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ABSTRACT

In this report, the author attempts to (1) report the findings of an informal research survey concerning the perceptions of a sample of professional and lay personnel in Kentucky in regard to what they believe to be the inhibitors of change in education; and (2) extrapolate the sense of the findings into some generalizations regarding what might constitute the major obstacles to be overcome in an accelerated effort to obtain better synchronization between the needs of education and the programs of schools. The study makes the assumption that the extent to which school districts are attempting to improve communications and engage in major experimentation is positively correlated with the attack on removing or circumventing all other barriers to educational change. Survey results, reported in tabular form, provide (1) information concerning the frequency of innovations in each Title III region; (2) innovations related to the expansion or modifica ion of existing curriculum content, staff development and utilization, instructional methods, school reorganization, evaluation and planning, student grouping, student services, learning centers, audiovisual services, extracurricular activities, and programs for specific types of students; and (3) a summary of one school's method of communicating information about innovations to professional personnel and to the community. (Author/DN)

ATTACHMENT F.

CURRENT STRATEGIES FOR EDUCATIONAL COMMUNICATIONS AND PROGRAM EXPERIMENTATION IN KENTUCKY

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Introduction

In 1970 a study was conducted in Kentucky to determine the factors which tend to inhibit the generation and implementation of innovative changes in educational programing. That study was made in compliance with a request from the Southern States Work Conference's Committee on Planning and Organizing Innovative Programs for School Improvement. Entitled "Barriers to Educational Change," the study sought the opinions of a broad spectrum of more than 300 persons in both professional and non-professional sectors.[1] Summarized, the findings of that study suggested fourteen general categories of change barriers, ranging from the lack of finances to the lack of comprehensive planning. Further analysis of these perceived barriers, however, indicated that there were five characteristics, either causative or symptomatic, which permeate and condition these fourteen categories of change barriers. These characteristics were: (1) lack of concensus of purpose of education, (2) lack of communications, (3) the search for finite and perfect solutions to vaguely-identified problems of programing ("Quest for the Holy Grail"), (4) too much dependence upon stability and too little confidence in departing from tradition ("Quest for Stability"), and (5) too much reliance upon minor modifications or readjustments of educational programing and too little bold, imaginative major experimentation ("Inward Focus of Change").

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[1] See Appendix A for a copy of the report of this study.

The 1970 study was followed in 1971 by an effort to determine what is being done in Kentucky to breach or surmount the barriers to educational change. The remainder of this document is devoted to reporting the rationale, procedures, and findings of this study.

Study Procedures

Rationale

Neither the list of fourteen general categories of change barriers or the five extrapolations therefrom included the identification of a single discrete barrier or sympton; that is, each is interrelated with or impinges upon one or more of the others. Two of the extrapolations, however, seemed to be more intertwined and researchable than the others; therefore, quite arbitrarily, the lack of communications and the lack of major experimentation were selected for the 1971 study. The problem, then, was to determine what is being done in Kentucky in relationship to meeting these two needs. Obviously, the task of researching all the current strategies for communications and all efforts in program experimentation in the state was not feasible in terms of allotted time and available resources; therefore, the decision was made to restrict the research to a limited range of communications media and to the most significant experimental efforts underway in public school districts.

The assumption was made, however, that the extent to which the school districts were attempting to improve communications and engage in major experimentation would be positively correlated with the attack

on removing or circumventing all other barriers to educational change. For example, if a district has indeed launched a major project to bring rather drastic changes in educational programing, this should be considered as strong evidence to conclude that somehow they have found ways of breaching the typical barriers of finance, restrictive regulations, the inadequacy of personnel, and most if not all of the other barriers identified in the 1970 study.

Procedures

For the purposes of programing and diffusing educational innovations, Kentucky is divided into eight "Title III" regions. The directors and staffs of these regional projects are in a unique position to have a broad perspective of the status and extent of innovation development in their respective regions; therefore, the first step in the study was to obtain information from them. Accordingly, a survey response guide was devised and employed with the regional Title III staffs.[2] This instrument asked for information dealing with Communications (Part I) and Major Experimentation (Part II).

Acting on cues derived from the responses of the Title III staffs, a second survey instrument was designed to obtain responses from each public school district in the state.[3] This instrument again sought data in the same two dimensions, communications and major experimentation; however, in much greater depth.

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[2]See Appendix B.

[3]See Appendix C.

The Study Findings

Phase I--Survey of Title III Regional Project Staffs

As mentioned above, the initial survey (Phase I) was directed toward obtaining information on the two study areas--communication and major experimentation--from the eight regional Title III staffs.

The responses of these staffs indicated that a new multi-faceted communications network has been established in Kentucky. This network includes formalized procedures for transmitting and exchanging information between each Title III office and its constituent school districts, among the eight regional Title III offices, between regional projects and universities, with other school districts, and with the Kentucky Department of Education. This network relies heavily upon printed information (newsletters, bulletins, brochures, et cetera) and also upon other audio-visual means (video and audio tapes, television, et cetera). Obviously, dissemination has become increasingly sophisticated and has grown in volume and scope.

This Title III communications network also includes the face-to-face exchange of information. Regular meetings of regional superintendents, teacher clinics and workshops, staff presentations, an annual statewide innovation conference, and similar personal encounters have served to disseminate appropriate information rather widely in the state.

The Title III staffs were also requested to identify by title the major experimental activities underway in their regions. For each activity, they were to indicate the number of districts and schools

involved. Altogether some sixty-three major innovations were reported as operative in more than 100 districts and 350 schools. Classification of these activities indicated that the greatest numbers were related to some modification of the organizational structure for instruction. This was followed in rank order by changes in: curriculum content, teaching strategies, use of facilities, use of instructional materials and media, use of non-instructional support services and, finally, changes in purposes or objectives. Interestingly, the most frequently reported change was that of experimenting with non-gradedness and team teaching in elementary schools, while the least frequently cited changes were related to secondary schools.

The data generated from this Phase I survey seem to warrant three major conclusions. First, there has been created, through ESEA Title III, a new or different communications system or network between and among educational agencies within Kentucky. Secondly, there is underway a sizeable number of what were identified as major experimentations designed to effect changes in instructional programs. And thirdly, there exists a critical need to determine the qualitative aspects of both the communication processes being employed and the experimentations reportedly underway. While quantitative data are essential, it is now significantly important to turn attention toward quality as well.

Phase II--Survey of Local Districts

The instrument (Appendix C) employed during Phase II requested local superintendents to identify the three most significant school program changes (innovations) underway in their districts and to

provide information concerning how such innovations were communicated internally to professionals within the district and externally to the public. The questionnaire was mailed to all 193 superintendents of whom 113, or 58.5 percent responded. Both this small percentage of returns and the nature of the data, prevent the use of these findings as a base for generalizing to the state as a whole. Rather, the data presented here should be interpreted only as providing a somewhat gross picture of the situation as it exists in 113 of the 192 school districts in Kentucky.

All 113 respondents identified at least one significant innovation, ninety-five respondents identified two such innovations, while sixty-eight specified three. Altogether, the 113 respondents named 276 specific instances which they thought to be significant innovations; and, of these, seventy-nine were financed by a combination of local and state funds, one hundred by federal funds, ninety-four by a combination of local/state/federal monies and only three by funds from other sources. Some of these data are summarized by type of innovation and by Title III regions in Table 1, which is followed by eleven tables in which the data for each type of innovation are presented in more specific terms.

A cursory examination of Table 1 reveals that there were 276 significant innovations reported and that some districts were engaged in several innovations of the same type. For example, the twenty-three districts responding in Region I reported twenty-six innovations. Further, the eight districts in Region V cited fifteen such efforts. It is interesting to note that of the 276 citations, 129, or 36.7 percent

were related to an expansion or modification of curriculum content areas while only two, or .08 percent, related to the initiation of new extra-curricular activities. Attention is also called to the fact that regardless of the number of districts reporting, some school districts in some regions appear more actively engaged in educational change than is the case in other regions.

TABLE 1

SUMMARY OF FREQUENCY OF OCCURRANCE OF INNOVATIONS IN EACH TITLE III REGION

Focus of Innovation	Region and Number of Responses								
	I N=23	II N=19	III N=2	IVA N=16	IVB N=11	V N=8	VI N=19	VII N=15	Total N=113
Expansion or Modification of Curriculum Content Areas	26	22	4	11	13	15	21	17	129
Staff Development and/or Utilization	6	5	0	11	3	2	4	3	34
Instructional Methods and Techniques	2	1	0	4	1	0	1	5	14
School Reorganization	9	5	0	10	6	0	7	6	43
Evaluation and Planning	1	3	0	1	0	0	2	1	8
Student Grouping	2	0	1	0	0	0	1	0	4
New or Expanded Student Services	1	4	0	0	0	1	0	1	7
Creation or Modification of Learning Centers	1	1	0	2	2	0	1	1	8
Expand or Modification of Audio-Visual Services	5	0	0	0	0	2	3	0	10
Initiation of Extra-Curricular Programs	0	0	0	0	0	1	0	1	2
Initiation of Special Education Programs	2	1	1	1	4	1	2	5	17
Total	55	42	6	40	28	22	42	40	276

A more adequate presentation of the data summarized in Table 1 is offered in the following series of eleven tables, each of which is devoted to a single type or category of innovation. These tables cite each of the sub-types of innovations, the number of times it was reported, the number of schools attempting it, and the number of teachers and students involved in it. For example in Table 2, innovative efforts related to reading were cited fifty-one times and involved 240 schools, 1,100 teachers and 25,295 students. The reader should exercise caution in interpreting these tables, for the number of times an innovation was cited (reading for example) means only that there were that many projects reported and that one school, its staff and students, could be involved in more than one such activity at a time. Equally, the citation of reading as an innovation could also involve the same schools, teachers and students in an innovation cited in one or more of the succeeding tables. Consequently, the only totals offered in these eleven tables are those summing the number of times each sub-type of innovation was reported.

TABLE 2

INNOVATIONS RELATED TO EXPANSION OR MODIFICATION
OF EXISTING CURRICULUM CONTENT

Curriculum Area	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Reading	51	240	1,100	25,295
Language Arts	17	27	236	13,040
Gen. Curric. Revision	11	30	574	12,176
Social Studies (Gen.)	6	25	227	4,180
Science (9th Grade)	6	21	118	3,660
Verbal Readiness (1st Gr.)	5	9	10	133
Mathematics	5	17	90	3,266
Vocational Education	5	12	82	3,650
Arts and Crafts	4	13	10	2,580
Elem. Phys. Ed.	3	4	5	1,675
Agric. (Horticulture)	3	3	6	405
Music	3	18	105	5,800
Industrial Arts	2	5	8	330
Home Economics	2	2	3	280
Govt. (12th Grade)	1	1	1	30
Foreign Lang. (French)	1	1	2	150
Exploratory Course (9th Gr.)	1	1	33	1,050
Civics	1	1	2	27
Health (Body Management)	1	1	19	551
Pre-School	1	6	11	160
Total Instances Cited	129	*	*	*

*Since some schools, teachers and students may be involved in more than one curriculum expansion or modification innovation, totals are not appropriate.

TABLE 3

INNOVATIONS RELATED TO STAFF DEVELOPMENT AND/OR UTILIZATION

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Team Teaching	20	26	207	6,331
Staff Development (In-service)	5	38	556	16,726
Cooperative Teaching	2	5	14	347
Teacher Assignment in Mini-project	2	3	43	1,375
Teacher Aides	2	10	48	1,175
Team Planning	1	1	16	390
Scheduling, Payroll, etc by Computer	1	5	100	650
Std. Continue With Same Teacher for First 3 years	1	3	8	160
Total instances cited	34	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 4

INNOVATIONS RELATED TO INSTRUCTIONAL METHODS AND TECHNIQUES

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Individualized Inst.	5	12	117	3,200
Computer Assisted Inst.	4	9	54	1,126
Learning Packets	2	5	78	1,850
Expanded Use of Teaching Equip. & Materials	1	8	270	5,748
Self-Directed Learning (Humanized Educ.)	1	6	30	1,000
Perceptual Motor Skills Development	1	3	4	100
Total instances cited	14	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 5

INNOVATIONS RELATED TO SCHOOL REORGANIZATION

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Ungraded Primary Inst.	14	43	506	13,546
Flexible-Modular Sched.	7	7	161	2,605
Middle School Concept	6	6	123	3,801
Open-Complex (Space)	6	8	157	3,184
Modified Dept. (Elem.-Middle)	4	5	26	737
Extended School Year	2	5	13	210
Pre-School (Kindergarten)	2	25	31	725
Reorg. of Primary Block	1	1	7	200
Reorg. of Jr.-Sr. High	1	11	50	2,100
Total instances cited	43	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 6

INNOVATIONS RELATED TO EVALUATION AND PLANNING

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
New Type of Pupil Progress Report	2	3	83	2,205
Student Follow-through Study	2	12	29	690
Learner Need Assessment Study	2	12	210	4,550
Annual Teacher Self-Appraisal	1	13	50	3,000
Vocational Ed. Evaluation Study	1	1	29	700
Total instances cited	8	*	*	*

*Since some schools, teachers and students may be involved in more than one innovation, totals are inappropriate.

TABLE 7

INNOVATIONS NOT PREVIOUSLY CITED BUT
RELATED TO STUDENT GROUPING

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Ability-by Subject Area	3	5	85	811
Reading Levels--Grades 1-4	1	2	12	465
Total instances cited	4	*	*	*

*Since some schools, students, and teachers may be involved in more than one innovation, totals are inappropriate.

TABLE 8

INNOVATIONS RELATED TO NEW OR EXPANDED
STUDENT SERVICES

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Guidance Introduced	3	11	153	4,443
Tutorial Program	1	1	9	28
Vocational Info. Program	1	11	45	3,500
Breakfast Program	1	2	20	588
Dropout Prevention Program	1	6	12	230
Total instances cited	7	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 9

INNOVATIONS RELATED TO THE INITIATION MODIFICATION OF LEARNING CENTERS

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Elem. Library Program	2	9	280	5,992
Learning Resource Center	2	22	282	4,210
Classroom Learning Center	1	1	1	35
Centralized Inst. Material Center	1	7	200	5,000
Learning Materials Center	1	4	110	2,700
Responsive Learning Environment	1	4	16	800
Total instances cited	8	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 10

INNOVATIONS RELATED TO EXPANSION OR MODIFICATION OF AUDIO-VISUAL SERVICES

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Educational Television	6	30	331	8,640
Audio-Visual Mobile Van	1	15	230	4,911
Area Film Library	1	5	100	2,100
Instructional Film Library	1	7	126	3,009
Title III Film-Tape Library	1	8	75	1,588
Total instances cited	10	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 11

INNOVATIONS RELATED TO INITIATION OF
NEW EXTRA-CURRICULAR ACTIVITIES

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
Football	1	1	5	45
Activity Program	1	1	26	660
Total instances cited	2	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

TABLE 12

INNOVATIONS RELATED TO INITIATION OF PROGRAMS
FOR SPECIFIC TYPES OF STUDENTS

Type of Innovation	Instances Cited	Schools Involved	Teachers Involved	Students Involved
General Special Education	5	9	13	233
Pre-Vocational Training for Handicapped	3	3	3	81
Program for Students with Dyslexia	1	1	13	45
Special program for Low-Achieving 9th graders	1	1	4	45
Spec. Ed. in Regular Classrooms	1	7	9	135
Basic Skills for Handicapped	1	5	5	400
Compensatory Program	1	1	1	15
Class for Disadvantaged (Special)	1	1	1	20
P.E. for Handicapped	1	3	1	100
Vocational Training for Handicapped	1	1	1	20
Agriculture for Handicapped	1	1	1	14
Total instances cited	17	*	*	*

*Since some schools, teachers, and students may be involved in more than one innovation, totals are inappropriate.

A review of the foregoing tables would indicate that Kentucky's schools are indeed initiating numerous attempts to bring about programing changes. Obviously, there is a large number of students and teachers either involved or affected by the 276 innovations reported. Though the extent of this involvement was not sought in this study, one may assume that, if the innovations are regarded as "significant" by these knowledgeable respondents, those affected persons are rather intensively involved.

The second part of the Phase II study instrument was addressed to obtaining information concerning the methods by which the school districts disseminate information about innovations to the profession (internally) and to the public (externally). The results of the responses to this part of the instrument are presented in Tables 13 and 14, which follow.

TABLE 13

METHODS OF COMMUNICATING INFORMATION ABOUT
INNOVATIONS TO PROFESSIONAL PERSONNEL

(Internally)

Methods of Communicating	Number and Percentage of Districts Reporting use in Each Title III Region*																	
	Reg. I N=23		Reg. II N=19		Reg. III N=2		Reg. IVA N=16		Reg. IVB N=11		Reg. V N=8		Reg. VI N=19		Reg. VII N=15		State Total N=13	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Newsletter Prepared by District and Issued Monthly	2	9.0	4	21.0	0	0.0	3	19.0	0	0.0	2	25.0	2	11.0	0	0.0	14	12.0
Newsletter Issued Less often than Monthly	6	26.0	5	26.0	0	0.0	3	19.0	7	64.0	4	50.0	4	21.0	7	47.0	45	40.0
Special Reports of Innovations in Local School District	15	65.0	10	53.0	1	50.0	6	38.0	4	36.0	7	88.0	10	53.0	10	67.0	63	56.0
Special Reports of Innovations Elsewhere	7	30.0	4	21.0	0	0.0	5	31.0	2	18.0	6	75.0	3	16.0	5	33.0	32	28.0
Research Reports on Special Topics	4	17.0	1	5.0	0	0.0	2	13.0	2	18.0	4	50.0	4	21.0	2	13.0	19	17.0
Other	8	35.0	6	32.0	1	50.0	7	44.0	6	55.0	4	50.0	7	37.0	7	47.0	46	41.0

*Percentages rounded to nearest whole number.

TABLE 14

METHODS OF COMMUNICATING INFORMATION ABOUT
INNOVATIONS TO THE PUBLIC

(Externally)

Methods of Communication	Number and Percentage of Districts Reporting Use in Each Title III Region*																State Total N=113	
	Reg. I N=23		Reg. II N=19		Reg. III N=2		Reg. IVA N=16		Reg. IVB N=11		Reg. V N=8		Reg. VI N=19		Reg. VII N=15			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Newspaper Articles Written by District Personnel	19	83.0	14	74.0	2	100.0	12	75.0	9	82.8	7	88.0	16	84.0	10	67.0	89	79.0
Newspaper Articles Prepared by News Media	11	48.0	7	37.0	0	0.0	6	38.0	8	73.0	4	50.0	11	58.0	5	33.0	52	46.0
Regularly Scheduled Radio Programs	2	9.0	1	5.0	0	0.0	0	0.0	1	9.0	2	25.0	4	21.0	1	7.0	11	10.0
Regularly Scheduled T.V. Programs	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.0	0	0.0	1	1.0
P.T.A.	19	83.0	15	79.0	2	100.0	14	88.0	11	100.0	8	100.0	16	84.0	14	93.0	99	88.0
Lay Citizen Advisory Group at District Level	7	30.0	5	26.0	2	100.0	12	75.0	4	36.0	3	38.0	10	53.0	5	33.0	48	43.0
Lay Citizens Advisory Group at School Level	6	26.0	4	21.0	2	100.0	11	69.0	2	18.0	1	12.0	6	32.0	4	27.0	36	32.0
Other	1	4.0	4	21.0	0	0.0	7	44.0	3	27.0	2	25.0	3	16.0	4	27.0	24	21.0

*Percentages rounded to nearest whole number

An examination of Table 13 indicates that the methods of internal communications employed by school districts vary considerably from region to region. Taken as a total group, the 113 districts rely most heavily upon the issuance of "Special Reports of Innovations" (63, or 56.0%), and the least reliance is placed upon "Monthly Newsletters" (14, or 12.0%).

Table 14 reveals that these school districts make great use of PTA organizations to disseminate information to the public. Newspaper articles, either written by educators or by media reporters, constitute the second most widely used method. Interestingly, there were 84 citations of "Lay Citizen Advisory Groups" either at the district or school levels for purposes of communications.

Extrapolations

Perhaps the study reported in the preceding pages reveals less about Kentucky than the quantitative findings may indicate. The reader should be cautious about inferring that there is abundant evidence to suggest that Kentucky has indeed breached the barriers to educational change or, on the other hand, has made only an insignificant advance toward surmounting the barriers. The truth lies somewhere between these two extremes, just where is not known precisely. The findings of the present study and other studies completed and not yet designed shall have to be replicated again and again if any precise determination of the real status of innovation is to be made. Obviously, a beginning has been made and, also quite obviously, the start that has been made shows some promise for the future.

The findings of this study provide rather clear evidence that Kentucky districts are only in the process of establishing the kinds of communications systems which are needed if the pace of educational change is to be accelerated. Obviously, dissemination processes still rely heavily upon chance and informal word-of-mouth techniques, while formal, methodical methods (newsletters, reports, etc.) seem to be regarded less favorably. Admittedly, sustained and continuing personal exchanges of ideas and information are crucial in building a communications network. Human interaction has no substitute; however, the technology now available for communicating more than just the spoken or written word has not yet reached even minimum utilization.

Unfortunately, the individual school is conceptualized by too many people, professional and lay, as an institution by itself, a free-standing agency with definite perimeters of purpose, procedures, and clientelle. What it seeks to do and what it does, according to this view, is only important to those directly affected. A kind of insularity results from this parochialism.

Perhaps the lack of adequate communications systems is not the barrier to change but only the overt symptom of the real barrier. Perhaps the real barrier is the lack of vision to see the need for communicating.

The findings of this study would seem to indicate that the school districts in Kentucky are making an effort to bring about needed educational changes. Close scrutiny of the data, however, would reveal that many of the programs listed as significant are

familiar and somewhat time-worn. The major conclusion emerging from the study is that these changes have two principal characteristics: (1) most changes being sought represent, at best, only minor departures from traditionalism; and (2) most changes seem to be merely adaptations of ideas, programs, or procedures which have undergone experimentation elsewhere rather than occurring as developmental ventures based on local needs, local resources, and local ingenuity.

One may conclude that internal communications systems are inadequate for the human interaction and exchange of information necessary for the generation of new ideas for bringing about major changes in educational programing. Or, perhaps, the need for a major overhaul of the educational system is just not perceived, and even if communications were adequate the number of instances of major experimentation would not increase greatly. If the latter is true, this is a severe condemnation of both the profession and the citizenry. In a state where at least one of every four pupils experiences less than twelve years of school, it would seem less than proper to conclude that we are successful in our goal of educating all the children. Surely, drastic changes in programing are needed.

The issue to be faced is whether the present rate of educational change can keep pace with the rapidly growing needs of society. Is it enough, for example, to tinker with one small part of the educational system when the demands and needs of people call for major modifications of the system? Can we afford to continue to wait for someone else to devise better instructional programs while we merely seek

minor improvements? Is what we now have good enough to call for only minor adjustments?

Fortunately, there is an atmosphere of optimism concerning educational change in Kentucky. Teachers, administrators, lay citizens, students, state agency leaders, and entire communities are exerting increasing effort to improve the public schools. While a lengthy account of these efforts would be inappropriate in this document, some notice should be given to these commendable efforts.

The Kentucky Department of Education is making a strong effort to remedy the lack of communications and the lack of major experimentation in the state. A statewide needs assessment study was conducted recently in an attempt to identify and communicate the needs of learners. Presently, forty-one districts are being provided assistance toward programing for the alleviation of these needs and for measuring the extent of their efforts. A new division of planning is being established to supply the leadership for this endeavor.

Several experimental programs of major dimensions are underway in Kentucky. A least ten schools are developing into showcase models of rather radical programing changes. These, while different in operation, nevertheless seem to be trying to provide individualized learning programs for children and, at the same time, attempting to make learning experiences relevant and interesting. One such school is abandoning all traditional forms of organization and instead will operate their entire instructional program on the basis of pupil interests. The largest district in the state is developing a year-around program for its high schools. One entire region--twenty-two school districts--is trying to convert its schools into diagnostic instruction centers.

The Task Ahead

The task of bringing about major educational reforms is not simple. Only massive attention, the application of major resources, and the willingness of both the profession and the public to run the risks of frequent failure will determine whether the public school will become a positive influence in the future development of a democratic society. The school, like most social and political institutions, has strong forces at work to resist major change, and no institution can survive unless there is some satisfaction with its operation and productivity. Conversely, the school also has strong forces at work attempting to destroy it, again in similarity with other social and political institutions. In between these extremes lie the forces of positive change, protective of the school, yet insistent upon reform, and the "non-forces," which are passive, uncertain, apathetic, wavering, yet contributing inadvertently to stasis and inaction. It is the task of the former to stimulate, lead, and marshall the efforts of the latter if appropriate changes are to be effected in schools.

Kentucky has its share of change barriers, some, such as financial constraints, are overt and easily documented; others are covert and almost unrecognizable. Some can be attacked frontally; others must be approached obliquely. Practically all are interrelated so as to almost defy discrete identification.

Generally, the barriers to change are not alleviated either in highly publicized attacks or in quick bursts of action. The barriers are lowered slowly and often surreptitiously as people come

to understand them and then learn how to attack them. While Kentucky seems ready to assault some of the barriers, others will have to wait until a greater degree of readiness has been developed. Meanwhile, the effort must go on.

As the design for the current study was being developed it became apparent that the proper tools for obtaining a valid and reliable picture of the status of communications and major experimentation were not yet available. How does one measure the extent, to say nothing of the quality, of communications in a large geographic and extensively populated area? How does one quantify the extent and significance of major experimentation? What is "major" experimentation?

With these questions still haunting us, we now feel compelled to pursue them during the coming year. The task, then, is to try to develop some better instruments and procedures for determining more precisely the current status of communications and major experimentation in Kentucky. These measuring tools are crucial if we are to be able to chart our progress as we labor to remove the barriers to change and develop better educational programs for our youth.

APPENDIX A

Introduction

This is a report of a survey of professional educators and lay citizens in Kentucky to obtain their perceptions of factors which tend to inhibit the generation and implementation of innovative programs in education. The survey was conducted in compliance with a request from the Southern States' Work Conference's Committee on Planning and Organizing Innovative Programs for School Improvement. That committee assigned the responsibility for determining the "Barriers to Educational Change" to a sub-committee with a chairman in each of the fourteen member states. This report is presented by the Kentucky chairman.

Survey Procedures

The body of this report has been developed from a four-step procedure. A general description of each will possibly add meaning to the data and to their interpretation.

1. Informal Solicitation

   In the belief that everyone has an opinion on those things which inhibit educational change, the staff of Kentucky's ESEA, Title III office consciously sought these through informal conversations with persons in: (a) the State Department of Education, (b) the public schools, (c) the colleges and universities and (d) the business and professional world. Some of these were recorded but all of them served as background material for this report.

2. Survey of Leaders

A second and more formal step was that of surveying more than twenty-five individuals and agencies in the state. The survey included persons and agencies in public schools, State School Board Associations, Coordinators of Federal Programs, College and University professors, and business associations. Each was recognized as having first-hand knowledge of and involvement in educational change. Hence, it was assumed they would be knowledgeable about the barriers to such change. The responses from these persons and agencies (more than 300 persons) were in the form of letters and/or reports and are presented in descriptive form in the first section of this report.

3. Secondary Research

As in all states, Kentucky has generated several types of data directly and indirectly related to the topic under consideration. Consequently, state reports, doctoral dissertations, and other research reports were carefully examined for cues to the identification of educational change inhibitors. While not summarized and reported directly, these data served as background for the second section of this report.

4. Synthesis, Extrapolation, and Report Preparation

As a final effort to bring clarity to the mass of unstructured but valuable data, a small sub-committee was formed to synthesize and interpret the data. From the efforts of that group, this report has emerged.

In brief, the above four steps have resulted in a report which hopefully reflects the opinions and experiences of several hundred people regarding the barriers to educational change in the Commonwealth of Kentucky.

Survey Findings

As indicated earlier, this section of the report was developed from the responses of more than 300 persons to an inquiry from the state chairman. To retain the "flavor" of these responses, they are presented in narrative rather than tabular form, and are as follows:

1. Finance

   By far, the most frequently cited barriers were directly related to money--its inadequacy and restrictions placed on its use. Apparently, Kentuckians, like other people, perceive educational change as having a price tag higher than that attached to existing programs. Consequently, respondents repeatedly cited as barriers to change, such factors as: (a) inadequate local tax effort, (b) inadequate and antiquated tax structure, (c) inadequate state and federal tax structure (d) totally inadequate levels of financial support, and (e) inadequate and restrictive uses of funds for such things as differentiated salary schedules and over-expenditures for administration.

2. Restrictive Regulations

   The second most frequently reported inhibitors of educational change were factors related to laws established by the Legislature, rulings of the courts, policies of the State Board of Education, and regulations of the Department of Education.

Seen as barriers to change were such things as: (a) certification of personnel, (b) textbook adoption-use regulations, (c) state curriculum guides and regulations which ". . . leave no room for experimentation", (d) tenure of indifferent teachers which ". . . locks staff into a system so that they can't be removed," (e) single salary schedules which prevent the use of a reward or incentive system for persons who seek to initiate changes, (f) restrictions on purchasing (in all cases involving $1,000 or more), and (g) loss of local control to state and federal agencies.

3. Professional Personnel

Third in order of frequency of citation were those factors related to professional personnel. Factors associated with people as inhibitors to change included: (a) lack of creativity and imagination regarding innovations to improve present programs, (b) lack of competency among certain professionals which in turn prevents their being interested in changing the status quo, (c) apathy and indifference among many who teach/work only for the income their labor produces, (d) resistance to change (for a variety of reasons) among teachers, administrators, and other professional personnel, and, (e) a shortage of competent, well-trained personnel in a number of academic areas.

Other, but less frequently mentioned, factors in this area were: (a) lack of professional and general knowledge among professional personnel, (b) cultural values of staff stemming from their backgrounds, and (c) absence of the exercise of

any systematic procedures for evaluating staff's competency and effectiveness.

4. Leadership

As viewed by those who cited a lack of effective leadership as a barrier to change (and it ranked fourth in order of frequency), many elaborate reasons were offered. All seemed to agree that without such leadership from the "top" most persons would tend to become apathetic and indifferent. Citations were made that this leadership was lacking from: (a) superintendents and their administrative staffs and (b) the State Department of Education. Comments indicated that some respondents felt there to be: (a) a total lack of leadership, (b) a general lack of administrative support for those who wanted to experiment or to initiate a change, (c) a high degree of conservatism and reluctance to change among administrators, and (d) a lack of initiative from administrators within local educational agencies.

5. School Organization

The fifth most frequently mentioned barrier to change was related to the school organization and assignment of both personnel and time. Several respondents indicated a concern with an: (a) over-assignment of staff, (b) inadequate allocation of time and opportunity for teachers to plan individually and as a group, (c) insufficient amount of time devoted to program evaluation and development, and (d) inadequate assignment of time for in-service education.

6. College Preparatory Programs

Factors related to college preparatory programs for professional personnel were mentioned a sufficient number of times to warrant the ranking of sixth to be assigned to this category. In this case, such programs refer not only to teacher education but also to the preparation of all professional personnel staffing a school district. Cited were such factors as: (a) out-dated college programs, (b) professors being out of touch with operational developments in their fields (c) too little attention given to recent innovations in teaching and in programs, (d) too little emphasis given to the development of professional skills, (e) not enough emphasis placed on professionalism, and (f) preparatory programs being too general to be of specific operational value.

7. Support Services

Several respondents cited limitations being placed on possible innovations by such support services as: (a) facilities, (b) equipment and (c) transportation. For example, some indicated that facilities precluded effective team teaching or flexible scheduling. Other persons indicated that some innovations required additional equipment and materials which could not be purchased because of inadequate finances. Others made the observation that having to transport students such distances precluded extending the school day to provide an expanded program. Hence, support services were seen as barriers to change from the status quo.

8. School-Community Relations

Eighth ranked among these categories of barriers of change were factors related to a lack of understanding and trust between the community and the school. Communication seemed the most serious of these barriers. This inadequacy was seen resulting in each group's being afraid of the other. The school feared being rejected by the community and the community was afraid to place full confidence in the school.

9. U. S. Office of Education

Several respondents indicated that the U. S. Office was a substantial barrier to creative innovations. Cited were such factors as: (a) unrealistic and restrictive guidelines for many projects and programs, (b) uncertainty and lateness of approving applications for funds, (c) employment of restrictions (accounting for funds) which necessitated initiating and operating "temporary" and/or "tack on" programs in addition to the regular program, and (d) the uncertainty of program continuation for more than one year.

10. Requirements of External Agencies

Several respondents indicated that the state's and the Southern Association of Schools and Colleges' continued use of the Carnegie Unit tended to inhibit secondary schools from breaking from the lock-step set of requirements currently in vogue in Kentucky. Equally, a number of persons saw college entrance requirements as dictating programs and thus inhibiting creative ways of programing for high school students.

11. Community Attitude

Several respondents viewed the community and its control over education (within the state's framework) as a major deterent to change in the schools. Cited were such factors as: (a) complete apathy and indifference to the schools until something happened which some people did not approve or like, (b) too much provincialism and not enough awareness of or concern with life outside the community itself, and (c) a conservative resistance to anything that deviated from the "tried and true" school familiar to adults within the community.

12. Research

A few respondents commented to the effect that the present level of educational research (knowledge) was such that schools had to operate largely by trial and error. Some indicated that this lack of adequate research inhibited many from attempting anything new for fear of failure or from fear of not having any better program after the change had been initiated. A second series of comments related to research centered around our inability or unwillingness to engage in evaluating the performance of staff. Further comments related to our ineffectiveness in evaluating programs. Hence, research--the slow level of the art--was seen as a barrier to effecting changes in education.

13. Local Boards of Education

Several respondents volunteered comments which were categorized under the above heading. Among these were expressions which indicated that local boards of education often constituted a barrier to change because of their: (a) low level of education, (b) desire to please their constituents rather than educate children, (c) personal involvement with school employees, (d) provincialism and conservatism, (e) unwillingness to accommodate conflict which might accompany an innovation, and (f) lack of understandings of the educational process.

14. Lack of Comprehensive Planning

Finally, the respondents to the survey supplied comments which centered around a concern for the lack of comprehensive planning as a barrier to innovations in education. Comments to the effect that school programs which seem to "grow like Topsy," respond only to emergency crises, and rush to accept current fads, inhibit substantive and realistic changes in schools. Planning, based on sound data, was seen as an essential ingredient for the intelligent development of programs for today's youth.

Extrapolation

As explained, the foregoing reflects the responses of several hundred Kentuckians to the question of "What are the inhibitors of

educational change in Kentucky?" These responses would seem to give an honest picture of the barriers to change as perceived by thoughtful and knowledgeable professional educators and lay citizens. What they also reveal, however, is in the main a set of symptoms of the real causes for barriers to educational change. It is the purpose of this section to try to develop a realistic perspective of these basic change inhibitors.

Obviously, the above descriptions of change barriers deal with "schooling" rather than "education." These two terms are not synonymous, one--schooling--connotes the institutionalized component of the other--education. Somehow, we have maintained the discreteness of the two in actual operation, but combine them, albeit in a fuzzy manner, when we attempt to develop a conceptual framework encompassing "education." What follows, then, are some descriptions of what I believe to be the fundamental inhibitors of change in the specific area of schools although I will often use the term education.

The Lack of Consensus of Purpose

Ask any sizeable group of professional educators what they perceive as the purposes of education and their responses will reflect a wide spectrum of goals. Ask the same group for a ranking of priority among this varied listing and you can anticipate even less agreement. Regardless of whether these persons work in the same school and regardless of their apparent similarities of formal education, work experience, or

cultural background, the odds are extremely high that they will differ significantly in their concepts of what the goals of the school should be.

It is assumed that fundamental changes in educational programming must be congruent with fundamental change in the persons who conceptualize, initiate, and implement those changes. Even the borrowed change idea or program must be understood, molded to local concepts, and adapted to fit local conditions. Only people can do these things; people who are amenable to changing themselves as a necessity for understanding, molding, and adapting ideas.

It is assumed further, that basic changes in education can only emerge as agreements are reached concerning the educational goals which necessitate programatic change. Thus, the acceleration of program change is dependent upon the acceleration of goal agreement.

To be sure, it is relatively easy to achieve a kind of apathetic truce over insignificant, temporary, or emerging objectives. For example, it is quite simple to obtain rapid and unanimous concensus that we should improve our reading program, or further, that teaching all pupils to read well is a goal of education. But raise the question of why reading is so important or seek to relate this rather simplistic objective to a major goal of education and be prepared for the maelstrom. Why, of course, reading is important because a democracy demands a literate citizenry. But, of course, the prime objective is to enable each person to develop the skills associated with economic survival. To be sure, reading is necessary for the full appreciation of our literary heritage. Ah yes, reading can help one understand the mysteries of his natural environment. And on and on until time runs out.

But the odds do not favor the lone individual, sitting in on the above discussion, who thinks, but never verbalizes, his nagging little belief that perhaps reading is not absolutely necessary for the achievement of democratic participation, vocational efficiency, or appreciation of one's cultural heritage or natural environment. Is the purpose simply reading or is reading only a means to a more critical end?

Without much doubt, our inability or unwillingness to take the time and make the effort to obtain a reasonable concensus of purposes of education--among professional and lay citizens--constitutes a major barrier to the initiation and acceleration of educational change.

The Lack of Communications

One characteristic of a profession is the development of an intramural vocabulary and methods of developing and expressing the concepts which are indigenous. Education--capital E--seemingly has met this requirement; however, there is still a Babelesque quality to what passes for communications in Education. Preciseness and clarity of expression often are overshadowed by generalization and fuzziness. Simple words become complex and fraught with inuendo and shades of meaning to varying individuals.

Anyone who has observed very many school faculty meetings knows that all too often controversies are born, sides are chosen, and arguments are heated not over real substantive differences but because of misunderstandings in communication. If the language is both the substance and the means of communicating ideas or concepts, then it is little wonder that such misunderstandings are so prevalent.

While the efficacy of communication is somewhat shocking among professional educators, it is deplorable between educators and lay citizens. I suspect the latter condition is accentuated by a recognition of the difficulty on the part of the professional, who withdraws from the task because of his past defeats.

Now all of us are aware that the school in society cannot function effectively as an island, isolated and apart from that society. In fact, most of us are convinced that "schooling" and "education" are trending in the same vector, that a community must oversee both, that there is a role for the school as an institution but that role may well become secondary and supplementary to the various means of "education;" i.e., public television, educational and recreational agencies, libraries, home-linked computers, et cetera. Some fine day, we may awaken to discover that all of our protective devices--prescribed teacher education programs, state licensing, professional negotiations, and collective bargaining, et al--may be quite useless because industry and other public agencies have learned to provide educational services more appropriate and viable.

The point here is: If the school is to meet the challenge of change, then the community must become an active participant in charting and implementing that change. Needless to say, this will require not only more, but better, communications between school and community, a barrier that presently is formidable.

The Quest for the Holy Grail

The school was developed as an institution for the implementation of programs rather than as a laboratory for experimentation and development of programs. True, most schools make some effort to "improve" upon

what they are already doing; however, this effort is usually confined to "borrowing and adapting" ideas. This number of "laboratory" schools in Kentucky--sites where major new concepts are being designed--is pathetically small. Instead, the typical Kentucky school expends its resources in searching for finite solutions--programs--to local problems. When a school staff says it is developing a new program what is meant is that it has found some packaged program that is being tried. The sincerity with which most faculties approach the problem of improvement makes them quite vulnerable to sales pitches of commercial con artists who peddle their "programs"--pre-packaged, pre-tested, "individualized," eye-catching, almost guaranteed panaceas for all the instructional problems which confront most schools.

The fact that school staffs, and indeed most parents and patrons, look upon the school as a place of program implementation rather than a laboratory for the development and implementation of instructional programs constitutes a major barrier to change.

A rather recent research effort in one Title III region in Kentucky showed that in three distinct types of schools--urban, suburban, and rural, as characterized by the communities and children they serve--there were vast differences in the basic needs of pupils attending each type but almost no differences in instructional programs. The same purposes, materials, organization, and instructional strategies were being employed whether the pupils came from almost ghetto conditions in some of the urban schools, from affluence in the suburban schools, or from rural backgrounds. Obviously, the needs of children do differ, and just as obviously, instructional programs need to be synchronized with individual needs; however, until schools are transformed into real

learning laboratories such needs cannot and will not be tended. (Fortunately, in this case, three model laboratory schools have been initiated to help develop diversified programs for this region.)

The quest for the "Holy Grail"--the perfect solution to the imperfectly identified problem--compounds the difficulty of developing programs which are based on local needs and local resources. Until this barrier is breached, there is little hope for evolutionary change in education.

The Quest for Stability

The trite old adage that success breeds success is certainly applicable in education. The career route of a teacher exemplifies a case history of success; that is, the teacher has had to be successful to negotiate the torturous route through elementary and secondary school, undergraduate and graduate teacher education, licensing, and finally employment. Somehow, these measures of success become fixed in our minds and cause us to believe that those experiences should be provided others. If we can but stabilize the conditions which brought success to us, we can replicate success in our students. Therefore, every time we have pressure to tinker with the system we have some misgivings. Subconsciously, perhaps, we incorporate into ourselves the myth of stability and, consequently, become conservative members of what should be a dynamic profession.

It should go without saying that a democracy is a continuum, a state of becoming, an ever-changing flux. It must follow, then, that schools which function in and serve a democracy must likewise forsake

stability for change. The curriculum which was implemented to meet the needs of yesteryear is most probably inadequate and inappropriate for today or tomorrow.

This is not to suggest that schools should become chaotic and react to each and every whim of events. Nor is it meant to encourage teachers to run willy-nilly from one instructional fad to another. What is meant is that we must abandon some of our conservative tendencies and reconcile ourselves to engaging in efforts which may frequently threaten our sense of personal security and professional equilibrium. This is the inhibitor that keeps most of us from becoming active change agents and keeps most schools from becoming truly innovative and productive. Simply stated, we must learn to accept the lack of success--failure if you will--as a condition of learning. Success and stability may be appealing; however, efforts which upset our equilibrium and result in a lack of success may be more rewarding in the long run.

The Inward Focus of Change

When schools do change, the likelihood is that this change will be merely an extension or improvement of a program already in operation. Almost everyone is amenable to this kind of low-risk change. It is only when a change demands an abrupt departure from the well-worn paths of the past that resistance stiffens. Suggest to a staff, for example, that differentiated salary schedules which recognize meritorious staff effort should be considered and rewarded. Or suggest the elimination of reading instruction as a separate "subject" and seek to implement such instruction only as an adjunct of the science program and be prepared for considerable opposition. In fact, make any right

angle turn and stop signs will be forthcoming immediately.

What we have yet to understand is that the traditional procedure may not be good necessarily, in part or in whole. Our acceptance of a curriculum component simply because it is traditional will never enable us to break out into the future with the kinds of educational changes the future will demand.

The tendency is to look inward, examine what we are now doing, and then try to change so that we do better what we are already doing. Needless to say, this is a restriction upon revolutionary change.

Epilogue

This brief paper has attempted to do two things: (1) to report the findings of an informal research survey concerning the perceptions of a sample of professional and lay personnel in Kentucky in regard to what they believe to be the inhibitors of change in education; and (2) to extrapolate the sense of these findings into a few generalizations which I believe to constitute the major obstacles to be overcome if we are to accelerate our efforts to obtain a better synchronization between the needs of education and the programs of schools.

Obviously, we are running out of time if we are to mount a massive assault upon the myriad problems which now confront us in education. I trust that this small effort will somehow assist the Committee on Planning and Organizing Innovative Programs for School Improvement as it struggles to meet its challenge.

Richard L. Winebarger

APPENDIX B

SURVEY RESPONSE GUIDE
BARRIERS TO CHANGE PROJECT
(For Title III Regional Project Directors)

PART I

Communications

I. List all publications (newsletter, bulletins, et cetera) disseminated from your regiona office and describe each as follows:

   a. Frequency of circulation

   b. Typical contents (such as announcements, management information, reports of programs)

   c. Circulation audience and circulation data (number distributed)

   d. Special ways of obtaining feedback reactions from audience.

II. Describe the typical usage of video taping or other communications equipment managed from your office. Cite purposes of utilization, frequency of use, management mechanisms, typical monthly usage, audience reactions, tape repository details, etc.

III. Describe other means by which you communicate with your region or other regions such as regular conferences, radio, television, newspapers, questionnaires and other information-gathering devices, etc. Where possible, cite frequency, audience and/or numbers of participants, reactions, etc.

IV. List school districts, or schools, in your region which have innovated exemplary communications procedures or programs. in two directions: (1) internally to the profession, and (2) externally to the lay public. Give enough details on each to provide an adequate brief description.

V. Summarize what additional strategies might be used in improving the adequacy of communications in your region, assuming suitable funds. Cite any major problems you foresee in implementing these strategies.

PART II

Major Experimentation

Within your ESEA Title III Region, there are schools, school districts and Regional Groups that are engaged in MAJOR EXPERIMENTATION efforts to devise, test and revise instructional programs and services. The spectrum of such efforts is so broad that a single check list of items identifying them is not feasible nor would it be adequate for the purposes of this survey. Therefore, you are asked to complete the open-ended questions below which will provide a base for follow-up inquiries to individual schools.

Please note, the concern here is with MAJOR EXPERIMENTATION rather than with all new or different things being done. Feel free to define the term MAJOR EXPERIMENTATION as you see fit.

Region _____

Person Responding _____

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Educational Purposes or Objectives

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	Districts	Schools	

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Curriculum Content

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	Districts	Schools	

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Teacher Assignments and/or School Organization

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	Districts	Schools	

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Teaching Strategies (Practices)

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	Districts	Schools	

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Facilities and Their Use

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	Districts	Schools	

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Instructional Material and Media

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	Districts	Schools	

MAJOR EXPERIMENTATION AFFECTING CHANGES IN

Non-Instructional Support Services

Brief Description of the Major Thrust of the Experimentation	Check Level of Operation			Number Involved		Name and Address of Person in Charge
	Region-wide	District-wide	Ind. Sch.	District	Schools	

APPENDIX C

Please complete and return by April 22 to: Richard L. Winebarger
Coordinator Title III
Kentucky Department of Education
Frankfort, Kentucky 40601

School District _____

Person Responding _____

I. Describe the three most significant school program changes (innovations) underway in your school district:

1. Descriptive title: _____

Number of schools involved: _____ Number of teachers involved: _____

Number of pupils affected: _____ When begun: _____

Financed by: Local/State funds: _____; Federal funds; _____ Other: _____

2. Descriptive title: _____

Number of schools involved: _____ Number of teachers involved: _____

Number of pupils affected: _____ When begun: _____

Financed by: Local/State funds: _____; Federal funds; _____ Other: _____

3. Descriptive title: _____

Number of schools involved: _____ Number of teachers involved: _____

Number of pupils affected: _____ When begun: _____

Financed by: Local/State funds: _____; Federal funds; _____ Other: _____

I. Describe the methods by which the district communicates information concerning innovations: CHECK

1. Internally to district personnel:

_____ a. Newsletter prepared by district and issued monthly
_____ b. Newsletter issued less often than monthly
_____ c. Special reports of innovations in your district
_____ d. Special reports of innovations elsewhere
_____ e. Research reports on special topics
_____ f. Other: _____

2. Externally to the public: CHECK

_____ a. Newspaper articles written by district personnel
_____ b. Newspaper articles prepared by news media
_____ c. Regularly scheduled radio programs
_____ d. Regularly scheduled television programs
_____ e. P. T. A.
_____ f. Lay citizen advisory groups at district level
_____ g. Lay citizen advisory groups at school level
_____ h. Other: _____