consideration. Additional details were
      requested and Addendum I was submitted on May 27, 1971. This
      included, among other things, further elaboration on selec-
      ion of the target schools and the work of the "liais   re-
      searcher." Further discussion took place and finally on
      June 14, 1971 the "Notification of Grand Award" was re-
      ceived. Other negotiations meanwhile were taking place
      concerning research information services to a Teacher Center
      which was to be established in the District during the same
      fiscal year. A second addendum was submitted on June 17,
      1971 outlining an agreement to render certain services to
      the Teacher Center and requesting additional funds for
      equipment and supplies and materials. The final grant
      amount was set at $87,116. The project period began July
      25, 1971 and runs through December 23, 1972. The details
      of implementation are contained in the following chapters
      and sections.

CHAPTER II

II. Progress Report on the Status of the Implementation of the Project
for the Period July 1971 - August 1972

A. Staffing, Orientation of Field Personnel and Training of the Target
School Librarians and the Educational Extension Agents, Including
Activities Advancing the Skills and Knowledge of Reading Research
Utilization Project Personnel (RUP)

1. Statement of Relevant Project Objectives

a. Provide professional staff members who will act as a link
between central research capability and resources and
teachers, principals, librarians and reading specialists
in the target schools by providing research information
to local schools to help plan and organize programs for
implementation since these schools presently have little
in the way of information resources. (Objective c in
project proposal)

b. Build an awareness among target school teachers and other
field personnel through personal contact with the teacher
and special dissemination activities and services about the
availability of research findings and how these may be
utilized in their day-to-day teaching and related activities.
(Objective d in project proposal)

2. Project Funding, Recruitment and Staffing

a. Criteria for Selection and Position Advertisement

1) The Grant Award Notice from the Grants Officer to the
D. C. Public Schools was dated June 14, 1971. Follow-
ing the receipt of this notice the machinery for
formally accepting this grant was set in motion and
certain fiscal and accounting procedures were initiated.

2) A written "checklist" of skills and competencies for
recruiting the "liaison researcher" or educational
extension agent (EEA) was prepared prior to recruit-
ment and served as a guide to selection. Elements on
this list were developed as a result of a review of
available literature and subjective inspiration.
(see Appendix II-A)

3) A written "checklist" was also prepared for recruiting
the "Assistant Project Coordinator." This was prepared
at the same time as the other list. (see Appendix II-B)
The specifications for the Assistant Project Coordinator
originally called for a professional librarian. For

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various reasons, however, including the temporary
nature of the project and the salary, it was diffi-
cult to recruit a candidate with this background.
The individual finally designated for this position
was first selected as an EEA. Her demonstrated
competencies were such that it was felt she would
perform well as Assistant Coordinator.

4) Background information for development of a job
description of the "liaison researcher" or educational
extension agent was made available to the Personnel
Department for preparation of vacancy announcements.
This included both oral briefings and written des-
criptions. As early as August 4, 1971, a memorandum
(see Appendix II-C) was sent to the Personnel Office
requesting the establishment of project positions.
Confusion caused by shifting school system priorities
due to a fiscal crisis resulted in delays in the
necessary paper work. Finally, on September 9, 1971,
vacancy announcement No. 72-9 was issued. (see
Appendix II-D) It is interesting to compare this
with the attachments to the August 4, 1971 memorandum.

b. The Selection Procedure

1) Approximately 40 individuals filed letters of interest
or applications for the four vacant positions. Many
hours were spent by the Project Coordinator in review-
ing applications, writing letters, making telephone
calls, scheduling meetings and finally interviewing
most of these applicants. An informal committee of
three, including the Project Director, a former princi-
pal and the Project Coordinator reviewed the qualifi-
cations of the candidates. The most qualified were
notified of their acceptance. Unfortunately, a freeze
was imposed by the Superintendent in December 1971 on
all positions supported by any source of funding,
regular or federal and this made it impossible to move
on hiring for the project until well into the project
period. (see Appendix II-E)

c. Staffing

1) The Project Coordinator was already on the staff when
the project began and his position is supported entirely
by local funds. A freeze on jobs and the general fiscal
crisis experienced by the D. C. Public Schools caused
a delay in most other project staffing.

2) The Assistant Coordinator of the RUP Project, who was
already on the staff of the Division of Planning,
Research and Evaluation, assumed her duties September
1, 1971, but due to the reinstatement of the "freeze"
on positions two of the three linkers did not join the
project until January 10, 1972, while the third linker
began employment May 1, 1972.

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3. Training of Extension Agents and Librarians

    a. Specific Duties of the Extension Agent

        1) Announcements disseminated to all the teachers and other field personnel in the target schools in February 1972 listed the following services available from the Educational Extension Agent:

            a) The EEA helps the educator-client define a Research Problem in ERIC terms.

            b) The EEA assists the librarian in training educators in the use of ERIC materials.

            c) The EEA performs manual and computer searches for answers to client's information needs.

            d) The EEA provides information on innovative educational practices.

            e) The EEA serves as a needed link in the communications between educators and researchers.

            f) The EEA can locate research information for proposal writing.

    b. Special Duties of the Librarian

        1) A special orientation and training program for target school librarians was carried out jointly by the D. C. Schools Research Information Center and the State of Pennsylvania's Research and Information Services for Education (RISE). Librarians were trained in basic negotiation and retrieval skills and are expected to be able to provide the following services in their schools:

            a) Assist teachers in question negotiation or problem statement by properly completing a search request form including the selection of appropriate ERIC descriptors.

            b) Instruct interested local instructional personnel in the use of ERIC resource tools made available to the school libraries through RUP so that these personnel will be able to perform simple manual searches.

            c) Act as "official gatekeepers" in their school for the dissemination of Information or innovative educational practices.

        2) In the project abstract it was pointed out that most of the schools in the District lack the kind of information resources that librarians and others may feel are

necessary to actively support and promote new projects and activities by teachers. To offset this lack, selected research reference tools such as Research in Education (RIE) and Current Index to Journals in Education (CIJE) are provided by the Research Information Center through the project. It is not an objective of the project to develop an extensive data bank in these schools nor is it necessarily desirable, especially as every effort is made to make central information resources such as in-depth searches, computer retrieval, etc., available from the RIC. Finally, it should be noted that the target school library is a secondary processing center. The target school libraries are not required to engage in primary acquisition of research data or information. Where primary processing is necessary, the target school library will act in a referral capacity to the RIC. The focus of the libraries will be on the personal negotiation process with some local instruction in the use of ERIC resources also being provided as indicated previously.

c. In-House Training for EEA's

    1) On-the-job training for the first two EEA's began January 10, 1972 and extended over a period of two weeks. The third incumbent began her training May 1, 1972.

    2) The following activities are representative of the elements of the orientation and training offered in January 1972:

        a) Introduction to staff of Division.

        b) Orientation to Divisional Work Reporting system by Division staff.

        c) Observe and try out DIALOG search.

        d) Visit to USOE to hear speeches by Commissioner of Education, Sidney P. Marland, Associate Commissioner Don Davies, and Assistant Commissioner Lee G. Burchinal, and to see first hand OE reference services.

        e) Reading assignments included:
- RUP Grant Proposal
- D. C. School Evaluation System Plan
- "Knowledge Linkers and the Flow of Education Information" by Richard Farr
- Clark Reading Plan and associated news clippings on D. C. Public Schools efforts to mobilize to improve reading achievements.

        f) On site visit to National Education Association Library and Educational Research Division.

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g) In depth discussion with appropriate staff members in research and evaluation about "The Evaluation Plan and Report" and its impact on the Reading Utilization Project.

h) Discussion of operation of an ERIC Clearinghouse, use of Related Descriptor Display, ERIC Thesaurus of Descriptors, descriptor and identifier posting books, use of Research in Education (RIE) and Current Index to Journals in Education (CIJE). This discussion was led by Mrs. Mary McCord of the ERIC/CLIS Clearinghouse and by the Project Coordinator.

i) Discussion of Divisional and RIC policies and procedures, from leave policies to filling in research request forms.

j) Discussion of "Acceptance Strategies" of Extension Agents going into target schools; discussion of selective dissemination of information (SDI) plans and strategies; discussion of the Far West Regional Laboratory Model of Information Flow adapted to project objectives.

k) Presentation of "All about ERIC" slide tape presentation originally developed by a former RIC staff member.

l) Meeting and discussion with representatives of the Research and Information Services for Education (RISE) concerning our agreement whereby RISE would provide training services to RUP target school libraries and RIC and Departmental staff.

d. Cooperative Training Program With RISE and RIC for D. C. School Librarians, Extension Agents and Department of Research Personnel

1) Training services for target school librarians, EEA's and Department of Research personnel were arranged for by the RUP Project Coordinator in conjunction with the Director of RISE and the RUP Project officer at NCEC/USOE. Actual training services were provided by RISE staff members. All necessary materials for orientation and training, RISE staff travel, training accommodations and luncheons were provided by RISE. A complete description of the February 2-3, 1972 RIC/RISE Orientation and Training Session and supporting documents are attached in Appendix II-F.

4. Orientation of School Personnel

a. Orientation of the Board of Education and Senior Central Administrative Department Heads .

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1) The Project Director, in cabinet meetings with the Superintendent and senior level school administrators, has given briefings on and otherwise attempted to create greater awareness of the services of the RIC in general and of RUP in particular.

2) The Board of Education was provided with a formal letter signed by the Superintendent of Schools briefly describing the nature and scope of the project and recommending acceptance. A copy of the grant proposal was also included. The Board of Education formally accepted the grant.

3) A series of informal discussions and meetings have taken place with the Director of the Department of Library Science and her staff. They were consulted in recruitment of personnel and some applications resulted from these discussions. They were given a tour of the RIC facility and a demonstration of ERIC resources and DIALOG computer capabilities was also provided. The close working relationship of the EEA and the librarian was also discussed. The Director and her assistant attended and participated in the training and orientation session held in February 1972. RIE, CIJE, PREP and other materials sent to the target school librarians are also provided to the Department of Library Science. Their cooperation and assistance has greatly facilitated working with the librarians.

4) Other briefings have been given to the Associate Superintendent, Division of Instruction and the Assistant Superintendents of the Elementary Department, Model School Division, and Anacostia Model School Project; all of whom have responsibilities and authority over all or some of the target schools.

b. Orientation of Field Personnel

1) Informational, Development and Protocol Meeting With Target School Principals

a) Two meetings with target school principals were scheduled by the Project Director for September 28 and 29, 1972 for purposes of reviewing various aspects of the Evaluation System Plan. An introductory session on the services of the RIC and the RUP Project was "piggybacked" in this meeting. Approximately one half of the principals gathered on the 28th and a presentation was given but due to unforeseen events the second group was unable to meet and it was not possible to schedule a later meeting in the offices of the central administration. Therefore, principals were given

the information through telephone calls and
follow-up conferences.

2) Visits to Target Schools For the Purpose of Orientation
of Key Personnel

a) Formal orientation sessions were given by the
Project Coordinator, on site in the schools.
School personnel usually present included the
Principal and/or Assistant Principal, the
Librarian, the Counselor and the Reading Mobili-
zation Chairman. Other teachers sometimes partic-
ipated.

b) The following list will indicate when visits were
made and what schools were visited. The gap between
the first series of meetings and the second was due
to workload, recruitment efforts, arranging in-house
and RIC/RISE training sessions, official travel, etc.

School	Date	No. Staff Present
Cleveland	Oct. 18, 1971	8
Bancroft	Oct. 18, 1971	4
Bunker Hill	Oct. 19, 1971	8
Bruce	Oct. 19, 1971	4
McGogney	Oct. 20, 1971	6
Walker-Jones	Oct. 20, 1971	5
Blow-Pierce	Jan. 27, 1972	3
Beers	Jan. 27, 1972	6
Hendley	Jan. 31, 1972	3
Davis	Jan. 31, 1972	8
Miner	Feb. 1, 1972	3
Lafayette	Feb. 1, 1972	5
Noyes	Feb. 7, 1972	3
Meyer	Feb. 7, 1972	4
Petworth	Feb. 9, 1972	4
Stoddert-Mann	Feb. 29, 1972	2

c) Follow-up visits to each school were made by EEA's
after they came on board, to review with field
personnel project purposes and services especially
where several months had lapsed between initial
visit of the Project Coordinator and hiring of EEA's
In general, the policy has been to make a visit to
each school as frequently as possible but at least
biweekly.

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5. Extension Agents in the Field

   a. Making Assignments to Target Schools

      1) Target School assignments were made by the drawing of
         lots. Washington, D. C. is divided into eight school
         election wards. In the original selection of schools
         one large and one small school was chosen from each
         ward. In the choosing of assignments, therefore,
         eight pieces of paper were prepared, each marked with
         a different ward number, 1-8. EEA's took turns draw-
         ing. The person drawing a numbered slip got the large
         school in that ward and the small school went by default
         to the other EEA. This ensured that each agent had an
         equal number of large and small schools and also a fair
         distribution of schools geographically.

   b. Gaining Acceptance

      1) As described elsewhere, considerable time and effort was
         expended to minimize any possible administrative, juris-
         dictional or personal friction that might have tended to
         jeopardize the acceptance of the project at all levels.
         Every effort was made to show that this was a project
         with a special thrust--i.e., that teachers would receive
         more than they would have to give. Illustrative of this,
         were the additional resources and services described in
         various meetings with target school personnel. Letters
         to this effect were sent by the Project Director to
         Target School principals and teachers in separate memo-
         randums dated August 31, 1971. (see Appendices II-G
         and II-H)

      2) At the time of this report of the project, with approx-
         imately five months of actual field operation experience,
         the following observations and/or tentative conclusions
         have been drawn by the two extension agents in the tar-
         get schools:

         a) Initial visible, enthusiastic support from the
            principal facilitates and helps accelerate accep-
            tance of the EEA among the staff members.

         b) An invitation to the EEA by the Principal to attend
            and/or participate at staff meetings tends to help
            establish an "aura" of acceptability and legitimacy
            in the school operation.

c) EEA involvement in less structured and more informal
    settings, such as a meeting over lunch at the school,
    staff development workshops held at the school, grade
    level meetings, discussions in the teacher lounge
    during breaks or planning sessions, and so forth seem
    to be more conducive settings in which to build in-
    terpersonal helping relationships with staff members.

d) The frequency of visitation to a school appears to
    affect the ability to establish and maintain working
    relationships with field personnel. It seems that
    infrequent visits, especially at the beginning of
    the project, may communicate to school personnel a
    lack of accessibility to the EEA and retard the de-
    velopment of overall project services and objectives.
    Frequent visits, inconvenient to busy schedules of
    school personnel, for example, during city wide
    testing, opening of school, just before holidays, and
    so forth, seem to make the EEA appear to be a nuisance.
    Project staff has found that visits, then, must be
    frequent enough to promote collaborative relationships
    and convenient to potential client's schedules.

e) The attitude and presence or lack of cooperation of
    key target school personnel (the principal, librarian,
    counselor, reading mobilization team chairman) can
    promote or retard achieving project goals. It has
    been observed that the ability to encourage others to
    initiate activities or projects sometimes lies with
    individuals who, by virtue of peer relationships and
    other personal qualities, influence other school
    personnel.

f) "Turn Around Time," that is, the time between initial
    request for information and delivery, as well as
    quality of that which is delivered, does affect cred-
    ibility of project services and project acceptance.

g) An attitude and recognition on the part of the EEA
    that the principal is the institutional change agent
    in the school building is important. The EEA must
    work toward supporting and reinforcing that role
    through activities designed to make it easier for the
    principal to keep aware of trends in the profession
    and changes or innovations in instruction.

h) It appears that younger teachers, fresh out of college,
    tend to be more open to the idea of trying new ap-
    proaches in the classroom. More experienced teachers,
    on the other hand, have other kinds of needs such as
    the desire to improve techniques being used, more
    pragmatic information, etc.

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i) Previous teaching experience or background in education and a demonstrated awareness and empathy for the teachers' problems are important elements in building and maintaining a working relationship with teachers. Both EEA's have had teaching experience and feel that this has been very useful.

j) In terms of the EEA's "approach" to teachers, it is felt that the image of a fellow colleague is more effective in establishing working relationships than that of the EEA assuming the attitude or role of a school officer or "expert."

c. The Keeping of Logs by Extension Agents

1) Each extension agent has kept a log. Generally, these common elements may be found in the log.

a) A record of each visit to target schools

b) Comments and observations about the school and general progress of the project in the schools.

c) A record of the types and/or number of requests from clients.

2) The logs kept by the extension agent may be a useful source of information for project evaluators.

6. Demonstrated Commitment of School System's Departments of Research and Evaluation to Support of Project.

a. Training of EEA's

1) The Project Director, also the head of the Department, and the Project Coordinator have endeavored in every way possible to ensure the coordination of Project activities and goals with those of the Department. Departmental funds have continued to support the position of the Coordinator and ESEA, Title III monies have been made available to supplement Departmental resources to purchase ERIC microfiche, indexes, periodicals, books and other materials. To date it has been impossible, despite repeated attempts, to rent additional space near the center for project personnel. The department has, nevertheless, provided space for work stations, etc. to sustain and facilitate the project in the face of an overall increasingly restrictive fiscal situation for the school system.

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2) The Department through the RIC has recognized its responsibilities to train recruits for the role of Educational Extension Agent. In-house training was provided and is described elsewhere in this report.

b. Provision of time for Departmental Personnel to Engage in EEA Training Program

1) The Professional staff members from the research and evaluation units were designated by the Project Director to be included in the February 2 and 3, 1972 training session in question-negotiation and information retrieval skills. This training was provided so that additional personnel would be available to render assistance to the project if the need should arise.

c. Opportunity of Project Staff to Participate and Work With Departmental Personnel

1) RUP staff have been involved, from time to time, in various activities of the Department in an effort to provide them with the opportunity to learn more about the operation and resources of the Division and the Department and to provide exposure to other aspects of the research and evaluation fields. As a result of this exposure, some RUP staff members have taken advantage of seminars, workshops or professional courses of study in these fields, as described in some detail in the following section entitled "Objectives Related to Advancing Professional Skills and Knowledge of RUP Personnel."

7. Objectives Related to Advancing Professional Skills and Knowledge of RUP Personnel

Provide professional staff members who will act as a link between central research capability and resources, and teachers, principals, librarians and reading specialists in the target schools by providing research information to local schools to help plan and organize programs for implementation since presently these schools have little in the way of information resources.

a. Efforts to Improve DIALOG Search Capabilities

1) One of the Project EEA's spent part of his vacation in California. While there he visited David J. Meinhardt, Lockheed Palo Alto Research Laboratory, Palo Alto, California on June 8, 1972 which followed his earlier visit to Diana De Lanoy, Western System Development Corporation (SDC) representative for ERIC search on June 6. The purpose of these meetings was to compare DIALOG and ORBIT II capabilities, and discuss the latest search strategies.

2) Following his return, the results of these visits were discussed at a RUP staff meeting on June 12. Attention was focused on improving RIC staff use of DIALOG search capability. Conference calls were made over the following days to Dave Meinhardt to clarify some points, to Sharon Jewell, ERIC/CLIS to discuss her search strategy and to Bob Donati of Lockheed to ask for a briefing on improving search performance.

3) Bob Donati - Lockheed - New York, was invited to the RIC on June 16th and presented a three hour refresher course for RUP staff members on DIALOG usage. He touched on three concerns of ours, namely; relevance, exhaustiveness, and speed. This course was most useful and resulted in significant change in our search strategy and has resulted in our operators utilizing more of DIALOG's search capabilities. Improved efficiency should result in better quality of information resources available to school personnel.

b. Program Planning and Related Training to Improving RIC Services

1) The staff of the Research Information Center (RIC) provides research information services to D. C. school personnel. The RIC must maintain and improve its existing storage and retrieval system of documents if it is to continue serving increasing numbers of teachers, counselors, principals and other administrative and field personnel involved in the Reading Research Utilization Project while maintaining present staffing patterns. A simplified, streamlined and preferable automated system should be developed to improve services. Knowledge and skills to enable RIC staff to plan, design and implement such a system were sought in two Civil Service Commission Training seminars held during this quarter.

2) On April 4-6, 1972, the Project Coordinator and the Assistant Project Coordinator attended a "Seminar on ADP In Technical Information Systems" given at the U. S. Civil Service Commission. "This seminar was --- designed to present an overview of the application of data processing techniques to various aspects of information handling, and to discuss the important criteria for the design, analysis and evaluation of an automated technical information system."

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3) On April 12-14, 1972, the Project Coordinator attended a "Seminar on Indexing and Abstracting," given by the U. S. Civil Service Commission. This three-day survey and skill-learning session concentrated on acquiring indexing and abstracting concepts by "doing" sample indexing and abstracting experiences.

4) Both of these seminars were informative. A number of useful ideas for application in the RIC have been noted. A number of materials acquired at the ADP seminars, such as sample microform materials, have been used repeatedly in RIC/ERIC demonstrations. This has allowed partici-. pants to actually see and compare microfilm and micro- fiche. Additionally, the seminars in abstracting and indexing have sparked discussion and some initial planning to deal with back-logged publications awaiting processing for storage and retrieval. More importantly, however, has been the assignment from the Superintendent's Office to the Project Coordinator and others to develop and implement an automated information retrieval system for reports and documents produced for his office. Efforts will be made to coordinate and meld this system and that of RIC. Further developments stemming from these seminars will be noted in later reports.

c. Professional Conference Attended

1) On September 13-16, 1971, a meeting of Directors of Educa- tion Improvement Centers in conjunction with an ERIC Tape Users Conference was held at the Holiday Inn in Silver Spring, Maryland. The Project Coordinator attended and delivered a presentation at this conference including the showing of the "All About ERIC" slide tape developed by an ERIC staff member.

2) On November 9-10, 1971, the Project Director attended the fall Information Dissemination Conference held in St. Louis, Missouri. Objectives of this conference were to provide opportunities for the participants: 1) to receive practical training in information dissemination within a state education agency, 2) to exchange ideas about dis- semination, and 3) to be appraised of project objectives and activities.

3) On November 16-19, 1971, the Project Coordinator attended a seminar for managers of information centers on the training of Education Information Consultants, held at the Far West Regional Education Laboratory in Berkeley, Cali- fornia. A special visit was made to the Educational Re- sources Center of the San Mateo County Office of Educatic...

4) On March 2-3, 1972, the Project Coordinator and the Assistant Project Cordinator attended an ERIC On-Line Conference of members of the DIALOG network held at the Holiday Inn, in Arlington, Virginia. Each participant presented an overview of respective operations. Discussion centered around reporting requirements, new search procedures, and future plans. While at the conference an on-site visit was made to the ERIC Clearinghouse on Exceptional Children, a member of the DIALOG network.

5) On May 11-12, 1972 plans for NCEC's educational extension program were discussed at the National Dissemination Conference hosted by the State Education Department, Columbia, South Carolina. The Project Coordinator attended for the Assistant Superintendent for Research and Evaluation who is the State Dissemination Liaison Representative for the State Education Department in the District of Columbia. The conference agenda included a very worthwhile on-site visit to the Research Information Unit. Also very informative sessions were spent in discussion with EEA's from the Pilot State Dissemination Programs of Oregon, South Carolina and Utah. Representative users of South Carolina's RIC services spoke of their experience with the extension agent program and use of information services.

d. Research Training Institute

During the period of July 24 - August 11, 1972 two RUP staff members and six regular Departmental staff members attended an Urban Educational Research Training Institute held at Howard University in cooperation with the Research Training Division, Office of Education.

The primary focus of the Institute is to provide training in the fundamentals of research planning, data collection, data analysis and report writing. The two RUP staff members who attended plus another member of the department have developed projects in direct support of RUP evaluation. The staff members are expected to expend a maximum of after work time on their projects. Howard University staff members plus the D. C. Schools' research staff will work with the individuals to ensure quality programs. Continuous support will be given trainees by Howard and Institute staff through the use of weekend sessions scheduled during the year and through visits by the professional staff. At the end of the school year, trainees will return to the campus for two additional weeks of instruction in statistical analysis, report writing and evaluation.

Descriptions of each of the three projects is contained in
Chapter III, "Evaluation Elements." It is anticipated that
the findings and conclusions of these projects will con-
stitute a part of the final RUP project report due in
December 1972. If the RUP project goes into a second fund-
ing cycle, additional information for the period December-
June 1973 may also be collected and made available.

e. Advanced Courses in Reading.

Another EEA undertook two graduate level courses at George
Washington University during this project period. One
course dealing with "Clinical Problems in Reading Diagnosis
and Remediation" (January 20 - May 15, 1972) involved a
longitudinal case study of the effect of clinical diagnosis
and tutorial remediation on a fifth grade student. The
second course entitled "Practicum In Reading," (June 19 -
July 20, 1972) involved teaching developmental reading to a
group of college bound students. Additional time was also
spent teaching remedial reading to a student with brain
damage. These courses will lead to an Master of Arts in
June 1973 and will certify this EEA as a reading specialist
qualified to work in that capacity in grades 1-12.

These seminars, courses, institutes and conferences are
included in this report to demonstrate the high level of
professional commitment and concern of the members of the
project staff.

B. Survey of Information Needs

1. Statement of Relevant Project Objectives

a. Survey, identify and define specific research problems and
needs related to reading in the 16 pilot elementary schools
in order to provide support to key local school administra-
tive, supervisory, instructional and supportive personnel.
(Objective a in Project Proposal)

b. Survey and identify the felt needs of these local school
personnel relative to reading in the 16 target elementary
schools. (Objective b in Project Proposal)

2. Operational Philosophy and Considerations in the Development
of a Needs Survey Strategy

a. The purpose of identifying needs for this project is to
better enable project personnel to offer service to target
school personnel in meeting their individual and collective
needs and those of their students and to do this in a way
that is responsive to stated needs of requests for infor-
mation.

b. Work on the needs survey began late in the project due to
    problems in hiring project personnel described elsewhere
    in this report. Initiated after EFA orientation and train-
    ing and school visitation, research on an approach began in
    March 1972 and culminated in June 1972 with the dissemination
    of the first needs survey to all target school personnel.

c. Consultation in the development of the needs survey was
    provided on a continuing basis by Dr. Sol Gnatt, Assistant
    for Evaluation, Departments of Research and Evaluation as a
    school system contribution to the project. The efforts and
    thinking of all RUP staff members were continuously involved
    in the development of this instrument.

d. Certain elements were identified as desirable criteria in the
    design of the survey of needs instrument. These included:
    1) content, 2) voluntary completion, 3) ease of response for
    client, 4) responsiveness, 5) replicability, 6) ease of ad-
    ministration, and 7) innovation.

    Content refers to subject categories included or covered in
    the needs survey. Experience in the field, past requests,
    and available materials (for example, PREP reports) played a
    part in the determination of content. Voluntary completion
    was felt to be an important feature and this approach would
    allow information needs of field personnel to emerge in the
    form of requests for information. Much attention was given
    to making it easy for the client to respond to the survey.
    First it was kept relatively brief (24 items) with space to
    write in other requests; a minimum of effort was required of
    the client to complete the survey and it was designed to be
    returned through school mail requiring no postage.

    Responsiveness refers to that characteristic which, after the
    identification of an information need, goes one step further
    and provides a response to that need. Replicability refers
    to its revisability largely by a change of content. This
    will allow for example, the issuance of each survey on a
    quarterly or semiannual basis. Ease of administration
    applies to the relative ease of executing such a procedure
    without the need to go to elaborate and formal instrumenta-
    tion and the time and resources required to carry out that
    type of approach. Finally, it is felt that this approach is
    innovative in that it contains these many desirable features
    and may, therefore, be of interest or use to other information
    centers as they consider the problem of needs assessment.

e. The approach finally adopted for the needs survey instrument,
    which utilizes a request form format, was selected and developed
    in consultation with Dr. Gnatt and in light of the desire to
    meet the above mentioned criteria. (see Appendix II-I) This

departs somewhat from the detailed approach originally
outlined in the proposal under Activity 2. The basic
objectives will of course be met.

3. Execution of the Survey of Needs

a. One Education Extension Agent has been assigned the task
of maintaining a log to record returned needs survey forms
and to keep a record of the status of these requests. This
log is posted in the RIC office for all staff members, in-
cluding the respective EEA's, to "track" each respondent's
request from date initiated to completion of request. (see
Appendix II-J)

b. In order to handle the number of responses expected from
field personnel taking advantage of the needs survey, a
collection of prepackaged searches is being prepared. These
packages will be then taken off the shelf and made available
to the client either directly or through the school librarian.
Further individualization of RUP response to a particular
client will be provided as needed.

c. A "Needs Survey Voucher" in the form of a follow up memo-
randum to the client has been developed. (see Appendix II-K)
A copy of this voucher is sent to the client stating the RUP
response to his request. Occasionally it may be necessary
to secure a missing piece of information and the voucher can
be used to accomplish this also. The client is instructed
to present his voucher to the librarian in return for mater-
ials or services. PREP materials and other selected documents
are regularly sent to the school libraries and a client may be
referred to these also on the above mentioned voucher. If
appropriate, materials will be sent directly to the client
with the voucher which is his record of the response. A car-
bon copy of the voucher is attached to the request form
prepared for each client to provide a complete in-house record
of the description of the request. This approach has been
selected primarily for three reasons: 1) It reinforces the
role of the librarian as an information specialist in the
school, 2) It reduces the cost of reproduction of materials,
and 3) it facilitates a response.

d. Only a small percentage of the Needs Surveys instruments has
been returned to date due to the lateness of their issue but
more are expected with the reopening of school in September
1972.

e. Multiple requests for the same information package in each
    school will be met by providing several sets of the packages
    to the library (one set for each 5 requestors). These re-
    sources become a part of the professional library in each
    school and thus the property of the school unless otherwise
    stated. Librarians will be urged to establish a loan policy
    to ensure circulation of materials to the requestor.

f. The following in-house procedures have been established for
    filling the Needs Survey requests:

    1) Match "AREA OF INTEREST" Topic with corresponding infor-
        mation package. Example: "Individualized Reading" is the
        Topic of PREP Kit 16.

    2) Identify "AREAS OF INTEREST" which are checked on the
        returned Needs Survey request. Example: if "slow
        learners" is checked, N-S Set 21 should be made available
        to the client.

    3) On the Needs Survey Voucher ("Dear Colleague" letter)
        indicate the PREP Briefs which are being mailed to the
        client. Also indicate which N-S Sets should be re-
        quested at the client's library. Remember to make a
        CARBON of the Needs Survey Voucher for RIC files!

    4) Under "Other Comments" on the Needs Survey Voucher,
        include these directions: "show this letter to your
        librarian so she can locate the information packages
        for you."

    5) Mail Needs Survey Voucher with any indicated PREP Briefs
        to the client. Complete search request form for each
        client served. Attach carbon of the Needs Survey Voucher
        to the search request form.

    6) Retain each Needs Survey Request file by School. Record
        progress of search on Needs Survey summary sheets.

    7) Provide 1 N-S Set for each 5 requestors to librarian.
        Example: if 10 people from one school request "Drugs and
        Health" send 2 copies of N-S Set 32 to the librarian.

g. These additional procedures have been established as guide-
    lines to the information specialist in executing computer
    searches on DIALOG to produce needs survey packages.

    1) Identify ERIC Descriptors as suggested by the "Area of
        Interest" Items listed on the Needs Survey Instrument.

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2) While On-Line, SELECT the ERIC Descriptors and LIMIT each Set to "MAJ."

3) COMBINE the Majored Sets in the "And" operation.

4) LIMIT the resulting set to EJ; DISPLAY in Format 5 to check for relevant Documents; PRINT in Format 5.

5) LIMIT resulting set to ED/AVAIL/and Accession Number range; (example: 42000-61000) DISPLAY in Format 5 to check for relevant documents; Print up to 25 RIE Abstracts in Format 5.

4. Analysis of Information From Needs Survey

   a. The first needs survey cycle is in progress. While it is too early at this point to draw conclusions, an analysis will be made and included in future reports. Recommendations for improving procedure, and so forth will be prepared.

C. Building the Project Infrastructure and Looking at Accomplishments to Date

   1. Statement of Relevant Project Objectives

      a. Build an awareness among target school teachers and other field personnel through personal contact with the teacher and special dissemination activities and services about the availability of research findings and how these may be utilized in their day to day teaching and related activities. (Objective d in Project Proposal)

      b. Locate usable information about innovative ideas, practices and products matched to user interests and needs by means of utilizing and building on the established central administrative research capabilities and resources of the Research Information Center. (Objective e in Project Proposal)

   2. New Elements of the Structure

      A brief review of the information resources and capabilities of the Departments of Research and Evaluation and its Research Information Center and the process of building them was outlined in the first chapter of this report. Briefly, this included the establishment of the RIC, acquisition and maintenance of the ERIC collection, exploration of computer retrieval systems and so forth. This section will concentrate on selected new elements underlying the development of an expanded resource service infrastructure.

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a. The Educational Extension Agent, Transformation Services and
    the Development of Resource Information Packages.

    1) The Educational Extension Agent (EEA) or liaison researcher
        is a unique feature of this proposal and the existence of
        this linkage agent is a significant innovation in the
        D. C. Public School System.

        The various services of the EEA are listed earlier in the
        report. Transformation services will be dealt with in
        more detail here.

    2) Transformation as a service of the RIC has been made
        viable through the extension agent program. Transforma-
        tion as a task description for the RIC is defined as
        "screening, analyzing, synthesizing and/or organizing the
        output or results of a search for transmittal to the
        client."

    3) Transformation has been established as a service avail-
        able through the EEA. A number of materials which have
        undergone this process are being set aside to create a
        special collection of resource information packages
        usually consisting of ERIC document abstracts and CIJE
        annotations.

    4) These information packages, initiated as a response to a
        specific individual's request, are then reproduced in
        small quantity. A number of these will be listed in later
        needs survey instruments, as items available upon request.
        More information on the needs survey and those packages is
        contained in the section on needs survey.

    5) One EEA proposed a small file of ERIC abstracts of docu-
        ments related to questions most frequently asked. This
        file includes information on the establishment of learn-
        ing centers; the evaluation of instructional materials;
        aids to media selection; diagnostic teaching; a guide to
        materials for reading instruction; etc. The "guide" has
        been selected as a topic for presentation in one of the
        issues of the Research News newsletter about which
        more will be mentioned.

b. The Librarian and her special role in this project as an
    "institutional gatekeeper" is a second innovation of the Pro-
    ject. As a member of our target audience, the librarian can
    open the gate and admit information into the school and as a
    resident staff member is available and accessible to other
    target school personnel. Other special responsibilities of
    the librarian as gatekeeper are spelled out in the chapter
    under training of extension agents and librarians.

Asking the librarians to take on these added responsibilities and this somewhat new role, even with the approval of the appropriate department heads and the school principals, can run head on into realities which tend to limit or hinder optimum operation. Briefly, these may well include lack of appropriate information resources or reference tools (dealt with later in this section), limitations on the librarian's time because of workload, and the seeming attitude on the part of some faculty to regard the librarian as a baby-sitter and not as a professional with her own professional role to play on the school team, and so forth.

It is felt, however, by the EEA's, that the librarians' emerging role, despite these and other limitations, is a viable one and one that will be better defined as time passes and as new ways of involving them and enhancing their role are developed. It is also felt that other types of gatekeepers in the schools can and probably should be identified and utilized in addition to the librarian. While this is done, the role of the librarian as information specialist will continue to be supported by the work of the EEA, and other Project resources and services.

c. Development of a Newsletter

1) The development of a newsletter was an item discussed in early RUP staff meetings. The Project Coordinator proposed to revive a newsletter called Research News which had been first suggested in August 1969. The first issue had been prepared at that time but had never been disseminated when it was decided that a lack of resources would prevent maintaining publication.

2) Building on the experience of this earlier newsletter, an improved Research News was developed as a research and dissemination service for the target schools and indeed for the entire school system. Content and copy for the first two releases have been developed for dissemination in Fall 1972. A continuous effort will be made to locate information of interest to D. C. School personnel which will further project goals of encouraging use of timely research in education. For an example of the format and content see Appendix II-L.

3) Use will be made, when appropriate and when possible, of other newsletters in the school system to further the dissemination of research information and to create a greater awareness of services and resources.

d. Microfiche and Microfiche Services

1) EEA's demonstrated the use of microfiche readers and discussed the availability of microfiche reproduction to individuals and small groups in the target schools during the month of June. Low to moderate usage of microfiche has been reported, as might be expected due to the end of school in the month of introduction.

2) Some problems with the use of microfiche readers has been reported by clients due largely to the inconvenience of the particular microfiche reader.

3) The RUP staff has also found the ammonia processing unit, also acquired on project funds, to be hazardous due to inadequate ventilation in the present facility. An effort will be made to exchange or return this unit to the vendor and a replacement secured. Meanwhile service continues with utmost caution.

4) To encourage the awareness and use of microfiche and to streamline and personalize the computer package given to clients, new cover sheets have been developed. The cover page identifies the client's name and the title or subject of the search. It also, of course, identifies the package as a product of the RIC. The second page mentions, step by step, the procedure of using the annotations and abstracts. Clients are informed visually through line drawings and in narrative fashion of the availability of complete ERIC documents on microfiche and the availability of microfiche readers and reader-printers on a loan basis. (see Appendix II-M)

5) For informational and referral purposes, a Directory of ERIC Document Collections in the Washington, D. C. Metropolitan Area has been prepared. (see Appendix II-N) This directory includes information on the currency and completeness of RIE microfiche files and indexes for CIJE and RIE; the number and availability of readers and reader-printers; hours; user population and availability of the collection, hours and days open; telephone number of contact person and exact location of ERIC collections. Institutions in Washington, D.C. and the metropolitan areas of Virginia and Maryland were asked if they were receiving PREP materials, if they wish to receive them and if they wished to receive a copy of the completed Directory. This Directory has proved itself to be a valuable reference tool in the short time since it has been completed.

e. Slide Presentation on the Role of the Educational Extension Agent

1) A slide presentation is in the process of being designed and photographed. Its purpose will be for demonstrating the role and function of the Educational Extension Agent in the project and the services available to personnel in the target school. A target date for completion is September - October 1972.

f. ERIC Materials Provided to Target Schools

1) Original plans outlined in the proposal included provisions to each target school library of oertain specified materials including ERIC and CIJE indexes. Processing of orders by the business office was halted due to a temporary freeze on spending which included this project. Consequently vendors were not requested to supply materials until late November and December 1972.

2) The first items ordered arrived in late April and early May. These included the 1969 and 1970 cummulative index to CIJE and the annual index to RIE. Some monthly issues of subscriptions to RIE and CIJE are now arriving. Difficulty has been experienced in securing back issues of RIE from the Government Printing Office (GPO), especially back ordered monthly copies. PREP subscriptions have been cancelled by GPO and must be purchased month by month. A notice was received with information that CCM Information Corporation was permanently out of stock of ERIC Thesauri, of which 34 copies had been ordered.

3) As a result of these delays in receiving needed materials, the original intent of having the librarians and EEA's train teachers to do manual searches using the thesaurus and RIE and CIJE indexes has had to be dropped, at least for the present. Orienting librarians in the use of these materials was one of the major purposes of the training provided by R.I.S.E. on February 2 and 3, 1972. The other objective was to assist in the personal negotiation process, and this too, because of a lack of key resources could not be accomplished. Consequently the librarian has not had the active role in question negotiation using the sources and training teachers in ERIC search and retrieval techniques as had been anticipated. The EEA's have, therefore, had to assume responsibility for ERIC negotiation and training in search techniques as originally proposed; however the target school librarian continues to take and channel requests through the EEA to

the central research resources. PREP, RUP and available ERIC materials are of course disseminated to the librarian. Additionally, the librarian will assume an expanded linkage role once prepackaged searches developed as a result of the first Needs Survey are sent to the librarian for loan to target school teachers. These materials will hopefully help to build a small but worthwhile classroom oriented body of information in the school.

g. Revised Request Form

1) Completed in June 1972, a revised search request form was designed and reproduced for staff (see Appendix II-O) to replace the earlier one. In order to more easily be able to identify certain information needed for reporting and evaluation purposes, a section dealing with "Purpose of Information Search" was added. Also, since more than one person might be involved in processing a client's request the negotiator and the searcher were identified separately and additional information on dates was required. On the reverse side, a worksheet for structuring a computer search was added similar to Lockheed's form.

Further revisions will no doubt be made on this too, but this new form is felt to be an improvement.

2) An abbreviated and simplified search form for distribution to the field has been developed. (see Appendix II-P) This form will be distributed to the target school librarians in the fall of 1972 and may be left in other places such as the teachers' lounge, etc., to increase service and project visibility in the field. Another factor in favor of enhancing visibility is the use of colored paper.

h. ERIC/RIC Demonstrations

1) In a continuing effort to create greater awareness of ERIC and RIC resources the RIC staff meet with individuals and groups, usually D. C. School Personnel, to orient them to RIC services, ERIC and CIJE resources and computerized retrieval capabilities. Special packets of materials describing these features are prepared and given to participants at each presentation. Such demonstrations are usually held on-site in the RIC and participants are also shown the physical resources including an exhibition of DIALOG capabilities.

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2) The National Center for Educational Communication USOE
in a letter dated April 19, 1971 from Lee G. Burchinal,
Assistant Commissioner, NCEC, designated the RIC as a
site for the installation of a DIALOG terminal. In re-
turn the RIC staff has collected data on usage and
welcomed visitors, both domestic and foreign to observe
operation of the system.

3) Attempts are being made to make personal contact with a
number of area colleges and university professors,
especially those who have some D. C. School teachers
enrolled in courses or programs of studies. Librarians
and other information "types" have also been contacted in
area universities and colleges and through the Urban
Studies Libraries in the Washington, D. C. area.

4) An interim report on those demonstrations including dates,
number of participants and a description of the partici-
pants is included in Appendix II-Q. For the fourteen
month period, July 1, 1971 to August 31, 1972, 72 demon-
strations were given to 740 individuals and involved 110
hours of staff time.

i. Announcements on RUP and RIC Services

1) The passage of time, the acquisition of new material and
the need for a more appealing format were among the rea-
sons a revised and up-dated version of the RIC Services
and Holdings, was developed in June 1972. These an-
nouncements are made available to target school personnel,
other clients, visitors and in response to inquiries
about the RIC. (see Appendix II-R)

2) Developed for dissemination at the May, 1972 National
Dissemination Conference held in Columbia, South
Carolina, a one page handout on the Reading Research
Utilization Project which summarizes the services of the
EEA and target school libraries has proved most useful
in answering questions about the work of Educational
Extension Agents.

j. Questionnaire on ERIC Resources and Document Collections

1) In early spring 1972 the problem of the need for more
complete information on the location, availability and
completeness of ERIC resources in the Washington, D. C.
Metropolitan Area was discussed at a RUP staff meeting.
The basic concern stemmed from the desire to assist
clients and others to find ERIC collections which might
be more convenient to them. It was felt it would also
make other ERIC centers aware of D. C. School resources.

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2) A questionnaire was developed during the spring months and finally sent out in July 1972. Follow-up telephone calls have insured one hundred percent response. A <u>Directory of ERIC Document Collections in the Washington, D. C. Metropolitan Area</u> has been produced.

k. Work Reporting System

1) The Division of Planning, Research and Evaluation has developed a work reporting system for its professional staff. Each professional position within the Division is assigned a number. Five administrative categories have been identified, namely Divisional, Planning, Research, Evaluation and special assignments. Each category is further broken down into identifiable tasks and each task is assigned a number. Work sheets are computed weekly by each employee indicating the number of man-hours devoted to each activity as shown in Appendix II-S. Quarterly reports are then generated and can be used as a reporting system as well as a management tool.

2) As a result of the RUP Project, the RIC operation revised and updated its list of work descriptors including such new activities as "transformation" and "Visitations to schools and Departments." Additionally, a task description was developed by the Project Coordinator as a guide for project staff in completing the work sheet as shown in Appendix II-T.

The next step in this reporting process is shown in Appendix II-U entitled "Workload Summary showing Man-Hours by categories for the various tasks of the Professional Staff, Research Information Center, January 1, 1972 - April 30, 1972." This is attached as a sample of how the data may be displayed. No interpretation of data is included.

3) It is felt that this work reporting system can be utilized as an effective management tool as well as a useful reporting technique. It has a potential as a planning device. If, for example, significantly more time is spent creating awareness of RIC and Project services in the "Demonstration" category, what will be the effect on "Search and Retrieval?" If more or less time is spent on "Visitation to Schools and Departments" what will be the effect on "Search and Retrieval;" on "Transportation?" Is there such a thing as an optimum number of visits at which point

the number of requests stabilizes or declines? Answers
to these questions could be found using such a reporting
system.

1. Instrument to Evaluate RIC and ERIC Products and Services

   1) Feedback 1, An Evaluation of RIC and ERIC Products and
      Services is the first evaluation instrument of the RIC
      and was developed as an on-going activity of the
      Research Information Center for purposes of monitoring
      client reaction. Any pertinent information that might
      relate to RUP will be included in future reports.
      Feedback 1 and the accompanying cover letter may be seen
      in Appendix II-V.

   2) Work on this instrument began in March 1972 following a
      review of the literature and available forms from other
      information centers. The work of two other information
      centers especially affected the development of the RIC
      Feedback 1. The format and the title "Feedback" were
      derived from a form supplied by the Director of the Net-
      work of Innovative Schools in East Haverhill, Massachu-
      setts. Some of the content in terms of questions was
      derived from a computer search questionnaire developed
      by the Tennessee Research Coordinating Unit, Knoxville,
      Tennessee, and some questions represent RIC input. The
      first Feedback 1 was issued in a computer package in
      late June, 1972. Hopefully, enough of these instruments
      will be returned over the next few months to provide
      some worthwhile information and feedback for project
      evaluation.

CHAPTER III

III Evaluation Elements

A. Statement of Relevant Project Objectives

1. Determine the effectiveness of the program in the process of matching research information to the needs of target school personnel. Effectiveness will be determined by evaluation of programs in the target schools which have been identified as having been initiated or developed as a result of either direct or indirect contributions of this program. (Objective _f_ in Project Proposal)

B. Procedures for Data Collection

1. Several instruments have been designed and are being used which, over time, will yield data on consumer use of inform- ation and user satisfaction.

   a) Data related to consumer use of information is being collected continually on several forms. The same categories of application are used in the RIC in-house Request Form (Appendix II-O), the field Request Form (Appendix II-P), the Needs Survey Form (Appendix II-I), and Feedback 1 (Appendix II-V).

   b) In a few cases, extension agents have been able to pin- point actual classroom or school activities which grew out of information provided. For example, information provided was used to help design and set up a learning center in the classroom; to help a group of schools develop a report on techniques for heterogeneous group- ing; to establish resource centers; to produce teacher- prepared materials; to evaluate various aspects of equipment for purchase, such as microfiche readers and video tape recorders; to promote staff development in the school; and so forth.

   c) In particular, the case study approach, along the lines used in the Pilot States Project will serve as a model sample and to document client-EEA-RIC relationships and aid the information utilization process. Repeat users, for example, could form the nucleus of such a sampling. Discussions with the project managers and extension agents in the Pilot States Project tend to confirm the value and utility of the case study approach. This approach to documentation will, therefore, be replicated in the Research Utilization Project.

   d) Personal visitations, interviews, and telephone calls by project and RIC staff members have been and will be

made in order to provide documentation of project effect-
iveness. Informal interviews with target school princi-
pals and librarians, for example, are planned to help
assess, among other things, awareness of project services;
what projects may have been initiated as a result of RUP;
how they feel about the "linker" function of the EEA; the
relative use of RUP services; how responsive they feel the
project is to their needs; do teachers consult with the
librarian more frequently; do they see any ways to improve
the project, and so forth.

e) Evaluation of products and services will be ascertained
through the above mentioned approaches of personal visit-
ations, interviews, telephone calls, case studies, as well
as through an examination of the Feedback 1 forms returned
by users. Feedback 1 forms were designed specifically to
provide feedback on computer generated output which is the
basic type of product provided to clients in the majority
of cases. More information may be added but that is
typically the first level of service.

C. Evaluation Components

1. Three individuals, two from the RUP and one from the Depart-
ment, participating in the Research Training Institute des-
cribed in Chapter II have developed detailed projects which
are designed to yield significant data on various aspects of
project performance for project evaluators.

Two of these projects will involve interviews with target
school principals and librarians. The questions will be de-
veloped by staff members under the supervision of the Project
Director and Coordinator and Institute personnel from Howard
University. The thrust of these interviews will be to gain
information relevant to progress toward project objectives.
The results of these interviews pieced together with case
studies and information collected from search request forms,
needs survey results, Feedback 1 and various statistical re-
ports should provide data on a wide variety of project acti-
vities from key sources. Samples of the questions to be
asked in these interviews may be seen in Appendix III-A.

2. Statistical Input for Project Evaluation   C

a) Although statistical reports for evaluating the impact
of the RUP have not yet been completed, it is already
apparent from preliminary data gathered that there has
been a sizable increase in search requests, and that
this increase is due in large measure to the efforts of
the EEA's in the target schools. Statistical reports
to illustrate this will be part of the final evaluation
of the RUP.

b) The search request form (see Appendix II-0) completed for
   each client represents a rich source of data for the pro-
   ject evaluator. The monthly on-line terminal usage report
   of machine searches of the ERIC file is another example of
   how information from the request form can be displayed.
   The on-line usage report, while limited only to machine
   searches, does include a cross-section of the types of re-
   quests processed by the Center Staff. (see Appendix III-
   B)

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CHAPTER IV

IV Conclusion

A. Toward Greater Utilization of Educational Research

   1. New Developments in the D. C. Public School System and
      Possible Adjustments in the Project to Meet These New
      Demands

      a. Chapters I and II of this report are intended to convey
          information on the process by which the resources, services,
          procedures and policies of the Research Information Center
          of the Departments of Research and Evaluation have evolved
          and developed toward an active and varied program of en-
          couraging dissemination and the application of educational
          research. Inasmuch as this is a process, new programs and
          efforts will be responsive to changing needs, priorities
          and opportunities. Some of these proposed thrusts are dis-
          cussed below.

      b. One of the new developments is the proposal to decentral-
          ize the D. C. Public Schools. A number of plans have been
          developed for consideration of the Superintendent and the
          Board of Education relative to a reorganization through
          decentralization. These plans call for dividing the city
          into a number of geographical areas, each to be headed by
          an area Superintendent. The recommended staffing arrange-
          ment for each area in one plan calls for the inclusion of .
          a position for a "Research Information Specialist." This
          individual's duties would include responsibility for liaison
          with the information resources of the Division of Planning,
          Research and Evaluation. If this plan and this position
          should actually be realized, some orientation and training
          should be provided for these Research Information Specia-
          lists. Additionally, consideration might be given to the
          feasibility of area satellite operations. Whatever the
          plan, the Department and the RIC must remain responsive
          to new possibilities and arrangements for information dis-
          semination and utilization.

      c. A policy of the Board of Education given renewed emphasis
          is outlined in a Personnel Bulletin dated June 14, 1972
          to all school officers and teachers. (see Appendix IV-A)
          As indicated in that Bulletin, the Rules of the Board of
          Education provide that every five years permanent teachers
          be required to take six semester hours or equivalent,
          in the subject field or the teaching thereof, in order to
          renew their certificates. A special program of awareness
          and orientation could be devised to make available RIC
          resources and services to people in this category.

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d. The Project Coordinator has maintained continued contact
    with the Center for Educational Advancement (CEA), formerly
    the Teacher Center. Under an agreement worked out between
    the CEA Project and the Research Utilization Project (RUP),
    the resources of the RIC and RUP and the services of an
    Educational Extension Agent were to be made available to
    CEA staff and participants.

    The focus of the CEA embraces four areas; however, the main
    thrusts will be in the staff development and curriculum
    development. As indicated in Appendix IV-B, the Departments
    of Research and Evaluation, through its Research Information
    Center (RIC) will, 1) assist CEA personnel become more
    knowledgeable about available research resources, and 2)
    provide information to Teacher Center personnel for the
    development of programs and activities. To accomplish these,
    special orientation sessions will be given and the services
    of an Educational Extension Agent will be provided.

    The fiscal freezes and attendant complications that delayed
    the start of the RUP have also delayed the CEA, only more so.
    Currently, some positions are being filled on an "acting"
    basis. The Director's position, until recently filled,
    is now vacant and a search is under way to recruit a replace-
    ment. Some positions in the publications and information
    dissemination unit have been filled and a brochure describ-
    ing the thrust of the Center, as outlined in the proposal,
    is being printed.

    The Extension Agent employed to work with the CEA began
    May 1, 1972. She has been in contact with the appropriate
    school system personnel responsible for the CEA over the
    intervening period. When not working with these people
    she has assisted the other Extension Agents in their work-
    and has helped in the RIC. It appears that the CEA will
    be moving forward in the coming months. RUP remains ready
    to honor fully its commitment to render services to the
    CEA in line with previous agreements.

e. The subject of expanding RUP services to other schools and
    departments has been discussed a number of times with ap-
    propriate individuals. For example, an officer in the
    Department of Secondary Education asked if it would be pos-
    sible to include some junior high schools in the target
    school group. A junior high school principal, when learn-
    ing about the details of the project through an RIC
    demonstration actually purchased a microfiche reader for
    his school in order to be in a position to utilize fiche
    to fiche reproduction capabilities. Discussions with the
    RUP staff revealed that they believe that expanding into
    junior high schools would be the next logical step in the
    project; it would add a longitudinal aspect to the project
    evaluation study, and it would provide an opportunity to

observe and document differences in receptivity and utilization among personnel at the different levels. The extension agents operating in the 16 target schools indicated that they would each be able to serve an additional four (4) schools for a total of eight (8) junior high schools. Using past procedures as a guide, this would require some additional funding resources for portable readers, RIE and CIJE Indexes, printing and reproduction costs, etc.

f. The Departments of Research and Evaluation have established two-way communication with a project operating at the Federal City College. District of Columbia elementary and secondary public school teachers from the Model Cities area are participating in the Urban Staff Development Laboratory, Graduate School of Education, at Federal City College. Teachers are encouraged to do research of value to their own classroom or for D. C. school system use in general. Responsibility for all research studies done in the school system lies in the Division of Planning, Research and Evaluation. Procedures have been established by that Division which require the submission of formal proposals. All proposals are reviewed on the basis of stated criteria by the Assistant Superintendent and her assistant. General assistance and technical help are given to the student and others if it is needed. Clearance with appropriate operating personnel is secured. Copies of completed studies are submitted for inclusion in the RIC.

Other professional services given to Federal City College students were RIC/ERIC orientation sessions given to more than fifty (50) teachers in seven (7) meetings. A similar relationship is also being carried out with Howard University. More of this type of cooperative work with D. C. colleges and universities, especially with teacher training institutions, needs to be done.

g. The curriculum and staff development units of the D. C. Public Schools have indicated a desire for more research information services. In the area of curriculum, for example, the RUP Project Coordinator has had discussions with the Curriculum Coordinator about the need for more readily available information on curriculum packages developed and used by other school systems. One specific request was to add the Xerox Curriculum Materials Collection to RIC resources, if possible, for the use of curriculum writers. Expanded curriculum materials resources would be a significant addition to the RIC and would allow greater service to the Center for Educational Advancement's curriculum and staff development efforts and to principals and teachers interested in existing instructional guides and packages.

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Passow, A. Harry. Toward Creating A Model Urban School System:
   A Study of the Washington, D. C. Public Schools, Teachers College,
   Columbia University, New York, New York. 1967 ED 013-288
   (pp. 177-178 refer to establishment of a State ERIC Office in the
   D. C. Public Schools.)

Decision-Making Information. Serving as they do without pay and with virtually no
supporting staff, Board members really do not have time to do more than respond to the
day-by-day demands of their position. Under these circumstances, it is difficult for
the Board to carry out its main function, policy formulation with the kind of informa-
tion readily available for the decisions it must make. To provide the Board with vital
research and data, the District schools should initiate, staff and fund a Research and
Development Department. There is little point in the Board setting up its own research
division to gather the data it needs for better decision making. A Department of Plan-
ning, Innovation and Research could provide the Board of Education with position papers,
data analyses and whatever other information it requested regarding particular programs,
proposals or issues. When a policy or an issue is to come before the Board, members
could request comprehensive and objective information on the District schools and those
across the nation as well. The department should have access to ERIC (Education Research
Information Center) documents. ERIC's network of 13 clearinghouses, each responsible for
a different topic, makes dissemination of information easily accessible. Together with

its own analysis and research information, the Board could then have available objec-
tive analyses and alternatives on which to make intelligent policy decisions. The
school could draw more fully on Washington's good research-reference facilities.

The need for research and reference material should also be considered in terms of
the prior recommendation for executive sessions or discussions at which time various
alternative proposals and issues can be presented by the Superintendent and his staff
and explored thoroughly. By today's custom, the Superintendent of Schools presents a
proposal and his supportive information. This invokes some exchange of questions and
points of view; a vote is taken, and the matter is resolved. Were the Board able to
have prior discussion and exploration based on research and consideration, the decision-
making process would be far more precise.

The question of whether or not a school department is capable of providing the
necessary objective analysis or whether the Board must have its own staff make studies
for it hinges on the confidence of the Board in its professional staff. If the Board
feels that the data presented inevitably will be biased to support the Superintendent's
or the administrative staff's position, this would suggest that it replace that division
with personnel in whom it does have confidence. For one thing, the staff that would be
required to undertake anything beyond a basic library search would have to be a large
one requiring funds that could be used to develop a good research and evaluation section
for the system as a whole. The task force does not see the need for a Board staff to
conduct independent studies. The Board should not duplicate research and reference re-
sources.

It is recommended that the Board of Education staff be enlarged to include research
assistants or Board aides and additional secretarial help. The chief function of the
research assistants or aides would be to contact appropriate individuals and departments
within the school system, requesting and following up on requests for particular informa-
tion or analyses Board members need. Increased staff and funds would be needed for this
staff but its functions would be quite different from the research and evaluation with
the newly created division for that purpose. Further, it is recommended that assistants
and secretarial staff be assigned to the Board of Education rather than to individual
Board members.

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.
Washington, D. C.   20004

Superintendent's Circular No. 111
January 9, 1970

TO ALL SCHOOL OFFICERS:

SUBJECT: Research Information Center
           Division of Planning, Research and Evaluation

A Research Information Center has been organized over the past six months in the Division of Planning, Research and Evaluation to assist the professional staff in projects involving educational research, evaluation and program planning. The Research Information Center collects, stores, retrieves and disseminates information on research evaluation and program planning in the D. C. Public Schools not readily available elsewhere in the school system. Its services extend to those in need of such information, namely, members of the central administration, principals, teachers and members of the community.

One of the major information tools used to fill these needs is the Educational Resources Information Center (ERIC). ERIC is a national information system that was developed within the United States Office of Education. ERIC, through a series of clearinghouses obtains, reproduces on microfiche (a form of sheet film), catalogues, and indexes documents pertaining to education research. There are currently 24,732 distinct documents included in ERIC on over 39,000 microfiche cards with 400 new documents added each month. Newsletters and other materials on each of the ERIC clearinghouses are also available in the Research Information Center. The conduct of ERIC and other specialized searches to aid in proposal writing, preparation of project objectives and evaluation designs can be provided on request. A self instructional record film-strip is available for introducing users to ERIC and how to use it.

Microfiche and microfilm readers and reader printers are available to read ERIC materials and back issues of periodicals available on microfilm. Hard copy can be printed from the microfilm or microfiche; photo duplicating is also available.

The principal holdings in the Research Information Center consist of ERIC indices and microfiche; professional books, and journals; curriculum materials; NEA Research Service publications: ESEA, Title I and Title III program documents from other cities and states; comprehensive statistical data on the D. C. Public Schools; selected information and data on each state, the 21 largest cities and the Washington, D. C.

metropolitan area; historical documents of the D. C. Public Schools,
administrative reports; D. C. Government Annual Reports, D. C. Government
Budgets; the Congressional Record; the Congressional Quarterly;
Presidential Documents, the Federal Register; selected newsletters
and bulletins; and vertical files on special and ephemeral materials.
Various indexes are available including the Current Index to Educational
Journals (CIJE).

The Research Information Center is located in Suite 1013, Presidential
Building, 415 12th Street, N. W. The Center is open from 8 a.m. to 4:30 p.m.
Monday through Friday. Requests may be made in person, by mail, or on the
phone 202-347-6727.

Very sincerely yours,

BENJAMIN J. HENLEY

Acting Superintendent of Schools

APPENDIX I - C

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

July 16, 1970

Dr. Lee G. Burchinal, Director
Division of Information Technology
  and Dissemination
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C., 20202

Dear Dr. Burchinal:

On behalf of the Board of Education and the school administration I wish to express appreciation for the cooperation and assistance your Division gave in establishing a computerized research capability in the District of Columbia Public Schools. I am referring to the QUERY system of locating educational research in the Educational Resources Information Center (ERIC) collection.

In particular, we wish to call attention to the cooperative support and assistance of Mr. James Eller, Project Officer, ERIC, U. S. Office of Education, who, upon the initiative of a staff member of our Division of Planning, Research and Evaluation, Roger Fish, did meet with representatives of the Division and the Department of Automated Information Systems concerning the adoption of this system in the District of Columbia.

Since the program for QUERY (a proprietary system of Computer Resources Corporation) was originally written for an IBM 360 computer, certain modifications were required before the program could operate on the RCA Spectra 70 computer. Computer Resources Corporation agreed, through Mr. Eller, to use the District of Columbia school system as a pilot to make these necessary modifications. It is my understanding that the District school system, for serving as a pilot, has received a system that would ordinarily have cost the District of Columbia approximately $13,000 in services. We are grateful for this contribution to our school system.

Dr. L. G. Burchinal - 7/15/70, p. 2

This is a good example of the constructive ways in which Federal and State Agencies and private enterprise can cooperate for the betterment of public education.

Dr. Mildred P. Cooper, Acting Head of the Division of Planning, Research and Evaluation, has informed me that the District of Columbia is the third State Education Agency in the United States, following only New York and California, to have QUERY installed. We are pleased to know that ERIC and QUERY are meeting with growing success. Fifty-four searches have been completed by computer since June 11, 1970, thus rendering a valuable and efficient service to teachers and other professional staff who need research information for various school projects. Each ERIC search, when done by hand, consumes two to three hours of professional time. Using the computer, it is possible to complete five searches in the time it took to do one and to provide more complete information than before, thereby increasing the productivity and efficiency of our small research staff.

The ERIC materials have been used by members of our Drug Abuse Committee, by the Ad Hoc Group for developing a long range plan for school construction, by the Superintendent and Deputy Superintendent of Schools for meeting, and it has proven to be a valuable aid for those writing program proposals. For example, ERIC was used in the development of the Career Opportunities Proposal, which was funded for approximately $200,000. Members of the Model Schools Division Innovation Team have made use of ERIC, as have personnel of the Curriculum Department, the Budget Department, the Office of Staff Development, numerous other offices and some schools.

As the Board itself moves to implement various programs, including programs in reading, mathematics and ethnic studies, ERIC will be a valuable resource to help us build on others' successes, learn from others' failures, and avoid duplication of effort. Increased use of ERIC is anticipated because of a planned intensified effort to make this computerized capability and news about ERIC better known in the system.

The service your Division has rendered to the District of Columbia has made possible a valuable tool for improving the educational program for our students.

Sincerely yours,

(Mrs.) Anita F. Allen
President
Board of Education

AFA:em

cc: Mr. Benjamin Henley
Mr. James Eller
Mr. Robert A. Norman
Dr. Mildred P. Cooper
Mr. Junius McCain
Mr. Roger Fish
Mr. John Jackson
Mrs. Josefina Ordonez
Mr. Darrell Tottman
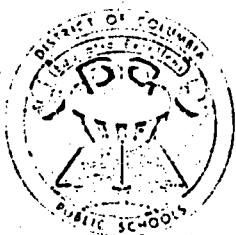
The Grapevine

Computerized Research At RIC

"I need research on drugs in the schools so I can prepare new elementary curriculum" one caller says. Another: "I'm doing research on new reading techniques. What do you have?" The Research Information Center (RIC) located on the tenth floor of the Presidential Building gives you all the information you need *when you need it*. Roger Fish, RIC coordinator and his assistant, Robyn Baugham, are both more than willing to discuss research requests in detail.

Initiated by Dr. Mildred Cooper, Acting Division Head, Planning, Research and Evaluation, work on RIC was begun in early '69. RIC collects, stores, retrieves and disseminates information on research, evaluation and program planning not accessible elsewhere in the school system. Its services extend to the Superintendent, School Board, teachers, principals, administrative staff and members of the community.

Frequently research requests result in computer print-outs of research provided by the Educational Resource Information Center (ERIC). After reading document abstracts, researchists may study complete documents on the RIC reader printer. The generation of document abstracts has been made possible

through the close cooperation and support of Junius McCain, Director, DCPS Automated Information Systems.

ERIC is a national information system developed by the U. S. Office of Education. It provides up-to-date research findings on all aspects of education from pre-school to university. The ERIC collection already contains over 35,000 documents and grows at a rate of 1,000 additional documents per month.

The Research Information Center, in addition to ERIC, has a growing list of resources to call on in replying to special requests. This includes books, periodicals, school budgets, statistical reports, project reports, and evaluations. Through subscriptions to education associations RIC has direct access to an extensive source of current information and research on education.

Turn-around time (time lapsing between telephone request and answer) is usually 48 hours and frequently less, depending on the nature of request and priority assigned.

In the ten-month period beginning in September, 1969 RIC handled 279 research requests. Since June, 1970 it has completed 100 computer searches. RIC's staff is building a capacity to handle approximately 300 requests per month.

For further information on the Research Information Center you may call 347-6727.

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EDUCATION

RESEARCH

Fast Replies for D.C.

Time was when researchers into education topics in the Washington, D.C., school system often had to spend months in university and Government libraries in pursuit of information needed for their programs.

Now, specialists with the Washington School system's Department of Research and Evaluation sit before a computer terminal equipped with a 21-inch TV screen and type their queries out on a keyboard.

Result: Information they are seeking appears almost instantly on the screen, shooting answers to researchers' questions back in seconds.

Washington school officials estimate that the new information retrieval system has greatly speeded up their total research operation. In individual instances, the gain has been dramatic. During its first week of operation, for example, the computer bank located, within 10 minutes, information a D.C. researcher had been seeking for two months in a university library. .

D.C. Is the First

The system, called DIALOG, is being operated under a $135,000-contract between Lockheed Missiles and Space Co. and the U.S. Office of Education's National Center for Educational Communication.

The computer located in nearby McLean, Va., is linked to terminals in the D.C. schools' research department and in OE's Washington headquarters.

More than 80,000 items of educational research, ranging from analyses of the successes or inadequacies of various teaching techniques, to financial management of junior colleges, budget analyses and other topics, have been stocked in the computer's memory circuits.

Efficiency is achieved by "on-line interrogation"—roughly defined as keeping a computer on the telephone for hours at a time rather than having it hang up after each question. A half second pause in item response time is considered slow.

Dr. Lee G. Burchinal, OE assistant commissioner and director of the NCEC, said the D.C. public school system is the Nation's first to be connected for research purposes in on-line computer interrogation, and that if the operation proves worthwhile, NCEC will help to extend such service to other school systems.

Extension of the research service

Burchinal: "More information . . . than he can possibly read, let alone use."

would require added terminals and telephone lines but no additional computers.

Reports available from the stock of 80,000 items range in length from part of a page to several hundred pages, and, according to Burchinal, the abundance of research material can be something of a drawback to using it effectively.

"The NCEC's research stock on the single topic of reading includes 3,800 titles," Burchinal said. "A researcher going into our files will find more information on any subject than he can possibly read, let alone use."

DIALOG Aids Reading

Nonetheless, a diligent researcher using DIALOG is able to rapidly exchange questions and answers with the computer, steadily narrowing the scope of his search or completely changing its direction if one avenue of exploration turns into a dead end until he is able to come up with a manageable number of items directly related to his problem.

"For example," Burchinal said, "the researcher can query the computer until it produces just half a dozen pertinent reports on, say, methods of teaching reading to the children of Spanish-speaking migrant workers, rather than having to tunnel through a small mountain of research on reading.

"Then, before reading any of the reports, he can tell the computer to display a 200-word abstract of each to see which ones he wants in full. And the complete documents desired can be

ordered from NCEC in microfilm or printed form."

Washington school officials said increasing numbers of teachers and administrators who want help with classroom and other problems are using the system as its availability is becoming more widely known.

One of DIALOG's early uses has been to support "reading mobilization team" members and others in a 16-school pilot project to improve reading through research applications.

Team members have visited project schools to familiarize instructors with available reading research and its possible uses in diagnosing and solving individual student problems. The project team is soliciting specific questions on reading problems from teachers and helping to frame the questions in terms the computer can answer.

In such a large project, it is important that research data offering possible solutions to reading problems get back to administrators and instructors for classroom application without long delays, and this the system seem uniquely geared to do.

In another front, the NCEC is offering 10 of the Nation's "most promising" reading programs to educators across the country and the OE will finance leaves for teachers in some of the programs so they can aid schools in other districts.

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RESEARCH INFORMATION CENTER

RIC - D.C. Public Schools

Search Inquiries

Summary of Requests
July through Dec. 1970

Number of requests, by month.

Month	Manual	Computer	Total
July	33	47	80
August	15	19	34
Sept.	23	20	43
Oct.	70	42	112
Nov.	75	32	107
Dec.	56	35	91
	272	195	467

Number of requests, by sources

	No.	%
Central administrative officers	46	10
Central supervisory officers	170	35
Principals and assistant principals	9	2
Instructional personnel	65	14
Supportive personnel	17	4
Others:		
Government and municipal agencies	23	5
Public school systems	9	2
Colleges and universities	24	5
Professional associations	9	2
Students	39	9
Community groups	9	2
All others	47	10

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APPENDIX II - A

Skills and Competencies of the Liaison Researcher

Criteria	Recruitment Standards	Training to be Provided on Job
1. Academic Attainment	-Bachelors Degree Minimum	-materials for orientation of teachers et al on ERIC etc. will be provided
2. Communication Skills	-Good basic communication skills (writing, speaking, listening, etc.)	-training and supervision in conducting training to teachers will be provided -material and other support will be provided for dissemination activities
3. Psychological Characteristics	-Flexible; able to adjust to a job which has no precedence -Emotional stability -Extrovertive	
4. Job Experience	-Teacher Corps; Peace Corps, VISTA, prior teaching experience, reading specialist, work or training as librarian	-Planned job orientation will be implemented -training in the use of ERIC, CIJE, DIALOG, etc. and certain equipment will be implemented
5. Travel (local)	-Must be willing to travel around city from school to school	-local travel expenses will be born by the project

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Skills and Competencies of the Assistant
Project Coordinator

Criteria	Recruitment Standards	Training to be Provided on Job
1. Academic Attainment	-Master's Degree	-materials for orientation of teachers et al on ERIC etc. will be provided
2. Communication Skills	-Good basic communication skills (writing, speaking, listening, etc.)	-training and supervision in conducting training to teachers will be provided
	-able to deal with clients in courteous, cheerful manner	-materials and other supplies will be provided to help in the design of dissemination activities
3. Psychological Characteristics	-Flexible; able to adjust to new technology of information center	
	-Emotional Stability	
	-Extrovertive	
4. Job Experience	-Library service, background in reference, cataloguing	-Training in the use of ERIC, CIJE, DIALOG, etc. and certain equipment will be provided
	-school, university, public, private libraries or other Research Information Centers	-Planned job orientation will be implemented
5. Travel	-some travel may be desirable	-May be possible to attend one or two conferences, ERIC seminars or ASIS meetings during project period
		-visitations to local and other information centers will be planned

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 • 12TH STREET, N. W.
WASHINGTON, D. C. 20004

August 4, 1971

Memorandum to: Arthur Schertzer
Personnel Officer

From: Mildred P. Cooper, Assistant Superintendent
for Research and Evaluation

The U. S. Office of Education approved a proposal submitted
by the Department of Research and Evaluation for funding. The
proposal, "Reading Research Utilization - An RIC Project for
Teachers and Other School Personnel" was approved and awarded
a grant which includes funding for a GS-11 Research Assistant
and 3 GS-9 Research Assistants. As you know, Mrs. Robyn Baugham
will be transferred into one of these positions. Attached is
a description of the positions.

It is necessary that we fill the positions immediately
as the project is to begin in September in the schools. Will
you, therefore, please expedite the necessary personnel actions.

Thank you.

MPC/m
Attachment

Rationale for the Liaison Researcher

Existing research information resources and capabilities in the
Research Information Center, a service unit of the Department of
Research and Evaluation (the State ERIC Office in the District of
Columbia), provides a logical base for a project designed to promote
the use and implementation of current research information. Emphasis
in the initial phase of the project will be in the area of reading. An
individual designated as a "liaison researcher" will serve as a link
between the State ERIC Office and teachers in the local target schools
by (1) identifying local educational problems and needs, (2) transmitting
problems to the State ERIC Office for a comprehensive information search,
(3) transmitting pertinent findings to the local teachers, and (4) in-
stigating new research efforts where information relevant to local
problems cannot be located. It is anticipated that the implementation
of this system will serve to narrow the gap between research and practice
in the D. C. Public Schools.

It has long been recognized that true utilization or implementation
will not occur in education until some link is established between re-
searcher and practitioner. 1/ Up to the present time this link was
conceived as a one-way or interpreter function. The concept advocated
in this proposal calls for a two-way function and utilizes the liaison
researcher (and eventually the librarian in the cooperating target
school) as a field based linker. Because the liaison researcher is the
initial essential link in the project, the operational description will
center around his functions.

It will be mandatory for the liaison researcher to become cognizant
of the program information needs of the teachers and other instructional
staff in the target schools. This will be accomplished in several
different ways. First, the liaison researcher will review the results
of the needs survey which will have been administered to the schools
which he will serve. Secondly, the liaison researcher must be familiar
with the data that has been collected on the target schools through the
evaluation system of the Department of Research and Evaluation. Thirdly,
the liaison researcher must be familiar with the local school personnel
and must make his role known to those individuals. He will become in-
volved or involve the project staff in the activities of the target schools
(conferences, staff development activities, Reading Mobilization Teams, etc.)
whenever possible so as to gain insights into the local problems as per-
ceived by the practitioner. Finally, in addition to his work with
individual teachers and other instructional staff, the liaison researcher
will plan to participate in local school meetings with teachers and
supervisors to discuss their needs for additional information on programs,
approaches and techniques for teaching students.

The liaison researcher then can ascertain which of the expressed needs are answerable by utilizing resources provided through the project and the Research Information Center. He will endeavor to use, as the primary source in answering these needs, materials provided to the local schools in the project. These materials will include Research in Education (RIE), Current Index to Journals in Education (CIJE), the Thesaurus of ERIC Descriptors, Bibliography on Reading, Class Reading, and other materials and equipment.

Special orientation sessions in the use of these resources will be planned and implemented by project personnel early in the project. Teachers and other instructional personnel will be trained to use these resources. Self-help will be the keynote for the user but the liaison researcher will be ready to assist the users become familiar with the use of these tools. When local resources have been exhausted the liaison researche will transmit unresolved information needs to the Research Information Center in the Department of Research and Evaluation. To obtain a more comprehensive literature search utilizing the many resources available including computerized services. 2/

Those questions, problems or information demands which are unanswerable through the linker or the RIC will then be forwarded by the Project Coordinator to the head of the Department of Research and Evaluation, who is the Project Director. The Project Director may then choose to acquire additional resources, coordinate activities with another school department or office, obtain a consultant, make a staff assignment to assist the local school in applying information or research findings, seek funding for a project relevant to the problem, etc. 3/

Further elaboration on this point is beyond the scope of this project but is included in the addendum to indicate that "unanswerable" questions, while their solution may be beyond the scope of this particular project, will not simply be dropped.

Any pertinent findings or results are then forwarded to the liaison researcher, who, in turn transfers the findings to the local teacher. The form of the transferred information (abstract, microfiche, full print-out copy, xerox or repackaged package) will vary depending on the hardware and professional resources available at the local target school. Project acquisitions of research references tools mentioned above and equipment such as microfiche readers and a microfiche reproducer will help provide basic resources and services to the local target schools. Additionally, information gathered from the needs survey identified in Activity 2 of the proposal, data available from the data bank on the target schools, and problems and questions raised by teachers and others will serve as guides in the initiation of SDI (Selective Dissemination of Information) activities. These and other aspects of the liaison researchers role are shown on the accompanying research utilization design proposed for this project.

FOOTNOTES

1/ Benson, G. J., <u>A State Design for Educational Research and Resources Utilization</u>. New York State Education Department, Albany, New York, 1969. (ERIC Document ED. 031.821).

2/ As a part of the design, the local school librarian will be encouraged to assist in this effort and over the project period to eventually assume the full responsibility of the role of linker with the liaison researcher moving on to other schools as the Department of Research and Evaluation systematically expands this utilization design to all D.C. Public Schools.

3/ Unanswerable questions and problems may be given further consideration by the Project Director who is also the head of the Department of Research and Evaluation. Acting as department head, she may ascertain the possibility of exploring these areas through research. If a possible research or innovative project is evident, the Department of Research and Evaluation may then involve the original "requestor" in the design and implementation of this project. The approach facilitates the need for "practitioner-relevant" research or highly implementable research. It also fills an information need since this problem or question was found to be unanswerable at all levels of the ERIC-based information system. The results of this research may then be fed into the National ERIC system thus filling an information gap at all levels.

Another aspect of the work of the liaison researcher would be the identification of innovative approaches or programs actually in operation in classrooms and the relaying of this information to the Department of Research and Evaluation for transmittal to the appropriate Departments or Divisions for consideration of system wide application. This contingency flow is displayed on the accompanying research utilization design.

Qualifications of Key Project Personnel (REVISED)

ASSISTANT PROJECT COORDINATOR

(Supported through project funds)

The Assistant Project Coordinator is directly responsible to the Project Coordinator. He will assist the Project Coordinator in the various day to day activities of the project. This person will support the liaison researchers in the field by means of the conduct of computer and manual searches of local data files and otherwise locating usable information about innovative ideas, practices and products matched to user interests and needs and through the dissemination of materials developed within the Center. He will be responsible for collecting and tabulating data for monthly and other reporting which may be required for project evaluation.

DUTIES AND RESPONSIBILITIES

1. Assist project coordinator in orientation of liaison researchers to central research resources.

2. Assist project coordinator and linkers in orientation presentations for teachers and other target school personnel.

3. Assist project coordinator in the design, administration and analysis of the needs survey.

4. Support liaison researchers by the conduct of computerized ERIC searches relative to specific requests from the field; guide and direct liaison researcher to other references and school personnel who may contribute toward a solution to specific problems.

5. Assist project coordinator develop dissemination activities and services to meet the various needs of teachers and other target school personnel. These might include the use of brochures, audio-visual displays, newsletters, acquisition lists, bibliographies, abstracts, state-of-the-art reports, reprints, table-of-contents services, clipping services and others.

6. Assist project coordinator form personal contacts and working relationships with school librarians and help school librarians assume a more active role as a field based linker-change agent.

7. Assist project coordinator in the development of an instrument(s) such as a questionnaire to identify programs initiated or developed as a result of either direct or indirect contributions of this project.

8. Prepare periodic statistical and narrative reports for project history including information on frequency of users, identification of repeat users, user satisfactions and consumer use of information.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.
Washington, D. C. 20004

September 9, 1971

Vacancy Announcement No.: 72-9

Closing Date: September 24, 1971

Position Title: Educational Research Assistant, GS-1720-9 (2)

Location: Division of Planning, Innovation and Research

Salary: Ranging from $10,470 to $13,611. (Impact Aid)

Duties: Serves as Educational Research Assistant in
the Division of Planning, Innovation, and
Research. Provides recommendations and
supportive information concerning a continuous
program planning and development effort in the
School System. Conducts research evaluations and
investigative analysis of various programs,
practices, and projects.

Qualifications: A Bachelor's Degree with specialization in
the social sciences, plus two years of
experience in analysis or research which
demonstrates ability to use social science
research techniques. At least 6 months of
the experience requirement must have been at
grade GS-7 or a comparable level of difficulty.

Application Procedures: Standard Form 171 (Application for Federal
Employment) should be submitted to the Support
Personnel Section, Department of Personnel,
D. C. Public Schools, 415 - 12th Street, N. W.
Washington, D. C. 20004.

APPENDIX II - E

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

TO ALL SCHOOL OFFICERS:

SYSTEM-WIDE FREEZE ON FILLING OF VACANCIES AND EXPENDITURE OBLIGATIONS

1. Nature and Purpose:

    Effective this date, it is necessary to place a freeze on
the filling of all vacancies and the approval of all new expen-
diture obligations except as approved in writing by the Freeze
Board whose makeup and responsibilities are outlined below.

    The purpose of this action is to reduce the rate of expen-
ditures of the school system while the full implications of the
reduced appropriations are being studied. The Superintendent is
taking this action to avoid a year-end deficit condition.

2. Establishment of a Freeze Board:

    Approval of exceptions to the freeze on the filling of va-
cancies and new obligations shall be the responsibility of a
Freeze Board consisting of the:

        Vice Superintendent (Chairman)
        Associate Superintendent for Budget and Executive Management
        Associate Superintendent for Personnel
        Executive Assistant to the Superintendent (Management and
                                                    Administration)

    The Board will meet at least weekly. It will prepare recom-
mendations for the approval of the Superintendent. It is essential
at this juncture to point out that the Freeze Board will be most
conservative in approving exceptions.

3. Length of the Freeze:

    The length of the freeze has not been determined at this time.
It will be modified and terminated by the Superintendent when suf-
ficient financial information is available to make a sound decision.

4. Criteria for Exceptions:

Criteria for exceptions shall be as follows:

   (1) Personnel Actions:

      The positions are essential for the maintenance
      or improvement of progress toward the school
      system's highest priority goals;

      The position cannot be filled by another employee
      either on a temporary reassignment or additional
      duty basis; The position is essential to the con-
      tinued functioning of a school or school support
      program.

   (2) Overtime:

      In addition to the general criteria listed above
      -- substitute "overtime" for "position" -- the
      following criterion applies:

      The overtime cannot be eliminated by more effective
      scheduling of personnel.

      Emergency overtime for certain restricted classifi-
      cations of problems may be authorized by the Freeze
      Board without prior approval so long as a written
      authorization by that body has been issued to the
      accountable individual (usually an Associate Super-
      intendent). Absolutely no violations of these guide-
      lines will be tolerated by the Superintendents.

   (3) Non-Personnel Actions:

      All obligations not currently submitted by a
      department shall be reviewed by the department head.
      Those that are not deemed essential for the opera-
      tion of the schools or for the health or safety of
      students shall be postponed or disapproved.

      Obligations which are in the pipeline and which
      have not been obligated to a vendor shall be returned
      to the originating office. All requests for excep-
      tions shall be accompanied by a certification that the
      requisition submitted meets an essential need in terms
      of the continued operations of schools or the school
      system. It must also be signed by the responsible
      Associate Superintendent. These regulations also apply
      to furnished orders, i.e. orders placed by phone direct
      to a vendor and not encumbered at the time by the
      Accounting Department.

5. Controls and Reporting:

The Associate Superintendents, Director of Federal Programs, and Assistant Superintendent for Research, Planning, and Development, shall be fully accountable for the implementation of this memorandum within their respective Divisions. The Associate Superintendent for Budget and Executive Management shall be accountable for enforcing the regulations in relation to the approval of obligations and for overtime and new personnel items. The Associate Superintendent for Personnel shall be accountable to see that no vacancies are filled except those approved by the Freeze Board.

On the fifteenth of each month, a report to the Superintendent shall be prepared by the Freeze Board showing reductions during that month for:

> unfilled vacancies
> overtime control
> non-personnel expenditure control
> other actions

In addition, an estimate shall be rendered showing the most current projection of the year-end balance.

Very sincerely yours,

HUGH J. SCOTT

Superintendent of Schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 · 12TH STREET, N. W.
WASHINGTON, D. C. 20004

February 14, 1972

Memorandum to: Dr. Mildred P. Cooper
RUP Project Director

From: Roger J. Fish
RUP Project Coordinator

Subject: February 2-3, 1972 RIC/RISE Orientation and Training
Session for Reading Research Utilization Project
Target School Librarians

The training session that I have been planning for the RUP Exten-
sion Agents and the Target School Librarians, was completed on February
2-3, 1972 with the assistance of Mr. Richard Brickley, Coordinator of
the Research and Information Services for Education (RISE), and his
staff. RISE is located in Conshohocken, Pennsylvania and serves the
entire State of Pennsylvania.

Preparation for the Training Session.

Preliminary discussions for this training originated at the training
session for Directors of Information Centers which Mr. Brickley and I
attended in Berkley, California in November 16-18, 1971. This was
followed up by telephone conversations with Mr. Brickley and an on site
visit to RISE in Pennsylvania on December 7, 1971. As you will recall,
a written proposal from RISE to RIC to provide training services was
made and discussed here in Washington, D. C. on January 12, 1972, Mr.
Brickley was able to arrange a go ahead from our mutual Project
Manager at the U. S. Office of Education to expend funds from his
project in order to render this service to the Research Utilization Pro-
ject.

While Mr. Brickley made these and other arrangements, approval for
release time for the 16 target school librarians was sought and approved
by Dr. James Guines, Associate Superintendent in your memorandum to him
of January 18, 1972. I followed up this action by protocol visits to
those D. C. School Administrators having authority over the various
target schools. I personally delivered copies of this signed memo-
randum to Dr. Dorothy Johnson, Assistant Superintendent, Elementary
Department, Mr. Gilbert Diggs, Assistant Superintendent, Model School
Division, and Mr. Bill Rice, Assistant Superintendent, Anacostia Model

School Project. I also personally invited Miss Olive DeBruler, Supervising Director, Department of Library Science and Her assistant, Eloise Brown, to attend the training session on February 2, 1972.

With these matters concluded, telephone calls to the 16 target school principals were made over a three day period from January 26-28 with the assistance of Mrs. Laura Gardner and Mrs. Bertina Tyler. Several days of hard work on their part accomplished this important task. The principal's approval to release the librarians was secured. Each librarian was then called and scheduled for either the Wednesday or Thursday training session. A two page questionnaire was completed on each librarian also over the telephone. This information I sent to Mr. Brickley on Friday, January 28 by special delivery mail. He received this on the following Monday and was able to use it in his final preparations for the training session.

The Training Session.

The actual training session was completed on schedule. A copy of the Agenda and a list of those in attendance on both days are attached. The main focus of the training was on building negotiation skills, i.e. those skills needed to identify and describe a clients' information needs. This was accomplished through observation of a model negotiation simulation. Hands on experience with the ERIC Thesaurus, Research in Education (RIE), and the Current Index to Journals in Education (CIJE), the basic resource and reference tools being placed in the target school libraries by the Project, was also carried out.

Mr. Brickley's staff for this training session consisted of his chief Information and Dissemination Specialist and five Project Associates. Accomodations for the training session were arranged and paid for by Mr. Brickley's project. This included all travel costs for his staff, accomodations at the Capitol Hill Quality Court, 415 New Jersey Ave., N.W., parking fees for participants, lunch, coffee and pastries.

All 16 librarians were in attendance at these sessions. Miss DeBruler and Miss Brown also attended the first day's session. Miss DeBruler participated in the morning session while Miss Brown was able to stay and participate in the whole day's activities. I believe their presence, participation and favorable reaction enhanced the prospects of acceptance of the Extension Agents by the school librarians and simultaneously served to reinforce the positive and supportive aspects of this project in the eyes of the Department of Library Science administration.

In addition to myself and the three Extens: Agents who attended both days, Mrs. Veta Harrison, Mrs. Laura Gard.... and Mrs. Bertina Tyler from the Department of Research attended the February 3 day of training.

Feedback on Training Sessions and Follow-up.

Reactions and verbal reports from participants have been very favorable. Personal comments from both officers the Department of Library Science were positive and encouraging as well the comments of the participants. No objective form of evaluation was administered largely due to time constraints. The Extension Agents, however, in follow-up activities with the school librarians will be able to observe and comment on the longer term effects of this training session. Hopefully, it will minimize, if not eliminate, their task of orienting and training the librarians in 1) negotiation skills and 2) familiarity with and use of these basic ERIC reference tools.

Conclusion

The assistance rendered by Mr. Brickley and his staff has been most helpful and timely in terms of the implementation of the Reading Research Utilization Project, as has been the support of our Project Manager, Mr. John Coulson, at NCEC/USOE. Their support has enabled us to move ahead more quickly in implementing project objectives and stands as an example of the type of cooperation possible among groups and organizations with parallel interests and goals.

RJF/mph
Attachments:

Memorandum Requesting Release Time
Sample Questionnaire
February 2-3 Agendas
Lists of Participants

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C., 20004

January 18, 1972

Memorandum to: Dr. James Guines
Associate Superintendent for Instructional Services

From: Mildred P. Cooper
Assistant Superintendent for Research and Evaluation

Subject: Released Time Requested for 16 School Librarians for
Orientation and Training Related to the Reading
Research Utilization Project

As you know, the Departments of Research and Evaluation through its
Research Information Center, will be providing significantly expanded sup-
port and assistance to key field personnel--teachers, principals, librarians,
reading specialists--in the 16 evaluation system schools.

One goal of the project is to make target school personnel more knowl-
edgeable about research findings in the areas of reading, written and oral
communication, and how these findings may be utilized in their day-to-day
teaching and supportive activities. A second goal will be to provide the
resources, orientation and training needed to implement this program.

To effect the link between resources and personnel in these schools,
field-based individuals designated as "liaison researchers" have been em-
ployed. Services will become available upon completion of these school
visits and a one-day special orientation and training session for the target
school librarians.

Your approval is requested so that these 16 librarians may be released
from their schools for one day of project orientation. Current plans are
for these librarians to be divided into two groups with one group meeting
on Wednesday, February 2, 1972 and the other on Thursday, February 3, 1972.
Participants will be notified of the location of the meeting.

All necessary materials for orientation and training sessions will
be provided at no coast to the participants.

Mr. Roger Fish, Research Associate in the Department of Research, will
be serving as Project Coordinator.

Signed: _____
Dr. Mildred P. Cooper
Assistant Superintendent
Departments of Research and Evaluation and Project Director

Approved: _____
Dr. James Guines
Associate Superintendent for Instructional Services

Date: January 20, 1972

MPC/m

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

TRAINEE INFORMATION

.R.I.S.E. Orientation and Training Workshop
for the Research Information Center

1. Trainee's Name _____

2. Position Title _____

3. Age Group: Under 30 ___ 30-39 ___ 40-49 ___ 50-59 ___ 60 or over ___

4. Professional Experience:

With respect to each experience category listed below, please check
the most appropriate column under years of experience.

Experience Categories	Years of Experience			
	Under 5	5-9	10-14	15 or more
Administrative experience	___	___	___	___
Elementary or secondary school	___	___	___	___
Higher education experience	___	___	___	___
Other positions in education	___	___	___	___
Total professional experience	___	___	___	___

5. Highest Educational Attainment:

With respect to all categories below, which one most closely
describes your highest educational attainment?

Less than Baccalaureate Degree   ___
Bachelors   ___
Masters   ___
At least 30 hours beyond Masters ___
Doctorate   ___

TRAINEE INFORMATION (continued)

6. Awareness of ERIC: Because the proposed program will rely heavily upon awareness of the ERIC resource system. The following information will be helpful in tailoring this training session to your individual needs:

WHAT'S YOUR ERIC I.Q.?

As the ERIC system has grown it has developed its user vocabulary of special terms and abbreviations. This brief quiz will test your current knowledge and help us plan this segment of our workshop.

Grade yourself according to the following scale:

> 0 - I know nothing about this
> 1 - I am familar with this, but it's fuzzy.
> 2 - I have a general idea of this.
> 3 - This one, I know!

How much do I know about:

_____ 1. MF
_____ 2. Research in Education
_____ 3. Descriptors
_____ 4. CIJE
_____ 5. EDRS
_____ 6. ED number
_____ 7. Major Descriptors
_____ 8. Minor Descriptors
_____ 9. Annual Indexes
_____ 10. HC
_____ 11. Thesaurus of ERIC Descriptors
_____ 12. Current Index to Journals in Education
_____ 13. ERIC Educational Documents Index, 2 vols.
_____ 14. Complete Guide and Index to ERIC Reports
_____ 15. Rotated Descriptor Display
_____ 16. QUERY
_____ 17. NCEC
_____ 18. ERIC
_____ 19. RIE
_____ 20. Identifiers

February 2, 1972

AGENDA

9:30 - 10:00 a.m.	RIC presentation
10:00 - 10:30 a.m.	Coffee and danish
10:30 - 11:30 a.m.	Search Presentation
11:30 - 12:00 a.m.	Negotiation - model
12:00 - 1:00 p.m.	Negotiation - simulations
1:00 - 2:00 p.m.	Lunch
2:00 - 2:30 p.m.	RISE Presentation
2:30 - 3:30 p.m.	Practice - simulations
3:30 - 4:00 p.m.	Questions - discussion

February 3, 1972

AGENDA

9:00 - 9:30 a.m.	RIC presentation
9:30 - 10:00 a.m.	Search presentation
10:00 - 10:30 a.m.	Coffee and danish
10:30 - 11:00 a.m.	Negotiation - model
11:00 a.m. - 1:00 p.m.	Negotiation - simulations
1:00 - 2:00 p.m.	Lunch
2:00 - 2:30 p.m.	RISE presentation
2:30 - 3:00 p.m.	Questions and discussion

PARTICIPANTS IN RISE-RIC TRAINING
SESSION I

Wednesday, February 2, 1972

	Name	Title	Location
	Name	Title	Location
1.	Carolyn J. Hardy	Librarian	Hendley Elem.
2.	Claire B. Parker	Librarian	Noyes Elem.
3.	Eloise F. Brown	Asst. Dir.	Dept. of Lib. Sci.
4.	Olive C. DeBruler	Supervising Dir.	Dept. of Lib. Sci.
5.	William C. Darkins	Educational Extension Agent	RIC
6	Terry Chandler	Educational Extension Agent	RIC
7.	Erika Robinson	Educational Extension Agent	RIC
8.	Roger J. Fish	Coordinator	RIC
9.	Gracie C. Clayton	Librarian	Davis Elem.
10.	Americus Kennedy	Librarian	Bruce-Harrison Elem.
11.	Vermille H. Paris	Librarian	Meyer Elem.
12.	Ruby Wilson	Librarian	Walker-Jones Elem.
13.	June Katucki	Librarian	RISE
14.	Ellen Welch	Project Associate	RISE
15.	Emma Peterson	Project Associate	RISE
16.	Jan Robinson	Project Associate	RISE
17.	Mary H. Ferguson	Librarian	Blow Elem.
18.	Richard O. Brickley	Coordinator	RISE
19.	Carolyn Trahoski	Info. Dissem. Spec.	RISE
20.	Geraldine Lowe	Project Associate	RISE

PARTICIPANTS IN RISE-RIC TRAINING
SESSION II

Thursday, February 3, 1972

Name	Title	Location
1. Terry Chandler	Educational Extension Agent	RIC
2. Erika Robinson	Educational Extension Agent	RIC
3. Barbara G. Wallace	Librarian	Cleveland Elem.
4. Geraldine Lowe	Project Associate	RISE
5. Purnell W. Lawrence	Librarian	Bunker Hill Elem.
6. Connie H. Lawson	Librarian	Beers Elem.
7. Jessie K. Campbell	Librarian	McGogney Elem.
8. Veta M. Harrison	Ed. Res. & Plan. Assoc.	Dept. of Res.
9. Emma Peterson	Project Associate	RISE
10. Ellen Welch	Project Associate	RISE
11. Virginia B. Moore	Librarian	Miner Elem.
12. June Katucki	Librarian	RISE
13. Janet Robinson	Project Associate	RISE
14. Carolyn Trahoski	Info. Dissem. Spec.	RISE
15. Ruth Haefele	Librarian	Lafayette Elem.
16. Susan Huve'	Librarian	Petworth Elem.
17. Laura Gardner	Research Asst.	Dept. of Res.
18. Bertina Tyler	Research Asst.	Dept. of Res.
19. William C. Darkins	Educational Extension Agent	RIC
20. Evangeline A. Barnes	Librarian	Bancroft Elem.
21. Richard O. Brickley	Coordinator	RISE
22. Roger J. Fish	Coordinator	RIC

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 · 12TH STREET, N. W.
WASHINGTON, D. C. 20004

August 31, 1971

Memorandum to: Principals of Evaluation System Schools

From: Mildred P. Cooper
                Assistant Superintendent for Research and Evaluation

My staff and I appreciate so very much the cooperation and input we received from you and your staff during the school year 1970-71 in the implementation of the Evaluation System on a pilot basis. Therefore, we want to make available to you and your staff additional services from the Department of Research and Evaluation that are possible as a result of the approval of a proposal submitted by the Department to the U. S. Office of Education. In the proposal we specifically designated the personnel of the 16 Evaluation System Schools as the recipients of these special services.

The project entitled "Reading Research Utilization - A Project for Teachers and Other School Personnel" is designed to provide key field personnel--teachers, principals, librarians, reading specialists--in the 16 Evaluation System Schools with significantly expanded support and assistance. Emphasis in the initial project will be in reading. An important goal of the project will be to identify, define and meet the research problems and needs of teachers and other field personnel as related to this area. A second goal will be to make target personnel more knowledgeable about research findings in reading and how these findings may be utilized in day-to-day teaching and supportive activities. A third goal will be to provide the resources needed to implement this program. The Department of Research and Evaluation, through its Research Information Center, will provide to your school information, research tools, and human services for the development of programs in the area of reading.

To effect the link between resources and the personnel in your school, a field based individual designated as a "liaison researcher" will be employed. We expect that the services will become available about October 15th, however, we will be communicating with you prior to that time relative to the resources and services. Special orientation sessions to acquaint you and your staff with the project are planned.

We would like to think that this is a project with a special thrust --i.e. that you will receive more than you give. Moreover, we hope that the additional resources and services available to your school will compliment and support your dedicated efforts to raise the level of reading achievement of D. C. pupils. If you have further questions, please do not hesitate to call me at 347-6383.

(Signed)_____

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 · 12TH STREET,. N. W.
WASHINGTON, D. C. 20004

August 31, 1971

Memorandum to: Teachers and Other Professional Personnel
of "Evaluation System" Schools

From: Mildred P. Cooper
Assistant Superintendent for Research and Evaluation

We, in the Division of Planning, Research and Evaluation, appreciate
deeply the participation of teachers and other professional staff in select-
ed Evaluation System Schools in the implementation of the Evaluation System
during the school year 1970-71. Because of the fine cooperation we received
from you, we want to offer to you services from the Department of Research
and Evaluation that are possible as a result of the approval of a proposal
submitted by the Department to the U. S. Office of Education. In the pro-
posal we specifically designated the personnel of the 16 Evaluation System
Schools as the recipients of these special services.

The project entitled "Reading Research Utilization - A Project for
Teachers and Other School Personnel" is designed to provide key field
personnel--teachers, principals, librarians, reading specialists--in the
16 Evaluation System Schools with significantly expanded support and assist-
ance. Emphasis in the initial project will be in reading. An important
goal of the project will be to identify, define and meet the research pro-
blems and needs of teachers and other field personnel as related to this
area. A second goal will be to make target personnel more knowledgeable
about research findings in reading and how these findings may be utilized
in day-to-day teaching and supportive activities. A third goal will be to
provide the resources needed to implement this program. The Department of
Research and Evaluation, through its Research Information Center, will pro-
vide to your school information, research tools, and human services for the
development of programs in the area of reading.

To effect the link between available resources and the personnel in
your school, a field based individual designated as a "liaison researcher"
will be employed. We expect that the services will become available about
October 15th, however, we will be communicating with you prior to that time
relative to the resources and services. Special orientation sessions will
be held to acquaint you with the project.

We would like to think that this is a project with a special thrust--
i.e. that you will receive more than you give. Moreover, we hope that the
additional resources and services available to your school will compliment
and support your dedicated efforts to raise the level of reading achieve-
ment of students in the D. C. Public Schools.

(Signed) _____

MPC/m

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APPENDIX II - I

READING RESEARCH UTILIZATION PROJECT

RESEARCH INFORMATION CENTER
Departments of Research Evaluation
Division of Planning, Research and Evaluation

Spring 1972

TO RESPONDENT:

AS YOU KNOW, YOUR SCHOOL IS ONE OF SEVENTEEN PARTICIPATING IN THE DISTRICT
OF COLUMBIA PUBLIC SCHOOLS READING RESEARCH UTILIZATION PROJECT. IN AN EFFORT
TO PROVIDE MAXIMUM SERVICE TO YOU IN MEETING YOUR NEEDS AND THOSE OF YOUR STUDENTS,
WE ARE CONDUCTING A SURVEY OF THOSE NEEDS AS YOU SEE THEM. HOWEVER, WE BELIEVE
THIS IS A NEEDS SURVEY WITH A DIFFERENCE. THE DIFFERENCE IS THAT YOUR RESPONSES
WILL SERVE AS A GUIDE TO OUR PROJECT STAFF IN LOCATING USABLE INFORMATION MATCHED
TO YOUR PROFESSIONAL INTERESTS AND NEEDS IN THE SCHOOL SETTING.

EACH FACULTY MEMBER OF THE PARTICIPATING SCHOOLS SHOULD RECEIVE
A COPY OF THIS SURVEY FORM. IF YOU HAVE A REQUEST FOR INFORMATION, PLEASE
COMPLETE, FOLD ON THE DOTTED LINE, STAPLE AND RETURN THIS FORM AT YOUR CONVENIENCE
THROUGH INTRA-OFFICE SCHOOL MAIL. ADDITIONAL SURVEYS OF NEEDS WILL BE MADE NEXT
SCHOOL YEAR WITH DIFFERENT OR ADDITIONAL CATEGORIES FROM WHICH TO SELECT.

- -

SCHOOL MAIL

FROM: Name:_____

Position:_____

School:_____ Rt. No._____

Telephone:_____ Date_____

RETURN TO: | RESEARCH INFORMATION CENTER, ROOM 1013
DIVISION OF PLANNING, RESEARCH AND EVALUATION
D.C. PUBLIC SCHOOLS
415 TWELFTH STREET, N.W.
WASHINGTON, D.C. 20004

SURVEY OF INFORMATION NEEDS

INSTRUCTIONS FOR COMPLETING THIS FORM: LISTED BELOW ARE SOME AREAS OF INFORMATION WHICH MAY BE OF INTEREST OR USE TO YOU. IF YOU HAVE A NEED FOR INFORMATION IN ONE OR MORE OF THESE CATEGORIES, PLEASE PLACE A CHECK IN THE APPROPRIATE SPACE. FOR EACH ITEM REQUESTED, PLEASE GIVE THE DATE BY WHICH YOU NEED THE INFORMATION AND INDICATE THE USE OR APPLICATION OF THE INFORMATION YOU ARE REQUESTING, UTILIZING THE CODE LISTED BELOW. SPACE FOR WRITE-IN REQUESTS AND NEEDS IS PROVIDED AT THE BOTTOM. A RESPONSE TO YOUR REQUEST WILL BE MADE AS SOON AS POSSIBLE.

1. Classroom Use
2. Administration
3. Professional Development

4. Proposal Preparation
5. Curriculum Development
6. Other (specify)_____

AREA OF INTEREST	DEFINITELY NEEDED	DATE NEEDED	APPLICATION OR USE OF INFORMATION
Reading Difficulties and Learning Difficulties			
Reading Development, Instruction, and Programs			
Reading Diagnosis and Tests			
Reading Comprehension and Skills			
Reading Readiness			
The Informal Reading Inventory			
Vocabulary Skills and Vocabulary Development			
Slow Learners			
Correcting Reading Problems in the Classroom			
Assessment of Achievement in Reading & Math			
More Effective Instruction in Elementary School Mathematics			
Grouping for Maximum Instructional Effectiveness			
Individualized Reading			
Team Teaching and Microteaching			
Headstart Follow-Through Programs			
Reinforcing Productive Classroom Behavior			
Student Behavior and Behavior Modification			
Drugs and Health			
Parental-Community Involvement in the School			
Career Development			
Teacher Attitudes Toward the Disadvantaged			
Values and Motivations of the Disadvantaged			
Teacher Militancy and Teacher Morale			
Bilingual Education			
Others (specify):			

Be sure to provide the information requested on the reverse page.

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APPENDIX II - J

LOG OF RESPONDENTS TO THE SPRING 1972 NEEDS SURVEY OF THE READING UTILIZATION PROJECT

CONDUCTED BY THE RESEARCH INFORMATION CENTER, DIVISION OF PLANNING, RESEARCH AND EVALUATION, D. C. PUBLIC SCHOOLS

NEEDS SURVEY NO.	SEARCH REQUEST NO.	CLIENT INFORMATION			DATE		STATUS	TOPIC CATEGORIES	USAGE CATEGORIES	SERVICED BY
		NAME	SCHOOL	POSITION	RECEIVED	REFINED / COMPLETED				
NS-001		Alan Capon	Bancroft	Teacher	6-19-72	9-72			1	
NS-002		P. Bittinger	Meyer	Teacher	6-16-72	9-72			1,3	
NS-003		Jennifer J. Whiting	Bancroft	Teacher	6-15-72	9-72			1,5	
NS-004		Ruth Henley	Meyer	Teacher	6-15-72	9-72			1	
NS-005		Helen H. Safrit	Bancroft	Principal	6-15-72	7-5-72 / 4/26/72			2	Jenkins
NS-006		Laureen J. Baker	Bancroft	Teacher	6-15-72	10-72			1	
NS-007		Karen Cooper	Beers	Teacher	6-16-72	9-72			1,3	
NS-008		Grace S. Pick	Beers	Teacher	6-16-72	9-15-72			1	
NS-009		Jacqueline D. Alexander	Meyer	Teacher	6-16-72				1	
NS-010		Mrs. T. R. Robinson	Davis	Teacher	6-20-72	9-72			1	
NS-011		Mrs. Wilma Dorsson	Davis	Teacher	6-20-72				1,3,5	

KEY

STATUS CATEGORIES
(1) IN PROCESS
(2) COMPLETED
(3) PENDING

USAGE CATEGORIES
(1) CLASSROOM USE
(2) ADMINISTRATION
(3) PROFESSIONAL DEVELOPMENT
(4) PROPOSAL PREPARATION
(5) CURRICULUM DEVELOPMENT
(6) OTHER

RESEARCH INFORMATION CENTER

▶ **RIC**

DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.   Suite 1013
WASHINGTON, D. C.   20004

Dear Colleague:

This letter is being sent in response to your request for information

dated _____ reference number _____.

RESULTS OF YOUR REQUEST FOR INFORMATION

☐ The following materials are being mailed to you:

_____

_____

☐ The information you need may be found in your school library. Ask
for:

PREP KIT number _____.

(Other) _____

☐ A list of published PREP materials has been included with this

letter. The report numbers which are checked relate to your

information request. Information on ordering PREP materials is

included on the reverse side of this list.

HELP! WE HAVE A QUESTION ABOUT YOUR QUESTION

☐ Please indicate the application or use of the information topic(s)
you checked.

1. Classroom use
2. Administration
3. Professional development

4. Proposal preparation
5. Curriculum development
6. Other (specify)_____
   _____

☐ By what date do you need this information? _____

☐ Please give a telephone number where you can be reached for any

further instructions. _____.

☐ Other comments: _____

_____

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7/72

RESEARCH NEWS

AN AID TO DISSEMINATION OF INFORMATION ON RESEARCH IN EDUCATION
FOR THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

umber 1   Fall, 1972

ABOUT THIS PUBLICATION

:ESEARCH NEWS is a research and dissemination service for the D.C. Public Schools.
'his publication is intended to supplement the services of the Research Information
'enter Staff. Written for the busy educator, RESEARCH NEWS will offer condensed
tems of interest and summaries of recent research in the field of education. Your
uggestions, comments and questions are welcome.

INNOVATIONS AND THE SCHOOL CURRICULUM

urriculum Development Means Research Curriculum development means more than text-
ook selection. There has been a shift away from the notion that curriculum de-
elopment may be founded on the selection of textbooks and other printed materials.
ncreasingly, groups of educators are attempting to produce curriculum materials
nd programs locally.

mplicit in such efforts is the suggestion that those involved should be aware of
he most recent "new" ideas in education. Local planners must consider the latest
'indings in such areas as psychology and sociology, as well as education. And as
.eachers become more involved in the planning of their own curriculum, the need
;rows for more and better sources of information. It is often difficult to locate
.nd apply the necessary kinds of information--there are just too many publications
.o keep up with.

'inding information which relates to specific teaching areas is easier. Educational
ournals keep their readers abreast of the increasing flow of information in English
.nd other subject centered fields. Curriculum planners who use the ideas of subject
.entered publications run the risk of leaving some educational stones unturned--the
ssues related indirectly to a given subject area.*

RIC Helps Where then does one find the most recent information? One source is
.he ERIC system. This nationwide information gathering system can provide easy
.ccess to the latest documents. District teachers are particularly fortunate--an
.p to date ERIC collection is available to them through the Research Information
'enter.

.C. Is First D.C. is the first public school system in the nation to use on-line
:omputer retrieval for research purposes. For the teacher working on curriculum
:evelopment, this means quick access to a number of informational items that have
·elevance to the problem.

DID YOU KNOW?

'early 28,000 current reports on hundreds of educational topics are added to the
RIC system each year. The collection now numbers over 110,000 documents and
ournal articles on topics ranging from Ability to Zoology.

How to Use the Attached Materials

This information package contains computer printouts of ERIC document abstracts and CIJE annotations. The data file was researched for items relevant to your request. The following steps are offered as a guide to the use of this information package.
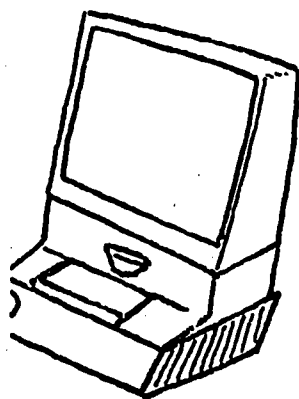
Read or skim each item.

Select items you wish to know more about.

Record the ERIC accession number which is located at the top left side of each citation (e.g. ED013 371).

Contact the Research Information Center by mail or phone to arrange to view the complete ERIC document on microfiche.

Reader Printer

CIJE articles (identified by EJ numbers) are not currently available on microfiche. If you have a question about a journal article, the Center staff can help locate the educational publication you need.

View Documents on Microfiche*

The RIC maintains a microfiche collection of all the available ERIC documents. Unless the item is marked DOCUMENT NOT AVAILABLE FROM EDRS it can be retrieved from our files. A microfiche is a 4" x 6" sheet of film which contains up to seventy pages in reduced form. A microfiche reader is required to bring the document pages back to readable size. These readers are available for use in the Center.
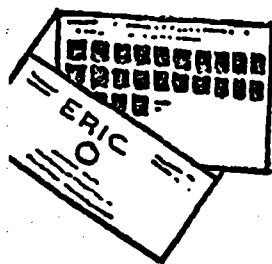
my CRow Feesh

DIRECTORY OF ERIC DOCUMENT COLLECTIONS
IN
THE WASHINGTON, D.C. METROPOLITAN AREA

RESEARCH INFORMATION CENTER
DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SEPTEMBER   1972

CONTENTS

FOREWORD

A question frequently asked of the Research Information Center deals with the availability of microfiche collections of ERIC documents in the Metropolitan area. In order to more effectively serve our clients, a questionnaire was circulated to area educational institutions requesting information on the extent of their ERIC holdings. The results of those completed questionnaires appear in this Directory of ERIC Document Collections in the D.C. Metropolitan Area.

Our grateful appreciation to those many individuals who took the time to complete our questionnaire and thereby make this directory possible.

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QUESTIONNAIRE FOR INSTITUTIONS MAINTAINING ERIC MICROFICHE COLLECTIONS IN THE WASHINGTON, D.C. METROPOLITAN AREA

Questionnaire:

1. Do you receive Research in Education (RIE)?
2. Do you receive Current Index to Journals in Education (CIJE)?
3. Do you receive ERIC microfiche?
4. Is your microfiche collection of ERIC documents complete?
5. What is the latest month in your ERIC microfiche holdings?
6. Are microfiche readers and/or reader printers available for users?
7. How many of each are currently available?
8. What is the "Availability" of your collection?
9. What are your hours?
10. What days are you open...closed?
11. May we refer clients to you?
12. Would you like to receive a copy of the results of this study?
13. Please give the exact location of ERIC collection and the name of the contact person(s).
14. Do you receive PREP materials?
15. Would you like to be placed on our mailing list for a monthly copy of the PREP Brief? (See attached sample.)

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ALPHABETICAL LISTING OF INSTITUTIONS

iii

DISTRICT OF COLUMBIA

INSTITUTION: AMERICAN UNIVERSITY

ADDRESS: Massachusetts and Nebraska Avenues, N.W.

Washington, D.C.

TELEPHONE: 686-2325

CONTACT: H.K. Schmidt

Reference Department

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5 daily
DAYS CLOSED	Sundays

COMMENTS:

2

INSTITUTION: CATHOLIC UNIVERSITY LIBRARY

ADDRESS: 4th and Michigan Avenue, N.E.

Washington, D.C.

TELEPHONE: 635-5074

CONTACT: Mrs. Cecil Nelson

Mullen library Room 211

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	2
AVAILABILITY OF COLLECTION	D.C. Consortium students only
HOURS	"varies"
DAYS CLOSED	"varies"

COMMENTS:

3

INSTITUTION: D.C. LIBRARY (SOCIOLOGY DIVISION)

ADDRESS: 901 G Street, N.W.

Washington, D.C.

TELEPHONE: 727-1111

CONTACT: Linda G. Carlson

Martin Luther King Memorial Library

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	no
IS THE MICROFICHE COLLECTION COMPLETE?	no
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	0
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-9 weekdays (see comments)
DAYS CLOSED	Sundays

COMMENTS: Hours 9:00-5:30 Friday and Saturday

4

INSTITUTION: D.C. TEACHERS COLLEGE LIBRARY

ADDRESS: 1100 Harvard Street, N.W.

Washington, D.C.

TELEPHONE: 629-7192

CONTACT: Mrs. Eva Hancock, Reference Librarian

Wilson Building

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	8am-9pm (see comments)
DAYS CLOSED	Sundays

COMMENTS: Hours 8:30-12:30 Saturdays during school year.

5.

83

INSTITUTION: DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

ADDRESS: 330 Independence Avenue, S.W.

Washington, D.C.

TELEPHONE: 962-7194

CONTACT: Miss Alice Songe, Education Specialist

Room 1436

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-5:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

6.

INSTITUTION: ERIC CLEARINGHOUSE ON HIGHER EDUCATION

ADDRESS: No.1 Dupont Circle, N.W.

Washington, D.C.   20036

TELEPHONE: 296-2597

CONTACT: Carla Kieppier, Administrative Assistant

Room 630

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

INSTITUTION: GEORGETOWN UNIVERSITY LIBRARY

ADDRESS: 37th and O Streets, N.W.

Washington, D.C. 20007

TELEPHONE: 625-4173

CONTACT: Marretta A. Plank

Reference Department

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	no
IS THE MICROFICHE COLLECTION COMPLETE?	no
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	0
AVAILABILITY OF COLLECTION	qualified researchers only
HOURS	8:30-midnight daily
DAYS CLOSED	Holidays

COMMENTS:

10

INSTITUTION: LIBRARY OF CONGRESS

ADDRESS: Independence Avenue, S.E.

Washington, D.C. 20540

TELEPHONE: 426-5471

CONTACT: Robert L. Castenbader

Main Building Room 140-B

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	6
AVAILABILITY OF COLLECTION	open to the public
HOURS	8:30-5pm daily
DAYS CLOSED	Sundays

COMMENTS:

11

85

INSTITUTION: NATIONAL EDUCATION ASSOCIATION STAFF LIBRARY

ADDRESS: 1201 16th Street, N.W.

Washington, D.C.

TELEPHONE: 833-5473

CONTACT: Mrs. Frances Reynolds

Room 527

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	2
AVAILABILITY OF COLLECTION	open to educators and students
HOURS	8:15- 4:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

12

INSTITUTION: RESEARCH INFORMATION CENTER, DC PUBLIC SCHOOLS

ADDRESS: 415 12th Street, N.W.

Washington, D.C. 20004

TELEPHONE: 347-6727

CONTACT: Mr. Roger Fish

Room 1013

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	2
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

13

86

INSTITUTION: U.S. OFFICE OF EDUCATION REFERENCE CENTER

ADDRESS: 400 Maryland Avenue, S.W.

      Washington, D.C.

TELEPHONE: 963-5071

CONTACT: Rosalie Spence

      FOB-6 Room A-038

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	4
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-4:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

14

MARYLAND

87

INSTITUTION: ERIC PROCESSING AND REFERENCE CENTER

ADDRESS: 4833 Rugby Avenue,

      Bethesda, Maryland 20014

TELEPHONE: 656-9723

CONTACT: W.T. Brandhurst

      Room 303

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	In-house use only
HOURS	8-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

16

INSTITUTION: MONTGOMERY COLLEGE

ADDRESS: Rockville, Maryland 20870

TELEPHONE: 762-7400 extension 204

CONTACT: Mrs. Marian Flinchum

      Campus Towers Building

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	no
ERIC MICROFICHE	yes*
IS THE MICROFICHE COLLECTION COMPLETE?	no*
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	7
AVAILABILITY OF COLLECTION	open to educators and students
HOURS	8:00 am-9:00 pm daily
DAYS CLOSED	Sundays

COMMENTS: *Microfiche collection limited to Junior College reports.

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INSTITUTION:MONTGOMERY COUNTY PUBLIC SCHOOLS

ADDRESS:850 North Washington Street

Rockville, Maryland 20850

TELEPHONE:279-3227

CONTACT:Karen Dowling

Educational Materials Laboratory Room A-40

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	7
AVAILABILITY OF COLLECTION	open to the public
HOURS	8:30- 9:00pm daily
DAYS CLOSED	Sundays

COMMENTS:

18

INSTITUTION: PRINCE GEORGE'S COMMUNITY COLLEGE LIBRARY

ADDRESS:301 Largo Road

Largo, Maryland 20870

TELEPHONE:

CONTACT:John J. Oliva

Library

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	no
IS THE MICROFICHE COLLECTION COMPLETE?	no
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	
HOURS	8-9:30 Monday-Thursday
DAYS CLOSED	Holidays

COMMENTS: open Friday 8-8; Saturday 9-1; Sunday 1-5

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INSTITUTION: PRINCE GEORGE'S COUNTY MEDIA CENTER

ADDRESS: 4820 Annapolis Road,

        Bladensburg, Maryland 20710

TELEPHONE: 779-7301

CONTACT: Dorothy Credeur

        Educational Media Center

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	*
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5
DAYS CLOSED	Saturday and Sunday

COMMENTS: Center has limited microfiche holdings.

INSTITUTION: UNIVERSITY OF MARYLAND.

ADDRESS: McKeldin Library

        College Park, Maryland 20740

TELEPHONE: 454-3034

CONTACT: Pearl M. Cooperider

        University Library Room 355

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	7
AVAILABILITY OF COLLECTION	Limited to teachers and students
HOURS	8-12 midnight
DAYS CLOSED	Holidays

COMMENTS: Saturday 9-5; Sunday 1- 12 midnight

VIRGINIA

INSTITUTION: ARLINGTON COUNTY PROFESSIONAL LIBRARY
ADDRESS: 1426 North Quincy Street

Arlington, Virginia 22207
TELEPHONE: 558-2836
CONTACT: Sydelle Ginsburgh

Professional Library, Education Center 2nd floor
HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

23

INSTITUTION: COUNCIL FOR EXCEPTIONAL CHILDREN

ADDRESS: 1411 Jefferson Davis Highway

      Arlington, Virginia

TELEPHONE: 521-8820

CONTACT: Joyce Parrish

      Room 920

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-4 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

24

INSTITUTION: FAIRFAX COUNTY MEDIA CENTER

ADDRESS: 2855 Annandale Road

      Falls Church, Virginia 22042

TELEPHONE: 534-1275

CONTACT: Mrs. Betty Chilton

      Media Center

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	15
AVAILABILITY OF COLLECTION	Fairfax County Schools employees
HOURS	8-4:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

25

INSTITUTION: VIRGINIA POLYTECHNIC INSTITUTE, RESTON EXTENSION

ADDRESS: 12100 Sunset Hills Road

       Reston, Virginia

TELEPHONE:

CONTACT: Mrs. Betty Goodrich

       Reston Extension Library

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	in-house only
HOURS	8am-9pm daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

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RESEARCH INFORMATION CENTER
DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 12TH STREET, N.W. WASHINGTON, D.C. 20004

| SEARCH NUMBER |
| M |
| D |

A. CLIENT INFORMATION:

NAME:_____

TITLE:_____

AFFILIATION:_____

ADDRESS:_____ , _____

_____

TELEPHONE:_____

B. CONTACT METHOD:

TELEPHONE REQUEST _____

VISIT _____

IN-HOUSE _____

LETTER _____

OTHER_____

REFERRED BY_____

C. PURPOSE OF INFORMATION SEARCH:

CLASSROOM USE _____

ADMINISTRATION _____

PROFESSIONAL DEVELOPMENT _____

PROPOSAL PREPARATION _____

CURRICULUM DEVELOPMENT _____

OTHER (Specify)_____

D. SERVICE METHOD:

TELEPHONE _____

PICK-UP _____

PERSONAL DELIVERY _____

REGULAR MAIL _____

INTERSCHOOL MAIL _____

EXTENSION AGENT _____

E. STATEMENT OF PROBLEM:

_____

_____

_____

_____

IN-HOUSE INFORMATION:

NEGOTIATED BY:_____

DATE NEGOTIATED:_____

DATE NEEDED:_____

SEARCHER:_____

DATE STARTED:_____

DATE COMPLETED:_____

RESOURCES USED:

ERIC _____ PREP _____ NEA _____ GRF _____ CIJE _____ S&T _____ OTHER_____

SEARCH RESULTS:_____

_____

_____

_____

Form Revised 8/72

SEARCH STATEMENT: _____

_____

CONCEPT 1: _____   CONCEPT 2: _____

SET NUMBER & TOTAL: _____/_____   SET NUMBER & TOTAL: _____/_____

_____   _____

_____   _____

_____   _____

_____   _____

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CONCEPT 3: _____   NOTES: _____

SET NUMBER & TOTAL: _____/_____   _____

_____   _____

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_____   TIME:

_____   NEGOTIATION   _____

_____   SEARCH   _____

_____   TOTAL   _____

_____   NUMBER OF HITS   _____

_____   _____

_____   _____

_____   PRINTS/FORMAT   _____

_____   _____

_____   _____
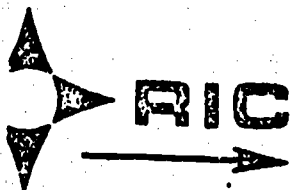
SEARCH REQUEST FORM

SEARCH NUMBER
M.
D
office use only

Please complete all items. Be sure to fill out a separate request form for each information search.

A. CLIENT INFORMATION:

NAME:_____

TITLE:_____

AFFILIATION:_____

ADDRESS:_____

_____

TELEPHONE:_____

D. Please tell how you will use the search results:

CLASSROOM USE

ADMINISTRATION

PROFESSIONAL DEVELOPMENT

PROPOSAL PREPARATION

CURRICULUM DEVELOPMENT

OTHER (Specify)_____

_____

B. TODAY'S DATE:_____

DATE NEEDED:_____

C. Tell how you would like to receive the search results:

TELEPHONE

PICK-UP

PERSONAL DELIVERY

REGULAR MAIL

INTERSCHOOL MAIL

E. Check the level which applies:

PRESCHOOL

KINDERGARTEN

GRADE(S)

HIGHER EDUCATION

OTHER_____

F. STATEMENT OF PROBLEM: Please explain your information need remembering to include all the concepts you want searched. Additional space on reverse.

_____

_____

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(Fold this form so our address shows, staple and mail)

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RETURN TO: | RESEARCH INFORMATION CENTER, ROOM 1013
DIVISION OF PLANNING, RESEARCH AND EVALUATION
D.C. PUBLIC SCHOOLS
415 TWELFTH STREET, N.W.
WASHINGTON, D. C. 20004

APPENDIX II - Q

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1971 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Adminis-trators	Information Specialists & Librarians	Others	Total	No. of Hours
7/20	Exchange visit to RIC by Persons from Ed. Materials Lab.			2		2	2
7/20	RIC Tour-Meeting was requested by RIC Coordinator to discuss topic of D.C. Schools'direct contribution to ERIC System As a result of this meeting, a procedure for collecting & sending documents to ERIC was developed.		2			2	3
8/4	RRUP/RIC/ERIC Presentation to D. C. School Teachers by Project Coordinator	18				18	3
8/25	RRUP./RIC/ERIC presentation by Project Co-ordinator to Dept. of Vocational Education, Administrative Aides, Clerks, secretaries				7	7	1
8/26	RRUP/RIC/ERIC presentation by Project Co-ordinator to University of Maryland & D.C. Schools Dept. of Library Science		2	4		6	3
9/7	Demonstration to ERIC/CLIS ClearingHouse by Project Coordinator		2		3	5	2
9/8	RUP/RIC ERIC Presentation by Project Coordinator at invitation of Principal, at Backus Jr. High	41	2	1	1	45	1½
9/13	Meeting of Directors of Educational Improvement Centers in Silver Spring		50			50	3/4
10/5	RUP/RIC/ ERIC Demonstration to Catholic University Under-graduate Students by Project Co-ordinator	1			13	14	1½
10/13	Administrator for Information Center, O.E. Referral -on site visit to discuss operations, procedures and forms		1			1	2

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1971 Date	Comments	Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
			NUMBER AND TYPES OF PARTICIPANTS				
10/18	Presentation of ERIC material, ERIC Slide/tape and RRUP Proposal to Cleveland Elementary School	5	1	1	1	8	1½
10/18	Presentation etc to Bancroft Elementary School	2	1	1		4	1½
10/19	Presentation etc. to Bunker Hill Elem. School	5	1	1	1	8	1½
10/19	Presentation etc. to Bruce Elem. School	2	1	1		4	1½
10/20	Presentation etc. to McGogney Elem. School	3	1	1	.1	6	1½
10/20	Presentation etc. to Walker-Jones Elem. School	2	1	1	1	5	1½
11/4/71	Computer Terminal Demonstration by Project Coordinator			2		2	1
11/15/71	ERIC Demonstration to ESEA Title 1 Project Directors Workshop at Penn Branch Center		20			20	3
11/23/71	RIC/ERIC Presentation to Graduate Class, University of Maryland		24			24	3
1972							
1/24	Presentation of RRUP/RIC/ERIC Materials and services, by Project Coordinator & Extension Agent to ESEA Title III Proposal writers		1	1		2	1
1/24	RRUP/RIC/ERIC Presentation to Central Administ. Personnel by Project Co-ordinator		30			30	2½
1/25	Presentation of RUP/RIC/ERIC materials and services at Cleveland Elem. School by Project Coordinator & Extension Agent		1	1		2	1½

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
1/25	RUP/RIC/ERIC Presentation to Bancroft Elementary faculty by Project Coordinator & Extension Agent	20	2	1		23	1½
1/25	RRUP/RIC/ERIC Presentation by Project Coordinator & Extension Agent to Title I & Walker-Jones	3	1	1		5	1
1/26	Presentation of RRUP/RIC/ERIC materials by Project Coordinator & Extension Agent to Bruce Elementary School Personnel	8				8	½
1/27	Discussion of the role of Librarians in RUP -Presentation to Bunker-Hill School Personnel by Project Coordinator & Extension Agent		2	1		3	1½
1/27	Presentation of RRUP/RIC/ERIC materials to Blow-Pierce Reading Mobe Team by Project Coordinator & Extension Agent	1	1	1		3	1½
1/27	RUP/RIC/ERIC Presentation to Beers Elem. School Reading Mobe Team by Project Coordinator & Extension Agent	4	1	1		6	1
1/31	Presentation of RUP/RIC/ERIC Materials, ERIC Slide/Tape and RRUP Proposal to Hendley Elem. School Personnel by Project Coordinator & Extension Agent		1	1	1	3	2½
1/31	Presentation of ERIC Slide/Tape to Davis Elem. School Personnel by Project Coordinator & Extension Agent.	6	1	1		8	3
2/1	Presentation of ERIC Slide/Tape & ERIC Materials to Miner Elem. School Personnel by Project Coordinator & Extension Agent		1	1	1	3	2½
2/1	RRUP/RIC/ERIC Services Presentation to Cleveland Elem. School Mobe Team Meeting by Project Coordinator & Extension Agent	5				5	½

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					No. of Hours
		Instructional Personnel	Adminis-trators	Information Specialists & Librarians	Others	Total	
2/7	RRUP/RIC/ERIC Slide/Tape presentation to Noyes Elem. School Personnel by Project Coordinator & Extension Agent.	1	1	1		3	1
2/7	RRUP-ERIC Slide to Meyer Elem. School Personnel by Project Coordinator & Extension Agent	1	1	1	1	4	1½
2/9	Presentation of RRUP Proposal and RIC/ERIC Services , Slide/Tape and ERIC Materials to Petworth Elem. School Personnel by Project Coordinator & Extension Agent	1	1	1	1	4	1½
2/9	Presentation of RUP/RIC/ERIC Services to Davis Elem. School Faculty by Project Coordinator & Extension Agent.	50				50	1
2/10	Discussion of ERIC Terms, negotiations and preparation of materials with Miner Elem. School Mobe Team by Project Co-ordinator & Extension Agent	10				10	1
2/11	Presentation of RRUP/ERIC slide/tape and ERIC materials to Lafayette Elem. School Reading Mobe Team by Project Coordinator & Extension Agent	3	1		1	5	1
2/11	ERIC Slide/Tape presentation and ERIC materials to Meyer Elem. School Principal by Project Coordinator & Extension Agent		1			1	3/4
2/16	EEA Services RRUP/RIC/ERIC materials and portable reader demonstration to Bunker Hill Elem. School Mobe Team by Project Coordinator & Extension Agent	6				6	1½
2/16	ERIC slide/tape presentation, examples of searches and negotiation to the entire faculty of Miner Elem. School by Project Coordinator & Extension Agent	25				25	2

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Adminis-trators	Information Specialists & Librarians	Others	Total	No. of Hours
2/23	ERIC Slide/Tape, RRUP Services presentation to BRUCE Elem. School full faculty by Project Coordinator and Extension Agent	20				20	1½
2/23	ERIC materials presentation to McGogney Elem. School Faculty by Project Co-ordinator & Extension Agent	35	2		1	38	½
2/29	ERIC Slide/Tape RRUP/RIC/ERIC materials presentation to Stoddert Elem. School Pers. by Project Co-ordinator & Extension Agent		1		2	3	2½
3/3	Presentation of ERIC Slide/Tape, RUP/RIC Services, ERIC materials to Petworth Elem. School Faculty by Project Co-ordinator & Extension Agent	25				25	2
3/7	RUP/RIC/ERIC materials presentation at Meyer Elem. School Faculty by Project Coordinator & Extension Agent	20	2	1		23	½
3/8	RRUP Project and EEA Services & Materials presentation by Project Coordinator & Extension Agent to Cleveland Elem. School Teachers, Librarian, & Principal	12	1	1		14	1½
4/20	Presentation given by Project Co-ordinator to the group of Urban studies libraries of local D.C. Metropolitan Area at the National Capital Planning Commission		15	60		75	3/4
5/3	Demonstration of portable reader to Petworth Elem. School Librarian & Reading Specialist by Project Co-ordinator and Extension Agent	1		1		2	½
5/15	RRUP/RIC/ERIC materials presentation to the Blow Elem. School Reading Mobe Team by Project Coordinator & Extension Agent	2		1		3	1

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Adminis-trators	Information Specialists & Librarians	Others	Total	No. of Hours
5/17	Demonstration of Computer Terminal by Assistant Project Coordinator	1			1	2	1
5/23	Demonstration of portable reader to Bruce Elem. School Librarian & Principal by Extension Agent		1	1		2	1
5/23	Demonstration of portable reader to Cleveland Elem. School Librarian by Extension Agent			1		1	½
5/25	Demonstration of portable reader to Beers Elem. School Reading Mobe Chairman by Extension Agent	1				1	1
5/26	Demonstration of portable reader to Lafayette Elem. School Reading Mobe Chairman by Extension Agent	1				1	1
5/26	Demonstration of portable reader to Bancroft Elem. School Reading Mobe Chairman by Extension Agent	1				1	½
5/30	Demonstration of portable reader to Davis Elem. School Librarian & Reading Specialist by Extension Agent	1		1		2	½
5/31	Demonstration of Portable reader to Hendley Elem. School's librarian by Extension Agent	1		1		1	½
6/2	Demonstration of portable reader to Miner Elem. School librarian & counselor by Extension Agent				1	2	½
6/26	RIC/ERIC Presentation by Project Co-ordinator to a teacher	1				1	½
7/3	Demonstration by Assistant Project Co-ordinator of RIC/ERIC materials & slide tape presentation to Model Cities elementary & secondary teachers in MA program, at Federal City College	6				6	2½

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 197- to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					No. of Hours
		Instructional Personnel	Adminis-trators	Information Specialists & Librarians	Others	Total	
7/11	Demonstration by Assistant Project Coordinator of RIC/ERIC materials & slide /tape presentation to Model Cities elementary & secondary teachers in NA program at Federal City College	9				9	1½
7/11	RIC/ERIC materials & slide/tape presentation by Assistant Project Coordinator to Model Cities Elementary & secondary teachers in MA Program at Federal City College	10				10	1½
7/12	RIC/ERIC materials & slide tape presentation by Assistant Project Coordinator to Model Citi:s elementary & secondary teachers in MA Program at	10				10	1 3/4
7/12	RIC/ERIC materials & slide/tape presentation by Assistant Project Coordinator to Administrator & Professor at Federal City College, Professor at Gallaudet, & Researcher	2	1		1	4	2
7/13	RIC/ERIC & slide tape presentation by Assistant Project Coordinator to D.C. School Intern Program for teachers desiring to oecome principals	7				7	2
7/14	RIC/ERIC & slide/tape presentation by Assistant Project Coordinator to 2 teachers in MA Program & 1 administrator at Federal City College	2	1			3	2½
7/14	RIC/ERIC & slide/tape presentation by Assistant Project Coordinator to Model Cities elementary teachers in MA Program at Federal City College	11				11	2½

II - Q - 8

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					No. of Hours
		Instructional Personnel	Adminis- trators	Information Specialists & Librarians	Others	Total	
7/18	RIC/ERIC & slide tape presentation by Assistant Coordinator John Casey, Director, Branch of Research Information Division of Research, Planning & Evaluation N.J. State Department of Education & to John Karakostas, Office of Program Development		2			2	1 3/4
7/2L	RIC/ERIC & slide/tape presentation by Assistant Project Coordinator to Model Cities elementary and secondary teachers in MA Program at Federal City College	3				3	2 3/4
7/25	RIC/ERIC presentation by Project Co-ordinator to three administrators 2 of them Directors of Research Information Centers at state level brought here by an N.C.E. C. Official		3			3	2
8/4	RC/ERIC presentation by Project Co-ordinator to Urban Education Research Training Institute an OE funded program of Howard University, School of Social Work (6 of the group had Ph.D's)		4		11	15	2
TOTALS	Demonstrations 72	405	189	96	50	740	110

◆ ERIC

RESEARCH INFORMATION CENTER
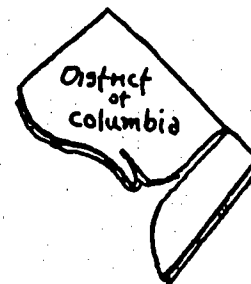
FFILIATION: Departments of Research and Evaluation
              Division of Planning, Research and Evaluation
              Public Schools of the District of Columbia
              Suite 1013, 415 Twelfth Street, N. W.
              Washington, D. C. 20004
              Telephone (202) 347-6727

OURS: Open - 8:30 A.M. - 5:00 P.M. Monday-Friday
              Closed - Saturdays, Sundays, and Holidays

DMINISTRATION: Dr. Mildred P. Cooper, Assistant Superintendent
                Departments of Research and Evaluation

                Roger J. Fish, Coordinator
                Research Information Center

URPOSE: The Center was organized in 1969 to assist the professional staff
              of the District Schools in projects involving educational research.
              Research information is collected, stored, retrieved, and disseminated
              toward this objective.

SERS: . Board of Education   . Federal and District Agencies

              . DCPS Teachers and Other   . Community Groups and Other
                Educational Personnel   Local Organizations

              . Central and Field Administration

ISITORS: Visitors are welcome to use the information resources in the Center.
              The Center staff will locate and retrieve material for you.
              Assistance in the use of indexes and guides will be provided.

UIDES AND   Card Catalog with author, title and subject entries. The Library
ESOURCES: of Congress Classification is used.

              Periodical Catalog lists approximately 100 periodicals in the Center.

              Vertical File contains documents and materials on a wide variety of
              educational subjects.

              Current Index to Journals in Education (CIJE) is a comprehensive author
              and subject guide to articles in the field of education. CIJE indexes
              over 500 educational journals each month with annotations and is
              cumulated annually and semiannually.

              Research in Education (RIE) is a monthly abstracting service of the
              Educational Resources Information Center (ERIC). RIE is an author-
              subject-institution index to documents pertaining to educational
              research. These indexes and microfiche copies of the documents are
              maintained in the Center. Readers and reader-printers are available
              for viewing of documents.

:P: PREP (Putting Research into Educational Practice) is a cooperative service offered by the Office of Education to State Departments of Education. PREP pulls together the best thinking of researchers on specific educational topics and expresses their findings in nontechnical language. The Research Information Center reproduces and distributes summary copies on request. Full reports are available on loan. PREP is also included in RIE and is available on microfiche.

;TORICAL :UMENTS: Some historical and archival materials on the D. C. Public School System is available for use in the Center by visitors. These include reports of the Superintendents and Board of Trustees from 1845 through 1932.

JCATIONAL RCH SERVICE: Through a subscription to the Educational Research Service (ERS) of the NEA and the AASA, the Center has direct access to an extensive source of current information and research on education not readily available elsewhere. Indexes to ERS publications are available for use.

JSCLIPPINGS: A file of clippings of local newspapers is maintained in the Center. Articles are filed by subject matter. An index is available for reference. Clippings are also posted as a current awareness activity of the Center.

ATISTICAL PORTS: Current and historical published statistical reports of the school system are available on pupils, personnel and buildings.

DGET AND NANCIAL TERIALS: Also available for reference is selected published information on Federal, state, and city school finances, as well as D. C. School budgets.

ABILITY OF RVICES: Potential clients of Center services may be grouped as follows: Category I: This includes individuals or groups involved in direct support of school system programs. Computer and other services are available on a priority basis to these individuals. Category II: Other users, such as community groups, Federal, District, or other local agencies or organizations, are given services in accord with the nature and purpose of their request in terms of school system operational priorities. These requests must be submitted in writing to the Assistant Superintendent, Departments of Research and Evaluation. Category III: Employees of the school system and other students doing graduate or undergraduate work or involved in other projects are welcome to use Center facilities, as are those in categories I and II. Computer services will be provided only upon approved written request to the Assistant Superintendent, Departments of Research and Evaluation. This letter should indicate the purpose of the request and a statement indicating how such a search will directly benefit the school system. Execution of such a search request will follow approval of the written request. Center staff will be happy to provide information on the availability of computer searches on a fee basis from outside sources upon request.

APPENDIX II - S

SUMMARY SHEET FOR WEEKLY
WORKLOAD ACTIVITIES, DIVISION C
PLANNING, RESEARCH AND EVALUATION

Date: _____

to _____

Position number: _____

Position and Budget Allocation: _____

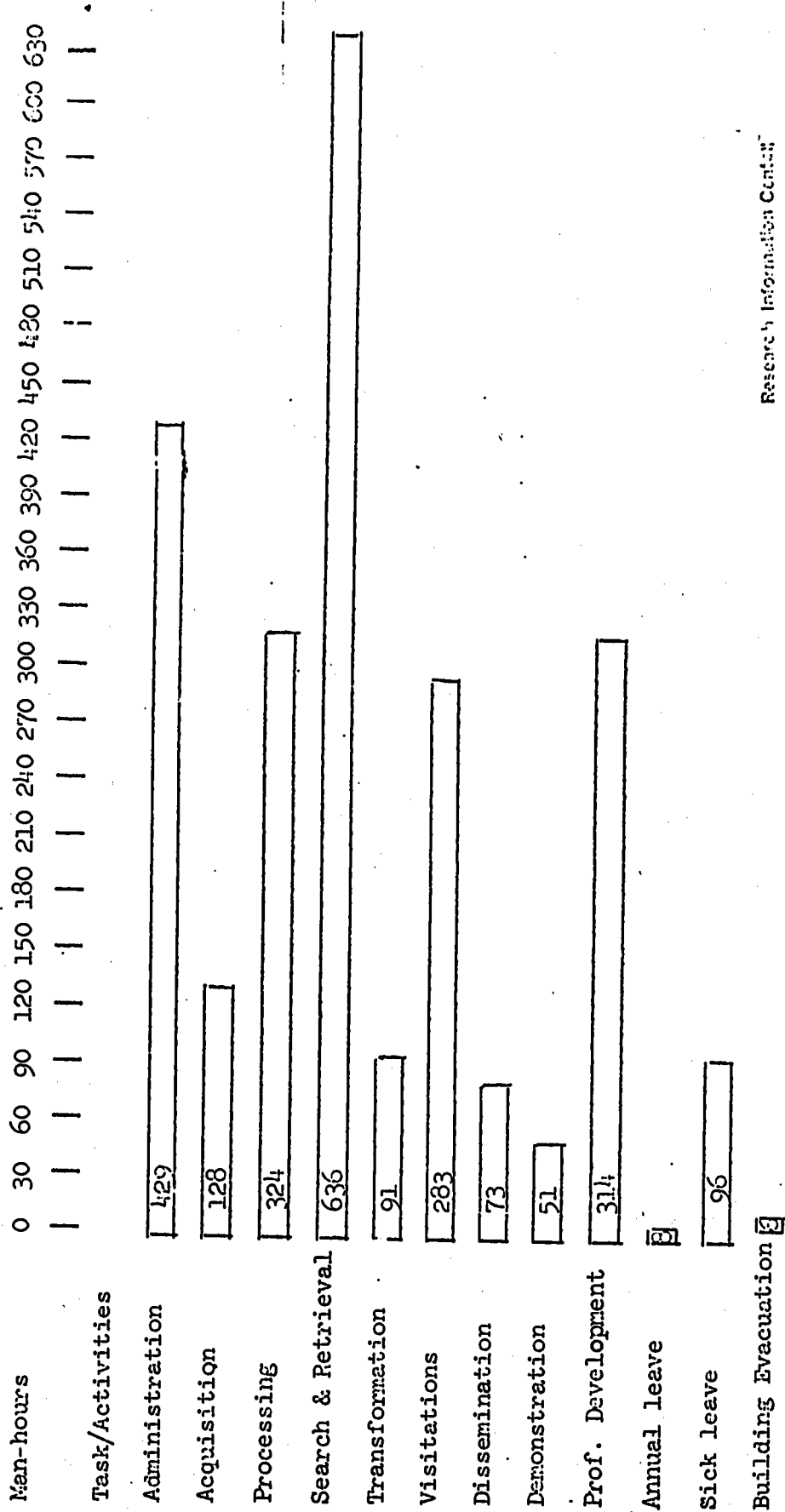| Task Assigned	Pos. & Task No.	Date Assigned	Date Required	Date Completed	Status	Any significant comments on task assigned, such as problems, successes, etc.	Man-hour on task

APPENDIX II - T

REVISED LISTING SHOWING MAJOR TASKS/ACTIVITIES/FUNCTIONS, CORRESPONDING TASK NUMBERS, AND TASK DESCRIPTIONS FOR THE PROFESSIONAL STAFF OF THE RESEARCH INFORMATION CENTER

TASK DESCRIPTOR	NUMBER	TASK DESCRIPTION
Administration	402	Managing, conducting, or directing a program of Center activity. Includes preparation of weekly, monthly, quarterly and other reports; keeping of daily activity logs; correspondence, and other housekeeping operations.
Acquisition	411	Identifying, selecting, ordering and/or otherwise acquiring materials for input to the information system through purchase and/or donations.
Processing	412	Indexing, cataloging, filing, shelving, sorting, repairing, xeroxing, packaging, typing etc.
Search and Retrieval	413	Identifying, locating, and securing information pertinent to a client's request. Includes assistance in question negotiation and performing manual and computer searche; of ERIC and non-ERIC materials for information or solutions to problems.
Transformation	404	Screening, analyzing, synthesizing and/or organizing the output or results of a search for transmittal to the client.
Visitations to Schools and Departments	417	Consulting users; giving service, attending meetings of faculties and administrators and otherwise building awareness and acceptance through personal contact.
Dissemination	414	Building awareness of services, products, innovations and/or successful practices through newsletters, brochures, posters, flyers, announcements, abstracts, microfiche, resource packages, bibliographies, research summaries, photocopies of selected articles or reports, etc.
Evaluation	460	Identifying local or system educational problems or needs; determining effectiveness of specific services, products and/or the overall program; measuring user satisfaction; monitoring consumer use of information (i.e. adoption application by an adopting unit), etc.
Demonstration	470	Familiarizing others through demonstrations, displays, slides, films, etc.
Professional Development	401	Increasing skills and knowledge of center personnel through attendance and participation in seminars, workshops, internships, inservice training etc.
Annual Leave	903	
Sick Leave	904	

APPENDIX II - U

Workload Summary Showing Man-hours by Categories for the Various
Tasks of the Professional Staff, Research Information Center
January 1, 1972 - April 30, 1972

Man-hours   0   30   60   90   120 150 180 210 240 270 300 330 360 390 420 450 480 510 540 570 600 630

Task/Activities

Administration   429

Acquisition   128

Processing   324

Search & Retrieval   636

Transformation   91

Visitations   283

Dissemination   73

Demonstration   51

Prof. Development   314

Annual leave   [ ]

Sick leave   96

Building Evacuation [ ]

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C.   20004

Dear Colleague:

Enclosed is a questionnaire concerning your reaction to the computer search which was completed for you by the Research Information Center to determine your satisfaction or dissatisfaction with the results obtained from our searches of the ERIC files.

We would appreciate your time and frankness in responding to this brief set of questions, as they appear here, and any additional comments which you might have. Please complete the form and return it to us at your earliest convenience.

We look forward to hearing from you.

Sincerely yours,

Roger J. Fish, Coordinator
Research Information Center

RJF/mlf
Enclosure

Feedback 1

EVALUATION OF RIC AND ERIC PRODUCTS AND SERVICES

1. What is your main professional role or function in the educational community? (check one)

_____Teacher

_____Principal or Assistant Principal

_____Pupil Personnel Worker Psychologist, or Guidance Counselor

_____Librarian

_____Superintendent or Deputy, Associate, or Assistant Superintendent

_____Board of Education

_____Other (Specify)_____

Please circle the answer which most adequately describes your feelings with regard to several aspects of your computer search:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

2. The entire search procedure was difficult to follow. SA A U D SD

3. The service was slow. SA A U D SD

4. The directions were hard to follow. SA A U D SD

5. The RIC staff was courteous and helpful. SA A U D SD

6. I was able to get assistance when I needed it. SA A U D SD

7. The search output was quite readable. SA A U D SD

8. The output was informative and useful to me. SA A U D SD

9. The search was delivered when promised. SA A U D SD

10. How many titles were most like what you desired from this search? _____

11. How many titles have you:
    a. reviewed on microfiche? _____
    b. ordered in hard copy form? _____
    c. reviewed in the abstracts journal, Research in Education? _____

12. Based on your experience in the subject area, circle the degree to which you think the titles from the search are representative of the work done (or being done) in this subject area.

Very poorly   Very well

1   2   3   4   5

-2-

13. If you found the ERIC search of little or no use, did you contact the Research Information Center again to rediscuss your request?

_____ Yes   _____ No

14. In which of the following functions was the search to be used? Please circle the appropriate function.

    1. Classroom Use   4. Proposal Preparation

    2. Administration   5. Curriculum Development

    3. Professional Development   6. Other (specify)_____

    _____

15. Please circle the degree to which you feel the search met your needs.

    Very Poorly   Very Well

    1   2   3   4   5

16. How many times have you used the services of the Research Information Center?

    _____ This was my first time.

    _____ Five times or less.

    _____ More than five times.

17. If you have received ERIC abstracts in the past, have you subsequently viewed the entire document on microfiche, which is available in the Research Information Center?

    _____ Yes   _____ No

18. Additional Comments: _____

_____

fold, staple and mail

RETURN TO: RESEARCH INFORMATION CENTER, ROOM 1013
             DIVISION OF PLANNING, RESEARCH AND EVALUATION
             D.C. PUBLIC SCHOOLS
             415 TWELFTH STREET, N.W.
             WASHINGTON, D. C. 20004

Selected Questions In Interview of
Project Principals and Librarians

1. What projects have you been able to initiate as a result of RUP?

2. In your opinion, is the project?

very helpful	a little helpful	not too helpful	not helpful at all
4	3	2	1

3. Do your teachers use the system?

a lot	some	very little	not at all
4	3	2	1

4. In terms of responsiveness of special services from the central administration, how responsive would you rate this project?

very responsive	slightly responsive	not very responsive	not responsive at all
4	3	2	1

5. In talking to other principals (librarians, teachers) would you recommend the program?

very highly	a little	feel neutral	would not recommend
4	3	2	1

APPENDIX III-B

ERIC ON-LINE TERMINAL LOG

MONTH MARCH 1972
Reporting mind: 2

On-Line Terminal Log: MARCH 1972

Request #	Date	Operator	Requestor Name	Organization	Questions, Problem or Topic of Search	Search Min.	CPU	MALFUNCTION
0901	3/1	Reinister	Curley Bruce	Elementary	Sight Vocabulary/Reading	19/5		
0903	3/1	"	Davidson	Howard Univ	Adult Education	94/5		C 10
0915	3/2	McCord	McCord	ERIC/CLIS	Library Services/Mexican-Americans	20/5		
0916A	3/2	"	"	"	" American Indians	149/5		C 2
0916B	3/2	"	"	"	" Filipina Pechia	5/5		
0916C	3/2	"	"	"	" Mexican History Collections	51/5		
0917A	3/2	"	"	"	Media Survey in Library Circulation Sec	169/5		
0917B	3/2	"	"	"	" Planning	33/5		
0917C	3/2	"	"	"	" Technical Services	21/5		
0917D	3/2	"	"	"	" Catalog/Tech Svc	140/5		
1E	3/2	"	"	"	" Subject Storage	40/5		
0911E	3/2	"	"	"	" Library Collections	81/5		
118	3/2	"	"	"	Cost Effectiveness t Practicis in Library	357/5		
114	3/2	"	"	"	Use Studies	34/5		
0121	3/2	"	"	"	Library Research	16/5		
0121	3/2	"	"	"	Library Statistics	16/5		
0122	3/2	"	"	"	Library Role	35/5		
0123	3/2	"	"	"	Library Technicians	67/5		

MARCH 1972

ON-LINE TERMINAL LOG

Date	Counselor	Requestor Name	Organization	Questions, Problem or Topic of Search	Print	Total		
2/2	McCord	McCord	ERIC/CUIS	Microform	13/5/5			
2/2			"	" Equipment	11/5			
2/2	Chandler	Dorsey	Stoddard Elementary	Newspaper Programs / Reading Program	2/5			C 4
2/3			"	Newspaper option / Elementary Grade	5/5			
2/3			"	Ungraded Class / Non-graded Primary Sch.	74/5			
2/3		Collins	Banker Hill Elementary	Open Plan Schools / Flexible Classrooms	45/5			
2/3			"	Open Plan Schools Flexible Classrooms / FLEX	14/5			
2/3		Anderson	"	Learning Activities / Grades 3 4	39/5			
2/3		Harney	Huntley	Self Concept / Disadvantaged Youth	10/5			
3/3		Rezak	Stoddart	Behavior Problems / Behavior Change	17/5			
3/3		Dolan	Special Ed.	Behavior / Adolescent Females	10/5			
3/6	Roberts	Parisauex	Meyer Elementary	Technical Materials / Reading	10/5			1D C 15
3/6			"	Mathematics Instruction / Elementary	33/5			
3/6		Buck	Meyer	Class Organization Arrangement / Elementary Sch.	66/5			
3/6			"	Integrated Relations in Elementary Schools	84/5			
3/6		Scruggs	Freelance	Professional Reading through Community Ed.	14/5			
3/6		Buck	Howard U	T-31 Results, Intelligence Tests	62/5			
3/6			"	Reading Instruction / Test Results	65/5			

MARCH 1972

-LINE VERTICAL LINE-

Req. No.	Date	Operator	Name	Organization	Questions, Problem or Topic of Search				
			Requester						
0247	3/7	Eish	Hackney	Science Dept.	Science Curriculum	104/5			C 50
	3/7	Blunson	Rowe	College Atlantic	Research/Education	77/5			
0247	3/7	"	Fish	Human Info Center	Phonetics, Phonics	100/5			
0157	3/7	"		Pupil Services Day School	Special Ed. Readiness	77/5			
0251	3/7	"	Raymond	Miner Elementary	Adults, Illustrative Ethiopia	32/5			
0157	3/7	"	Reylor	Noyes	Reading Instruction Methods	87/5			
0157	3/7		Farrow	Flizabeth	Language Arts/El. Grammar/El. School	51/5			
0157	3/7	"		"	"	87/5			
0157	3/7	"	Hayes	Kendall School	Deaf Education	61/5			
0157	3/7	"	John Rosen	A.B.F. (Adult Basic)	Teacher Certification Standards	34/5			
C	3/7	"	Morgan	Hart Jr High	Consumer Problems of Urban Poor	26/5			C 20
0157	3/7	"	Chandler Gurnsky	Davis Elementary	Evaluation & Promotion	27/5			
0177	3/7	"	Robinson	"	Resource Centers	51/5			
0177	3/7	"	Stenburg	Pupil Personnel	Group Counseling	267/5			
0173	3/7	"	"	"	Guidance	36/5			
0173	3/7	"	"	"	Dynamics	24/5			
0173	3/7	"	"	"	Family Counseling	36/5			
0173	3/7	"	"	"	Sensitivity Training	181/5			

1 - Cost
2 - Question
3 - Abstract
4 - Citation only

MARCH 1972

-LINE INDUSTRIAL INC.

Request	Date	Requestor Name	Requestor Organization	Questions, Problem or Topic of Search		
	3/1		Ripl Personnel	Role Playing	3/2/5	
	3/1	"	"	Group Therapy	3/2/5	
	3/1	"	"	Play Therapy	3/2/5	
	3/1	"	"	Rational	7/5	
	3/1	"	"	Milieu "	3/4/5	
	3/1	"	"	Interaction Process Analysis	3/2/5	
	3/1	"	"	Group Dynamics	3/4/5	
	3/1	"	"	Proposed Research	5/5	
	3/1	"	"	Prevention	3/5	
	3/1	"	"	Identification	3/5	
	3/1	"	"	Program	5/5	
	3/1	"	"	Rehabilitation	6/5	
	3/1	Boyd	Planning Resettlement	Identification	11/5	
	3/1	Rosser	Adult Education	Emotionally Disturbed / Progress	3/5	
	3/1	Fish Taylor	Staff Development	Achievement Level Status of Student Teaching	3/5	
	3/1		Elementary	Microfiche / Instructional Materials Center	3/5	

1 —
2 —
3 —
4 —

MARCH 1972

-LINE TERMINAL LOG

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Request No.	Date	Operator	Name	Requestor Organization	Question, Problem or Topic of Search	# Prints Cit's	Total Blanks	X-ref	X-Ref	
6175	3/10	Robinson	Handley	Handley Elementary Microfiche	—	63/5				
6175C	3/10	"	"	"	Instructional Materials Center / Urban Schools	13/5				
6176	3/10	"	Tiger	Language Arts Dpt.	Humor - 9 + 10 Yr. Olds	27/5				
6176A	3/10	"	Blunt	Planning, Res. & Eval.	Measurement & Techniques/Program Evaluation	17/5 Ele #				
6176B	3/10	"	"	"	Program Evaluation / Functionally Disadvantaged	64/5				
6176C	3/10	"	"	"	"	45/5 Ele				
6176D	3/10	"	"	"	Measurement Instruments / Program Eval. Field	105/5				
6179A	3/10	"	Coleman	Special Education	Bus performances in Special Education	36/5				
6179B	3/10	"	"	"	" " E.M.R.	61/5				
6180	3/10	"	Johnson	Elijah Muhammad	Effect of Slavery on Negro Family	4/5				
6181	3/13	"	Hughes	Dunbar Comm. School	Differentiated Staff / Sex Staff (Inv.)	44/5				
6185	3/14	McCord	McCord	ERIC/CLIS	Information Services in the Urban Scene	12/5				
6186	3/14	"	"	"	Public Libraries / History	35/5				
6187	3/14	"	"	"	Use Studies / Information Dissemination	132/5				
6188	3/14	"	"	"	" Research Methodology	7/5				
6189	3/14	"	"	"	" Annotated Bibliographies	67/5				
6190	3/14	"	"	"	" / Information Systems	143/5				
6191	3/14	"	"	"	Effecting Change in Library Education	14/5				

Legend:
1 - ERIC
2 - Citation
3 - Abstract
4 - Cit. & Abs.

MARCH 1972

-TIME TERMINAL LOG-

Date	Operator	Requestor Name	Organization	Questions, Problem or Topic of Search			
	McCord	McCord	ERIC/CIJS	Library or Information Networks	33/5		
	"	"	"	Planning/Program Budgeting System	85/5		
	"	"	"	"	27/5		
	"	"	"	Librarians/Reference Continuing Ed	17/5		
	"	"	"	/ Reference + Education	33/5		
	"	"	"	Library Surveys	101/5		
	"	"	"	Information Utilization	151/5		
	"	"	"	Abstracting + Indexing Services	101/5		
	Reimandé		Davis Elementary	Evaluation / Elementary School	105/5	C* 15	
	"	"	"	Report Cards	10/5		
	"	Bazan	Strickland	Open Plan Schools English Classroom/FLNT	14/5		
	"	"	"	Fort Lincoln New Town (FLNT)	18/5		
	"	Burrows	ERIC/DIALOG Test Case	Female Role in Books	2/5		
	"	Jones	Dept ELS	Student Motivation/Elementary School	0/5		
	"	"	"	Performance Contracts/El Schools	3/5		
	"	Wilson/Walker	Jones FLSt	Evaluation/Reading Skills	0/5		
	Fish	Cormick	Vice Supt Office	Elementary School Math	53/5		
	"	"	"	Individualized Instruction/El Sch Math	23/5	11 D	

*Also Software problem (zeros shown under citations)

1 - ESY
2 - Citation
4 - Abstract
5 - Cit. & Abst.

ON-LINE TERMINAL LOG

MARCH 1972
Term: 21 3

		REQUESTOR		OUTPUT	TIME		PERFORMANCE
Date	NAME	ORGANIZATION	QUESTION	Print Out Mir.	Total Input Time	Letters Num/Trms.	Cer 7	Col. Time
	Chandler	RUP/RIC/Res.Div	Elementary School Student Evaluation	20/5				
	Robinson Jones	Dept. El.Supv.	Contingency Contracting	1/5				
	"	"	Academic Performance (Positive Reinforcement)	3/5				
	Librarians	Target Schools	Library Science in Elementary Schools				C 30	
	Anderson	Nagar Elementary	Effects of... teacher inservice...					
	Mrs. Thomas	Willkey Jones	Word-Attack Skill/Individualized Inst.	17/5				
	"	"	Word Recognition/Elementary Schools	7/5				
	Mrs. Paris	Nagar Elementary	Library Collections/El. Sch. Skills Groups	25/5				
	Miss Ferguson	Rev. El. School	Informal Reading Diagnosis					
	Chandler	RUP/RIC/Res.Div	Reading Games	4/5				
	"	"	Reading Instruction/Word Recognition	12.3/5				
	"	"	Vowels	12/5			C 45	
	"	"	Phonics	15C/5				
	R.W. Yancey	Math Association	Peer Teaching	5.7/5				
	"	"	Open Plan Schools	4/5				

Print Code
Abstract & Cit. = 5   Instructions = 3   ED Number = 1
Abstract = 4   Citation = 2

Performance Code
C = Computer   S = Satis. Close
T = Transmission 0 = Other, etc.

ERIC-10 (Rev. Oct. 19, '71)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PERSONNEL SERVICES

PERSONNEL BULLETIN
NO. 5 (01) TC

June 14, 1972

To: All School Officers and Teachers

Subject: Certification of Permanent Teachers (TSA-15 Employees)

Chapter XVII, Section 8(6) of the Rules of the Board of Education,
revised June 9, 1971, provides that permanent teachers (TSA-15 employees)
be required to renew their certificates every five (5) years:

> "Permanent teachers shall be issued a certificate which
> shall be valid for a period of five (5) years. Six (6)
> semester hours or equivalent, in the subject field or the
> teaching thereof, as determined by the Chief Examiner,
> shall be required to renew the certificate. Salary steps
> shall be withheld until certificates are renewed. The
> services of any permanent teacher who does not have a
> valid certificate shall be considered as unsatisfactory."

Accordingly, all TSA-15 personnel who are permanent on or before July 1,
1972, are covered by this provision. Official evidence of the completion
of these courses must be on file in the Board of Examiners no later than
July 1, 1977, and every five years thereafter. All other personnel in
this salary class are required to comply with this provision beginning
with the date permanent status is awarded.

Courses submitted in fulfillment of this requirement may be on the
graduate or undergraduate level and must be taken at a regionally or
nationally accredited college or university, except that courses offered
or approved by the Administration may also be credited. Undergraduate
courses, however, will not be credited toward advanced salary placement.

It is suggested that questions concerning this provision or the accept-
ability of certain courses be addressed, in writing, to the Chief
Examiner.

George A. Campbell
George A. Campbell
Assistant Superintendent

ERIC and Other Research Resources and Capabilities
Available to The Center For Educational Advancement

The Departments of Research and Evaluation, the State ERIC Office, through its Research Information Center (RIC) will, 1) assist CEA personnel become more knowledgeable about available research resources and 2) provide information to Teacher Center personnel for the development of programs and activities. Special orientation sessions for Teacher Center personnel in the use of these resources will be planned and implemented by RIC personnel early in the project. A CEA-RIC staff member will act as a "linker" between the Center and the RIC. The Center Linker will help identify specific information needs and problems of teachers and other project personnel in the project schools. The Linker will transmit requests to the RIC for a comprehensive literature search utilizing the many resources available including computerized retrieval of information from ERIC and other appropriate systems. A significant portion of time will be spent in locating such information for project teachers.

The Center Director will make appropriate disposition of any pertinent findings or results. The form of the transferred information from the RIC (abstract, microfiche, full print-out copy, xerox or re-packaged package) will vary depending on the hardware and professional resources of the project school and, of course, the needs of the user. Additionally, information gathered from the needs survey in the project schools, data available from the data bank established for the evaluation system in selected schools of the D. C. School System, by teachers and others will serve as guides in the initiation of SDI (Selective Dissemination of Information) activities. These might include the use of brochures, audio-visual displays, newsletters, acquisition lists, bibliographies, abstracts, state-of-the-art reports, reprints, table-of-content services, clipping services, and others.

Those questions, problems, or information demands which are unanswerable through the Center Director of the RIC will then be forwarded by the Coordinator of the RIC to the head of the Department of Research and Evaluation (the State ERIC Office).

Source: Center For Educational Advancement. District of Columbia
          Public Schools, Washington, D. C. March 6, 1972, p. 39.