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ABSTRACT

The purposes of this document which identifies the dissemination practices of 28 state education agencies are to: provide an up-to-date statement of state dissemination efforts; prepare and distribute these reports at the national conference as a means of encouraging coordination and cooperation; provide a data base upon which various training strategies can be built. These purposes demonstrate the fact that the document is not an attempt to evaluate a dissemination system or to assess state education agency efforts relative to a standard or exemplary dissemination program. Rather, this document is simply a means of relating information on the operational status, staffing and organization, holdings, and services of state education agencies with respect to information dissemination efforts. It should also be noted that these reports were gathered early in 1971 and that there was no given outline or design. (Author/SJ)

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A REPORT OF  
STATE DISSEMINATION PRACTICES

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## INTRODUCTION

One activity of the South Carolina project entitled "A Joint Effort to Enhance Dissemination Functions in the State Education Agencies" is the preparation of a document reporting the practices currently followed in the fifty states for the purpose of disseminating educational information to potential users. To fulfill this goal, State Departments were asked to volunteer a review and update of the "dissemination section" of their Management Review Documents. The review was necessary in order that the document on State Dissemination Practices could show the most current practices being used by state educational agencies to disseminate information.

The intended purpose of the document on State Dissemination Practices was threefold:

- to provide an up-to-date statement of state dissemination efforts;
- to prepare and distribute these reports at the national conference as a means of encouraging SEA coordination and cooperation;
- to provide a data base upon which various training strategies can be built.

These purposes demonstrate the fact that the document is not an attempt to evaluate a dissemination system or to assess State Education Agency efforts relative to a standard or exemplary dissemination program. Rather, this document is simply a means of relating information on the operational status, staffing and organization, holdings, and services of State Education Agencies with respect to information dissemination efforts. It should also be noted that these reports were gathered early in 1971 and that there was no given outline or design.

The efforts of the central project staff to coordinate the many reports are culminated in the following pages.

STATES INCLUDED IN THE REPORT

- |                |                    |
|----------------|--------------------|
| 1. Alabama     | 15. Nebraska       |
| 2. Alaska      | 16. New Jersey     |
| 3. Arizona     | 17. New Mexico     |
| 4. Arkansas    | 18. New York       |
| 5. Connecticut | 19. Oregon         |
| 6. Delaware    | 20. Rhode Island   |
| 7. Florida     | 21. South Carolina |
| 8. Georgia     | 22. Tennessee      |
| 9. Idaho       | 23. Utah           |
| 10. Illinois   | 24. Virginia       |
| 11. Iowa       | 25. Washington     |
| 12. Kansas     | 26. West Virginia  |
| 13. Michigan   | 27. Wisconsin      |
| 14. Missouri   | 28. Wyoming        |

## SUMMARY AND ANALYSIS

In reviewing the dissemination practices of the twenty-eight states included in this report, it is evident that various means of disseminating both technical and general information are employed. The choice of a particular dissemination technique is contingent on the needs of the audience to be served. Technical or professional information, intended for local and state practitioners, is disseminated in most states by memo, newsletter, or workshop. The intention of such dissemination is the creation of awareness on the part of those who are in a position to implement new procedures. A transition in the intention of this type of dissemination has recently occurred. Several states have responded to this new thrust by developing dissemination systems which emphasize interpersonal linkage of information and user and utilization of existing research for problem-solving and decision-making. General information, intended to create public awareness and/or elicit public reaction, is disseminated in a multitude of ways.

Most states identify their ETV systems as an integral part of the dissemination process. All states use workshops and conferences for instruction and information. Other means of disseminating information include slide presentations, brochures, consultants, etc.

The degree of sophistication in the development of procedures for adaptation and adoption of promising practices depends on the organization within each state education agency. In most instances the Public Information Officer is considered the central communications link for the dissemination of general information. Technical or professional information is generally disseminated by one of several decisions within the SEA: Instruction or General Education (curriculum consul-

tants); Federal Programs (Title III, Title I, etc.); or Research and Development. Most state education agencies are attempting to develop comprehensive statements concerning dissemination practices.

It is concluded that there are efforts within state education agencies to encourage the implementation of change. In many state education agencies funding is a major handicap. Other state education agencies are solving this problem by attempting to coordinate proposals for funds under several federal and state programs.

In addition to funding, the three major problems which hinder the development of efficient SEA dissemination systems are:

1. Most state education agencies have not identified formal policies or procedures regarding the publication or production of materials used for dissemination.
2. The concept of a coordinated dissemination system often lacks priority with administrative levels.
3. The dissemination concept is vague enough to seem to include a wide range of activities. The lack of a distinct definition makes centralization of resources and activities difficult.

In spite of these problems, proposals are being written, dissemination officers are being hired, and some attempts to centralize the dissemination process are evident.

## ALABAMA

Alabama's department has worked actively and commendably to create "an awareness and an understanding" of many of its programs, special projects, and educational practices. The department's efforts are directed both to the education profession and to the public in general. Information to (and from) local agencies, project administrators and their staffs, teachers, and so forth is disseminated through the office of the particular program (such as Title I, Adult Education, or the science consultant). Information to the general public is disseminated through the department's Public Information Office. This Unit was created two years ago with ESEA Title V funds. The office staff includes a professional and a nonprofessional. The public information specialist produces two newsletters and a weekly ETV show; coordinates media relations between the educator, the newsman, and the lay public; and advises department staff members on matters relating to dissemination.

Alabama's educational television system (and instructional television system) has served as a model for many States and can reach almost 90 percent of the State's school public. The self-analysis responses indicated ETV is used throughout the department to create an awareness of Alabama's needs in education. The public information specialist has promoted the use of radio and television as media for developing "awareness on the part of the people of the need for a meaningful and constructive program devoted to the updating of education in our State." He has campaigned to publicize the Alabama Study Commission Recommendations through public service announcements on commercial radio and television; encourages local (Montgomery) television producers to invite department staff members to discuss education on their shows; and produces (completely) a 30-minute ETV show entitled "Dialogue on Education."

Last June, the department, in cooperation with the Alabama Education Association, conducted a media relations workshop, which was directed toward "improving and expanding the relationship between the press and educators at the local level." The workshop activities were supplemented with a survey of news in education. The survey prompted the compilation of a statewide list of personnel engaged in educational communications activity (Who's Who and Who's Where in Alabama Educational Communications) which was printed in the monthly newsletter and circulated to the news media and other regular recipients of the newsletter.

Consultation with the department staff on dissemination matters is by-and-large conducted informally. Nine newsletters are published regularly by individual programs but the public information office is rarely consulted before publication. The department has no formal policies and procedures regarding its publications or the production of materials used for dissemination. There are no guidelines to insure consistency of style; nor is the public information office a central point of review for such purposes. Editorial services are available but are far down the line on the list of priorities for the



public information office. Consultative services as a means to reach specific audiences, or assessing a communications activity are just not within the scope of the office as it is.

The department's program managers have made efforts to design and implement activities which are directed toward encouraging teachers, principals, superintendents, or school boards to adopt better, more effective programs and practices in their classrooms and schools. Alabama's ESEA Title III is an example of this effort. The ESEA Title III State plan requires the State to plan dissemination goals, objectives, and activities which will ultimately lead to "adaptation and adoption" of its programs. Several Title III projects in Alabama have had success with the development of innovative practices in demonstration of information. Staff members found that inviting other project staffs to participate in the on-site evaluations of these projects has encouraged the "adoption" of the projects in other schools.

The department excels in the use of conferences and workshops for instruction and information. Almost every major education program mentioned in the self-analysis questionnaire used a conference, workshop, area drive-in, or open house as a method of dissemination. Several programs conduct annual statewide conferences followed up by smaller regional meetings. Outside sources such as faculty members from area universities are used frequently.

Internal communications are perpetuated through two newsletters, one of which is weekly and circulated only internally, "SDE Report." This two-page newsletter concentrates on department staff news, especially personal items. In news of program activities, the ETV system has received coverage in every issue, while the coverage of other programs is scanty in comparison. The vehicle for reporting news to the public information office is the publications and information committee which was formed to determine the department's communication needs and to provide a department-wide communications channel.

The public information officer is the central communications link across the department and schedules visits "as frequently as necessary and possible" with the division directors. He does not, however, meet regularly with the Superintendent; such meetings are, in fact, rare. The lack of frequent access to the top-level offices of the department would indicate that the public information office, while it exists, is not given the priority attention of a necessary service function.

## ALASKA

While the public relations aspect of the office is quite well established, and deserves commendation for the professional quality of its work, dissemination procedures, in terms of adaptation and adoption of promising practices, are only now beginning to be formulated. A comprehensive statement of dissemination policies and procedures has been developed. This manual has been printed, distributed to, and discussed with Department staff.

Assistance to local school districts is provided on request, both for local public information programs (recruitment brochures, news releases, community newsletters) and for dissemination purposes. In the first two months of 1972, the dissemination officer and the coordinator of public information have worked with five local districts in developing their programs. One statewide workshop covering dissemination was held. Since hiring an experienced dissemination officer for Federal Programs, the impact of the dissemination unit should increase. To aid the dissemination unit, adequate state funds are made available when necessary.

Department-wide meetings are scheduled, although not on a monthly basis. Cabinet meetings are scheduled weekly. Intra-divisional task forces and committees are now frequently formed. The Division of Instructional Services and Vocational Education schedule division meetings on a regular basis. Program travel and activities are now collated through PIPS (not necessarily systematically) and a bi-monthly program news sheet is distributed to all DOE staff. Consultants and specialists visit, monitor, and evaluate local programs in the area they are traveling.

Review and approval of proposals for federal funds under ESEA and several others was formerly accomplished solely by the federal programs office staff. A new procedure has been instituted whereby the instructional consultants and program specialists in the various divisions review project proposals and make recommendations for revisions and funding. Monitoring and evaluation responsibilities are also shared among the staff of the various divisions.

The State plans for Federal programs commit the State to certain specified activities. These include, but are not limited to, program directories, program abstracts, program visitation, and visits to outstanding projects in other states.

## ARIZONA

The chief vehicle for information dissemination in the Arizona Department of Education is a 12-16 page tabloid type newspaper, Arizona Education News. It was established in its present format in April, 1971, and is published monthly throughout the school year.

In August, 1971, the position of Editor was established as a full time position. Information and pictures are submitted to the Editor by local education agencies, professional associations, the universities, and the various divisions of the Department of Education, including the federal title programs. Publication of individual newsletters by divisions has been discontinued.

The Editor coordinates all material submitted: edits, rewrites and/or writes stories, and prepares the final layout. The paper carries an abstract of the minutes of the most recent meeting of the State Board of Education, a calendar of events forthcoming; both statewide and national, and an editorial column written by the Superintendent of Public Instruction or his designee. Articles of interest and merit from other professional journals and newsletters are occasionally reprinted. The Editor is available as a technical adviser and consultant to any division wishing to prepare a dissemination brochure, conference announcement, press release or specific publication. A Publications Advisory Board has been established, consisting of eight members, including the Superintendent of Public Instruction and a finance officer. The Board meets periodically with the Editor to discuss policy, format, feature stories, finances and projected development of the paper.

Arizona Education News is distributed within the Department of Education and to every school, public and private, in the state. It goes to every member of the state legislature as well as to the senators and representatives from Arizona in Washington. It is also distributed to a number of members of the USOE. It goes to every Chief State School Officer. Additionally, many teachers, administrators and other professional persons throughout the state of Arizona and the nation receive copies.

Press releases from the various divisions of the Department of Education (to daily and weekly papers, radio/TV stations) clear through the office of Mr. Gus Harrell, Deputy Superintendent of Public Instruction, with copies to the Editor of Arizona Education News. All contact with the state legislature and Attorney General's Office is channeled through Mr. Harrell. Press releases from the Administrative Staff of the Department are prepared by the Editor or with the Editor's assistance.

The Editor's office is centrally located, in the Capitol Building, adjacent to the Administrative Staff and Finance Officer. The Editor is responsible directly to the Deputy Associate Superintendent, who was formerly Director of Audio-Visual Services for the Department of Education.

Along with the centralized dissemination activities of the Arizona Department of Education, each of its constituent departments carry on dissemination practices unique to the department.

The Migrant Child Education Division has produced many materials and programs for state and national dissemination. Some of them are:

- 1) A flyer brochure to explain migrant programs in Arizona.
- 2) A slide presentation prepared and issued by the Arkansas Department of Education for use in the forty-eight states maintaining migrant child education programs, where the Uniform Migrant Record Transfer System is explained (25 min.). A pulsed-cassette tape narration accompanies the slides. This program is being shown to L.E.A. staffs and administrators and college classes, parent groups, professional clubs and other such groups interested in the educational programs for migrant children.
- 3) A teacher-exchange program offers teachers and administrators from Arizona an opportunity to travel to other states to visit and observe their migrant programs.
- 4) The Arizona Migrant Child Educational Laboratory (AMCEL) is based at the Reading Center at Arizona State University. AMCEL provides the following types of educational services to the L.E.A.'s that have migrant programs:
  - a. Two full time consultants provide assistance and in-service programs to these L.E.A.'s.
  - b. In-service programs in the areas of oral language, developmental reading, classroom organization, and other areas are offered by AMCEL.
  - c. AMCEL is also developing an oral language test. Six national centers are in existence at the present time. Arizona also heads the committee; Mr. Maynes is the chairman for this year.
  - d. AMCEL, as well as the other five national centers, disseminates monthly information on their activities via the New York Migrant Newsletter.

One of the prime objectives of the Alcohol and Drug Education division is to "make the public aware of the approach and the need for preventive education," and to train teachers in the "preventative approach." All workshops are announced by press releases to local newspapers and radio stations. In the workshops themselves, factual information is given out in the form of pamphlets. We do have 16MM color films we use and also a department-made 35MM slide-audio tape Drug I.D. Presentation of approximately ten minutes in length. We have booklets available for "Parental Guidance" in relation to drug abuse and youth. Thirty half-hour programs were produced for television last year. These pro-

grams played on Phoenix and Tucson educational TV stations. As of January 1, 1972, a speakers bureau has been organized to make presentations to Civic Clubs and similar organizations. A bi-monthly "Informational Bulletin" is also published. Two general press conferences are held each year. In addition to this, on every suitable occasion letters are sent to "Letters to the Editor," editorials are written which point up this division's position on drugs. The division also furnished interviews for feature articles in the major Metropolitan newspapers.

The Title I Dissemination program includes:

- 1). Compiling booklets and pamphlets for local and statewide distribution to clarify guidelines for implementation of Title I programs.
- 2) Publishing "Program Summaries--A Concise Review of Title I Programs in Arizona including objectives, activities, and evaluation results for each project."

From 1956 to the present date, the Division of Indian Education has published a bulletin entitled Sharing Ideas. It is prepared and distributed not only statewide and nationwide, but also to interested educators in other countries. This publication reviews successful practices in classrooms and the most recent research in Indian education. Two other very popular publications of the division have been Teaching Reading to the Bilingual Child, and The Bilingual Child.

ESEA Title III activities include the following:

- 1) DISSEMINATION DISPLAY--A very colorful Porta-Pac exhibit has been prepared by the ESEA Title III office and is used at various education conferences, conventions, or other public gatherings, for the purpose of focusing attention on the ESEA Title III program in Arizona. The exhibit is attractively designed around the State Department of Education and ESEA Title III dissemination theme. Racks and shelves make it possible to effectively display brochures and other literature that relates to the ESEA Title III program.
- 2) DISSEMINATION CONFERENCES--On February 23, 1972, a statewide ESEA Title III "INNOVATION FAIR" was conducted for the purpose of disseminating information about ESEA Title III projects and other non-demonstrating innovative educational activities were set up by various school districts from throughout the state. Personnel from nine of these projects made in-depth presentations about the innovative activities in progress. Excellent talks on innovation were included as part of the program. In excess of 500 educators and friends of education were in attendance throughout the day.

The outstanding activities of the Adult Education Program are listed below:

Slide-tape productions: The Adult Education Division has created many slide-tape productions, which run about 20 minutes and include 80 to 120 slides. These are used to acquaint the public and Project personnel with the program. In current use are "Adult Basic Education in Arizona," "ABE Goes Back to School," and "Student Recruitment in Arizona." Some current productions are:

ABC's of A.B.E.

Suggested Guidelines for Supplementary Educational Personnel,  
June, 1968 (being distributed by AWARE)

Getting Started in Instructional Television

Annotated Bibliography, Adult Education Resource Library

Supplementary Educational Personnel in Adult Basic Education

How-to-Do-It Packet for Organizers of Volunteer Programs

Training Packet for Volunteers

Curriculum Kits

The Letter (Navajo Culture)

ABE Goes Back to School

Adult Basic Education in Arizona

Recruitment of ABE Students in Arizona

Wayfinders (Successful ABE Students)

Live and Learn (Consumer Education)

English-as-a-Second Language Series (TV Teaching Series)

Advisory Council: The VANGUARD Advisory Council of 23 members was created to disseminate information about the program and to help recruit volunteers. It includes Action Agencies, the Adult Literacy Council, the League of Women Voters, Church Women United, Lutheran Church Women, Congregational Church Women, Business and Professional Women, the Volunteer Bureau, Volunteer Coordinator of Arizona State University, Immigration and Naturalization Service and Projects. These representatives in turn disseminate information about the Adult Education program through their own newsletters and announcements.

Music Consultant: Monthly editions of Music For Primary Children and The Explorer which are sent to all elementary classroom teachers and music specialists.

## ARKANSAS

Dissemination activities of the Arkansas Department of Education are carried out in basically three ways. First, the Department has an Office of Professional and Public Information, which is the central unit for dissemination of information about all educational programs administered by the Department, whether they be supported by Federal or State funds. Second, the Department includes a section which disseminates information on all Federal education programs authorized under the Elementary and Secondary Education Act. Finally, dissemination activities are also conducted by Department members who work with the various State and other Federal education programs.

The Office of Professional and Public Information is directly under the Commissioner of Education and is staffed by two people, a Director and a secretary. The Office publishes Newsmagazine five times a year. The publication is designed to provide significant educational information to State educational and civic leaders. The Office has full control over the content and emphasis of the magazine. The Office is also responsible for a weekly television program on education carried on seven television stations throughout the State. These programs include educational happenings and activities and facts relative to the overall picture of education in the State. In addition, radio programs are used for this purpose, especially in smaller areas of the State. Brochures on forthcoming television programs are prepared by the Office and are mailed to all schools in the broadcast area. The Director maintains close contact with the television and radio stations as well as with newspapers throughout the State and prepares news releases and articles for the media.

Another major dissemination activity of the Office of Professional and Public Information is the establishment of a public information system in the local school districts throughout the State and the training of the districts' public information coordinators. Of the 390 local school districts, approximately 160 now have a public information coordinator, who is usually also a teacher. The role of the coordinators is to furnish educational information locally, to get news coverage of local school happenings, and to help the State educational agency schedule local radio and television programs on education.

The Office of Professional and Public Information conducts annual workshops to train the public information coordinators and has developed a suggested plan of procedure and materials to aid in developing a local public information program which are used at the workshops.

The major assistance the Office of Professional and Public Information provides Department personnel in their dissemination efforts is in the area of media coverage and workshops. Besides assisting Department personnel in getting coverage of their programs and preparing news releases for activities and events, the Office helps set up and publicize program workshops and meetings.

Dissemination of information about Federal education programs under the

Elementary and Secondary Education Act is handled primarily by the office of the Supervisor of Information under the Federal Education Programs Division. The Supervisor of Information is at present the only professional in the section; her salary is paid out of funds from Titles I, II, and III of ESEA.

The Information Office publishes Concern, a monthly newsletter on all the ESEA programs which is designed to disseminate information on innovative approaches in these programs, successful and unsuccessful practices, and general information on education. The publication focuses on the work with disadvantaged children being conducted by these programs. The publication is sent to school administrators and principals throughout the State.

A more technical and briefer newsletter on the Federal education programs is planned for the future. This newsletter will include research information, information about new programs, and news about pertinent Congressional activities and decisions.

The Information Office also prepared A Chance for Every Child, a booklet describing the programs in Arkansas being conducted under Titles I, II, and III of ESEA.

Dissemination activities are also conducted for each of the ESEA Programs. Publications on the Title I Program, for example, include: How to Build a Better Title I Project, which was sent to Title I program people and school superintendents throughout the State.

Plans are being made for a film on the Title I Program in the State, which will show innovative approaches to working with disadvantaged children. One-minute public service spots for television will be made from the film.

A major publication on the State's Title III Program, Title III Thrust in Arkansas Education, was prepared to explain the overall State design for the Title III Program.

Two conferences were held last summer--one on innovative ideas and approaches in the Follow-Through Program and one on innovative ideas and approaches in migrant education. Conference reports on these programs were mailed not only to participants, but to other educators in the State in an effort to reach them with new ways of doing things. In addition to these annual conferences, a conference on innovation will be held jointly with the Arkansas Education Association to present the problems and successes encountered in Title III projects in the State.

Training workshops in dissemination were conducted by the Information Office for Title III project directors; as a result local educational agencies have requested similar training workshops.

Continuing dissemination activities are also conducted by personnel of other divisions working with State and Federal education programs. For example, personnel of the various program areas of the Vocational Education Division publish periodic newsletters and magazines in addition to curriculum materials, teacher guides, and special publications designed to aid educators



throughout the State. Information on vocational education programs is frequently presented on radio and television, and extensive on-site visits are made by State Department of Education personnel to local programs.

One of the major dissemination efforts of the vocational education personnel are the area and regional meetings held on the various programs. Area meetings on each of the programs are held three to five times a year, and additional small-groups meetings with teachers are also held throughout the State.

The Instructional Services Division also conducts dissemination activities on its programs. For example, efforts of personnel of the Special Education Section include a monthly newsletter, a publication of abstracts of Title VI projects for the handicapped, newspaper coverage of special projects and activities, general information mailings to all superintendents, preparation of curriculum materials, and guidelines for programs. In addition, at least five area meetings are held each year throughout the State, and on-site visits to every program are conducted by area supervisors once each semester.

Future plans of the Special Education Section include the development of a curriculum materials center which will include input from teachers throughout the State. These materials may then be placed in a mobile van to be used and demonstrated by area supervisors as they travel throughout the State.

The Arkansas Department of Education also has a film library which maintains films and other audiovisual materials and loans them to schools throughout the State. In addition, plans are being made to develop a professional library in the Department.

### Problem Areas

Certain problem areas can be identified in the Department's dissemination program. First, dissemination is given relatively low priority in the Department's efforts to serve and improve education in the State. Such ranking makes it difficult to develop a truly effective dissemination program. Second, the Department's dissemination program is decentralized, with the overall dissemination effort, the dissemination of ESEA programs, and the dissemination of individual State and Federal programs all conducted separately. Such decentralization results in a less coordinated, less effective dissemination program than is possible under a centralized system. Third, no system has been developed to identify, on a continuing basis, promising educational practices and to actively promote the adoption of those practices in the State. Fourth, the flow of communication within the Department needs to be improved and systematized. Fifth, more needs to be done to train Department personnel and local educational agency disseminators in strategies and techniques that will result in more effective dissemination. These are the major problem areas in the Department's dissemination program.

Other problem areas include the need for a more systematic, comprehensive effort to disseminate information to local educational agencies and to provide more extensive leadership in this area in assisting local efforts; the lack of

opportunities for continuous feedback in the dissemination program, as well as the lack of periodic evaluation of dissemination activities; the need to plan an overall strategy for dissemination, to formulate dissemination objectives on the basis of program objectives, and to link evaluation and dissemination activities; the need to plan for appropriate and adequate dissemination of all programs; the lack of a centralized program information storage and retrieval system; the need for more extensive use of audiovisual media; and the lack of facilities and specialized personnel within the Department to assist in the production of printed and audiovisual materials.

## CONNECTICUT

The following activities are being conducted or have been completed in the Department of Education:

1. A statewide effort to develop "Goals of Connecticut Education" is in process. The procedure solicited reactions to a list of 88 goal statements and related performance objectives from approximately 10,000 students, teachers, school administrators, parents, and others from every community in the state. In addition, respondents were encouraged to add written comments which may become a separate, in-depth study of the ideas, concerns and suggestions of a representative people in the state of Connecticut.

In the development of this project a consulting committee made up from 47 organizations representing both educational and non-educational groups is cooperating with the state department. We anticipate proposing a statement of goals and related sub-goals to the State Board of Education for adoption in the fall of 1972.

2. The first year of the educational Needs Assessment Program is also in process. The methods and policies of the National Assessment of Educational Progress are being used as the model for the state assessments. The reading assessment of approximately 8,000 randomly selected 9, 13, and 17 year olds, representative of urban, large city, suburban and rural populations in 160 schools has been completed. The report of results is due June 30, 1972. The assessment for Year 2 will include Citizenship and Science and will employ NAEP procedures and instruments.
3. The state involvement with the "Join' Federal/State Task Force" (formerly Belmont) has increased. The following are examples of the activities:
  - a. Connecticut was one of three states included in a national study of State Departments of Education to develop a model State Data Analysis Plan. This study is now complete and the report is in. A second phase of this project, an in-depth study of the application of the model to a major division of the state department is under consideration.
  - b. The training representative has conducted sessions for 56 school districts in the state in relation to the 1971 CPIR Report. Liaison services are provided to locals for

the ELSEGIS reports, the Elementary School Survey, the Anchor Survey, and the developing Secondary School Survey and the Longitudinal Study.

- c. The state is very active in the central policy making unit of the Joint Federal/State Task Force and on the users Guide Task Force. All of these activities are being coordinated into one program at USOE to be called CCD '70 (Common Core of Data for the 1970's).
4. The special education unit of the department has developed a special education resource and training center at St. Joseph's College in West Hartford. Teachers and administrators from all parts of the state and neighboring states come to the center for in-service training and individual help. In addition, resource materials are loaned to special education programs and their staff.
5. Vocational education is providing to all systems in the state detailed reports on exemplary programs as well as statistical data on federally-funded vocational programs in operation in the state through its Research Coordinating Unit.
6. The Bureau of Educational Management and Finance has met with every area Superintendent's Group in the state to discuss plans for implementing PPBS and revised reporting procedures in anticipation of the distribution of a new Handbook II. Members of the department have met regularly with systems that are implementing the PPBS concept in their communities. A series of television programs and videotapes has been developed to meet training and orientation needs of the local level.
7. Demonstration school libraries have been set up in strategically located districts in several sections of the state. These libraries serve a large number of surrounding towns as area centers and are part of the "Reading for the Seventies" program initiated by the State Board of Education.
8. Advisory and Consulting Committees have been operational and continue to contribute their services to programs funded under ESEA Title I & II, EPDA, Vocational Education, and Vocational Rehabilitation.
9. Management by Objectives. In May, 1971 four inter-division task forces were organized in the department for the development of a system of Management by Objectives. The assignments to the task forces were:

- T.F.A. "Review and develop objectives for the units and programs of the Department"
- T.F.B. "Management information for units and programs"
- T.F.C. "Utilization of Resources"
- T.F.D. "Evaluation"

The Task Forces presented full reports to the Administrative Council on March 24, 1972. Implementation of the recommendations is in process.

10. Concurrent with the MBO task force activities, each organizational unit of the department is working over the components associated with the departmental PPBS structure. Objectives for implementing the programs are being refined and indicators of both quantity and quality established to assess the achievement of objectives.

An immediate outcome has brought personnel from various units together as members of task forces to study and make recommendations relating to problems and/or changes under consideration. This cooperative activity has promoted inter-unit communication extensively.

11. Consultants from several bureaus, in particular the Bureaus of Elementary and Secondary Education and of Pupil Personnel and Special Educational Services, are conducting workshops and group meetings with teachers and administrators throughout the state to develop behavioral objectives and related measurement techniques in conformance with legislative requests for accountability. These sessions have had high participation by local district personnel.

Although the above represents a mixture of activities and programs without formal structure, it does indicate to some degree the changes in departmental practices both internally and externally that have implications for improved dissemination practices within the state.

## DELAWARE

Dissemination activities in Delaware appear to take two forms. Official information is released through a controlled, centralized process. Less formal information goes out through channels that appear to be diffuse, personal and responsive.

The dichotomy in Delaware's dissemination approach is apparently rooted in the size of education's institutional structure in the State. Public agencies, in addition to the Department of Public Instruction, include 23 school systems, three institutions of higher learning and three vocational-technical schools. Given the possibility of personal and direct contacts among practitioners in special fields and the geographic proximity of total populations of communicators and audiences, diffuse, personal and responsive dissemination seems to reflect substantially the characteristics of the State, its educational system and the developing service role of the department.

In practice, diffusion of responsibility derives from the department administrator's decision that centralized communication activities be limited to (1) the function of the public information officer, whose mission is to maintain and improve communication between the DPI and both the local school district and the general public, and (2) the operation of a recently instituted departmental library. Decentralized dissemination activities extend to all professional staff members with program responsibilities. No evidence was found of formal efforts to monitor communication effectiveness.

Personal communication is described as the basic dissemination method of the system by its administrators. The relatively small number of State agencies, institutions, and personnel was identified as the basis for DPI's emphasis on the personal approach. For systematic dissemination, Educationally Speaking and Board Highlights are published by the Public Information Section. The first is given widespread distribution. Its mailing list is extensive and includes each public school teacher in the State of Delaware. The second report, sent to a more limited list of school district and public leaders, itemizes all decisions reached by the State Board. A comprehensive annual report of activities is also prepared for the Superintendent's distribution. Topical reports are issued as well, particularly in the form of reports of the research section.

In addition to these efforts to inform individuals, DPI staff members are encouraged to develop direct communication with their counterparts and with teachers in their field of interest and to use those contacts to disseminate and collect information. To minimize a burdensome flow of information to school districts, DPI staff are required to restrict their printed communication and their data collection to the centralized activities of the public information office and the research section.

The responsive nature of communication activities reflects current em-

phasis on development of the DPI as a service agency, responsive to school district needs. Marked emphasis is placed on the autonomy of the LEA. Communication activities that might be thought to impinge on that autonomy are discouraged. Expressed needs of local chief school officers are heeded. No evidence was developed that efforts have been made to identify implicit or unrecognized local dissemination requirements.

The efforts of the Delaware DPI to tailor its dissemination program to the specific characteristics of its situation, to control the possibility of proliferation in contacts with local agencies and to establish a channel for timely distribution of official information are commendable. Equally notable is the interest of program managers and specialists in establishing effective patterns for collecting and distributing information in their program areas. The substantial role of professional associations, often through the efforts of the DPI staff, in serving as a voluntary communication medium, is also worthy of special notice.

Conferences, workshops, and meetings serve to fulfill both direct and personal communications requirements. Extensive reliance is placed on meetings of official and voluntary interest groups such as school administrators, councils, and subject matter professional organizations. Face-to-face direct contact is reported to be the prime communications channel available to program managers and specialists.

Responsibility for communications is regarded as diffused throughout the DPI organization. Each program manager and specialist is responsible for communications in his own area with counterparts and personnel in the field as well as with the public and official agencies. Resources for communication are not specifically identified or available to individual staff members. Allocations of funds for dissemination are not reported by program staff and access to newsletters and other media is limited by DPI policy. Establishment, maintenance, and evaluation of communications do not appear to receive direct full-time attention of any member of the DPI Executive Group.

Both public information and program dissemination functions are specifically limited by DPI policy with access controlled through official organization channels. No evidence is available to suggest that dissemination has a particular priority among other functions. Practices suggests that this priority is low except as promulgation of official messages is involved. Responsibility for program area dissemination seems to carry with it neither the resources nor the direction that would establish its status as a high order concern.

DPI internal communication channels reflect the same general policies that are associated with the external system. Emphasis appears to fall on: official organizational channels, face-to-face contacts, and need to know as the basis for inclusion in a specific recipient group.

Federal program activities reflect the constraints in dissemination that affect the total DPI program. No specific channels exist to distribute Federal program information. There is no evidence of the monitoring of the distribution of program information to assure its receipt by personnel with program

responsibility, particularly personnel within LEA's. There seems to be no central source or repository from which persons with program responsibilities could seek current and comprehensive information about these programs.

Collection of information relevant to program operation has been established as a function of a new library-information center. While the prospective value of such a service unit is promising, time and financial support will be required for its fulfillment. Identification of the development schedule and resources available for the library-information center would be useful now and will be necessary soon to assure adequate development of that agency.

The degree to which Delaware programs receive appropriate visibility beyond the State is questionable in terms of: the extent to which staff are aware of channels, specifically the Educational Resources Information Center (ERIC), for making information available on a national scale; and the number of DPI documents reported in Research in Education. Review of the extent to which outstanding program activities in Delaware are reported in national systems would be appropriate on a periodic basis.



## FLORIDA

The Florida Department of Education is organized to conduct its informational activities through the public information services (Legislative Information: Howard Friedman, and routine information: Communications and Media Service Center) and through each of the program operational units. The Communications and Media Service Center consists of nine professionals, 10 supporting staff, 16 students, and two contract personnel. Approximately \$34,000 of ESEA Title V funds were spent in this area in FY 1971.

A research-oriented dissemination system, developed by the Florida Research Coordinating Unit for Vocational Education, was implemented by the Florida Department of Education in 1968. Fund sources were the Vocational Amendments of 1968, Title III, Title V and State appropriations. The Commissioner of Education expanded the program in 1970 to include services to the total public education community in Florida and designated the system as the Florida Educational Resources Information Center (FERIC). The program was transferred in February 1972 from the Division of Vocational Education to the Commissioner's Administrative staff. FERIC, one of five sections which now comprise the Communications/Media Service Center, is supported with State and federal funds. Its target audiences are Department staff, and administrative personnel and classroom instructors in the school districts, area vocational-technical schools, community junior colleges and state universities.

A network of 66 satellite centers has been established in the nine state universities, 26 community junior colleges, 20 area vocational-technical centers, one comprehensive high school, five vocational education exemplary programs, and five vocational education area program coordinating offices. A working relationship also has been established with the Florida State Library System, Florida Learning Resources System (Exceptional Child Education), and a number of special educational projects in the state.

Information requests from the field are submitted routinely through satellite centers or Department staff. This insures that preliminary investigations have been completed at the local level.

Comprehensive manual searches are made of the ERIC and non-ERIC files. The QUERY System computer program is used to batch search the resumes announced in RESEARCH IN EDUCATION, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, and CURRENT INDEX TO JOURNALS IN EDUCATION. Information requests are referred, when appropriate, to Department staff, to other state agencies and institutions, to local education agencies, to federal projects personnel, and to information sources outside the State of Florida.

FERIC's data bank includes more than 60,000 documents reproduced on microfiche, over 6,000 hard copy titles, several thousand current awareness articles, subscriptions to nearly 450 publications listed in the monthly CURRENT INDEX

TO JOURNALS IN EDUCATION, and a subscription to the curriculum materials available through the Xerox Corporation.

The FERIC staff includes one administrator, one staff assistant, one librarian, one half-time librarian and 17 university student assistants. The students work a maximum of 20 hours per week. Six students manually search the data bank, five perform clerical-related duties, two maintain current awareness files and two work with the computer retrieval program (QUERY System).

Among the regular publications issued by the Department for public information purposes are:

The Monday Report--a weekly newsletter containing information of interest to Departmental staff members, county superintendents, college and university presidents, and school board members.

Florida Schools--a bi-monthly magazine containing articles on education in Florida.

Florida Public Education Program--a booklet published when significant changes take place in education. It describes the education system and its program in the state.

Other publications such as: Supervisor' Summary, Food News for Day Care Centers, Food and Nutrition Services News, Pupil Personnel Quarterly, Adult Education Newsletter, Professional Practices Council Newsletter, Drug Education Training Program Newsletter, Agricultural Newsletter, and others are regular newsletters of various units. In addition, special publications such as curriculum guides and products of special committees are published as the need arises.

As often as would be expected, the departmental units hold regular and special conferences for the distribution of program information.

## GEORGIA

The department conducts a vigorous publications effort directed toward local districts. A large number of pamphlets, booklets, curriculum guides, and memoranda are published by the department's program units through the Office of Public Information. It also has a Statewide television program, videotapes, recordings, workshops, and pilot programs for instruction and inservice education.

The general content and graphics of these publications are excellent. A systematic effort has not been made, however, by the department to evaluate the effectiveness and impact of the printed materials on:

1. adaption and adoption of successful practices; or
2. minimization of instructional failure through identification and cessation of unsuccessful practices.

The one-way communications technique of print appears to be the general practice throughout the department. Department personnel responsible for ESEA I and III, for example, depend heavily upon either the applicant's manual (for Title III) or upon mass-produced letters to inform local school districts of funding possibilities. Further, these programs appear to provide technical assistance in project design and implementation to a great extent upon the request of local districts.

While many ESEA Title III projects, for example, have truly been viewed as demonstration activities open for analysis by non-participating schools, few of them have much impact as potential sources of successful innovations because they fail to supply other local districts information regarding project performance. The importance placed by the department's ESEA Title III staff on disseminating information about projects after they have been evaluated, or completed, may preclude a meaningful exchange of information between the department and local districts regarding the process of innovation and its outcomes.

The emphasis on disseminating year-end evaluative results does not adequately fulfill the intent of Federal legislation. The Congress, in appropriating funds to strengthen the leadership capacity of State educational agencies (ESEA Title V), anticipated that States would undertake vigorous technical assistance programs aimed at project planning and operation aimed at generating maximum benefits from categorical assistance programs. Hence, the dissemination provisions of all titles of the Elementary and Secondary Education Act are designed to enable the states to coordinate the diffusion of information among schools regarding improved practices, not only after they have

concluded, but at all stages so that the "seed" activities supported by the Federal Government would gain maximum exposure and replication.

In addition to publications, significant reliance is placed upon program and curriculum consultants in disseminating educational program information to local school districts. The review team found that some consultants perform this function admirably, while others, little at all. Where consultants have been effective in generating replication of successful practices, it has been due mainly to their personal insight and initiative, rather than a coordinated information sharing procedure adopted by the department.

The lack of a clear overall dissemination strategy for the department may result in neglecting the potential of consultants as communicators and change-agents, and prevent the department from coordinating valuable resources for the benefit of local projects. The department may wish to devise a strategy to implement cross-unit, cross-program communications objectives that would, for example, enable program consultants to focus attention upon solving identified State educational needs, rather than relying upon individual imagination and initiative.

The department, in setting aside a staff and monies to plan a coordinated management information system, has made a giant step forward in rectifying a basic management and dissemination problem.

#### Public Information

Public information efforts of the department rely basically upon the one-way communication system of the printed word. Publications, such as Georgia Alert, and the many displays and press releases produced by the Office of Public Information, demonstrate the desire of the department to communicate effectively with the public. The Office of Public Information is not designed, however, to function as a public participation catalyst. Its focus upon press releases and publications is directed by the department's top management. The past consolidation of communications staff members from a variety of program units into the Office of Public Information places a very heavy responsibility on that office to serve as counsel to the entire agency--counsel on matters beyond type face, layout, and editing. Such assistance appears to be desired by the office director, and the recent communications conference sponsored jointly by the Office of Public Information and ESEA Title III is a promising indication of shifting emphasis.

In summary, the current public information activities of the department may not be sufficiently responding to the communication requirements of a public agency engaged in a public enterprise. As tax-payers and their representatives continue to question the increasingly more expensive operation of public instruction, and as parents, students, and teachers continue to appraise the content and atmosphere of learning, public information must receive a high priority in the goals of the department. The recent survey of the Georgia citizenry in establishing educational goals for the state indicates Georgia's interest in transmission of information between the department and its publics.

## IDAHO

### Public Information.

The coordinator of public information for the Idaho State Department of Education reports directly to the State Superintendent. His responsibilities include (1) working with the news media; (2) publishing a periodic newsletter for the general education community; (3) writing a weekly news sheet, "Monday File," for State Department of Education personnel; (4) taking news photos; (5) working with allied educational groups and the legislature; and (6) participating in appropriate workshops.

The department has no written procedures for reviewing and affecting the quality of department publications. Bidding is used to achieve the best price for publications printed outside the department. In-house publications are printed in an efficient but overworked print shop, which also provides some mailing services.

There is evidence that communications to local school superintendents are ample. The special bulletins from the various programs, the annual meeting, the monthly regional meetings with the superintendents, and the Telepac system seem to have built good rapport between the department and the local educational agencies. The Department is improving the attention given to communications to teachers and students. Monthly regional meetings are attended by SDE staff to answer questions pertinent to current activities.

The Eight-State Project report devotes an entire chapter to school-community relations, recommending State and local school-community relations directors.<sup>1</sup> The fact that this recommendation grew out of extensive local citizen participation in the preparation of the report, indicates that the local school districts may have need for help in this area. This need also is recognized by objectives in the section 503, ESEA Title V, project which stress the importance of improved public relations at the local level.

### Technical Information.

Idaho has initiated several exemplary programs toward developing a dissemination program of technical information that includes assuming an active policy of stimulating and facilitating the adoption of innovations by local school

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<sup>1</sup>Don Watkins (ed.), Idaho's Future in Education (Boise, Idaho: Idaho Department of Education, 1969), pp. 25-31.

systems. Notable is the ESEA Title III program of paying teams of school personnel to visit promising innovations with follow-up reports. Also receiving national acclaim and emulation are the ESEA Title III studies of the informal diffusion linkage structure in Idaho schools.

The installation of the complete Educational Resources Information Center (ERIC) microfiche files is also indicative of a commitment to dissemination of educational research and promising practices to practitioners of the State. The Department is also now connected to the Colorado BOCES (Board of Cooperative Educational Services) retrieval system.

The stated objectives of the section 503, ESEA Title V, project also seem to herald an era of active involvement of local school practitioners in problem-solving using modern educational management techniques. This project should go far toward bringing planned educational change to Idaho schools.

The department also has begun to retrieve instructional and curricular materials from the ESEA Title III projects in order to meet Federal reporting requirements for national dissemination. Undoubtedly many promising programs and materials produced in other State and Federal programs lay undiscovered on shelves where they are not evaluated nor disseminated. Though the department has assumed some informal leadership toward spreading promising innovations across the State, the department has not yet committed itself to this function by giving it visible organizational support. A person has recently been assigned as Director of Dissemination. His responsibilities include: gathering and disseminating Title III information; developing a plan to expand information gathered and validated; and disseminating practices to other schools of the state.

#### Internal Communications.

Most organizations have continuing problems with internal communications. This is particularly true when an organization makes a quick spurt in growth, as in the case of the Idaho State Department of Education. Idaho's internal communications are better than some departments because of the close working relationships enjoyed by Idaho educators. The department still suffers, however, the afflictions commonly found in such bureaucracies. Some new personnel are not oriented to policy and procedures; personnel generally feel a need to know more about what their fellow professionals are doing; and there are indications that, though top administration seems competent and "open," it still makes important policy and budget decisions without the inputs of those who have valuable information.

## ILLINOIS

Under the leadership of Dr. Michael J. Bakalis, the Office of the Superintendent of Public Instruction is currently designing and implementing a dissemination program that will insure that quality change can be assimilated in an orderly fashion. Dissemination is action based in the State of Illinois. Dissemination is a two-way communication network through which ideas, information, methods, materials, etc., are passed to and gathered from target audiences in order to promote refinement and growth of the educational system serving the citizens of this state.

The State Superintendent of Public Instruction and his associate and assistant superintendents conducted six public hearings on education in June and July of 1971. These hearings were open to all citizens who wished to testify. There were no restrictions as to subject matter. Approximately 2,000 people attended these hearings; 641 of whom testified. From this testimony a document evolved that states the Action Goals for the 1970's. These goals have been jointly arrived at by a cross section of the citizens of the state of Illinois. These goals will provide an Agenda for Illinois Education in the 70's and will provide a firm baseline for the 1980's.

An important feature of this dissemination activity was the tremendous number of feedback channels that were tapped and these are still being utilized for the two-way flow that is necessary to insure that dissemination is geared to meet the needs of the sender and the receiver respectively.

The Illinois OSPI places primary emphasis on personal contact in all dissemination activities. Personal contacts are as informal as possible within the OSPI and the public that it serves. This emphasis is quite evident in the itineraries of the professional staff. Most professional staff members are in the field an average of 50% of the time. They are conducting workshops, visiting administrators, teachers and students in the classroom. These contacts are of a give and take nature and provide another large portion of the dissemination network of OSPI. The remaining time of these professionals is spent in filling requests, making telephone calls, letter writing and planning of future field work. Most requests, made either by phone/mail or originating from the field work are handled expeditiously and are usually processed within 48 hours. Cooperation with other state agencies, colleges and universities, and statewide committees is well developed and much exchange is visible.

The Office of the Superintendent of Public Instruction produces a large quantity of attractive, high caliber print material for specific audiences in the educational community and the general public. An in-house print shop produces the majority of this print material. When print material requires unique processing, outside printing is contracted for.

Communications with the educational community and the public is effected through bulletins, fact sheets, special guides, regional conferences, workshops, meetings, monthly reports, letters, memoranda, regular monthly newsletter, a journal, mobile units and on-site visits to projects and school district personnel.

Audiovisual Materials are utilized whenever possible on a variety of topics. The OSPI operates a television section that produces film for use in the various dissemination activities of the many sections.

Many of the training devices utilized in in-service settings are made within the OSPI. Simulation devices, slide-tape presentations, 8MM and 16MM movies, video tapes and audio tapes are a few of the media modes used. Many times these modes are used together to produce a viable multi-media training package for the audience selected.

There is an ERIC Center and an Instructional Materials section that provide many services to local school personnel. Both of these units are being up-graded at this time and will be computerized in the near future in order to decrease the turn around time for services to their respective patrons.

There has been established a publication section that furnished editorial proofreading, graphic arts and other technical services. A procedures manual has been developed as a guide for the production of print material. This procedures manual contains a style format for use in all OSPI publications.

Financial support for dissemination activities is an integral part of each unit's budget. Dissemination is an important part of each program. Some units attempt to systematically plan their dissemination activities, some do not. Some units attempt to determine the degree of success of their dissemination activities and some do not.

The Office of Superintendent of Public Instruction does not directly develop programs in the individual schools. It can, however, train as many teachers as possible in specific developmental activities so that implementation of these activities into their own programs can take place. Using this strategy, it does take part in improving the instructional climate in the individual school.

Training is used as an overall strategy encompassing the preliminary assessment of training needs, developing training schemata and applying training techniques (short-range in-service training of experienced teachers, expanded in-service training of teachers such as institutes and workshop series, demonstration, pre-service course work at the university level, graduate studies in the education of exceptional children) and much of what has been referred to as "follow-up." The overall training strategy should include training opportunities in all six areas of thrust.

1. Preliminary assessment of teacher training needs often evolves from the dissemination process. Based upon establishing a close working relationship with a particular population, preliminary assessment is characterized by diagnosing the situation, estab-



lishing training goals, locating pertinent data and resources, and arriving at a tentative teacher training schemata. Such training schemata may include any or all of the training techniques listed in the preceding paragraph.

2. Actual teacher training schemata related to specific program development and implementation should be designed to cover three overlapping levels of training activity. The first level of teacher training activity is that of developing goals and identifying ways of reaching those goals. The second level of teacher training activity is gaining acceptance of particular teaching strategies and innovative techniques, and the third level is gaining facility in applying particular teaching strategies and innovative techniques in the classroom.
3. "Follow-up" of training activities begins during the third level of training activities. As teachers gain facility in applying particular strategies and innovations, they should begin to apply them visibly in their classes. At this point, formal training is being concluded, specific activities development is being terminated, and implementation is imminent. Follow-up includes post-training visits to the teaching site to assess the overall effects of the training schemata and to provide further consultation with the district concerning its program. Follow-up should continue until actual activity implementation takes place.

#### In-service Format

Level I Service: Participants will have indicated a desire to become more knowledgeable about the subject or process involved. These would be awareness activities in a pre-service situation prior to demonstration or prior to a longer in-service session geared toward program development based on activities to be included.

Level II Service: Participants will be those who have participated in a Level I Service or comparable experience. These will have an activities base and will be in an in-service situation where program development will be stressed.

Level III Service: Participants will be limited to those who have gone through Level I and II or comparable experience. In this case most services at this level will deal with those programs that are on-going and have incorporated the developmental activities into the regular program.

Level IV Service: This level will be the final evaluation of incorporated stage, not of the areas developed, but of the in-service sequence the involved personnel have passed through. A renewal system will have been established, in-service leaders trained, and sufficient professional materials compiled so that the school district may, with a minimum of outside help, maintain the activities developed and initiate in-service in other areas.

## Evaluation

Evaluation encompasses the first two strategies of dissemination training. Evaluation was the preliminary needs assessment prior to the beginning stage of building a program. It is a continuous never-ending process that provides a basis for decision making for the on-going program. Specifically, evaluation refers to a cyclical process characterized by assessing the beginning situation, stating goals, initiating a program, collecting data concerning the effectiveness of the program, synthesizing, making evaluation decisions concerning the program, and recycling, restarting, or redirecting as necessary. Teachers, administrators, consultative personnel and state staff should all be involved in all stages of the evaluation process.

In-service is a major function of the OSPI. A hundred or more professional staff members are involved directly in the various phases of in-service. In-service represents a major portion of the dissemination network of the OSPI.

When a specific need requires a very concentrated dissemination effort, massive planning can take place as evidenced by the strategies designed to create awareness-plus in all audiences that are influenced by new legislation such as Illinois House Bill 323 which mandates that public schools must provide educational training for handicapped children between the ages of three and five inclusive.

## IOWA

The cabinet made up of the Associate Superintendents and the Deputy Superintendent of the Iowa Department of Public Instruction is responsible for setting up and administering the communication system. The cabinet meets on a regular basis and its deliberations and recommendations are reported in News of the Week. This newsletter is issued each Friday and is distributed to all employees of the Department. The next week's schedule, pertinent personnel information, the report from the cabinet and other current educational information make up the content of the newsletter.

A department-wide staff meeting is held each month with reports from the Superintendent of Public Instruction, reports on legislation, other administrative information being regular features. The balance of the staff meeting is given over to specific educational subjects. Branch, divisional, and sectional staff meetings are called at the discretion of the associate superintendent of the branch, the director of the division or the chief of the section.

To determine the effectiveness of these procedures, we turn to the questionnaire. On the first page of the questionnaire, fifteen communication devices are listed and each conferee was asked to rate each device using a scale of 1 to 3 with 1 denoting most effective, 2 somewhat effective, and 3 least effective. NA is used for Not Applicable and NR for Not Rated.

We have also utilized several questionnaires in the Educational Bulletin and DPI Dispatch (the Bulletin's new title) about taxes, curriculum changes, and educational television programs. The voluntary response has ranged from three to five percent of the newsletter's total readership, quite acceptable by commercial mail-advertising standards.

As of July 1, 1970, the old Publications Section--which was one small unit in the Administration & Finance Branch of the DPI--became Information & Publication Services, a staff unit responsible directly to the Deputy Superintendent. This unit is composed of specialists who deal with public information, professional information, and publications. They advise and assist cadremen and consultants in all units besides having specific duties for Department periodicals and publications. However, there is some question as to their ability to cover the heavy and diverse workload of communications throughout the Department. Below is a description of a plan to put communications specialists as close as possible to the people doing the job. This recommendation was recently submitted to the Deputy Superintendent for study.

"Decentralized Generalists" Plan Being Studied: Can an educational communications specialist do a better job by having "accounts" within a state educational agency as advertising agency executives do? Iowa's Department of Public Instruction is analyzing the possibilities of such an arrangement.

Today, a single specialist for each area, e.g., public information, professional information, and publications services all of the DPI's 30 operational units. As most cadremen and/or consultants in these units are too busy to maintain contact with Information & Publication Services, we must reach out to them. The problems in maintaining such contact with a highly mobile staff are great.

"Tomorrow," an educational communications specialist or public relations counselor may serve six to 12 of these units in all phases of communications. He or she might prepare news releases, edit newsletter copy, research and prepare a speech, proofread and edit publications, or design an exhibit for a professional meeting. All of these tasks would be performed under the general supervision of an associate superintendent who coordinates the work of the various units concerned. Thus the PR counselor would be a staff specialist directly responsible to the associate superintendent.

The advantages of this arrangement seem manifold: better rapport and contact with unit cadremen and consultants, improved services whereby communications expertise is brought to bear during the planning stages of all operations, and better accountability.

Department-wide coordination would be achieved by locating all such communications counselors in one place. Rotations of "accounts" might be made every biennium to prevent boredom and/or "empire-building" and also stimulate and facilitate change.

An intern has been assigned to serve as such a PR counselor to the DPI's Instruction & Professional Education Branch for the months of March, April, and May. This branch includes the Curriculum, Supervision, and Teacher Education & Certification Divisions, plus the Educational Media, Professional Development, and Urban Education sections. The intern's specific assignments are: (1) verify what Information & Publication Services has done for these units since 1 Jul. 71 to date; (2) determine what the same units did for themselves in educational communications during the same period; and (3) project their communications needs for Fiscal Year 73. He will also assist with specific, short-term projects as time permits.

In an effort to improve internal communications, we have:

- A. Improved the coverage, appearance, distribution, and evaluation of the Department's weekly newsletter, "News of the Week." Coverage was improved by institution of a "beat" system whereby every member of the Information & Publications Services staff became a correspondent. The use of different copy type, headlines and colored paper greatly improved the newsletter's appearance. Better distribution and readership was achieved by handing out sample copies at the Friday a.m. coffee break in the building cafeteria while the regular copies were delivered via the mail system. A "Feed-

back Forum" feature eliciting opinions from DPI'ers is also included frequently to determine adequacy of coverage.

- B. Monthly staff meetings were also revised on the basis of a questionnaire by which DPI'ers expressed their preferences about topics and speakers. This was originally done in 1969; thus a revision of priorities was considered necessary.

As of August, 1971, a Title III dissemination coordinator was appointed to the Information & Publication Services staff. His role is to collect and disseminate both general and technical information about Title III projects to public and professional audiences. Eventually, it is planned that he will work with dissemination specialists from other such units, e.g., Title I, Title II, Title IVB (Civil Rights Act), and so on, in collecting and/or disseminating such information. Contact has been made with the College of Education at the University of Iowa regarding on-site review of experimental projects throughout Iowa. Programs identified will receive review by the University of Iowa staff and students for the purpose of compiling a list of innovative and experimental programs. Proposed questions will be answered on each project.

With federal funding from NCEC (National Center for Educational Communications) the Department is in the process of developing and implementing an Information Network. It is hoped that this will become a desirable statewide communication network.

The specific goals for this Information Network are to:

- 1) Develop communication linkages--linkages occurring among local, state, and national educational agencies.
- 2) Provide a data bank--to develop and add to this network materials that would include exemplary educational programs and projects throughout Iowa (this will be taken from the on-site review done by the University of Iowa staff). To have access to current research in the field of education (ERIC materials, professional library, consultative service from Department consultants).
- 3) Disseminate this material through an established network--information packets going to the local school personnel (the decision maker in that school) when material is requested.

## KANSAS

### Educational Communications.

The department's dissemination emphasis has been on individual field visits, conferences and workshop sessions, exchange visits among projects, and publications.

Personal visits to local schools and projects have been encouraged by the department as a primary method of communication and dissemination of program information. It was estimated that about 50 percent of the department staff will spend almost half their time making field visits. These have provided a two-way, one-to-one communication channel which has few substitutes for effectiveness.

In designing effective dissemination activities, the ESEA Title III staff have used "a small amount" of their funds to encourage teachers to visit Title III projects for both dissemination and evaluation purposes. The Title III staffs believe their dissemination efforts have contributed to the accomplishment of the ultimate goal of "adaptation and adoption." Kansas Title III projects have been adopted, oftentimes completely, by teachers and administrators not only within the State but outside as well.

The legislative requirement of community involvement in ESEA Title I has produced exciting and reportedly enthusiastic local communications networks for some projects in Kansas. Two outstanding examples are projects in Wichita and Coffeyville which indicated active involvement of parents in the project. The success of the parental communications network was highlighted in the Coffeyville project report: "Evaluation cannot be stated in numbers or statistics adequately enough. The truth of this project lies in the enthusiasm which the parents, children, and personnel have for the remedial reading program."

The department has also encouraged group methods of communication: the meeting, workshop, seminar, or conference. Conferences and workshops for school and project administrators or teachers are conducted to explain programs and procedures. Similarly, staff members are encouraged to attend special interest conferences to become informed of current activities and new approaches.

Publications are essentially a one-way communications medium and rarely achieve the impact of the two-way media. The publications produced by the department are primarily utilitarian. (The public information office has a graphic artist who has provided a number of very attractive publication formats produced with minimal printing budgets.) A few attempts are being made to determine the effectiveness of the department's publications. A new curriculum guide has included an evaluation checksheet with a request for return to the department. The evaluation sheet was part of a final section entitled "Textbook Selection and Evaluation," a section which has not been traditional

for the department's curriculum guides. Another example is a current statistical report which was preceded by a letter to the recipient administrators requesting an evaluation of its usefulness. While the curriculum guide has not yet been distributed, the responses concerning the statistical report have indicated to the statistical services staff that the information is useful and used.

But organized, planned efforts to evaluate most of the department's dissemination activities are the exception. Few plans are made for dissemination activities, especially conferences and publications, in order to:

1. Determine the criteria for assessing the impact of the activity in communicating the information or message desired.
2. Consider the appropriateness of the method of presentation as it relates to the audience.
3. Select a means of reaching other publics which would have some use for the information to be conveyed. (For instance how will news of a conference on remedial reading be conveyed to school psychologists, English teachers, kindergarten teachers, college of education faculties and students, as well as teachers and administrators directly concerned with remedial reading programs?)

Publications are "planned" by individuals in that printing requests are made in the budget requests and may or may not be discussed with sectional or divisional chiefs or the public information officer. Often, the public information office is "consulted" after printing has been approved to provide graphic, editorial, and production services.

The use of films, radio, and television has not been extensive and is apparently considered too expensive for the department.

#### PROJECT COMMUNICATE

As a consequence of federal funds, the department began implementation in December, 1971, of Project Communicate, a model comprehensive information system. The system provides information which will promote the adoption of innovative practices to educational decision makers and practitioners within a pilot area. The information retrieval system is also available to the KSDE staff.

Project Communicate is staffed by a full-time director, field consultant, media specialist and technical writer.

Information sources utilized are: computerized searches of Educational Resources Information Center (ERIC) and Current Index to Journals in Education (CIJE); and manual searches at the state library and in-house printed material pertaining to education in Kansas.

The field consultant began work in mid-March with the school districts which will receive in-depth services. The services include: definition of individual information needs; application of information supplied by the processing unit; and assistance through to the trial and adoption phases of any new practices implemented by clients. Other school districts in the pilot area may utilize the service by phoning or mailing in requests for information.

At the information center, a media specialist processes and codes all requests for information before submitting the requests to computer or manual searches. The media specialist also screens the collected material for topic relevancy before it is delivered to the client. Long and complex reports are scanned and edited to a more concise form by the writer.

An evaluation sheet is included in each packet of information in order that each client may evaluate the effectiveness of the system.

#### EXTERNAL COMMUNICATIONS

Kansas Schools, the Department's official monthly newsletter, has been discontinued and has been partially replaced with a specifically targeted newsletter which can be handled internally. "News Notes," a one sheet newsletter or bulletin, is distributed every other Monday to chief school administrators, local board officers, college deans of education, members of the State Board-appointed advisory committees, education organization representatives and all Department staff members. "News Notes" is mimeographed on both sides of the sheet and carries condensed news items dealing with State Board action and Department-related activities which the commissioner and assistant commissioners feel should be of interest to administrators. Those who receive copies are encouraged to duplicate the information and distribute it to others on their staff.

Another effort has been made to improve communications between the department and various educational audiences through the formation of "unofficial" advisory councils. A Post High School Council and a Council of Superintendents have met regularly the past several months with the Commissioner and other staff members to discuss and react to common problems and concerns. As this technique seems to be fairly effective, similar councils are being considered to communicate with teacher representatives, elementary administrators, and secondary administrators. Organizational meetings of these groups are scheduled in April and the feasibility of meeting with them two or three times during the 1972-73 school term will be studied.

The information services section has the approval of the executive committee to work on an internship program with the Communication Arts department at Washburn University of Topeka. Details are not definite at this point, but such a program could provide assistance in developing a news release service by using part-time student help. With two other major university schools of journalism located within fifty miles of Topeka, this type of program has some potential for further expansion if it can be developed successfully.



## INTERNAL COMMUNICATIONS

Following the USOE Management Survey, the agency's internal newsletter was "revived" as a project of the Educational Secretaries Association. The basic purpose of the "Et cetera" is to provide all staff members regular information concerning program activities, policy changes, executive actions, important dates, and activities of co-workers in the operation of the agency. As the "official house-organ," the newsletter carries most of the directives and announcements which were formerly circulated through a constant flow of memos from the various sections and divisions.

## MICHIGAN

The Michigan Department of Education conducts a variety of activities in three general categories of dissemination, i.e., public information, management information, and educational program information. These activities are carried out in several units within the department.

There is a public information staff of two people who handle media relations; a special assistant who provides legislators with information; and a publications unit which provides graphic and editorial services.

The department publishes a weekly one-page bulletin, The Educational Report for school administrators to keep them abreast of meetings and legislative developments. It publishes a monthly newsletter entitled Michigan Education for a general educator's audience.

Each Bureau has, during the past two years, produced one or more publications. In some cases, individuals or single units within the Bureau originate publications. Direct supervisory responsibility for content of all publications lies with the Bureau head, subject to screening and final approval by the superintendent. A recent example of a current popular publication is one entitled Drug Abuse.

Promising programs are being identified to some extent in most of the programs reviewed. There are also a few noteworthy efforts to further disseminate these programs to other school systems in the State. Particularly impressive are efforts in ESEA Title III, the Adult-Basic Education program, and the Special Education Bureau.

The Title III staff shows a keen awareness of its mission as exemplified by success in causing the widespread diffusion of such projects as the Michigan Foreign Language Innovative Curriculum Studies, Value Education materials and Outdoor Education in Michigan Schools. Also promising are plans to expand the use of the information services in Project ASSIST (Activities to Stimulate/Support Innovation in Schools Today.)

In summary, department personnel are keenly aware of the need to increase the level of activities in the dissemination area and indicate a positive motivation toward doing so. In addition, several organizational units have successfully undertaken dissemination activities that could aptly be described as exemplary of the kinds of programs that should be mounted on a broader scale. Particularly noteworthy is the spirit of interdepartmental cooperation that now exists among program personnel who willingly supply each other with needed information. However, despite this background of positive motivation, examples of good practices, and resources of talent, several blocks to improved dissemination are noted:

1. There is no departmentwide strategy to identify, evaluate, and disseminate promising educational innovations to the educational community. It appears that no one person or group in the department has developed objectives, set priorities, or developed strategies to achieve the general diffusion of innovations in educational administration, educational services, or curricula.
2. The dissemination activities of the department are relatively decentralized. There is no annual or periodic planning for dissemination activities, nor are written objectives for dissemination in evidence.
3. There is no indication that anyone is directly charged with responsibility for determining the effectiveness of dissemination efforts.
4. With a notable exception, there is a general lack of understanding of how to go about causing constructive change at the school district level.

## MISSOURI

Goals for dissemination for the State Department of Education have not been fully developed and coordinated (although some sections have written such goals for federally assisted programs). Program supervisors write newsletters and other publications as a result of a felt need. No professional informational services--editing, graphics, layout, photography, etc.--are available to assist supervisors and to ensure a comprehensive policy. Only 1.3 FTE professional positions are assigned to dissemination and public information functions. However, this figure is not indicative of total departmental effort as staff perform in these areas on a part-time basis.

The department is developing a series of radio, television, and slide/tape presentations to inform the general public about department activities. Dissemination activities largely are conducted through printed materials, workshops, meetings and field visits. With isolated exceptions, these activities are not coordinated above sectional units.

The Research unit, which maintains the ERIC facility, conducts training sessions to acquaint individuals with the availability of ERIC materials and to develop competencies in utilizing the system and the information it provides.

A variety of basic statistical data and information on the educational organizations, agencies, services and officials in Missouri are presented in several publications. Notable among these are two annual reports, Public Schools of the State of Missouri and the Education Directory. The Answer to Your Question, published every 4 or so years, presents capsules of vital information about all aspects of public education (excluding higher education).

A monthly journal, Missouri Schools, is published by the Department of Education for State and local school officials. Along with articles about

legislative and State Board of Education activities, this journal includes a calendar of forthcoming meetings and events for a two-month period.

In addition, the Commissioner's Newsletter, issued monthly, highlights educational activities of significance in Missouri. A department-wide staff meeting is held once a month for all department employees to discuss significant educational events.

## NEBRASKA

The following changes in the Department of Education since October, 1970, have altered our dissemination strategies:

(1) During the summer of 1971, the entire Department of Education was moved to new quarters at 233 South 10th Street. This situation has done much to solve many of the communications problems which previously existed between sections and divisions.

(2) With the moving of the staff to new quarters, the print shop was a part of the relocation. A decided improvement in coordination of printing efforts has resulted because of an additional staff member's assignment to this responsibility.

(3) In a number of instances, certain staff meetings are either preceded with a written agenda or a summary in writing follows the actual meeting. Both have strengthened the communication process within the Department.

(4) This year's directory lists each staff member by name, title and phone number. It has made contacts from administrators and teachers to the proper Department staff member much easier and efficient.

(5) More staff members are functioning by objectives than heretofore. Careful planning of steps which need to be taken along with some indication of time of each deadline has proven beneficial.

(6) Most publications are scheduled a year in advance. The Department is hopeful that this will result in a better publication as a result of more planning time.

(7) The Department of Education had undertaken the printing and dissemination of PREP extensively across the state. Over 200 copies of each issue were circulated to schools in the state who had asked to be placed on the mailing. Each university and college was provided with one copy. This practice continued until the U. S. Government Printing Office made the subscription possible for all schools and colleges. Distribution of PREP to schools and colleges is probably the Department's best effort ever in the dissemination of technical educational information based on research.

(8) Approximately 70 meetings were held with local vocational advisory councils and the State Division of Vocational Education staff during the 1970-71 school year, to disseminate information and materials regarding the vocational education program. During 1971-72 the Vocational Education Research Coordinating Unit has mailed many materials to schools regarding requests for special vocational education materials.

(9) During the summer of 1971, the Department of Education collected and distributed a publication entitled AN INDEX OF EXEMPLARY AND INNOVATIVE PROGRAMS. Nearly 150 Nebraska programs which were operative in public and non-public schools during 1970-71 were reviewed. All descriptions were prepared by the schools themselves, and the Department of Education exerted little if any selectivity in the choices or the accuracy of the reports. No attempt was made by the Department to encourage schools to submit write-ups of innovative programs, other than the general letter of information which went to superintendents of schools throughout the state. At another time, the Department will play a more important role in providing a format to respondents; and a concerted effort will be made to see that those programs which are the most innovative definitely are written and submitted.

(10) Information dissemination through the Title I Program has historically focused on disseminating Title I guides and regulations. Because of the complexities of the program, this in itself involves distributing a great deal of material and at different time intervals throughout the year.

Within the past year, there has been a slight deviation from this procedure in that the Title I Office has begun to disseminate information about innovative and exemplary projects. This is being accomplished via a newsletter in which the innovative program or program component is geographically identified and described with an invitation for any interested individual to make a visit. These newsletters reach all K-12 schools in the state.

(11) The Planning and Evaluation Section has developed various dissemination materials for training and information.

Training materials consist of the "Planning" and "Evaluation" Publications "Basic Preparation for Planning," and "Resources for School Boards." The "Planning" and "Evaluation" booklets are used to improve these skills in professional staff members. "Basic Preparation for Planning" provides a work procedure essential to policy making. "Resources for School Boards" can be used by existing board members for problems they encounter and by new board members to acquaint them with sources of outside help for problems.

Information materials consist of "Deriving Educational Goals in Nebraska," "Blueprint for Learning," and three single sheets on the Goals in Nebraska. "Deriving Educational Goals in Nebraska" describes the process Nebraska used in deriving a statement of educational goals. "Blueprint for Learning" is a compilation of news articles on the goals process used by the daily papers in Nebraska. Other goals materials are single pages with the Nebraska Goal Statements, and the goals and related aims in Nebraska.

(12) The Department of Education has been responsible for getting the Instructional Dynamics Incorporated EDUCATIONAL PRODUCTS DISPLAY into Nebraska. It is scheduled for July 10-12, 1972. Cooperating in the display is Kearney State College, where the exhibit will be located.

(13) Eighteen Department staff members presented two full days of in-service in North Central and Northwestern Nebraska, the two sections of the state most remote from Lincoln. An attendance of 580 administrators and teachers

was nearly "saturation" for these two areas, and the appreciation for new, fresh ideas in teaching brought by the Department was evidenced in the very favorable evaluations.

(14) The Department of Education was mandated to prepare a Comprehensive Health Education Program (Including Drugs) by the 1971 legislature. Dissemination of these new guidelines throughout the state has been a major undertaking for the Department. The meetings have now been completed and copies of the guidelines were placed in the hands of administrators who attended one of the five workshops.

(15) A number of subject matter consultants make regular use of a memo to teachers throughout the state. The computer has made it possible for the Department to obtain the teacher's name and school address of each subject in the secondary programs of this state. For instance, the English consultant has regular communication with all English teachers of the state now that this new capability has been developed.

(16) Since October of 1970, many dissemination activities have occurred through the Title III office. As always, information concerning application information and regulations has been sent to all administrators in the state on a regular basis.

Mini-grants were initiated in November of 1971. Via these \$1,000 grants, the "tale of Title III" has been carried to many more schools in a meaningful way.

Each operational Title III project is encouraged to disseminate information widely within their area via available media in the community. The Title III staff is often called on to assist in these endeavors. Each project is encouraged to publish a brochure concerning project activities which the SDE can disseminate on a state wide basis.

Project visitations were sponsored by the State Title III office in the Spring of 1971. Educators from throughout Nebraska were invited to attend these one-day, on-site conferences which were designed to give an in-depth look at individual projects.

A publication containing a brief overview of all Title III projects in the state is prepared and distributed through the State office. This is sent to interested educators throughout the United States.

The ESEA Title III Quarterly Report is sent each season to educators and interested citizens in Nebraska alerting them to new developments in Title III. This publication is general in nature and readers are encouraged to contact the SDE for more specific information concerning things they have been exposed to in the Report.

Title III staff members and members of the State Advisory Council have been asked to speak at many community and educational meetings in Nebraska. A slide-tape presentation is usually shown at these functions which gives an overview of Title III in Nebraska. Relevant publications are also distributed.



A conference will be held in April of 1972, to inform Nebraska educators about Title III projects concerned with learning disabilities. Project INSTRUCT, Lincoln and Project Success, Wayne will tell about their efforts with regard to working with children with learning disabilities.

Two national conferences have been sponsored by the State Title III office. An Accountability Workshop, held in 1971, was designed to give educators a meaningful look at systematic planning and the whole area of accountability as it relates to Title III projects. This winter Advisory Council members from twenty states met in Omaha to discuss ideas for a model policies and procedures handbook for Title III Advisory Councils.

## NEW JERSEY

### Office of Public Information

The Office of Public Information, by means of news releases to the press, radio and television, brochures, pamphlets and publications, attempts to inform the public about the kinds of services the Department can render. The Office also prepares the Department's annual report to the Legislature and periodic reports to the Governor, and it provides information requested by the press, public or other State agencies. It also functions as a central clearing house and editorial service for all departmental publications.

### Office of Equal Educational Opportunity

The Office of Equal Educational Opportunity aims to assure equal educational opportunities for all youth insofar as they are affected by school segregation, desegregation or integration in terms of racial backgrounds. It has a special function to disseminate information regarding effective methods of school integration to local school districts, colleges and universities, community agencies and organizations.

### Division of Controversies and Disputes

The Division of Controversies and Disputes has two major functions: first, to perform the statutorily imposed obligation upon the Commissioner "to hear and determine all controversies and disputes which arise under the school laws." And secondly, to provide a resource center for information on school law and school administration. The Division provides this service to other divisions of the Department of Education, to other departments of state government, to the county offices, school district personnel, and the public at large. The Division makes no attempt to furnish legal counsel to school districts but provides helpful information to superintendents and their staffs on matters involving school law and problems of school administration generally.

### Bureau of Elementary and Secondary School Administration and Supervision

The Bureau of Elementary and Secondary School Administration and Supervision conducts the District-Wide School Improvement Program (Needs Assessment); evaluates secondary schools for State approval; assists districts in matters relating to school facilities and sending-receiving relationships; reviews secondary summer schools for purposes of State approval; reviews curriculum and organizational changes in public and non-public secondary schools; supervises the ESEA, Title III Guidance and Testing Program; reviews and monitors projects funded under Mini-Grants; collects appropriate information and issues publications.

### Bureau of Pupil Transportation

The Bureau of Pupil Transportation has the responsibility of helping school districts accomplish this vast daily migration in the safest and most efficient way possible. It disseminates transportation information, instructs school administration in State aid procedures, and, with the cooperation of police and safety officials, conducts training for school bus drivers.

### Office of Program Development

The Office of Program Development concentrates on the statewide development of program designs and models to meet defined needs; it guides the scheduling of sequential steps to be taken in program installation; it provides consultation to individuals and groups regarding the design and conduct of specific programs in relation to total educational programs and to priority needs of the district and the state; it furnishes information and data concerning innovative practices undertaken by public schools of the state. A major activity of this office is the administration of Title III, ESEA.

### Office of Management Information

The Office of Management Information consists of four branches: Research Information, Statistics, Special Projects, and Data Processing. The Statistics Branch gathers, processes, analyzes, and disseminates statistics of pupils, teachers, and schools. What regular statistical gathering and evaluation monitoring cannot provide, the Branch of Special Projects ferrets out by means of unique surveys. The Branch of Data Processing serves the functions of the other branches part of the time, but most of its efforts are directed to the service of other divisions of the Department of Education and other departments of the New Jersey State Government. All the branches combine their efforts to achieve a common purpose; to supply management with pertinent, timely, and accurate information upon which to base decisions.

### Branch of Research Information

The Branch of Research Information is an information dissemination unit of the Office of Management Information and its chief function is the planning, monitoring and development of a state network for educational communications. A special service of the Branch is the ERIC/DIALOG, a computer based interactive retrieval service.

### Bureau of Occupational Research Development

The Bureau of Occupational Research Development coordinates data collection, dissemination and storage and retrieval of research information. It is also responsible for: Exemplary Programs; Program Planning and Development; Occupational Curriculum and Media Development; the Technology for Children Project and the Occupational Research Resource Center.

### Occupational Resource Center

The New Jersey Occupational Research Development Resource Center was opened in July, 1971, in Building 871 of the Residential Manpower Center in Edison. The center is a cooperative project of the Division of Vocational Education and the Edison Township Board of Education. Purpose of the center is to provide vocational educators in the state with a convenient and effective information agency. Resources at the center include books, audio-visual materials, documents, journals, newspaper clippings, electronic teaching devices and educational games.

### State Library

The State Library provides library service to the Legislative, Executive and Judicial branches of the State Government and, as a libraries' library, to all the people of New Jersey. Its resources include the State Archives, a book collection in excess of a half a million volumes, periodical holdings of more than 2,500 titles, and many early New Jersey maps and newspapers. Through its Reference Referral Center, it acts as a clearing-house for locating books. Supported with Title II, ESEA funds, two regional and 23 district demonstration school media centers are being developed by the State Library's Bureau of Public and School Library Services. The regional centers are the Paramus Educational Development Center, which will serve as a regional selection center for print and non-print materials, and Moorestown High School, which will act as a regional education and examination center.

### Micro-Automated Catalog Project

The Micro-Automated Catalog (MAC) Project of the State Library, which placed the entire 600,000 card catalog on microfilm cartridges for use by eight South Jersey area libraries, is now being expanded to include the 1,350,000 card catalog of the Newark Public Library. (Supported by Library Services and Construction Act (Title III) funds administered by the State Library.)

### Grant School State Learning Center

The Grant School State Learning Center in Trenton is emerging as a training and demonstration center for models of exemplary programs in childhood education. The center seeks to assist in the process of developing, training, and modifying behavior of teachers interested in innovative programs, and to provide educators and citizens first-hand opportunities to learning about nationally prominent programs. The center is funded under 1970 Assembly Bill No. 400, an act which supports the establishment of educational centers for research and demonstration in various parts of the state.

### Educational Technology Center

The Department's newly established Center for Educational Technology has begun a first-year effort by instituting training programs in educational media, disseminating information to school administrators regarding available technological equipment and processes, and basically coordinating the many efforts by various agencies and organizations in the State interested in the advancement of media and technology in education.

### Intermediate Units

The Office of Program Development is developing plans for the expansion of educational research and development centers to cover all of the regions of New Jersey. The plans call for the establishment of three new educational intermediate units patterned after the prototype of the Educational Improvement Center (EIC), which is situated in Pitman and serves New Jersey's eight southern counties. EIC has become a model educational agency with a staff of 35 that provides a variety of services and assistance to the schools in the South Jersey region in planning, research, program and curriculum development, in-service training, evaluation, and dissemination of information on new and innovative programs.

### Consumer Education Center

The first Center for Consumer Education Services in the nation was opened by the Division of Vocational Education in March, 1971, in Building 871 of the Residential Manpower Center, Edison. The center, supported by federal funds provides a work setting for individual and group consultations with teachers, administrators, curriculum coordinators, teacher educators and others interested in developing, extending and improving consumer education programs. It disseminates pertinent consumer education information concerning evolving program modes.

## NEW MEXICO

The New Mexico State Department of Education now operates on a program planning financial system. All major units of the Department have specifically stated objectives with time-line performance criteria established.

The dissemination unit operates directly under the office of the Deputy Superintendent. All materials for dissemination are distributed from this unit. A magazine called the "S.D.E. Review" is published monthly. It contains news about New Mexico education and features one or more promising practices in the state. An internal four-page publication is published every other Friday to assist the staff in keeping up with the department operation.

Twelve half-hour programs have been prepared for educational television to be aired over the statewide network. These will spotlight programs and developments in New Mexico education.

Our major thrust for the coming year is a program called the Mutual Assistance Project (MAP). Staff members of the department have been assigned to every local school system for intensive on-site extension and communication liaison. The MAP representatives provide for a two way communication channel between the State Department of Education and the local schools and serve as change agents.

An effective graphic arts unit has been developed in the dissemination unit which provides assistance for brochures, video materials, and special documents.

Frequent small group meetings for internal communication and staff developments are being held. The Superintendent's Cabinet meetings have been opened to the staff for participation and a large resource room for educational materials and a central information facility where the staff can meet to discuss common problems is in operation.

The State Department of Education and the State Library system have developed a cooperative capability for the complete use of ERIC materials.

## NEW YORK

The newly formed Educational Programs and Studies Information Service (EPSIS) unit which is responsible for coordinating and consolidating the dissemination programs within the State Education Department (SED) has as its objectives the following:

- A. Act as principal point of access and switching agent for externally originated requests directed to the SED.
- B. Provide reference, referral, and current awareness services to SED staff.
- C. Develop and maintain a capability for serving the specialized information needs of State policy planners and decision-makers.
- D. Provide active support to the development of dissemination tools and methods for programs designated as having state-wide priority.
- E. Direct the development and eventual operation of a state-wide regional network of centers which will provide information services to local educators and serve as the major links in the dissemination and diffusion of educational information throughout the state.
- F. Initiate a process for (1) identifying major problematic areas and (2) producing targeted information packages which deal with those areas.

In an effort to bring educational information to the practitioner, EPSIS has actively incorporated the ERIC system into its service-oriented functions. Some 32 educational institutions within the state, each having an ERIC microfiche collection, microfiche readers and a subscription to Research in Education, have agreed to provide service to local educators regardless of institutional affiliation. Further development of this decentralized approach will conform to a statewide regionalization effort currently being undertaken by the SED.

The EPSIS staff represents a physical relocation and centralization of SED staff that had previously dealt with dissemination activities within individual units. The Information Specialist to direct the EPSIS operation was provided by the ESEA, Title III office; the Research Aide position was provided through Vocational Education; the Librarian position was provided by the State Library and the secretarial support by Research. It is anticipated that the EPSIS staff will expand by obtaining positions from other major program areas within the SED such as ESEA, Title I.

In terms of resources, the centralization of dissemination activities and staff relocation has resulted in the operational coordination of the New York State ERIC Service, the ESEA III Experiments in Planning Innovation and Creativity (EPIC) project, the Curriculum Laboratory, and the Education Library-- a division of the New York State Library. This massing of information resources provides New York State educators with an extremely broad information base.

In order to facilitate the retrieval process the 32 ERIC cooperating institutions make their collection and related services available to local educators. If none of the 32 locations is easily accessible, a request may be made to EPSIS for free microfiche reproductions of ERIC documents. In order to make efficient use of this free service, one must have access to a microfiche reader and a subscription to RIE. If access to, or purchase of, a microfiche reader is not possible, the hardcopy reproduction of ERIC documents may be ordered from the ERIC Document Reproduction Service.

EPSIS conducts limited literature searches of ERIC materials upon request. By checking the Thesaurus of ERIC Descriptors, descriptors which apply directly to the topic can be identified. If the request is precise, then the information retrieved will be more closely related to the topic being searched.

EPSIS also provides for local input into the ERIC collection. EPSIS receives, for possible inclusion into ERIC, educational research and development documents including innovative programs and projects. These are submitted from local, public, and private education agencies, and from the State Education Department. A local district, school, or individual educator in New York State can therefore contribute any document which has been produced and which is considered significant. After being received by EPSIS, it is evaluated and then sent to Central ERIC for further evaluation and possible synthesis into the ERIC system.

An indepth study of the ERIC Service was undertaken jointly by the ERIC Clearinghouse at Ohio State University and the New York State ERIC Service. This study will be released in March, 1972.



## OREGON

One of the eleven priorities of the State Department of Education is "to close the communication gap" between educational information and potential users. Several units of the Department have responsibility for information dissemination: Information/Publications Services, the Resource Dissemination Center and the Federal Programs.

The Information/Publications Services is a section of the Executive and Legal Services Unit. The eight-member staff includes the Coordinator, an editor for curriculum publications, two editors for news and periodicals, two graphic artists and two secretaries. A series of publications, each designed for a specific audience, emanates from the Information/Publications office and are circulated regularly. These publications include:

1. The Superintendent's Pipeline, a three- or four-paged newsletter, is circulated monthly to chief school and community college administrators.
2. Edu/Cable, a weekly news tip sheet, designed for the news media to increase understanding and support of educational programs at all levels, is distributed to all radio and television stations, to all local newspapers, and to State legislators.
3. Edu/Gram, a tabloid newspaper, designed to apprise the educational community of educational developments and programs, is circulated monthly during the regular school year.
4. Elementary Notes and Secondary Notes are monthly newsletters sent to elementary and secondary school principals.
5. Inside Story, an in-house weekly newsletter to all Department personnel.

In addition, the office publishes the State curriculum guides and other documents required by law or by administrative rules. Documents include, among others, the Oregon Board of Education Biennial Report, School Directory, updated Publication List, and Calendar of Educational Events, all of which are widely circulated to appropriate personnel.

The Resource Dissemination Center provides retrieval services for both research and resource information. Information, particularly that from the national Educational Resources Information Center (ERIC), is computerized, and requests for information are readily supplied. The Center maintains a record of all requests and refers them to the appropriate Department specialists who are often requested to follow up and provide further assistance. Located in two pilot counties are two educational extension agents who personally assist school personnel in identifying problems, in obtaining the proper solutions and in setting up innovative projects. Currently, 19 additional Intermediate Education Districts (IEDs) have part-time extension agent responsibilities assigned to a staff member. These individuals have participated in a special training

session designed to introduce skills to negotiate with school personnel and to follow through with requests to insure the effective use of the services for decision making and for improving educational practice.

Although the primary thrust of the Dissemination program is to respond to individual needs and problems, a Selective Dissemination of Information (SDI) is being developed. The SDI program attempts to place into the hands of highly interested educators the most current literature without a request being initiated by the user.

The program is in the process of coordinating efforts with the ESEA Title III program to compile information about exemplary and innovative programs to assist in greater adoption or adaptation of improved programs throughout the state.

An attractive and concisely written brochure, New Directions, which highlights the services of the Center, has been circulated widely throughout the State.

Each of the several federally-assisted programs has employed a number of procedures designed specifically to assure communication about the operation and outcome of the total program and about exemplary projects. Procedures most commonly used include the following: regional conferences, various types of workshops designed either for administrators or teachers or for both, specially arranged individual and small group conferences with appropriate local personnel, use of local radio, television and press media through personal appearance on programs, through arrangement for spot announcements, and through news releases. Tape-slide presentations are used by several programs.

More specifically, Federal programs use other procedures as follows:

The administrator and staff of the Title I, ESEA program encourage the wide use of home-school consultants at the local level. The Coordinator of the Title I Migrant Education Program has prepared a series of tape-slide presentations of exemplary projects. He arranges for a teacher participant in the project to accompany him to other situations at which time she supplements the presentation by responding to questions and by giving more detailed information about teaching techniques and materials used. This program also employs a unique dissemination method of arranging for exchange of professional personnel from one migrant education project to another. Sometimes, a successful teacher from an exemplary project moves to a newly organized migrant project, for a period of a week or two, to serve as a consultant-teacher. The publication, To Teach A Migrant Child, prepared by the Coordinator of Migrant Education, is a report of some of the concepts and activities that reflect the intent and content of this program. This publication has been circulated extensively not only throughout the State but throughout the United States.

The Title II, ESEA program has developed two bulletins, Open Door to Learning, and Project Open Door, which highlight the special grant library projects in the State. Illustrated with many attractive and appropriate photographs, these publications tell the story of progress and of the effective use of Title II, ESEA funds. The bulletins have had wide circulation not only in the State but to many media specialists upon request throughout the country.

The staff responsible for the Title III, ESEA program developed a dissemination manual which was published by the Oregon Board of Education and widely distributed

in 1970. The purpose of the manual was to "bring together in useful form the basic principles governing dissemination as a component of the process of change and the practical working techniques which can assist project personnel in effective dissemination activities." This manual serves as a guide to the Title III, ESEA personnel responsible for dissemination both at the State and local levels.

The Vocational Education program, particularly to disseminate information has:

- Arranged for the employment, for a period of 18 months, of a professional to work directly with local school superintendents;
- Prepared two mini-brochures, The State-Plan Mini-Report, and Career Education: The Oregon Way, which highlight the State plan and the model developed, respectively, and which have been widely circulated;
- Developed one 30-second film and another 60-second film which are shown regularly over local television; and
- Developed a one-hour television show depicting the Career Education Program which is to go on the air within a few weeks.

## RHODE ISLAND

The Rhode Island Department of Education describes its dissemination and public information philosophy in terms of its activities and plans which will inform, enlighten, and involve the public who are concerned about or are the direct (students, parents) or the indirect (business, industry, society) consumers of the results of the educational establishment. Specifically, dissemination must build upon and extend the base established through management information and public information by translating the increased awareness and interest into improved educational practices.

In Rhode Island, the Education Act of 1969 mandated, among other issues, the establishment of a reorganized department of education. The actual reorganization has taken place during this fiscal year, so that in reality the relatively new Commissioner of Education has been in office for approximately twelve months. In the process of developing and coordinating educational change of an organizational and functional nature at the State level, an extensive public information effort has been under way to not only describe policy and procedural changes designed to upgrade and strengthen education in the State, but also to include in as practical and effective manner as possible a public involvement process in the change strategy. The success of this effort, as manifested by a high level of public acceptance of the Commissioner and the department's program at this stage of development, is particularly noteworthy. Credibility is being established with the department's constituents.

In recent months, considerable thought and preliminary planning have been initiated relative to the development of an improved program of dissemination of information within the department itself in an attempt to effectively establish well-defined goals, comprehensive long and short-range plans, and realistic performance objectives for dissemination activities. The importance of agency-wide dissemination of information as it relates to the formulation of change strategy in terms of the implementation of state-wide goals has been recognized as essential to the ongoing development of the management operation.

The chief responsibility for carrying out the public information function has been delegated to the Community Relations Office, headed by the Community Relations Officer within the Division of Organization and Management. This office publishes a monthly departmental newsletter of exceptional quality, with widespread circulation throughout the State. The office coordinates other publications, broadcasts, television appearances, and news releases. It is also responsible for the high level and effective liaison that exists with the State legislature, and for the dissemination of educational information to the department's management team and the State Board of Regents.

A closely related public information activity is performed by the Educa-

tional Television Services department of the Division of State Operated Facilities. Through station WSBE-TV, this department acquires and distributes instructional and public television programming to the schools and homes of the State. It consults with schools on the selection of TV reception and transmission equipment and on the utilization of television in the educational process. The station presents programs in 42 separate areas, embracing all grade levels and subject areas of the curriculum.

A feature of WSBE's programming is the regularly scheduled panel appearance of the Commissioner of Education and the Management Team. This program is entitled "An Evening with the Commissioner," and for 90 minutes the panel fields inquiries on any educational topic submitted by the audience. Often-times the program is televised "live."

The recent establishment of a State Teacher Center and Education Information Center indicates the priority given to a dissemination strategy which focuses on the necessity for change and improvement in educational practice. Both the Teacher Center and the Education Information Center will fill a gap in the total agency effort at information collection, public information, and dissemination. The philosophy underlying this development is that effective change is the result of an extensive and intensive knowledge base, an open two-way flow of information, and a corps of change agents to assist in the improvement of education.

The operation and service of the professional staff libraries to the entire agency have not been clearly defined. Professional and supporting staff have made minimal use of these services. The location of the two libraries is not considered advantageous for their usage.

## SOUTH CAROLINA

The Department of Education is committed to an overall policy of providing appropriate information to all of its varied public. Dissemination activities are supported in three areas: public information, program and technical information, and internal communication.

The Office of Public Information is situated organizationally within the Division of Administration and Planning. This Office has developed statements of policy and objectives which are being implemented as fast as the limits of staff and time permit. These objectives include the following:

- to maintain a continuing, multi-media information program for the State Department and State Board of Education
- to conduct and to evaluate information and publications programs
- to answer requests for services, materials, and information from public, professional, and governmental sources
- to coordinate news media relations
- to maintain a feedback and Department referral system to keep abreast of educational concerns expressed by citizens, educators, or governmental officials
- to serve in consultant capacity for school districts establishing or improving local information-publications programs.

These goals are realized through the use of a wide variety of media--the printed word, radio, television, speeches, meetings, workshops, consultations, and billboards--and through a long list of pamphlets, directories, reports, catalogs, films, tapes, newsletters, manuals, handbooks, curriculum guides, and periodicals.

The demands of varied public information activities as well as technical and editorial services are increasingly heavy, primarily because of the growing interest of the general public in education and the Department's emphasis on the objectives of the new Five-Year Plan. The Public Information Office takes care of all requests from Department staff members, even though the requests may be related solely to dissemination of program and technical information. This Office also makes every effort to coordinate the dissemination of all Department publications.

The South Carolina Pilot Program for Information Dissemination began its

operation in July, 1970. The Research Information Unit is one component of the Research Information Section which is one of three sections comprising the Department's Office of Research. The Unit has been functioning within this organizational structure since July, 1971.

The Unit functions under the general supervision of the Director of the Office of Research and under the immediate supervision of the Chief Supervisor of the Research Information Section. The Director of the Office of Research is directly responsible to the Deputy Superintendent for Administration and Planning.

Two Area Communication Specialists are assigned to target areas within the state. The Specialists are members of the State-Department of Education staff; each is directly responsible to the Chief Supervisor of the Research Information Section.

Sixty-two district superintendents have named information dissemination representatives to serve their particular district. Therefore, any educator within the state can request information through the Research Information Unit but only two target areas receive in-depth assistance in the utilization of retrieval information.

The purpose of the Unit is to provide research and program information to aid in decision-making activities in the Department and the local school districts in South Carolina. Specific objectives of this unit are:

- to provide educational information to the potential user in a format which facilitates its use for achieving designated objectives
- to strengthen the District Representatives network
- to expand services of in-depth utilization to target areas of the state
- to encourage districts to employ a Communication Specialist at district expense
- to develop capabilities to selectively disseminate information
- to develop and establish an information data base of successful educational programs across the state
- to maintain close linkage between utilization and retrieval components
- to acquire and submit state documents to ERIC
- to investigate new methods of augmenting existing services
- to provide for periodic evaluation.

The improvement of educational practice is assisted by providing educators with professional and technical information and assistance to aid in the initiation of new programs, the development of new procedures, and the improvement of existing procedures at both state and local levels.

Requests from any South Carolina school district or from any office within the state education agency are processed, and the resulting product identifies the available information in the designated area.

The process of compiling the most relevant information on a given topic varies with each request. As soon as a request is received by a retrieval specialist, the search process is determined. One request may involve submitting a computer search of the ERIC tapes (Research in Education and Current Index to Journals of Education), as well as conducting a manual search of the topical files in the center. Another request may entail submitting a search question to the State Library for a search of their book and document collections, as well as contacting a state education consultant for diagnostic and/or prescriptive recommendations. A third request may prove all search processes invalid except for consultative assistance, while a fourth request may only require the assimilation of materials from previous requests. Because all requests receive this individual treatment, each requester is guaranteed special attention to his unique needs.

The Area Communication Specialists, one in each target area, devote full time to determining the information needs of the educational personnel in their districts, relaying these needs in the form of requests to the SEA retrieval center, and assisting the local educational personnel in the interpretation and utilization of the information provided by the retrieval center. The Area Communication Specialist attempts to maximize interpersonal communication linkage at the district level and between the district and state levels. He also makes use of the resources available within the State Agency. State consultants and technical assistance teams work with the Communication Specialist on the district's identified needs.

The Research Information Section has developed a dissemination model for the coordination of its own communication efforts with those of the Public Information Office. This model provides for meeting both the awareness and developmental needs of dissemination.

Each office has the major responsibility for the dissemination of its own technical and program information. In spite of the assistance provided by the Public Information Office, adequate staff with the time and expertise to carry out this function is not always available to each unit. Only three units (Adult Education, Vocational Educational, and Title III, ESEA) have full-time staff members assigned to dissemination activities.

A description of a specific service developed by the Title III, ESEA Office should exemplify the dissemination services available outside of the Research Information Unit.

In order to provide greater statewide visibility to promising Title III



projects currently operating throughout the State, the Office of Title III, ESEA is initiating a new program entitled "Invitation to Innovation." School district superintendents are invited to nominate a team of four or less for the purpose of observing an exemplary project selected for its excellence for visitation by the Title III staff and curriculum consultants using monitoring, teamsite, and evaluation results, which meet the criteria for identifying Host Projects. Anyone involved in the implementation of school programs is eligible to serve on the visitation team.

Everyone participating in the Invitation to Innovation program assumes the responsibility for preparing a typewritten post-visit report, containing (1) a description of the project, (2) visitor's impression of the project and his opinion of the applicability of the project to his home district, (3) recommendations to his superintendent regarding his observations. Superintendents must forward these reports with a statement of reactions to the reports to the State Title III Coordinator within two weeks following the date of visitation. In addition, team visitors and their superintendents are expected to complete two short checklists which will be mailed to them approximately six months and again in eighteen months following the visit.

The Title III Office conducts a "preview conference" at the State Department of Education for Project Directors, or their designated representatives, to explain the intent of the visitation program, and to guide them in planning an on-site itinerary and developing materials for dissemination to visiting teams.

Current methods of communicating internally, such as meetings, bulletins, announcements, and memoranda, are continuous and are used in conjunction with interpersonal communications. Much consideration is being given to the development and distribution of an in-house newsletter designed to keep everyone informed of all activities, including those concerning Federal programs.

## TENNESSEE

This review of dissemination in the Department covered four major areas: (1) public information; (2) technical reporting; (3) internal communications; and (4) professional reporting, i.e., information provided educators to help them improve local school practices.

A variety of dissemination products are issued by the various divisions and other units within the Department. Included are newsletters, press releases, manuals, exemplary project descriptions, brochures, and the like. There is also a wide range of interpersonal communication activities such as meetings, speeches, seminars, and workshops. Program staff, in addition, have many direct contacts, either as individuals or as members of teams, with local school personnel. There is some rather limited communication with lay groups and the general public.

A film library circulates more than 10,000 professional and classroom films throughout the State each year. The Department operates three State-owned educational television stations and has working arrangements with two locally-owned educational stations.

A legally mandated Annual Statistical Report is prepared that contains many pages of statistical data tables. The report, however, contains no narrative or interpretative material that would make it more valuable and helpful to most audiences. A number, perhaps most, of the program areas prepare and distribute annual reports of significant happenings in these areas.

A variety of data films are maintained by and in the separate divisions and units of the Department. There is, however, no central source of information on these various files.

It appeared that none of the recommendations made in the 1969 review--planning for dissemination, using new media, better communications within the Department, increased use of informed laymen, and forming a dissemination component--had been met to any degree.

There is no formal or informal dissemination policy for the Department as a whole, nor are there any objectives and priorities directed toward communication with the public or with other, limited audiences. There is no internal procedural guide for the preparation of manuscripts for publication. The Department's dissemination efforts appear to be diffuse, individualistic, and uncoordinated at the Department level. While there are significant strengths throughout the Department--high caliber and dedicated staff and exemplary individual dissemination activities--little has been done to relate and coordinate these separate efforts into a balanced, cost-effective pattern. There is no mechanism for making comparative judgments about the quality and need for various dissemination activities carried out in the divisions.

Decisions about dissemination activities are made at many points throughout the Department, and are usually not made at the Commissioner or Executive Group level. This includes decisions on purpose, audience, content, format, and cost. None of the divisions appears to have specific performance objectives or budgets based on objectives for communication. Most priorities are established by the division heads; because of their varying perceptions of need, the Department's output appears uneven in scope and quality. It does not appear that anyone in the Department would be able to determine the total cost in manpower or dollars devoted to dissemination.

In the case of some individual dissemination activities there is evidence that the interested audiences find the information or opinions both acceptable and usable in their work. Overall, however, it is not possible to gain an objective view of the impact of all dissemination activities. In part this results from the absence of priorities and objectives and the near absence of feedback from the users of the Department's dissemination output. There is no formal written policy on the kinds of audiences that the Department should serve and the priorities among them. There is no central mechanism to insure that staff, time, and money are allocated to serve priority needs for priority audiences--which appear to be teachers and administrators. There are a number of mailing lists (often overlapping) in the Department.

During the review, departmental staff commented a number of times that they were becoming aware for the first time of many of the significant activities outside their own divisions. Vertical communication generally appears to be stronger than horizontal communication, probably because there is greater effort, and some formal mechanism, in the vertical direction. An internal newsletter is issued irregularly (approximately eight times a year) for reporting to the staff. Much of the horizontal communication (between peers or divisions) takes place on a personal one-to-one basis, much of it unplanned, but other times because of a need to know (although seldom carried very far beyond this need). No suggestion system exists which could be used as a form of communication upward.

The professional library, although fairly good compared to those in many of the other State educational agencies, is not as complete or as well used as it should be. It is not at present adequately staffed. For example, there is no ERIC collection conveniently available to the Department. The ERIC A & I journal, Research in Education, is available, but appears to be little used by the staff. Orders for ERIC materials can be placed with the State Library, but there is normally a several week wait before the material is delivered.

With few exceptions, the headquarters staff do not appear to be firmly committed to a strong leadership role in helping local educational agencies adopt more effective educational practices. In part this is the result of limited access in the Department to information on exemplary practices and on research and development-based educational programs--the kind of information included in the ERIC collection. A few staff members do appear to be more research oriented and aware of the value of strong information services to improving educational practices. Insufficient use is being made by professional staff of information resources needed for rational decision-making or for staying current on development in special areas of interest. Consequently, professional development appears to be lagging.

## UTAH

For the Agency as a whole, extensive staff time and effort is devoted to a wide range of dissemination activities. The Agency staff views communication with various audiences as one of its major activities.

A great variety of dissemination products are issued by the Agency: newsletters, reports, bulletins, curriculum guides, manuals, and other publications. In addition to printed materials, interpersonal communications, such as meetings, seminars, and workshops, and the mass media are utilized. Various staff indicate they have numerous direct contacts with local education agency personnel. The Utah State Education Agency is one of three states participating in the Pilot State Dissemination Program, whose chief purpose is to unite information resources with technical assistance teams. Field agents in three regional educational service centers are assisting local educators in identifying and solving their problems and in providing them with research information through the ERIC system and other sources.

General newsletters are used to convey information about new administrative changes, legislative developments, staff additions, and so forth. Other newsletters deal with staff and organization activities, new developments and materials, and suggestions on improving teaching practices. Quite a number of different subject-matter newsletters and other publications are prepared and distributed. The major focus of these publications creates awareness of programs and practices. A few publications also contain interpretative articles, but little stress is placed on the effectiveness of the activities reported. Extensive statistical data are being collected and reported but, by and large, the data are not accompanied by a narrative for LEA audiences.

The primary external audiences served by dissemination activities are teachers and administrators. There is some use being made of the mass media to reach the general public. Instructional television programs are transmitted to classrooms throughout the State through both closed circuits and open-channel education television.

Major decisions about dissemination activities are dispersed throughout the Agency and reside at the Division Director level. Specific performance objectives, pre-planned budgets and specific work schedules are not in evidence for the Agency as a whole. Some effort is being made by Agency staff to relate to the dissemination activities of other public and private agencies.

Some limited attempts are being made to determine the impact of individual dissemination activities on intended audiences. Instructional television services employs many approaches to obtain audience reactions to its programs. But, overall, very little objective evidence exists about the impact and effectiveness of dissemination activities.

Many agency staff, particularly the instructional services group, feel they are not sufficiently involved in and informed about general Agency happenings and developments. Vertical and horizontal internal communications problems are expressed by those in specialist and middle management positions. At least three reasons can be cited to explain this in part: growth in professional staff (from 150 to 250 during the past three years, excluding Rehabilitation Services), appointment of a new State Superintendent, and newly installed reorganization staffing patterns.

The Agency as a whole is firmly committed to exercising a leadership role vis-a-vis local educational agencies. Instructional specialists are supposed to spend 80% of their time in the field. Four regional educational service centers exist to serve the forty school districts throughout the States and three of the four have field agents, connected with the Pilot State Dissemination Program, to assist LEA's in identifying and solving educational problems. The agency is making some concrete efforts to go beyond mere circulation of information to actual installation and adoption of tested educational practices.

The Agency dissemination program is diffuse and individualistic. Significant strengths are present: high caliber staff, and exemplary individual dissemination activities. However, the Agency has yet to relate and coordinate these separate strengths into an Agency. Programmatic and fiscal decision making about dissemination activities are spread throughout the various Divisions with some overlap. Most priorities are established by Division Administrators, and because these Administrators have varying dissemination needs and perceptions, the Agency dissemination activities are uneven in scope and quality. Since dissemination policies and goals have not been formally set, the Agency as a whole is unable to set priorities and develop dissemination programs which fall outside of the needs and perceptions of individual Division staff.

At the present time it is impossible for anyone inside or outside the Agency to determine the total cost or the exact amount of staff time and effort devoted to dissemination efforts.

Little systematic attempts are being made by Agency staff to find out more about the needs, requirements, and problems of users of Agency dissemination products. Moreover, some decisions about types of dissemination approaches and techniques are made at Division levels without prior due regard for the "what" or content of the message. It appears that too many Agency staff members are spending too much time and money publishing too many documents which either go unread or unused. Several staff members have hired their own writers and editors on contract for special publications at high cost.

More than two full-time public information officers are employed by the Agency, but their exact role and function are not clear. This means that coordination of public information efforts is incomplete and fragmented. Their exact relationship to the various Divisions in terms of sharing their expertise on Division dissemination efforts is uncertain.

There is a Need to Educate Agency Staff. It was brought to the team's attention that there is a need within the Agency to place greater emphasis on basing educational decisions on validated research results and "best practices" information. More of the Agency staff needs to better understand and use information in decision making.

## VIRGINIA

The objectives of the dissemination function of the State Department of Education are to inform the public and local school officials about programs and problems in public education and to encourage LEA's to adapt successful innovative projects to their particular needs.

Dissemination activities are conducted through direct services of Department personnel, the Office of Public Information and Publications, and the Division of Educational Research and Statistics.

"Direct services" include workshops, seminars, conferences, demonstrations, and other methods of personal contact. The Office of Public Information and Publications assists the State Superintendent and the State Board of Education in reporting and interpreting educational programs to the public. It publishes a quarterly news magazine and assists divisions and services in preparing brochures, audio-visuals, reports, and other publications to inform educational personnel about programs and progress in public education.

The Division of Education Research and Statistics provides a two-way flow of educational data between local school systems and the Department. The division conducts studies requested by the State Board and the State Superintendent, encourages and assists localities in designing and conducting pilot studies, coordinates educational research, maintains a computerized ERIC file, and analyzes and publishes the results of research studies.

The Department's dissemination program also includes information about innovative projects financed by Title III of ESEA and other federal programs. This information is disseminated through news media and through specially prepared brochures and other printed material. Films and slide-tapes also have been produced for Title III and other ESEA programs.

## WASHINGTON

The Office of Superintendent of Public Instruction shows evidence of awareness of the importance of a viable communications endeavor. There is evidence as well of a high degree of expertise in implementation. There are, however, no stated objectives for this function, nor is there any written policy.

At the Superintendent's level, there is an Information Officer served by one secretary; this Information Officer is a member of the Cabinet. The same person serves as head of the Publications and Editorial Unit of the Division of Staff Services, and in that capacity is assisted by three professionals and one clerk. There are no formal procedures for using editorial, publication or information services. The SPI's publications are attractive, well edited and compactly directed to their target audiences. This school year, 35 publications were edited and published. An effective periodical, Your Public Schools, reaches an interested audience of 76,000 and evokes enthusiastic response. The publication has deservedly won formal recognition--various state and national editorial awards.

Continuous attention is being given to the other vital channels of communication--the electronic media. The Information Officer understands the importance of television and radio, but explains that no money has been allocated for that purpose. There is a possibility, however, that some ensuing budget will provide funds for personnel and equipment for electronic media and other audiovisual operations. The SPI is unable to benefit from occasional free TV and radio coverage because there are no broadcast headquarters in Olympia, and the station operations are unwilling to send crews from Seattle, 60 miles away, except for a truly sensational or compelling attraction. The operations of the SPI rarely fall into either category. This problem would be solved if funds were available for personnel and production costs. In October, 1971, a staff member with commercial radio experience was added to the staff. However, no funds for program activities were added. This is expected to be remedied with the July 1, 1972 budget allocations. It is reasonable to assume that the commercial and educational television stations would provide air time for videotapes delivered to them. SPI has some equipment for making videotapes--a legacy from a discontinued ESEA, Title V, Section 505 project. This equipment has been made compatible with the equipment of the broadcasters, through the purchase of a used quadrature videotape machine and adaption of certain electronics. However, in the case of the commercial television stations, they prefer color videotape and the existing capacity is for black and white videotape, only. Color motion picture film capacity is available for television release, and is used on a spot news basis, as well as motion picture production.



An audiotape radio network has been established and some 23 radio stations within the state of Washington, and Oregon stations which reach audiences in Washington, receive a weekly ten-minute program to be used in conjunction with five-minute network news shows provided those stations on a national basis. There is engineering and performing talent for the production of radio, motion pictures and television in the agency. A reconsideration and reordering of priorities among the various communications media is the underlying factor at this time. The Public Information Officer and staff and the production arm of Media Production are capable of pursuing the varying proportions of print, electronic, audiovisual and personal contact.

To the extent that a State education agency offers or provides leadership, consultant services, technical assistance, and other resources to local educational agencies, the State education agency's public information unit could offer and provide parallel resources to the local educational agencies. There is no doubt that it presently lacks the means (personnel and budget) to provide such help fully and ideally.

There does not appear to be any formalized long-range communications plan; indeed there can be no certainty that such a formal long-range plan is entirely feasible or necessary. There is obviously a favorable attitude, based on a comprehension of the need for any organization, (commercial, industrial, or public) to maintain good relations with the public which it serves and on whose good will its own survival and successful operation depend. But a formal, consistent, and pragmatic plan, it seems clear, must exist if the means of survival and operation are to be attained.

## WEST VIRGINIA

The dissemination program of the West Virginia Department of Education is coordinated through offices within the Bureau of Administration. The dissemination office has undergone considerable reorganization within the past few months, and long range goals and objectives are currently being updated. Manned by a staff of six persons, the office staff is composed of a Director of Public Information, an Assistant Director, a Graphic Artist, a Veritypist, and two Secretaries.

The overall dissemination program of the Department includes components in three areas: internal communications, general program reporting, and public information. At present the Department has limited technical reporting capabilities.

Internal communications are maintained through four channels: inter-departmental memorandums, a one page bulletin (The Weekly Report) which informs the staff of legislative changes, personnel changes, etc., Bureau staff meetings, and Department-wide staff meetings. The department also has a well equipped multi-media resource center. The Center offers many books, journals, periodicals, films, slide-tape presentations, displays, etc., which are secured from outside sources as well as from sources within the department.

General program information is disseminated at all levels of the State Department of Education. Monthly newsletters are published in program areas including: math, science, foreign languages, and school food services. The department also publishes on a monthly basis the County Superintendent's Newsletter, which gives the State Superintendent's interpretations on school laws and regulations, and news about the county school systems, etc. Other periodic publications include: Educational Directories, Comprehensive Educational Guidelines, State Plans, ESEA Title III Newsletters and PACE Spotters, Federal Program Handbooks, Assessment Reports, Statistical Summary of the Annual Report of the State Superintendent of Schools, The School Dollar, and Legislative Reports.

The Director of Public Information has the responsibility to plan and disseminate news releases, speeches, present TV programs on education, and other public relations activities. In-service training and consultant services are provided to local county staff in their dissemination efforts upon request to the Director of Public Information. The Director also participates in the annual Press Association Conference which is made up of the editors of all the newspapers in the State.

Numerous other means are used in the State of West Virginia to disseminate information. Many program areas offer annual conferences for dissemination and training purposes such as: Early Childhood Education, Vocational Education, Guidance, Counseling and Testing, and Physical Education. Educational television is used in some counties as a medium for disseminating information; how-

ever, expansion of this medium is costly due to restrictions of the terrain and the high cost of equipment installation and maintenance. Radio is used throughout most of the State for dissemination purposes. ESEA Title III actively seeks promising programs and practices for publicity throughout the State. In addition, Title III conducts an Annual Public Information and Dissemination Conference which serves as an in-service training workshop for public information specialists and other interested personnel.

Evaluation of dissemination efforts in the State is limited. At present, questionnaires and surveys are used to assess the impact of dissemination programs among educators. Plans for improving evaluation methods, techniques and instruments are being studied.

## WISCONSIN

The Department of Public Instruction has developed a state-wide information system data base which contains data on financial, staff, students, and curriculum offering in the elementary and secondary schools in Wisconsin. The financial file contains information which includes budgets, valuation, tax rates, and expenditure data on all school districts. Staff information includes data on both certified and uncertified personnel. Student information includes the number of enrollments in each grade level by school and data on handicapped children. Curriculum information includes what courses are being taught, where, the number enrolled in each course, the grade level of each course, and who is teaching the course. The implementation of the state-wide information system is providing the local school districts with improved managerial information which is used in educational improvement programs at the local level.

Present dissemination of information activities include retrieval of data from the computer data bank and summarization and distribution of this data to users. Users include: legislators; Department of Public Instruction program administrators; research units, especially in higher education institutions; local school districts; U. S. Office of Education; Wisconsin Education Association; and other educators or educational agencies.

An important part of the Department's communication program lies in the area of publications. In the last few years much emphasis has been given to improving the quality of the publications produced. The fruits of these efforts are clearly reflected in the instructional materials and serial publications of the Department, including the monthly State Superintendent's Newsletter, which provides spot news about the state's public education structure; and the newly launched quarterly--Wisconsin Journal of Public Instruction, which provides interpretive articles on educational issues. Several other serial publications reflect special areas of educational concern. While there is evidence of much progress in improving the publications program, it is also evident that the Department's Publications and Information Section is not adequately staffed to carry on a comprehensive public information program. With an adequately staffed public information unit, the Section may reasonably be expected to assist the Department in its broader public information functions through the preparation of press releases, and through maintaining contacts with newspaper and other media. This would help to relieve the State Superintendent and the Department staff of making unnecessarily detailed news releases for the general public.

## · WYOMING

A substantial number of excellent dissemination products and activities are being generated within the Department. The Information Services unit is a very productive unit with only a small staff. It produces over 150 news releases per year as well as publishing a monthly house organ entitled The Wyoming Educator. In addition, it provides editorial, layout, and production services for all staff members of the Department. It is the locus of all public information services. It initiates and facilitates efforts directed at both the legislative and the educational audiences.

Specialists in units dealing with programs generate a number of periodic newsletters and other publications. These provide useful and understandable information for educators, particularly classroom teachers. The specialists make extensive use of field visitations, conferences, and workshops to foster adoption of improved educational practices. At present, there is no formal means of assessing the quality or impact of these efforts.

An ERIC collection is housed in the Management Information Services Unit within the Division of Planning, Evaluation and Information Services. In addition, the services of the Boulder Retrieval Center are being utilized and made available to local districts upon request.

The Department is in the process of developing a management information system after having defined the information requirements for the Department and the Legislature. The information system will consist of the traditional five subsystems of instructional programs, finance, facilities, pupils, and personnel. The five subsystems will be phased in with instructional programs scheduled for operation in September, 1972, and the financial subsystem scheduled for full implementation July 1, 1973.

The overall dissemination function in the Wyoming State Department of Education is not well coordinated. The function is vested in virtually every organizational level with minimal departmentwide involvement. Almost all dissemination is performed by staff members devoting only a fraction of their time to the function. There is no agency locus for comprehensive planning and priority-setting for dissemination. Consequently, there is a lack of means for deciding what is to be disseminated to whom and for maintaining quality control. Nevertheless, the Department recognizes the problem and is initiating action which may resolve it. A potential solution lies in the written policies and procedures developed by the Department and set forth in a publication entitled Publications Policies and Procedures. The written policies and procedures provide for a Publications Advisory Committee. Some suggestions pertaining to this Committee will be listed later under Recommendations.

Another major problem already recognized by the Department is that staff members are provided very limited supporting services in acquiring information needed to perform their duties. The result is that most publications develop

from the knowledge base of the individual author, with no relationship to the complete current repertoire of educational information available. The professional library now being established in the Department, if supplemented by the ERIC collection, promises to be at least a partial solution to the problem.

Some indications of the effectiveness of the dissemination program are:

1. In an instance where there was a departmentwide dissemination effort, a multi-media campaign apparently contributed to public and legislative approval of the Department's position with regard to recodification of school laws.
2. In competition with other educational house organs in 1969, The Wyoming Educator was granted special recognition by School Management magazine.
3. Requests for further information suggest that some of the newsletters prepared by consultants in the Instructional Services Section are reaching and serving their audiences; there is, however, no way of assessing the substantive quality of all such publications. Limited feedback from local school districts suggests that the newsletters are less successful in reaching teachers than administrators.
4. Apparently there is ready acceptance of Department news releases by newspaper editors and wire services.
5. There is indication that the information provided the State legislature on a demand or "crash" basis is of interest and use to its members.
6. It is recognized in the Department that the successful dissemination of ideas is not solely limited to publications. Under the present circumstances, however, publications are an effective means of imparting information to the Department's clients.