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ABSTRACT

Oregon's Dissemination Program was established in July 1970. The primary purpose of the program was to provide a means through which pertinent, validated information could be made accessible in usable form to assist educators in making better educational decisions. The program was administered by a staff of six, two of whom were assigned to two intermediate education district offices. The program provided a computer-based information center using "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE) files of the Educational Resources Information Center (ERIC) files as the primary source of documents. State library resources and the services of the Northern Colorado Educational Board of Cooperative Services were used extensively during the initial year of operation. It took a full year to accumulate adequate resources and establish procedures which approached full-scale operations. The number of requests processed by the center gradually increased from 13 in October 1970 to 146 in September 1971. By May 1972, the number of intermediate education districts with extension agents had increased from two to twenty. An extensive evaluation of the pilot program is available as ED 065 739 and 065 740. (Author/SJ)

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Oregon's Dissemination Program was established in July 1970. The primary purpose of the program was to provide a means through which pertinent, validated information could be made accessible in usable form to assist educators in making better educational decisions.

The program was administered by a staff of six, two of whom were assigned to two intermediate education district offices. The program provided a computer-based information center using ERIC and CIJE files as the primary source of documents. State Library resources and BOCS services were used extensively during the initial year of operation.

It took a full year to accumulate adequate resources and establish procedures which approached full-scale operations. The number of requests processed by the Center gradually increased from 13 in October 1970 to 146 in September 1971. By May 1972, the number of intermediate education districts with extension agents had increased from two to twenty.

An extensive evaluation on the pilot program was conducted by Dr. Sam Sieber. The findings are contained in a report entitled The Use of Educational Knowledge published by the Bureau of Applied Social Research, Columbia University (ED 065 739 and ED 065 740).

Final Report

Contract No. OEC-0-70-4755

OREGON'S PILOT STATE DISSEMINATION PROGRAM

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

National Institute of Education

PREFACE

In the spring of 1970, the State Department of Education initiated plans to implement a Pilot State Dissemination Program. The proposal was subsequently written and funded in August by the National Center for Educational Communication. By October, the program started its operation and served 13 requests for information from the field. The peak of requests was reached by October 1972 when 232 requests were processed. By this time, the operation developed efficient procedures to retrieve validated information from multiple sources and establish itself as a substantial element to bring about improved practices in Oregon education. This development could not have been accomplished without the assistance and guidance of many individuals. We are grateful for the contributions of the following:

Board of Cooperative Services, Boulder, Colorado: Walt Turner, Bill McCleary, Roy Tally.

The Bureau of Applied Social Research, Columbia University: Sam Sieber and Ruth Love

The Far West Laboratory for Educational Development: Staff

Lane Intermediate Education District: William Jones

Marion Intermediate Education District: Merlin Morey, Marvin Covey, Eldon McDermeit

Northwest Regional Educational Laboratory: Larry Fish and Staff

Oregon State Library: Eloise Ebert and Staff

Oregon Total Information System: Ben Jones, Paula Bracken

San Mateo Education Resources Center: Frank Mattas and Staff

Special Education Instructional Materials Center, University of Oregon: Maggie Rogers

State Department of Education: Dale Parnell and Staff

Umatilla Intermediate Education District: Ken Stanhope

The University of Missouri Training Team: Charles Koelling, Carl Fehrle, Randal Price, William Hoff, Glen White, Larry Hale and Dan Doell

George Katagiri

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Chapter I INTRODUCTION

In recent years, all sectors of public life have come to scrutinize educational institutions with increased intensity. Through varying ways, citizens have demonstrated a growing concern for the quality of public education. As part of the program for educational management, the State Department of Education is in the process of adopting new priorities to focus its educational effort and resources on problems now facing Oregon's public school system. Briefly stated, these priorities are:

Instruction-Related Priority Needs

Improve Early Childhood Education
Improve Primary Education
Respond to Learners with Unique Educational Needs
Emphasize the Fourth "R," Responsibility
Improve Health Education
Expand Career Education
Improve Instructional Practices

Management-Related Priority Needs

Close the Communication Gap
Assess Systematically the Progress of Education in Oregon
Improve Teacher Education and Certification
Improve Financing of Oregon Education
Improve Management of Oregon Schools

In examining the existing situation, it was apparent that many educational decisions were often made on the basis of past personal experience and/or on the opinions of peers. This seemed to be a natural development when one considers the nature of current educational change, the limited quantity of research in many areas of education and the lack of convenient and efficient means to retrieve appropriate information. The prodigious quantity of federally funded studies and projects during the past decade coupled with the development of the ERIC clearinghouses and ERIC Central provided a source of validated information which was without precedence in the history of education. It was reasonable to assume that if the communication gap between information sources such as ERIC and existing educational practices could be closed, the decisions being made at the practitioner's level would have a significant impact on education at all levels.

Oregon's Pilot Dissemination Program became functional in October 1970, as an essential service to facilitate the changes generated by the Department's program. With the availability of extensive educational resources, the primary purpose of the Dissemination Program was to provide a means through which pertinent, validated information could be accessible in usable form to educators for the purpose of making more intelligent decisions.

Initial searches for operating centers which provided similar services proved unsuccessful. It was clear that much of the ingenuity to develop a computer-based state center would have to be developed internally. For these reasons, much of the operation in Oregon was "invented" as the program progressed.

Chapter II ORGANIZATION AND PROCEDURES

Organization of the Program. The Resource-Dissemination Center is located at the State Department of Education. It is contained in the Instructional Technology Section under the Instructional Services Division of the Department. An organizational chart of the Department is attached in the Appendix for your information. Another dissemination arm of the Department is located in the Executive and Legal Services Division. The activities of this branch include publications and communications to the public in general and mass information to the schools.

During the initial 18 months of the project, the Dissemination Program consisted of three primary units; the Retrieval-Dissemination Center, the Intermediate Education Districts, and the Oregon Total Information Service Center (OTIS). The Retrieval-Dissemination Center was located at the State Department of Education (SDE) in Salem. The Center personnel consisted of the Director, two Retrieval Specialists and the program secretary and served as the headquarters for the entire operation.

Extension or Field Agents were assigned to pilot test the program in the Intermediate Education Districts (IED) in two counties, Lane and Umatilla. They served in a dual capacity, as a bonafide member of the IED and a full-time field agent for the Dissemination Program.

Lane County was selected as one of the pilot target areas for demographic reasons and because it had developed the Oregon Total Information Service Center (OTIS) which is a computer center servicing the educational needs of all county schools as well as a number of other districts of western Oregon. The county has 16 school districts, one community college and approximately 64,000 pupils.

Umatilla County in Eastern Oregon was selected as the other pilot county because of its size--3,241 square miles--and its small population of 43,000. As in Lane County, the Superintendent has been a leader in the development of many new educational programs and innovations, including a closed circuit television system which reaches every school in the county.

Toward the end of the second year of the program, superintendents of county units and Intermediate Education Districts representing the non-participating school districts were personally approached with invitations to train key staff member(s) for extension agent activities. By May 1972 19 intermediate units out of 35 had trained extension agents who were coordinating the information needs in their districts.

The computerized data base consisting of the ERIC, AIM and ARM files were handled by the OTIS. OTIS is a self-sustaining computer center which contracts with various school districts throughout the state to provide educational services including student records, automated library services, computer-assisted instruction, and similar programs. It was established

in 1968 with ESEA, Title III, funds and is presently a nonprofit service agency attached to the Lane County IED. OTIS personnel were instrumental in the development of the OBIAS program which is used in searching for ERIC, AIM, and ARM computer tapes.

PROGRAM PERSONNEL

The Director. The director of the Pilot Dissemination Program was also the Director of Instructional Technology for the Department. As such, he had responsibility for state ITV/radio and media programs, as well as for ESEA Title II and NDEA Title III. Although it is a definite disadvantage to have several responsibilities, circumstances prevented the designation of a full-time director for the pilot program. Fortunately, specialists and coordinators were able to accept major responsibility for their respective programs and it was possible for the Director to give the dissemination program the highest priority.

There were many responsibilities associated with directing the program. A detailed list of functions may be found in the appendices. However, the greatest amount of energy and time was spent on communication and coordinating activities. The pilot nature of the program required continual input from the Center staff and extension agents. Procedural policies were often made as a result of the input from staff members. The most critical communication linkage was found to be between the Center and extension agent, especially in the beginning stages. It was realized early that effective dissemination services required a great deal of interpersonal linkage and communication at each step if ideas were to be transmitted accurately. Monthly staff meetings including the field agents and frequent phone calls kept the staff operating as a close-knit team. Other communication links were continually maintained with resource centers, OTIS, county administration offices, OE and NIE and personnel within the Department.

The Retrieval Specialists. Two retrieval specialists had responsibility for maintaining the Center operations. Each had primary responsibility to work with one of the extension agents. This arrangement facilitated the maintenance of good communication. Since the quality of the information packet depends on the computer search logic, accurate perception of the negotiated question or need by the retrieval specialist is critical.

The retrieval specialists' duties were also affected by the data bank being used to serve requesters. It became clear that the computer file itself had characteristics which gradually became known to the logic writers. With experience, as file familiarity increased, it was possible to manipulate the logic for more relevant retrieval of information. The combination of file familiarity and perception of client needs is necessary for effective dissemination services.

Staff stability is important. One of the misconceptions of retrieval responsibilities is the notion that it is a mechanical procedure which may not require particular competence in education. The Oregon program

assumed the necessity of qualified personnel for this position with no regrets. The effectiveness of the impact of the program to produce a high degree of relevant documents for clients is attributed to the competence of retrieval personnel. The fact that approximately one-half of the requests resulted in change within a few weeks is regarded as a significant impact in Oregon education.

Project Secretary. In a retrieval-dissemination program, the prodigious quantity of record-keeping, filing, the assembly and mailing of information packets and correspondence to meet individual requests is understandable. The secretary to the program has always been regarded as an integral and important member of the team effort. This conception of the secretarial role paid great dividends. Although the position rating has been below the average, due to budget restrictions, the program has consistently been able to maintain dedicated secretarial services.

The Extension Agents. From the start of the operation, it became clear that the critical linkage to identify client needs and to put validated information into use was the key to the success of the program. These responsibilities were the primary responsibilities of the extension agent. It also became apparent that the role of the extension agent was quite unique and required unique competencies. This new educational role required an especially sensitive individual who had to develop immediate rapport with many kinds of personalities and who could perceive the true problem of clients as distinguished from the statements relative to symptoms. The task also required the accurate assessment of the level of competence of the requester and an ability to recognize and avoid educational jargon. The negotiation and communication processes of dissemination had to be approached in a nonthreatening atmosphere with no pressure to bring about client change, although change or improvement was the primary purpose of the entire program. The steps in hiring extension agents and the task of identifying their roles were approached deliberately throughout the program. This concern also paid great dividends as attested in the evaluation report by Doctor Sieber. A further elaboration of the concept of the Educational Extension Agent is included in the appendices.

Communication within the Program. Communication within the program was maintained by telephone, weekly Extension Agent reports, and monthly meetings. Telephone linkage was facilitated by the use of the WATS and Telpak systems which have been implemented in the state. Weekly reports from the Extension Agents consisted of an "input" section which described the nature of field contacts made and an "output" section which indicated the services and packages placed in the hands of clients. The monthly meetings covered problems, reports, new developments, announcements, and other issues which are inevitable products of developing programs. Contacts with the computer center sources were maintained primarily by mail and by telephone.

Sources of Information. The primary sources for information were the Northern Colorado Board of Cooperative Education Services (BOCS) in Boulder, Colorado; the ERIC and CIJE magnetic tape files used by the

QUERY program; and local library resources. It was fortunate for the program that federal funding made computer searches at BOCS available from the beginning of the program through June 1971. The QUERY program was installed at OTIS in December 1970. However, initial attempts to use QUERY cost over $50 per search, and it became evident that QUERY required alterations to provide more practical and efficient search capabilities for the program. Through the process of batching, the cost was reduced to approximately $15 per search. Since BOCS services were available, the need to use OTIS services extensively was not critical, and efforts continued to further reduce the cost of computer searches. Efficiency was finally increased by developing a separate file which cross referenced all descriptors and ERIC accession numbers. By organizing the files sequentially, it was possible to have direct access to the files. Additionally, by separating the files into a current (1969-present) and history file, it was possible to reduce the cost of each search to about $7.

The maximum number of abstract printouts was established at 125 per search. Searches which exceeded this number were automatically cancelled, and the Retrieval Specialists rewrote the logic for such searches. With experience, the retrieval staff has become increasingly familiar with the ERIC files, and their adeptness to write tight logic has increased. Search terms for a search have been limited to a maximum of 20, and batches of 10 to 15 have been used.

In January 1971, BOCS developed four programs which produced packages of information which met the needs of different kinds of requests. These were CAT (Catalog of Computerized Searches), CAP (Current Awareness Profiles), PET (Packet of Educational Topics), and SID (Individualized Search in DEPTH). CAP, CAT and PET were prepackaged materials which met the needs of a large proportion of general requests. The prepackaged nature of these materials greatly reduced the turn-around time. Since the Department's library and periodical resources were still in the embryonic stage, and since the Center could not duplicate some of these services, the Retrieval Center contracted for the continuation of the BOCS services through December 1972.

In November 1971, the Dissemination Center moved into the SDE Professional Resource Library. This move enabled the program to have direct access to a professional book collection of over 2000 volumes and over 100 educational journals. It also made available the services of the Library Assistant who now participates as an integral part of the Dissemination Center by cataloging all material and by managing the distribution of articles and books within the library and by handling the library-oriented requests.

In addition to the ERIC and CIJE tapes stored in the computers at OTIS and BOCS and the library resources located at the SDE, a number of other sources have been continually utilized in the program. By November 1971, the entire microfiche collection of ERIC documents was acquired and housed at the Center. This enabled the retrieval specialists to have direct access to most ERIC documents and reduced the turn-around time for the

acquisition of microfiche. Since the microfiche collection contained the entire documents, it was indispensable to dissemination services. At this juncture, because of cost factors, it was decided to communicate through microfiche as opposed to hard copy. A microfiche printer/processor was leased to duplicate microfiche on request. This created a need for microfiche readers in the field. The number of readers in the field was limited, and the project supplied two portable microfiche readers for each Field Agent. Reports from the field indicate that more districts and schools have purchased readers. Also, the availability of readers is reflected in the rise of microfiche requests. The number of microfiche requests jumped from 105 in December 1971 to 500 in March 1973. A continual increase in the use of microfiche and readers is anticipated.

The critical need for microfiche readers was recognized early. Although the acquisition of readers was encouraged by the two Field Agents for many months, the need for readers was not recognized by most school districts until microfiche was available. Some lag between felt need and availability of readers was anticipated. At this writing there is still a shortage of readers in the field. For the future, the need for local districts to acquire readers will be emphasized in all programs which are planned to broaden the information network throughout the state.

One of the most widely circulated documents was the series of PREP kits originating from the USOE. On several occasions, selected kits were duplicated in quantity and distributed to special groups of school administrators. These included the kits on Research for School Board Members, Correcting Reading Programs in the Classroom, Treating Reading Disabilities, Improving Schools by Sharing, Individualized Instruction, Reinforcing Productive Classroom Behavior, Teacher Evaluation, A Readiness Test for Disadvantaged Preschool Children, and Teacher Recruitment and Selection.

Approximately half of the requests were served by conducting manual searches at the Center. Several factors were considered to determine the method of search that would be used. The most prominent factor was the insights into the computer files by the retrieval specialist. Through experience, if the ERIC-CIVE files were known to have acceptable documents on certain topics, computer searches were made. Often, requests were so specific that the specialist, again through experience, predicted that the file would produce no hits. In these cases, manual searches were conducted. In case of doubt, the requests would be submitted for a computer search. Another excellent indicator of the possibilities for relevant information from the computer file was to initiate a manual search on a particular topic. From the number of documents identified in references, the retrieval specialist was able to judge the probability of the computer files to produce relevant hits.

A number of references were used to identify documents manually. The most consistently used reference was Research in Education (RIE). The extensive use of the RIE microfiche file more than justified the investment in the resource. In about half of the requests, citations were searched from the Current Index to Journals in Education (CIJE), Education Index and Encyclopedia of Educational Research. Education Index was used for

searches which requested more obscure information. Since it employed a different classification system from CIJE, it provided a suitable supplementary or substitute resource. Encyclopedia of Educational Research addressed itself to requests for survey literature or citations of pure research. Dissertation Abstracts was housed in the State Library and was not readily accessable to the Center. Consequently, it was used approximately twelve times per year.

On numerous occasions the State Library was used extensively to locate specific educational information. The State Library staff was most helpful in locating materials for clients. Until November 1971, the Library was the only source for ERIC microfiche documents, and their policy to loan microfiche out to clients made documents readily accessible when needed.

Throughout the project, the Center established communication with several regional laboratories and development centers. These included the Northwest Regional Educational Laboratory, the Far West Laboratory for Educational Research and Development, Teaching Research and several ERIC clearinghouses. In response to district needs, three programs were considered for implementation in pilot centers. All three were developed by the Far West Laboratory. The programs were Mini-course 5, ALERT and the Toy Lending Library. Mini-course 5 was used as an in-service program in Umatilla County via their closed-circuit television. ALERT was used as an additional resource at the Center and by selected districts which were developing curriculum programs. The Toy Lending Library was studied in depth and the project conducted three in-service programs in its effort to bring about implementation of the program.

One of the more useful and effective sources of information was the pool of 65 specialists at the State Department of Education, and consultants from higher education. At this time, approximately 50 percent of the requests are referred to a specialist for one reason or another. Copies of all requests which were in the subject area of the specialist were automatically sent to the respective specialist for his information.

Where more active participation was required, specialists were asked to participate in one of three ways: (1) to provide expert knowledge to interpret a query or to suggest leads to pertinent documents; (2) to provide documents from their own collections and files; or (3) to call or visit a client. Frequently, their calls or visitations resulted in extensive consultations over a period of time where program development was the resultant action. The point of entry of the specialist depended on the individual request. If the information packet required interpretation, the specialist was called in immediately. Often they were called in after the information was studied by the client, and specialists were used in the follow-through phase of the service. The major problem encountered in using specialists was caused by the load which dissemination activities added to specialist's activities. This was minimized by having the activities well organized before involving the specialist. Repeated encounters with dissemination activities have made specialists more receptive to assist with clients. One additional problem was anticipated,

but did not materialize. It was expected that some specialists might resent dissemination activities which encroached into their areas of concern. A special effort was made to present dissemination services as being complementary to specialist services. This sensitivity to specialist activities reduced the threat of encroachment and has, in general, established a good working relationship. There have been no negative feelings expressed to the Center to date. On the contrary, approximately 10 percent of the requests are being submitted by Department personnel. Consultants from universities and colleges have been used on a number of projects, but to a lesser extent than SDE specialists.

The above sources do not exhaust the available resources for information and assistance, but they comprised the major sources upon which the program relied during its development.

Operational Procedures of the Program. The operational procedures are outlined for clarity.

— INITIATING REQUESTS FROM THE FIELD

1. Client to contact Extension Agent or Center
   a. By letter
   b. By phone
   c. By personal interview
2. The contact will clarify the request and identify specific needs and problems

— HANDLING REQUEST AT THE RETRIEVAL CENTER

1. Secretary to receive all preliminary requests
2. Requests reviewed and assigned by Coordinator. Difficult requests to be reviewed by staff.
3. Retrieval Specialist
   a. Completes official request form
   b. Determines nature of search
      (1) Manual search
      (2) Computer search*
      (3) Packaged material (BOCS)
      (4) Library documents
      (5) Consultant assistance
   c. Executes selected strategy
   d. Develops logic for computer searches
4. Secretary
   a. Assigns project number
   b. Logs request
   c. Completes order forms
   d. Mails to information source

*See "For ERIC Computer Searches"

5. Secretary
   a. Receives packet from information source
   b. Matches packet with project number
   c. Returns packet to Retrieval Specialist
6. Retrieval Specialist
   a. Screens packet for relevance and highlighting
   b. Adds any relevant supplementary material
   c. Returns all material to the secretary
7. Secretary
   a. Completes final logging of project
   b. Adds evaluation form with return envelope
   c. Mails packet to Extension Agent or client

— ERIC COMPUTER SEARCHES

1. For searches conducted at the Oregon Total Information Service (OTIS)
   a. Identify and clarify key elements of the request
   b. Tentatively select appropriate descriptors
   c. Evaluate character of descriptors using RIE and CIJE references
   d. List frequency count
   e. Organize logic
   f. Indicate the use of the update or history file or both
   g. Transfer final logic to OTIS Request Form
2. For searches conducted at the Board of Cooperative Services (BOCS)
   a. Identify and clarify key elements of the request
   b. Tentatively select appropriate descriptors
   c. Formulate a comprehensive narrative statement
   d. Transfer statement and descriptors to BOCS Request Form
   e. Identify specific packet, when known

— USE OF PREP PACKETS

1. Client or Extension Agent may request specific PREP packet
2. Packet checked out by Library Assistant on a 10-14 day loan basis; packet may be reproduced by client
3. Packet may be included with other requests
4. Selected packets may be reproduced in quantity by the SDE and distributed to select groups

— SECURING DEPARTMENT SPECIALISTS FOR SPECIAL ASSIGNMENTS

1. Extension Agents or Retrieval Specialists to determine need for specialist services
2. Specialist contacted by Retrieval Specialist
3. Specialist to contact clients through the Extension Agent
4. Copies of appropriate requests to be routed to Department specialist who may wish to follow through the request with the client

— SECURING INSTITUTIONAL CONSULTANTS

1. Extension Agent or Retrieval Specialist to determine need for consultant
2. Appropriate consultants and institutions identified in rotary files
3. Specific consultant identified by client and Extension Agent
4. Consultant services negotiated by client and Extension Agent

— HANDLING LOAN EQUIPMENT

1. Limited number of microfiche readers are on loan from Extension Agents
2. Other needed equipment is available through local instructional materials centers

— ASSESSING CHARGES AND COLLECTING FEES: There are no charges for services at this time.

— MICROFICHE DISTRIBUTION

1. Requests received from Extension Agents or clients for microfiche
2. Determine if request is new or part of an "open" project
3. Locate and duplicate microfiche with duplicate copy for Extension Agent files
4. Include locations and information about microfiche collections located throughout the state
5. Mail materials to Extension Agent or client

Training. At the inception of the program, the number of dissemination programs in education was limited, and personnel with experience in retrieval and dissemination were virtually nonexistent at the local level. The University of Missouri with its extensive experience in agricultural extension programs, provided three one-week training sessions for dissemination staff members during the initial year. Negotiating techniques, systems for keeping files and information dissemination theory were among the major topics emphasized during these sessions. As a result of the training, the project was able to get under way with the minimum of difficulties. Throughout the project, members of the training team were most helpful to assist with program needs as they were identified. However, the application of many aspects of information dissemination in education was new, and much of the development took place on-the-job and by trial and error.

Program Expansion. As in the case of most pilot programs, the services were continually refined. As Oregon's program embarked on its concluding 18-month period, a program was launched to develop a statewide information network. The plan was to increase the number of extension agents from the two in the pilot IEDs to as many other IEDs as were interested. Since fiscal support was not available, superintendents of the IEDs were invited to designate a member of their staff who would become part-time extension

agents along with their primary responsibility. Our approach distinguished between extension agent duties (1) as an additional responsibility and (2) as a service that would enhance a staff member's primary responsibility. The latter was emphasized and nine additional counties, comprising the most populated areas of the state, supported the training of one or more staff members.

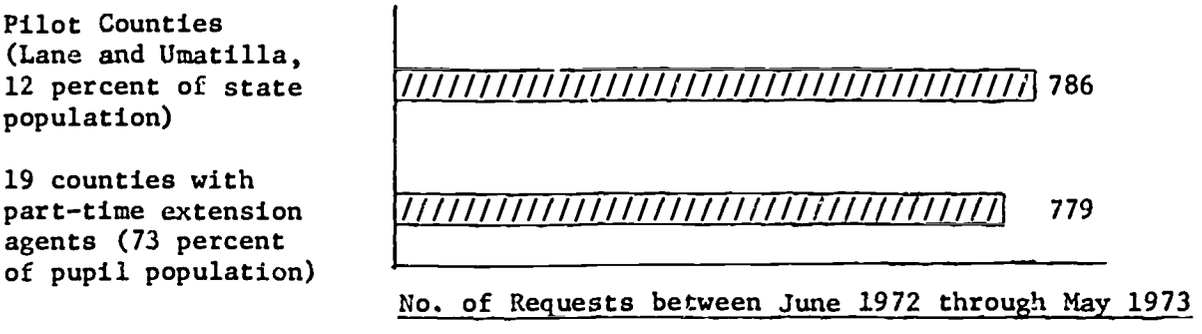
The first training program was held in February 1972 and comprised three full days of activities. It was designed to develop the concept of the Extension Agent in education and to develop skills in the processes of negotiation, transformation, communication, and evaluation of program effectiveness. Several components were adapted from the Educational Information Consultant Training program developed by the Far West Laboratory.

By the conclusion of a second training session in May, a total of twenty-one IEDs had a full- or part-time extension agent functioning in the statewide information network.

Part-time agents functioned during the last year of the three-year pilot program. Their major responsibilities ranged from assistant superintendents, federal program managers and curriculum supervisors. Several months following the training program, a self-evaluation questionnaire was completed by each "agent." Their general self-evaluations ranged from "doing fairly well" to "doing well" in the dissemination processes. There was no definite pattern that could be identified for the group. However, the one unanimous response was that there was not enough time to adequately negotiate, transform, communicate and evaluate the dissemination process.

At the Resource Center, records were kept on the number of requests from part-time agents. The following graph shows the number of requests received from the two pilot counties (Lane and Umatilla), compared to the other counties with part-time extension agents.

Graph A
Number of Requests from Full-time and Part-Time Agents



It is interesting to note that the number of requests from the two pilot counties was almost the same as the combined total of 19 counties with part-time agents. Considering the fact that the pilot counties were serving one-sixth the number of students and submitting the same number

of requests, there is a good case for full-time commitment for dissemination programs. In analyzing the 19 counties individually, only three consistently submitted a significant number of requests. Most were submitting from 0 to 3 requests per month. Although all part-time agents participated in a three-day training program and almost all emphatically expressed their intentions to participate actively, the data reinforces the fact that with the exception of three or four individuals, adequate time commitments could not be made in most cases where responsibility was shared with other functions.

An objective assessment of the quality of requests and services was not made. From the standpoint of the Center, the quality of requests from part-time extension agents depended on the individual. Some agents consistently submitted requests which stated the problem clearly and indicated the purposes for making the request, which aided in more accurate retrieval of information. Adequate negotiation was evident in their requests. However, the majority of requests were direct quotes of the requester with no attempt to identify factors which would aid in more precise retrievals. Requests which were not stated precisely and which were incomplete often required additional phone calls by the retrieval specialists to the agent. Equally significant was the admission in the self-evaluation survey by most part-time agents that because of time restrictions, very little attempt was made to plan with individual clients how the information could be used to improve instructional programs. Sieber's report raises some questions on the capability of supervising personnel to function effectively in a role to assist teachers to use information. He points out the possible conflict between their supervisory role and their role to interact as equals.

The expansion of the information system through the training and use of existing personnel was one alternative tried in the Oregon project. There are other alternatives that could be tried, such as assigning dissemination responsibilities at the local district level. All evidence so far indicates that change at the classroom level is best facilitated by a qualified full-time extension agent.

Selective Dissemination of Information (SDI). In the spring of 1972, a program to disseminate information to a limited group of clients was implemented. This was an effort to establish a Selective Dissemination of Information (SDI) program.

The primary goal of SDI is to supplement the educator's regular information resources with selected journal articles and recent ERIC abstracts related to his specific area of interest in education. SDI is a personalized current awareness service which helps to insure that selected documents of use to the teacher or principal are not overlooked. In the Oregon Dissemination Project, SDI subscribers were to receive screened material on approximately a quarterly cycle to maintain a current level of awareness.

The selection of the subject areas for SDI was determined by the stated priorities of the State Department of Education. Initially, the two topic

categories were reading and environmental education. It was planned to add other priority topics as staff capabilities and the effectiveness of the program became known.

In piloting the SDI program, the initial participants were selected from the two pilot counties, Lane and Umatilla, and from the State Department of Education, thus limiting the number of subscribers and allowing for maximum control and follow-through. The extension agents in each county identified potential users, who in turn were asked to identify their preferred interest profiles. Other criteria used for selecting users were:

1. Heavy utilization of the Dissemination Center prior to initiation of the SDI service.
2. Degree of understanding of the user's information requirements by the retrieval staff.
3. Amount of information already available on the user's information acquisition habits.
4. Satisfaction of the user with the present service of the Center.
5. Rapport between the user and the retrieval personnel.

In serving clients, ERIC descriptors were assigned to document abstracts or articles and to the interest profiles of users. User profiles were determined by the analysis of brief questionnaires sent to selected individuals. Users were assigned descriptor terms. Information was also packaged according to descriptor terms and user function. Packets were delivered to users with corresponding descriptors. Each package was accompanied by a feedback form which evaluated the usefulness of the information to the users. To remain on the mailing list, each user was required to return this evaluation form. The form was adapted from a form (see appendix) discussed by John Schneider (Science, July 23, 1971, p. 302).

Two problem areas were encountered in the SDI program. First, in our efforts to approach precision dissemination, it was concluded that the degree of precision in education would be less in education than in other areas such as medicine and engineering. Whereas individuals in the sciences tend to concentrate in a very narrow or on a single project, educators tend to work in several areas simultaneously.

For example, a principal may deal with problems in teacher evaluation, curriculum development in several areas, and school-community relations in a single day. Secondly, sophisticated SDI operations are highly computerized with specialized staff available for indexing and processing information. In the Oregon project, limited staff and resources necessitated a limited number of subscribers and little staff time.

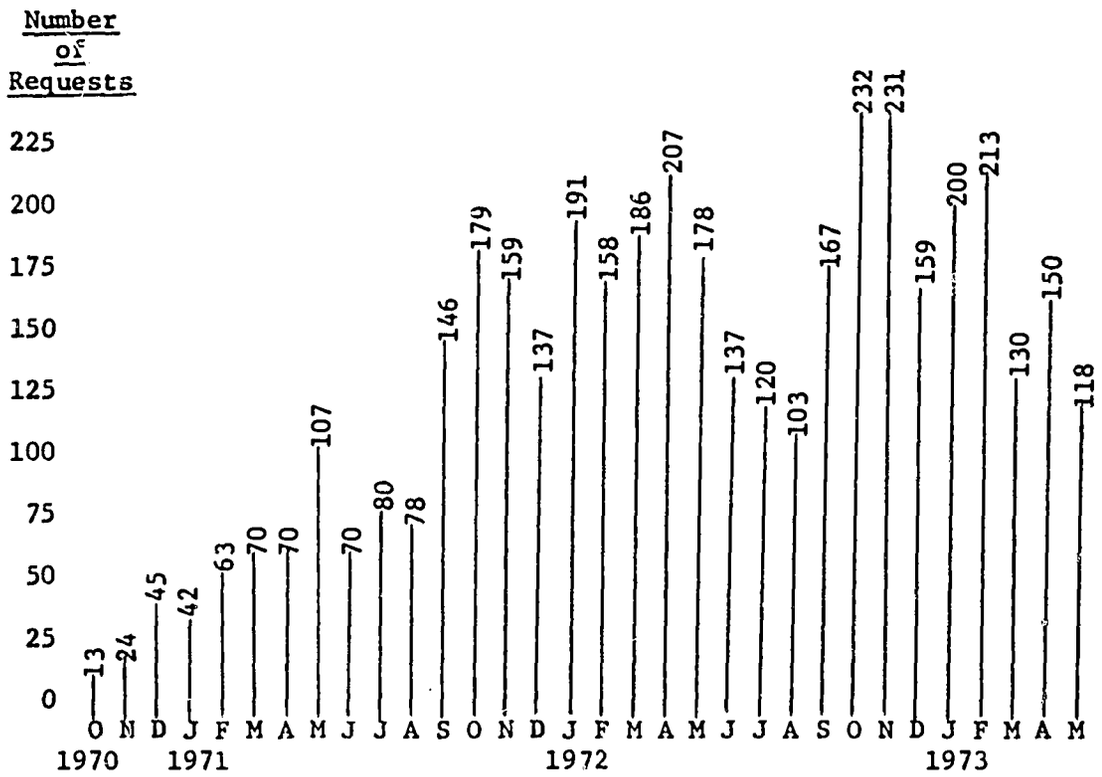
Chapter III RESULTS

A meticulous evaluation report of Oregon's Pilot State Dissemination Project is contained in The Use of Educational Knowledge (ED 065 739, ED 065 740) by Sam D. Sieber and others at the Bureau of Applied Social Research, Columbia University, 1972. This two-year study describes the process and outcomes of extension agent and computerized retrieval operations in three pilot states, including Oregon.

This report will not attempt to summarize Sieber's report but will capsulate some of the major conditions and results of the program from the standpoint of the project.

Graph B indicates the increase in the number of requests received each month from the inception of services in October 1970 through May 1973.

Graph B



Through the first six-month period (through May 1971), the tendency of growth was along a straight line and represents the time when operational procedures and computer capabilities were being refined. The summer activities were expected to be comparatively low. By September 1971, the project with its existing staff and facilities approached a plateau stage where the frequency for the remaining months (except in June, July, and August) averaged 177 requests per month. The fluctuations could be explained by school vacations, circumstances such as training sessions and meetings, and responses to special notices for information such as the availability of PREP Packets.

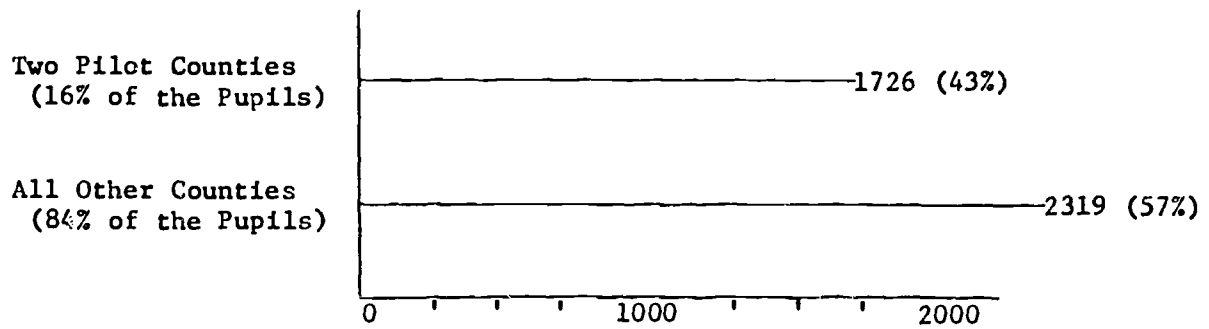
One may raise questions about the adequacy of staffing during the project. The work load of the staff remained generally constant during the first year of operations. Initially, developmental activities such as establishing records, negotiating contracts, identifying and accumulating resources, and communicating within the staff and with schools occupied much of the staff time. Time spent on these kinds of activities decreased as the number of requests increased. However, during the last 18 months of operation, the demand for information increased the workload of the retrieval specialists to capacity. Since the project's highest priority was to provide quality searches for users, this load had some effect on intra-staff communication; i.e., the number of staff meetings being held. However, by this time the operations were functioning efficiently and the reduction of meetings was not considered critical to the program.

Since trained extension agents were located in two pilot counties where publicity and services were concentrated, it was expected that the majority of requests would come from those areas where trained interpersonal linkage was provided. Graph C compares the number of requests coming from the two pilot counties, which serve 12.6 percent of the pupils of the state, with the number coming from the remaining thirty-four counties.

Graph C

Number of Requests from Pilot Counties (2) vs. the Remainder of the State (34 counties)

October 1971 through April 1973



Number of Requests from Local School Districts during the period of October 1971 through April 1973

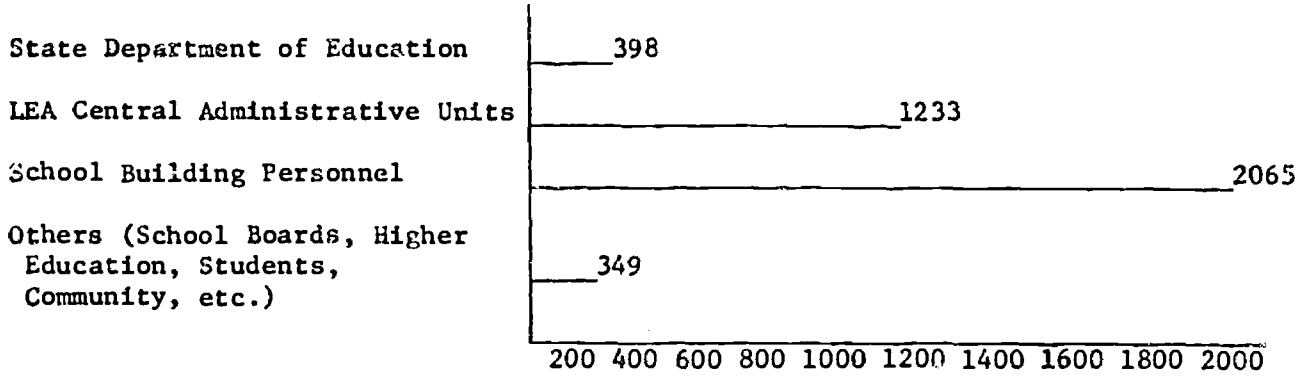
Graph C shows that 43 percent of the requests from local education agencies were submitted by the two pilot counties with trained extension agents. These two counties enroll 16 percent of the pupils in the state. In contrast to these figures, we find that the rest of the state, which enrolls 84 percent of the pupils, submitted 57 percent of the requests.

The data in Graph C gives strong support to the need of extension agents to generate and process requests from the field. It can be inferred that an operational information dissemination program requires a commitment and sustained effort on the part of local education agencies. It also reinforces previous studies which indicate the desirability of interpersonal linkage at key steps in the retrieval-dissemination process.

Graph D compares the number of requests submitted by different educational categories.

Graph D

Comparison of Numbers of Requests from Different Groups



Graph D illustrates that the largest number of requests are from instructional personnel. This finding is consistent with the evaluation study by Sieber which concluded that the program reached the lower echelons of the districts and in smaller districts where conventional dissemination efforts have historically had the least impact. In the school building personnel category, which included both teachers and administrators, 1436 requests or 70 percent of the requests were submitted by instructional personnel (teachers and librarians). Proportionately, a larger percentage of administrative personnel at the building, district, and state levels used the service. These figures reflect the number of decisions which have implications for school, district and statewide programs that administrative personnel are making as a result of dissemination services. From the standpoint of educational improvement, the decisions made at these levels would have more significance if the size of the affected population is used as a criterion. The tendency for Oregon clients to make these relatively high level requests is substantiated by these data.

Complete files have been kept for all requests. Special case summaries have been made of a number of files to determine the extent of action or change which were brought about or influenced by requests. Since requests ranged from problems like "What are the effects of gum-chewing in the classroom?" to "How to Develop a Three-Year Middle School Program," it is difficult to select typical summaries to include in this report. A few sample summaries are included in the Appendices to give the reader an idea of the scope of requests and some changes that were brought about with the assistance of retrieval services.

Chapter IV CONCLUSIONS

The task of establishing an information retrieval-dissemination program from scratch at the state level correlates with the steps used to assist clients in making their decisions. Initially, needs and problems are identified, followed by the statement of objectives and goals. In the case of the Oregon Dissemination Center the availability of information was limited in 1970, and much dependence was placed on the human resources at the University of Missouri and the National Center for Educational Communication. Alternatives were always considered and weighed. The Oregon program was determined to achieve the primary objective to place validated information, primarily ERIC documents, in the hands of clients for decision-making purposes. To this end continual evaluation efforts were made to assess the degree of success. On a larger scale, Columbia University was engaged in a comprehensive effort to evaluate the program, and this relieved the Center staff to concentrate on the operation of the program.

The information retrieval-dissemination services at the State Department of Education took approximately one year to reach an efficient level of operation. The major problems during this time revolved around the development of a computerized search program of the RIE, CIJE, AIM-ARM tapes. Existing search programs were inadequate for our purposes, and a unique program was developed at the OTIS computer center. Another major problem was the introduction of the extension agent concept to local school personnel. The information about the program was disseminated through printed notices, meetings and closed circuit television. Most initial contacts with local school personnel were made through administrative groups. However, in the final analysis, the extension agent concept had to demonstrate its usefulness through the services rendered.

A comprehensive evaluation covering the first two years of Oregon's Pilot State Dissemination Program was conducted by Dr. Sam Sieber and others at the Bureau of Applied Social Research, Columbia University. This two volume document, entitled The Use of Educational Knowledge, relates the development, operation and impact of the program. The observations and conclusions contained in the Sieber report are too numerous to include here. It would suffice to include the primary conclusion, which refers to the main objective of the program, that is, the interviews with clients and surveys indicated that extension agents backed by an adequate information base succeeded in producing concrete reforms in administrative and classroom practices in rural and urban areas which, for the most part, were operating substantially below standards of modern educational practice.

There is substantial data that an efficient system through which validated and usable information is retrieved and placed in the hands of decision makers has been achieved. The system is more than a simple mechanical procedure to retrieve and distribute printed information. The process incorporates the judgment and interpersonal skills of competent personnel at all levels and has demonstrated its potential to assist in bringing about significant change in education at all levels.

Finally, negotiation with clients, retrieval of information and disseminating effectively require considerable orientation. At the same time, there is no substitute for first-hand familiarization with the resource and experience. Efficiency developed directly with experience with the system and procedures and with a firm commitment by all staff members to the goals of the project.

Chapter V RECOMMENDATIONS

The recommendations included in this report are based on the experiences encountered by the program in establishing the management functions of the operation. Additional recommendations pertaining to services are covered in Doctor Sieber's evaluation report, The Use of Educational Knowledge. Centers which are in the process of being established may consider the recommendations relative to their unique situations and may save a great deal of time, energy, and resources in developing their programs.

It is recommended that:

1. All personnel involved in the dissemination operation clearly understand the primary function of the service--to provide specific validated information with which the client could make decisions. The best assurance that the project found to achieve this outcome was to incorporate the concept into the linkage system and to develop an effective extension agent system.

   Explanation. Without this special effort, the operation can easily be reduced to a mechanical messenger service which may or may not effect improved changes. The potential that information centers have to bring about significant changes in all areas of education is not clearly perceived by many educators who are accustomed to rely only on their past experiences to make decisions. The significance of effective information services requires continual demonstration, especially in an era where the implementation of better educational practice into standard practice and innovation are becoming commonplace in education.

2. A special training program be designed and conducted to orient all staff members, including secretaries, to the overall program; and that specific training components be conducted for specialized tasks such as filing systems, procedures, negotiation, retrieval, transformation, communication and evaluation of performance of the staff as well as the extent to which the information is used by the client.

   Explanation. Developing routine functions such as record keeping, files, forms and flow of activities could be very time consuming. Efficiency can be greatly increased by adapting forms and procedures that have been tested and found useful.

   The degree to which the services become a "mechanized messenger service" or one which affects improvements locally depends on the level of competence and skills of each staff

member. Adequate orientation and training cannot be over-emphasized. Competence in areas such as negotiation and retrieval requires both orientation and extensive experience.

3. The operations of the Center follow the same theoretical model which the project expounds, that is, to follow the steps of need identification, problem statement, information retrieval, selecting a plan of action based on alternatives and evaluation.

   Explanation. As problems arise and when circumstances dictate, the above steps should be followed. This oversimplified model does not apply for all situations, but the refinement of procedures depends on the ability of the program to "practice what it preaches" and to identify the situations when deviation from the model is necessary. Some degree of flexibility and the opportunity to make "second approximations" are necessary elements in developing a new program.

4. The Center be closely allied to professional library resources, development centers and have librarian assistance available.

   Explanation. Initially, the Oregon Center used the State Library located three miles away. The library services were invaluable in assisting the Center with manual searches and making ERIC microfiche available to clients. By October, the resources in the State Department of Education Professional Resource Library had been increased. These resources included the ERIC microfiche collection. The Center staff also moved bodily into the library and joined forces with the assistant librarian to provide more comprehensive services. Accessibility was the key to the improvement of search capabilities. Further ties with additional resources, such as the Regional Special Education Center, Regional Laboratories, Technical Applications Project, etc., increase the value of the information service.

5. Upper management levels and sections that can provide technical assistance at the host agency for the Center are committed to support information services.

   Explanation. Since the range of topics handled by the Center is so broad and since the strategies to handle different requests are so varied, it is not possible for the Center staff to handle all aspects of the program. One of the vital services associated with information dissemination is the availability of special consultants. Special consultants from the Department, from school districts, from colleges and universities, and from the community have been used efficiently and effectively by the program.

   The Oregon Center has had more accessibility to State Department consultants than those from other agencies. The degree to which they are available has been arranged as a result of cooperative

efforts commitment within the Department. Additionally, other programs in the Department have assisted in meeting unanticipated expenses in duplicating, travel, library resources, and equipment.

6. Initial publicity about services maintain a low profile. However, once processing and retrieval procedures are efficiently established, the program should aggressively publicize and implement the service within the Department and in the field.

   Explanation. The Oregon program identified two target counties to serve during its developmental stages. Publicity and field agent activity took place primarily in these areas. This procedure permitted the Center to provide adequate services during its early stages. As the services became more refined and efficient, the more aggressive administrators and teachers in other parts of the state used the services with little encouragement. As the number of requests gradually increased, the capacity to handle them was also increased, and the program was able to maintain a high quality of service.

   The institutionalization of the program when federal funds are withdrawn depends on the effectiveness of the services as conceived by the management in the Department. Unless the services are utilized by the staff and in the field, and unless services are effective, it will be difficult to incorporate the Center into the ongoing program. In programs where extension agents are employed, the same principle holds. Naturally, the availability of financial resources is also a key variable in determining the continuation of the program.

   An alternative plan which was not attempted in this project is to charge for services with plans to make the program partially or wholly self-sustaining.

7. An extensive study be made of the various computerized search systems that are available for information retrieval. For off-line systems, the programs developed at the Oregon Total Information System or the North Dakota Center are recommended. The technical reports of these systems are available for consideration. There are others.

   Explanation. The development of computer-based search systems from scratch was one of the more time-consuming and expensive aspects in developing the dissemination program. Much time, effort, and expense can be saved by evaluating the existing systems.

8. Efficient and open lines of communication be available at all points along the dissemination network.

   Explanation. It was quickly determined that an effective information dissemination system depended on team-work among all staff members. This realization resulted in an esprit de corps which increased the efficiency of the system and maintained a high level of morale among all personnel.

GLOSSARY OF TERMS

Area Resource Specialist	A synonym for field agent.
Board of Cooperative Services (BOCS)	A regional computer-based center at Boulder, Colorado, established to provide information services.
Center	The Information Retrieval-Dissemination headquarters established by the OBE to retrieve validated information from ERIC and CIJE abstracts and to assist educators to make decisions based on the information.
Current Index to Journals in Education (CIJE)	Provides detailed indexing for articles in over 500 education and education-related journals.
Department	Refers to the State Department of Education.
Educational Information Consultant (EIC)	A synonym for an educational extension agent.
Educational Resources Information Center (ERIC)	Clearinghouses developed with federal funds to collect and to compile educational documents on studies and programs initiated with grants from the federal government.
Educational Extension Agent	An individual residing in a local area who operates as part of an information network. His primary responsibility includes negotiating with clients, transforming information packets into useful form, communicating with clients, and assisting to bring about decisions or action by clients.
Intermediate Education District (IED)	A taxing agency governed by an elected board with authority to offer services to local school districts either through resolution or contract and to expand a levy for equalization purposes.
Oregon Total Information Service (OTIS)	The computer center developed through the Lane I.E.D. with Title III ESEA funds.
QUERY	A computer program designed to search ERIC and CIJE computer tapes.

Retrieval Specialist	A staff member at the Center who specializes in translating requests into logic and/or code for further computer search purposes. He also assists in transformation and coordinates the communications necessary to fulfill requests.
Selective Dissemination of Information (SDI)	A service which matches information on a specific topic with individuals who have special interest in that topic.
State Department of Education	The administrative staff of the Oregon Board of Education which has statutory responsibility for public school education in the state.

TOTAL REQUESTS PROCESSED

OCTOBER 1, 1970 - JUNE 30, 1973

SOURCE	COUNT
OREGON BOARD OF EDUCATION	410
SCHOOL DISTRICTS	3,386
LANE COUNTY - EXTENSION AGENT	26
UMATILLA COUNTY - EXTENSION AGENT	36
OTHER	369
TOTAL	4,227

STATE DEPARTMENT OF EDUCATION
RESOURCE DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310

Interest and Subject Areas Involved in Requests from October 1, 1970, to June 30, 1973

A. Curriculum Areas
- Music - 26
- Reading - 341
- Social Studies - 197
- Mathematics - 113
- Family Life Education - 18
- Vocational - Career Education - 303
- Art Education - 30
- Health Education - 64
- Special Education - 131
- Foreign Language - 23
- Language Arts - 177
- Physical Education - 49
- Preschool - Kindergarten - 69
- Migrant Education - 48
- Libraries, Study-Learning Centers - 104
- Science - 129
- Outdoor & Environmental Education - 89
- Adult Education - 12
- Driver Education - 8

B. Administration Areas
- Negotiations - 16
- Management Systems - 61
- Extended School Year - 51
- Teacher Evaluation & Supervision - 92
- Classroom Behavior - 45
- Performance Contracting - 26
- Public Relations - 15
- Salary Schedules - 37
- Curriculum - 24
- Teacher Aides - 41
- Pupil-Teacher Ratio - 30
- School Buildings - 32
- School Finance - 25
- School Organization - 78
- Nongraded Schools - 34
- School Scheduling - 55
- Differentiated Staffing - 32
- Teacher Recruitment & Retention - 17
- School Board - 9
- School Readiness - 8
- School Policies - 42
- Classified Personnel - 8
- Change Agent - 20
- Relationships - Teachers - 16
- Administrative Characteristics - 16
- Communications - 21
- In-Service Training - 24
- Decision-Making Process - 11
- Accountability - 39
- School Equipment - 32
- School Evaluation - 33
- Administrator Evaluation - 14
- Educational Philosophy - 13
- Graduation Requirements - 13
- Needs Assessment - 13

C. Teaching Methods
- Mini-Courses - 19
- Teaching Methods - 63
- Instructional Materials - 92
- Computer Instruction - 33
- Microteaching - 13
- Interaction Analysis - 42
- Team Teaching - 33
- Simulation Gaming - 31
- Individual Instruction - 123
- Behavioral Objectives - 213
- Programmed Learning - 12
- Learning Packages - 38
- Sensitivity Training - 8
- Contract Learning - 4
- Field Trips - 4

D. Student Personnel
- Activity Programs - 15
- Ability Grouping - 29
- Counseling - 110
- School Disruption & Dissent - 8
- Student Involvement - 20
- Attitude Measurement - 63
- Dress Codes - 6
- Follow-up - 14
- Promotion-Retention - 17
- Tutorial Programs - 14
- Psychiatric Services - 31
- Student Motivation - 20
- Testing - 61
- Student Achievement - 57
- Independent Study - 6

E. Miscellaneous
- Photography - 7
- Community Colleges - 35
- Grade Reporting - 52
- Parent-Teacher Conferences - 6
- Noise Level - 2
- Food Services - 4
- Dropouts - 30
- Home Room - 1
- Federal Programs - 38
- Demography - 9
- Retrieval Systems - 38
- Correspondence Courses - 4
- Community Resources - 40
- Traveling Classroom - 7
- Academic Freedom - 1
- Teacher Education - 24
- Paperbacks - 4
- Study Carrels - 1
- Prep Kits - 111
- Length of School Day - 7
- Rural Education - 2
- Community Schools - 15
- Homework - 4

FREQUENCY OF USE OF AVAILABLE DATA SOURCES

JANUARY 1, 1972 - JUNE 30, 1973

NUMBER SEARCHES CONDUCTED	2,944
NUMBER FOLLOW-UP REQUESTS	894

SOURCES USED	FREQUENCY
BOCS	292
OTIS	1,491
MICROFICHE (DIAZO)	8,041
PREP REPORTS	123
IOX OBJECTIVES	104
SDE RESOURCE CENTER FILES	1,126
STATE LIBRARY	165
SDE SPECIALISTS	185
OUTSIDE CONSULTANTS	74
OTHER	7
MICROFICHE TO HARD COPY (PAGES)	8,509

POSITION DESCRIPTION
DISSEMINATION PROJECT DIRECTOR

1. Make plans and direct the operation of the Pilot State Dissemination Program in the State of Oregon.
2. Make decisions with regard to the refinement of retrieval and dissemination services. These include the procedures for processing and distributing requests and the use of the QUERY program.
3. Provide for the purchase and maintenance of up-dates on magnetic data tapes, indices and microfiche collections.
4. Coordinate the selection and implementation of programs from national development centers such as the Far West Laboratory, the Northwest Regional Educational Laboratory and the ERIC Clearinghouses.
5. Select and supervise the distribution of information from special sources such as the USOE.
6. Supervise the activities of the Resource Dissemination Center staff which includes two retrieval specialists and a secretary.
7. Coordinate the activities of the Center with other SDE personnel such as the librarian and subject matter specialists.
8. Maintain liaison with the NCEC through oral and written reports on dissemination activities.
9. Direct the orderly expansion of dissemination services beyond the two pilot counties.
10. Organize and conduct training programs for school district personnel who will act as coordinators and information specialists for local school districts outside the pilot county areas.
11. Coordinate the activity of Umatilla and Lane County field agents through their respective Intermediate Education Districts.
12. Coordinate computer programming and maintenance with the Oregon Total Information Service.
13. Design and implement selective dissemination activities of the Resource Dissemination Center.
14. Determine pilot efforts in utilizing closed-circuit television facilities in the Umatilla IED.
15. Actively participate in National Dissemination Programs planned by national and regional groups.
16. Assist the retrieval staff in solving special problems.
17. Determine means to publicize activities of the dissemination program through Department news media.
18. Hire all project personnel.
19. Coordinate evaluation efforts with Columbia University.

POSITION DESCRIPTION
DISSEMINATION PROJECT COORDINATOR

1. Review all incoming requests from clients or field agents and assign them to retrieval specialists for action.
2. Review and follow up if necessary on all project evaluation forms submitted by clients.
3. Tabulate and summarize semi-annually all follow-up evaluations for grading of services.
4. Prepare and submit monthly statistical report for director, NIE, SDE, field agents, and other interested associates.
5. Prepare and submit project quarterly progress report for submission to the director, NIE, SDE, pilot states and other interested associates.
6. Prepare, organize and expedite project staff meeting agendas, meeting sites, usually on a monthly basis.
7. Assign work and coordinate functions of the retrieval center staff, including the library assistant.
8. Supervise and evaluate the work of the retrieval center staff, including the library assistant.
9. Assign staff time to special projects, publications, public relations, etc.
10. Review update of Center materials and equipment.
11. Route copies of report forms to the appropriate SDE Specialist for possible follow-up assistance.
12. Report to the director on resource dissemination activities.
13. Communicate and coordinate Center activities with field agents.
14. Make field presentations regarding the services of the dissemination project.
15. Attend state, local and national meetings as assigned by the director.
16. Participate on special SDE projects such as school standardization visits.
17. Assume section responsibilities assigned by the director in his absence.
18. Carry out functions as outlined in the Retrieval Specialist job description.
    a. Fill out project report form, write computer logic for information requests.
    b. Conduct manual literature searches.
    c. Evaluate computer print-outs.
    d. Clarify and negotiate information requests with clients and extension agents.
    e. Solicit information from SDE Specialists and outside resource people for requests.
    f. Attend conferences to identify current practices in information retrieval and to identify innovative educational practices.
    g. Review literature to identify innovative educational practices.
    h. Organize innovative practices file.
    i. Conduct presentations on project services and identify users.
    j. Identify and solicit documents to expand literature base.
    k. Compose information packages for Selective Dissemination.
    l. Conduct dissemination workshops, meetings on innovative practices.
    m. Attend, participate in, SDE, dissemination staff meetings.
    n. Write monthly newspaper article to publicize recent trends, documents, innovative practices.

POSITION DESCRIPTION
RETRIEVAL SPECIALIST

1. Fill out project report form, write computer logic for information requests.
2. Conduct manual literature searches.
3. Evaluate computer print-outs.
4. Clarify and negotiate information requests with clients and extension agents.
5. Solicit information from SDE Specialists and outside resource people for requests.
6. Attend conferences to identify current practices in information retrieval and to identify innovative educational practices.
7. Review literature to identify innovative educational practices.
8. Organize innovative practices file.
9. Conduct presentations on project services and identify users.
10. Identify and solicit documents to expand literature base.
11. Compose information packages for Selective Dissemination.
12. Conduct dissemination workshops, meetings on innovative practices.
13. Attend, participate in, SDE, Dissemination Center staff meetings.
14. Write monthly newspaper article to publicize recent trends, documents, innovative practices.

POSITION DESCRIPTION
SECRETARY III

1. Set up project folder on all requests.
2. Make client cards, subject cards and log all requests.
3. Keep daily log up to date.
4. Handle certain Level I requests.
5. Handle all incoming telephone calls.
6. Sort and distribute all incoming correspondence.
7. Type all outgoing correspondence.
8. Maintain up-to-date correspondence file.
9. Send and keep record of all computer searches.
10. Receive, check-in, and distribute computer searches.
11. Borrow specific reference materials from State Library.
12. Xerox material to send to clients.
13. Reproduce microfiche for follow-up requests.
14. Make hard copy for follow-up requests.
15. Make travel arrangements.
16. Maintain liaison between project staff and Marion County IED.
17. Participate in staff meetings.
18. Take, reproduce, and distribute minutes of project staff meetings.
19. Assist in checking out audiovisual equipment and library materials.
20. Compile and mail information to clients and field agents.
21. Type and send out monthly statistical report.
22. Type and send out quarterly progress report.
23. Order equipment and supplies for the Center.

CONCEPT OF THE EDUCATIONAL EXTENSION AGENT

The educational extension agent is one of the latest, more dramatic concepts in the world of educational innovation. The experiences of the Pilot Dissemination Projects in Utah, South Carolina and Oregon, and the proposed extension agent system of the Office of Education mark the agent as a vital link in the continuing process of research, dissemination, implementation, and evaluation. Yet even though the agent's importance is acknowledged and his purpose acclaimed, his role is varied and still unclarified--a state which underscores the position's uniqueness. As one of the Oregon extension, or as field agents put it, "when the agent's personality, his skill with other human beings, and the strength of his resource bank are matched with the client's needs, expectations and peculiarities...one can begin to visualize how complicated role definition becomes."

What can be said in characterizing this role, however, is that it is individualized. The experience of the Oregon Project shows, for example, that the agent's "style" must coincide with the policies of the district in which he works and it must be flexible to meet the different educational settings he will encounter locally. A major function of the Oregon field agent is communication; and the "trick is to select the kind of person who can most effectively communicate with the educators to be served." Furthermore, the agent must adapt his role to that which will best meet the needs of the client. Some educators may be inexperienced in the process of identifying information needs, retrieval, and use of research resource material; and therefore they will demand closer assistance of the field agent. Others, by contrast, may be well versed in the process and require that the extension agent play a less central role.

Recognizing this "individualized" nature of the extension agent's role, Oregon's two field representatives--one each in Lane and Umatilla counties--operate by the methods proven most effective in their situations. Housed in the offices of the two intermediate education districts, each agent responds to a teacher's call for assistance by first personally assessing the problem confronting the teacher and negotiating the true need for information. This is followed by the retrieval process and the delivery by the agent of the information package developed especially for that teacher. In this flow of activity, the agent initially performs an important function by helping the client to clarify his need and in turn by communicating that need to the Oregon Board of Education Retrieval Center in Salem. Plainly, the retrieval process is aided by a clearly defined, fully developed need statement. Once the client's information package--which may include an ERIC abstract print-out, in-house library publications, or consultant--is complete, the field agent performs a second important function by personally reviewing the material with the teacher, discussing possible implications and applications of the literature, and, in the case of ERIC abstracts, securing appropriate microfiche documents and a reader. The case remains open until the field agent is assured that his client's need is met and until some decision or plans are made.

Throughout these activities, the agent may wear a variety of hats, again depending on the special circumstances of his client. He may be a clarifier, intermediary, facilitator, translator, process leader, collector, locator, catalyst, analyst, synthesizer, or service coordinator--either in succession or all at once. The field representative as change agent, for example, will assume more often the stance of process leader, catalyst, and one who assists in identifying goals and alternatives as he attempts to bring about improved practices in his districts. In response to a superintendent's request for assistancy on the development of a community resource file, for instance, the agent involved acted as intermediary, facilitator, clarifier, and service coordinator in asking the retrieval center to identify exemplary resource file projects. Meanwhile, he became an analyst and process leader in suggesting the formation of a teacher-citizen committee to advise on the project's development; and when the information package arrived, he functioned again as translator and also as synthesizer by screening the material and presenting a model program for consideration by the superintendent and his teacher-citizen group. The group, in its turn developed a specific program and set about organizing and developing its file.

Thus the field agent's role, while consisting of basically similar activities is individualized to meet the local style of the district in which he works, and to meet the special needs of his clients as facilitator, translator, and the host of other functions necessary in this important new educational role.

THE SELECTIVE DISSEMINATION OF INFORMATION (SDI)

During the 1972 calendar year, the Pilot State Dissemination Program will be making a Selective Dissemination of Information (SDI) effort to a limited number of clients.

Goal

The primary goal of SDI will be to supplement the educator's regular information resources with selected journal articles and recent ERIC abstracts related to his specific interests in education. SDI will be a personalized current-awareness service which helps to ensure that selected documents of use to the teacher or principal are not overlooked. As envisioned for the Oregon Dissemination Project, SDI subscribers will receive screened material on approximately a quarterly cycle to maintain their level of awareness.

Selection of Initial SDI Topics

Following the attempts to institutionalize the project, the selection of various subject areas for SDI will be in accordance with the stated Oregon Board of Education priorities. Initially, the two topic categories will be reading and environmental education. Other topics will be added as staff capabilities become known and other areas of major concern are identified.

Selection of Initial Participants

To test the SDI process as adapted by the Oregon Project, initial participants will be drawn from the two pilot counties, Lane and Umatilla, and from the Oregon Board of Education, thus limiting at the outset the number of subscribers and allowing for maximum success. Field Agents for the pilot counties will identify possible users, who will then be asked to identify their preferred profiles. Other criteria proposed for selecting users of the service include:

1. Heavy utilization of the Dissemination Center prior to initiation of the SDI service.
2. Degree of understanding of the user's information requirements by the retrieval staff.
3. Amount of information already available on the user's information acquisition habits.
4. Satisfaction of the user with the present service of the Center.
5. Rapport between the user and the retrieval personnel.

Procedures

The basic procedure will match an abstract or article with a user's profile, both of which are indexed by ERIC descriptors. Information that is matched with a subscriber's descriptor profile can then be packaged for delivery. Profiles will be determined by submitting a brief questionnaire to users who will indicate those areas in which information would be most useful. Periodic adjustments will be made in the profile by responding to an

evaluation form which will accompany each information package. Questionnaires and evaluations will be interpreted and indexed by the retrieval staff. The profiles will be indexed according to descriptor groups and keyed to a periodic cycle so that each user receives an SDI packet regularly. If necessary, an alphabetical master list of users will be compiled.

Evaluation

The effectiveness of the SDI service will be determined on the basis of a questionnaire which will accompany each packet of information. The user will be asked to indicate the interest value of the material he received and its usefulness in his work. Some adaptations of the form (see attached) discussed by John Schneider (Science, July 23, 1971, p. 302) should serve the purpose for evaluation.

Other Considerations

1. Precision dissemination may be less precise for educators than it is for the scientific researcher because of the nature of their respective fields. A research scientist is usually working with one project of a rather specific nature. By contrast, the educator may be engaged in several areas of effort. A principal, for example, may deal with the problems of teacher evaluation, curriculum development, and school community relations in any one day.

2. Most SDI systems are highly computerized operations utilizing in-house computers and sizeable staffs for indexing and processing information. Manual operation as required in the Oregon Project necessitates a limited number of subscribers and, at this point, a limited amount of staff time.

OREGON BOARD OF EDUCATION RESOURCE DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310

SELECTIVE DISSEMINATION PROFILE QUESTIONNAIRE SDI Project No.

Name _____ Title _____ (For office use only)

Subject Area, if applicable _____ Grade level or situation _____

School _____ School Phone _____

Street Address _____ City _____ County _____ Zip _____

Of what educational organizations are you an active member?

_____ _____ _____

To which educational periodicals/journals do you currently subscribe?

_____ _____ _____

Listed below are four broad categories of topics. Please check the one area in which information will be most useful to you. Then within the area you choose, indicate your narrower field(s) of interest, checking no more than two sub-categories.

__PRIMARY EDUCATION

__Reading Readiness
__Reading Research
__Reading Instructional Materials
__Diagnosis, Testing, Evaluation
__Handwriting Skills
__Math Instruction
__School Finance
__School-Community Relationship
__Teacher Evaluation
__Paraprofessional
__Nongraded Primary
__Open Classrooms
__Individualized Instruction

__CAREER EDUCATION

__Planning & Guidance Opportunities
__Training Centers & Programs
__Teacher Education
__Research Programs
__Instructional Materials
__Work Experience Programs
__Agricultural Ed.
__Business Ed.
__Distributive Ed.
__Health Occupations Ed.
__Home Economics Ed.
__Technical Ed.
__Trade & Industrial Ed.

__DISADVANTAGED EDUCATION

__Preschool Centers
__Preschool Curriculum
__Counseling/Guidance Services
__Migrant Ed. Projects
__American Indian Education Programs
__Cultural Enrichment Projects
__Bilingual Education

__SOCIAL EDUCATION

__Environmental Educ. Instructional Mat.
__Environmental Educ. Model Programs
__Citizenship Educ.
__Student Community Involvement
__Social Studies Instructional Mat.
__Social Studies Curr.
__Student Government
__Student Rights & Responsibilities

Taking into consideration your selections above, please describe on the reverse of this form, succinctly but clearly, the kind of information you would find most useful. Please indicate any special interests and/or activities not already referenced to which may affect your information need.

UMATILLA I.E.D. REPORT

Robert Fussell
Field Agent

During the 1972-73 school year, Umatilla IED Dissemination Office processed, through the Oregon Board of Education Retrieval Center, 201 need-oriented requests for information. Subsequently, some 140 requests followed for either microfiche, hard-copy documents or journal articles and were supplied by the Center or Oregon State Library. In addition, on many occasions written information or personal consultation was provided by State Board Curriculum Specialists. For at least one-half of all requests, field agent assistance was offered in an effort to tap other local or regional resources. On one occasion, help was received from as far away as the University of Wisconsin. At all times the agent attempted to maximize personal linkage.

Visitations to negotiate requests or deliver information were made to nearly all individual Umatilla County school buildings and administrative offices. Due to the cyclic nature of the work, (meaning: requests are made in "groups" with oftentimes months between them) several new schools became frequent users whereas last year's big requesters were heard from only occasionally. At any rate, the work load was substantial and demanded full attention of the field agent.

Leadership was provided by the project for two countywide teacher workshops. Early in the fall, nearly 450 teachers attended "Individualizing Instruction" and evaluated it as excellent. Later on in the winter, "Career Education for Elementary Schools" was not so well received. The upcoming addition of an IED Career Education Specialist should help solve most Career Education problems.

Twice I was asked to help train new project personnel from throughout the nation. A national conference funded by the USOE in Philadelphia included a series of sessions under my direction to identify the role and function of this quote, "new Education Extension Agent." For eight days in March, I assisted Stanford University and the Systems Development Corporation of Santa Monica, California in the development and testing of a national training program for Retrieval-Dissemination Staffs. Participants from several states congregated at Stanford for the week's training. My involvement in such endeavors is indicative of highest-level support for what Umatilla IED has accomplished through the program.

This year brings an end to the field agent's existence in Umatilla County both because federal funds were cut and the IED Board of Directors chose not to allocate funds for such a person. However, efforts are being made at the state level to continue research services and, hopefully, some linkage system will be developed with the county's educators. Despite this occurrence and as described in Section II of this report, the goals of the pilot program have been met; and Umatilla County educators have made significant contributions to the national emphasis being placed on research utilization for upgrading education. Our records indicate 35 percent of the county's teachers initiated one or more requests and that the project's services were an integral part of the decision-making process in most cases.

REQUESTER:

Rodger Wentz, IED School Psychologist, for Echo School District Superintendent, Elementary Principal and teacher

NEED:

While working with some elementary teachers, this school psychologist learned of their desire to locate or develop a diagnostic and prescriptive system for basic arithmetic in the elementary school (K-6). The intent was to measure each individual student's skill level and provide instruction where needed regardless of grade level.

RETRIEVAL ACTIVITIES:

1. Have conducted several computer searches during the past two years citing programs ranging from IPI to teacher-made tests.

2. Contacted Jay Greenwood, State Department Math Specialist and frequent ERIC user, who recommended the best he's located.

3. Contacted Media Research Associates regarding availability of a new management system.

FIELD ACTIVITIES

1. With the blessing of Mr. Wentz, contact was made directly with the school district personnel involved.

2. On two different occasions information regarding several possible approaches was delivered and interpreted by the agent.

3. After a selection was made, the agent contacted product suppliers and helped secure appropriate materials.

4. Agent contacted other school districts who had in the past expressed needs of a similar nature.

ACTION:

1. The school district has purchased a K-6 system for evaluating, diagnosing, and managing basic math instruction K-6.

2. After study, they also acquired the 7-9 program.

3. This summer plans will be made for implementation next school year. This district now feels confident it can meet individualized student needs regardless of grade level. Continuous programs (K-9).

4. Two other districts have also purchased this management system for next year. The State Math Specialist conducted a one-half day workshop in the county at the suggestion of the field agent.

SUMMARY:

The most significant outcomes of this encounter are:

1. A system has been set up for individualizing instruction in mathematics.
2. Major changes in teacher behavior will result in better instruction.
3. I expect this attitude in math will carry over to other subjects.

REQUESTER:

Wisconsin Design (WD) For Reading Skill Development--Word Attack--CASE STUDY

NEED:

One of the most common teacher requests received by this office during the past two years has been for materials to individualize reading instruction in elementary schools.

RETRIEVAL ACTIVITIES:

The Oregon Board of Education Retrieval-Dissemination Center has:

1. Conducted several computer searches of the ERIC files.

2. Contacted State Department Specialists on many occasions.

3. Written letters to various universities and clearinghouses.

4. Recommended a number of consultants on campuses and in local school districts.

Computer searches consistently retrieved abstracts citing the WD as a validated and well field-tested management system for individualizing reading instruction. The State Reading Specialist evaluated it as an "excellent approach."

FIELD ACTIVITIES:

September-December, 1972--

1. We evaluated the need for Umatilla County schools by discussing potential use with principals and teachers.

2. Searched back through files and found many requests have been made for such a management system.

February 1--

1. Decided the need was great enough to justify field agent time be spent learning in depth about the system.

    A. Discussed plan with Ken Stanhope, IED Superintendent; George Katagiri, Project Director; and Jack Bech, Retrieval Coordinator.

    B. They all heartily supported prospective training and endorsed my involvement based on needs present in our county.

February 5--

1. Contacted Dr. Wayne Otto, Director of Teacher Education and developer of the WD. He expressed support and suggested Margo Garton, Corvallis Schools Resource Teacher, could provide necessary training.

2. Arranged a one-day visitation and training session in Corvallis with Mrs. Garton, the only Oregon educator who has been to the University of Wisconsin for training.

February 15 and 16--

1. The entire day was spent studying the Corvallis program and observing its implementation in two schools.

February 28--

1. Received a complete set of materials.

February 28-March 13--

1. As time permitted, studied and prepared a presentation for introducing the WD to educators.

2. Thus far 15 presentations have been made in eight different school districts:

March 14--Pilot Rock: Principal and Special Reading Teacher
March 15--Hermiston: Elementary Teacher, Rocky Heights School
March 16--Milton (Freewater School): Roger Jorgensen, Principal
March 27--Echo: Elementary Teacher, Principal and Superintendent
March 28--Helix: Principal
March 30--Hermiston Schools: Assistant Superintendent
April 2-- Ukiah: Superintendent-Principal
April 10--Stanfield Elementary: Language Arts Committee
April 11--Hermiston: Reading committee and West Park Elementary staff
April 18--Ukiah: Elementary teachers
April 19--Helix: Staff

ACTION:

It's impossible to predict how many schools will follow through expect that all with whom I've visited are planning to purchase at least one set for pilot use next year.

So far:

Hermiston--Elementary schools have purchased several sets of the materials for piloting at different grade levels during next school year.

Echo--School district has purchased a set to study this summer for implementation next year.

Helix--Elementary school has purchased a set for implementation next year. I have worked with them one afternoon "materials in hand" for familiarization purposes.

Pendleton--Assistant Superintendent is planning to order the materials for pilot use in one or more elementary schools next year.

SUMMARY:

The actual impact on children in the classroom cannot be measured until at least next year and probably years to come. Implementation of the WD will necessitate many changes in teacher attitudes and instructional goals. This continuous progress approach to a management system for individualizing reading instruction could be among the most significant of my activities as a field agent in the pilot program.

"NOTE"

Since the above report was written, the following additional action has occurred:

1. Morrow County Schools decided to study the WD after all Administrators and Special Reading Teachers heard the presentation. They've ordered the materials for the summer.

2. Ferndale Elementary School will use the system in this year's summer school and may integrate it into next year's regular program.

REQUESTER:

Bill Braniff, Math Instructor

NEED:

Improve the testing process for screening ninth grade students regarding their readiness for Algebra and specific general math deficiencies.

RETRIEVAL ACTIVITIES:

1. Contacted State Department Math Specialist, who recommended two tests and provided a bibliography of such diagnostic tools.

2. A manual search of Center information files turned up other bibliographies.

FIELD ACTIVITIES:

1. The agent negotiated the need and later delivered materials from which the client selected tests he wanted. Said samples were written for by the dissemination secretary.

2. Contacted a nearby County Curriculum Director, who suggested two tests he'd used for this purpose. Here again, the agent sent for them.

3. Called the Math Department Chairman of the county's largest district, who shared their procedure.

4. Secured tests recommended by Blue Mountain Community College student placement center.

ACTION:

The client received help from the following:

1. State Math Specialist--bibliographies

2. Morrow County Curriculum Director

3. Chairman, Pendelton District Math Committee

4. Hayes Educational Testing Lab--Portland Prognostic Test for Math (Algebra)

5. California Test Bureau--Algebraic Aptitude Test (8-9)

6. Blue Mountain Community College Math Department and Student Placement Center

7. SDE Retrieval Center information files

8. This teacher did not have time at this year's end to screen the students who signed up for next year's Algebra class; however, he will administer pretests chosen from the above at the beginning of next year.

REQUESTER:

Charles McCullough, Instructional Media Director, Umatilla IED, through Rob Fussell, Area Specialist

TOPIC:

ITV Teacher In-Service Programs

Umatilla County has a closed-circuit television network into all buildings. There are very few locally produced programs. All state network programs are carried on the system. A problem was identified: teachers were not using programs for their grade level. Through talking with administrators, teachers, the state ITV coordinator and early childhood specialists, some specific needs were identified:

1. Teachers knew little about the programs

2. Teachers didn't have program guides

3. They didn't understand their role as TV users.

The attitude toward television was at a low ebb. It was decided to use Ripples, a new program for first-grade children, as the vehicle to work on these needs. All 50 of the county's first-grade teachers partcipated in the in-service. They were given personal schedules, manuals and direct help from the IMC Director. An early childhood specialist helped to conduct three in-service sessions on television. Also, three in-service sessions were provided that came with the series on how to use the programs. Umatilla IED's experience with this in-service improved the utilization, as most participants indicated they used programs in their classrooms with children all spring.

It's impossible to summarize everything that happened, but it has been carefully documented by the Columbia University people.

RETRIEVAL ACTIVITIES:

1. Research was done on ITV in-service, and information was retrieved from ERIC.

2. The location of an early childhood specialist who was a first-grade teacher with an understanding of first-grade children was requested. A superior person was located in the Eugene area.

3. Also located were several evaluation instruments which were forwarded to Umatilla County.

AGENT ACTIVITIES:

1. Mr. Fussell worked with Mr. McCullough to assist in every way possible in the coordination of the program. Had he not been on the scene, the in-service would never have been conducted.

ACTION:

The most significant action rests in the fact that approximately 1,000 Umatilla County children have benefited from one of the best series available dealing with the affective domain. Furthermore, the attitude toward television has improved on the part of administrators and many teachers.

Mr. McCullough, for the first time, has money in his budget to support the expenses of future sessions of this nature. This fall, applying what was learned with Ripples, in-service sessions will be held for several new programs.

During the past 2½ years, as previously stated, the primary objective of the Pilot Project has been to test the effectiveness of a system based upon computerized storage and maximum personal linkage. The Pilot State Program has reached its goal; models have emerged and are being implemented.

Since the beginning, 35 percent of all Umatilla County educators have made at least one request; oftentimes information was for a committee, making it impossible to cite an exact number of users. The project for the field agent, then, was a four-fold responsibility:

DEVELOP AND TEST THE PRACTICALITY OF SUCH A SYSTEM

Early in the project, presentations describing the service were made to the county's superintendent and principal groups. In addition, communication with every teacher was attempted via the countywide television system. Personal visits with all administrators followed by many formal and informal discussions with school staffs set the program in motion. It was obvious very early that such a service would soon be in demand and provide information resources far surpassing any past or present endeavors. The pilot counties and other areas of the state, together, have consistently forced the Retrieval Center to capacity output. This test leaves little doubt that tremendous need exists for this network and that many practical linkage systems must be explored.

CONTRIBUTE TO A NATIONAL MODEL

Several states have adapted the Pilot Models, and personal linkage is an integral part of most networks. Acceptance of our program at the national level illustrated by involvement in national conferences is another indicator the task was accomplished.

1. For two national conferences, I moderated sessions on the "role of the field agent in education." Representatives from many states were present and for the first time considered the importance of a linkage system. Later on I was a trainer and direct participant in the development and testing of the Stanford University National Training Model, which is emerging as a guideline for training entire dissemination staffs.

CLOSE THE GAP BETWEEN LOCAL EDUCATORS AND VALIDATED PRACTICES

One out of three educators made direct requests and the major portion of my work was with these requesters helping as needed to facilitate improvement of instruction and decision making. Reports since the beginning, feedback from teachers and observable action steps taken by teachers certainly have proven the value of the project.

I assisted the IED Instructional Media Director with several efforts to use the Instructional Television System (ITV) as a communication tool, especially for teacher in-service.

1. An existing ITV program was used to help 50 first-grade teachers with proper Instructional Television utilization.

2. A series of Kettering Foundation films citing current educational trends were broadcast for teacher awareness purposes. Each was followed by a panel discussion.

3. Mini-Course No. 5, Individualizing Instruction in Mathematics, was offered to elementary teachers. This was its first use on television anywhere in the country and was the first time OSU Graduate Credit was secured in Oregon for a course not monitored by an instructor.

4. The State Health Division and local County Health Officer helped teachers learn about VD and their responsibilities to students.

In my opinion, before ITV will play the significant role for which it has potential, a Television Director must be added for continuous in-classroom "help for teachers."

In cooperation with the Data Processing Director, efforts were intiated to improve building-level utilization of the Career Information System now receiving substantial use in four districts. Leadership has been provided for a number of workshops requested by teachers.

1. Trends in Social Studies Teaching--Stanford University Team, Gresham High School and Eastern Oregon College.

2. Teacher Evaluation—Oregon Board of Education.

3. Elementary Wrestling—OSU Wrestling Coach.

4. Individualizing Instruction in Math—TV Mini-course (50 teachers), Far West Laboratories.

5. Improve VD Education in Schools—televised, Oregon Board of Health.

6. Individualized Instruction—Six county teachers, EOC Instructor, a Sunset High School teacher, and one Grants Pass Program Director.

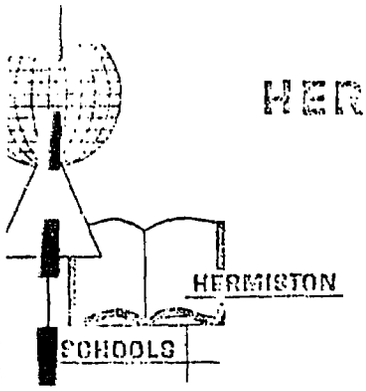
7. Career Awareness in the Elementary School—Oregon Board of Education.

AMBASSADOR FOR THE IED

The project has given me the opportunity to develop a personal relationship with more Umatilla County Educators than any other IED staff member. In addition, on at least 20 occasions, I have represented the institution and the state of Oregon at conferences, training sessions, and meetings both in and outside of Oregon. At all levels of involvement from Ukiah Elementary School all the way to Washington, D. C., I trust my professional and personal characteristics have been commendable and at all times representative of this fine educational institution. I hate to see the IED lose such a level

of direct personal involvement with all our school districts, especially with teachers. I feel the following letter from a Hermiston teacher may be an appropriate addition to this evaluation section.

Throughout this pilot effort, developmental problems were experienced. Sometimes the field agent provided little assistance, needed information wasn't available, turn-around time was poor, requesters doubted the service, etc., etc. All these and many more have been documented in a 1,000-page summary published by Columbia University Evaluation Team. I guess such is the plight of a Pilot Project; and, hopefully, others will learn from our shortcoming and mistakes.



HERMISTON SCHOOL DISTRICT NO. OR

HERMISTON JUNIOR HIGH SCHOOL
199 EAST RIDGEWAY AVENUE
HERMISTON, OREGON 97838
PHONE 567-6427

May 18, 1973

Dear Rob:

I have been mulling over what I could say about the retrieval system and what it has meant to me as a teacher and in my work with curriculum. At various times, when I have gone back to school on college campus, I so welcomed the opportunities to find out what was "going on" in the acaddemic and educational research world. It always seemed to me that there was such a barrier or gulf between the practicing teacher in the public schools and the researcher--each going his own way with quite a bit of "n'er the twain shall meet" situation. It seemed so frustrating to me that we - the teachers - had no means of easy or quick access to the research or projects being done in all parts of the country. The retrieval system that you have been involved in has certainly been an answer to this problem. What real value is research or "trial runs" if it all sits filed in a closet?

At first I found the delays in response to requests rather frustrating, but that situation has improved. It does seem important for the information to be retrieved to be kept as up-to-date as possible. I do not know enough about the mechanics of the processes, but in areas like my career education field, current information is important.

I feel that your job of keeping in close touch with the teachers in the field is a very important aspect of the whole system. In my contacts with teachers, I get the feeling that there are a number who could make much more use of this facility. I occasionally run into some who either do not know about the retrieval system or are vague as to how the system really works or what it can do for them. (Most of these are nto from this area). O f course, part of the problem lies in the fact that we have teachers who are content to reamin intheir tracks (ruts?) and are suspicious of such words as "change", "improvement" and are happy to do the same thing over and over as if practice alone will make them perfect. Of all the services that have been offered to teachers directly, I feel that the retrieval system has been the most valuable and hope nothing will happen to it!

Most sincerely,

Joan Soderstrom

Joan Soderstrom

LANE I.E.D. REPORT

Wilson Maynard
Field Agent

The educators of Lane County have been privileged to be participants, along with South Carolina and Utah, in a unique national educational innovation. In a period of such rapid accumulation of educational information, it is fitting that the U.S.O.E. would wish to explore the possibility of relating the information directly to the consumer - the practitioner.

It is a matter of record that the Oregon Dissemination Project started slowly in Lane County. It is also a matter of record that even during its third year the pattern of monthly utilization was uneven like peaks and valleys. (See page 58.)

However, the impact upon the quality of education available, for boys and girls, should such a service be regularly available, could well be one of the most significant contributions for change in educational practice of several decades.

The Lane IED program has served a variety of requests in 1972-73. Clients have included professional staff of the Lane IED, educators of Lane Community College, school board members of the county, University of Oregon students engaged in projects related to elementary and secondary education as well as educators in each of the sixteen Lane County school districts.

Enthusiasm has been generated through this three year period for an information linkage system between the educator and knowledge. It has been apparent that previous to this project, information has not been generally available to educators. Further, as a consequence, one might speculate that decisions have not generally been based upon knowledge available from a literature survey. It is clear that educators welcome a dissemination service, when familiar with ERIC and its availability via computer tapes and mocrofiche, as well as the benefits from a total information system. It is equally clear, from the three year track record in Lane County, that information does have its impact on educational decisions. For further evidence see case studies on page 59.

Goals and Objectives

To link Lane IED staff and project information services by:

1. Serving individual requests of IED staff.
2. Seeking opportunities for providing additional information assistance for IED staff members.
3. Promoting the "information service" as a component of the "staff team."

To assist Lane IED area educators in superior decisions through a broadened knowledge base, participating in the information-dissemination project by:

1. A minimum of three personal contacts with each of the sixteen school superintendents prior to June 1, 1973.
2. Presenting the "information-dissemination" story either personally or in group meetings to every Lane IED principal prior to June 1, 1973.
3. Contacting educators in each of the sixteen Lane IED districts three or more times prior to June 1973.
4. Presenting the "information-dissemination" story to all Lane IED school district personnel prior to June 1, 1973, by newsletter, person-to-person, group meeting, or other media.
5. Communicating with Lane IED educators by way of each of several professional organizations including the Oregon Educational Media Association, Lane County Elementary Principals Association, local affiliates of the Oregon Education Association, Phi Delta Kappa.
6. Maintaining an average of seventy-five (75) retrieval requests monthly through May 1973.

Retrieval-Dissemination Project Goals

1.0 Provide information services and data gathering assistance to Lane County school district personnel.

1.0 Provide services to educational agencies in Lane County that they cannot provide for themselves and/or to supplement existing programs sponsored by these agencies.

1.2 Provide the consultant services of educational specialists as requested and required.

2.0 Provide communication and information services relative to IED programs to the general public, to local education agencies and to in-house staff.

2.1 Assist in the establishment and direction of public information programs.

2.2 Establish information programs concerning IED functions and activities.

3.0 Assist local districts with planning, development and evaluation.

3.1 Provide educational agencies with assistance in need identification.

3.2 Assist educational agencies with programs for curriculum development.

4.0 Provide liaison and coordination with other agencies as appropriate.

4.1 Provide liaison with the State Department of Education.

4.2 Provide liaison with miscellaneous agencies as necessary and required.

4.4 Cooperate with the State Department of Education in carrying out its designated function.

5.0 Maintain a professional staff that keeps informed and knowledgeable as to new developments in education.

5.1 Motivate staff members to set a leadership model.

2.0 Provide information services and data gathering assistance to IED staff members.

2.0 Provide communication and information services relative to IED programs to the general public, to local education agencies and to in-house staff.

2.3 Maintain lines of communication between the various staffs comprising the IED operation.

4.0 Provide liaison and coordination with other agencies as appropriate.

4.1 Provide liaison with the State Department of Education.

4.2 Provide liaison with miscellaneous agencies as necessary and required.

4.3 Coordinate services of various agencies.

4.4 Cooperate with the State Department of Education in carrying out its designated function.

5.0 Maintain a professional staff that keeps informed and knowledgeable as to new developments in education.

5.1 Motivate staff members to set a leadership model.

5.2 Provide opportunities for staff members to improve professionally.

3.0 Provide leadership in the continual improvement of the efficiency and effectiveness of retrieval-dissemination-management.

1.0 Provide services to educational agencies in Lane County that they cannot provide for themselves and/or to supplement existing programs sponsored by these agencies.

1.2 Provide the consultant services of educational specialists as requested and required.

1.5 Provide instructional media materials and services.

1.6 Provide educational data processing services.

3.0 Assist local districts with planning, development and evaluation.

3.1 Provide educational agencies with assistance in need identification.

3.2 Assist educational agencies with programs for curriculum development.

4.0 Organize programs for the training and retraining of educational personnel in the utilization of educational information systems.

1.0 Provide services to educational agencies in Lane County that they cannot provide for themselves and/or to supplement existing programs sponsored by these agencies.

1.2 Provide the consultant services of educational specialists as requested and required.

1.5 Provide instructional media materials and services.

1.6 Provide educational data processing services.

3.0 Assist local districts with planning development and evaluation.

3.1 Provide educational agencies with assistance in need identification.

5.0 Maintain a professional staff that keeps informed and knowledgeable as to new developments in education.

5.1 Motivate staff members to set a leadership model.

5.2 Provide opportunities for staff members to improve professionally.

5.0 Maintain liaison and coordination with state, regional and national retrieval-dissemination information systems agencies.

4.0 Provide liaison and coordination with other agencies as appropriate.

4.1 Provide liaison with the State Department of Education.

4.2 Provide liaison with miscellaneous agencies as necessary and required.

4.3 Coordinate services of various agencies.

4.4 Cooperate with the State Department of Education in carrying out its designated function.

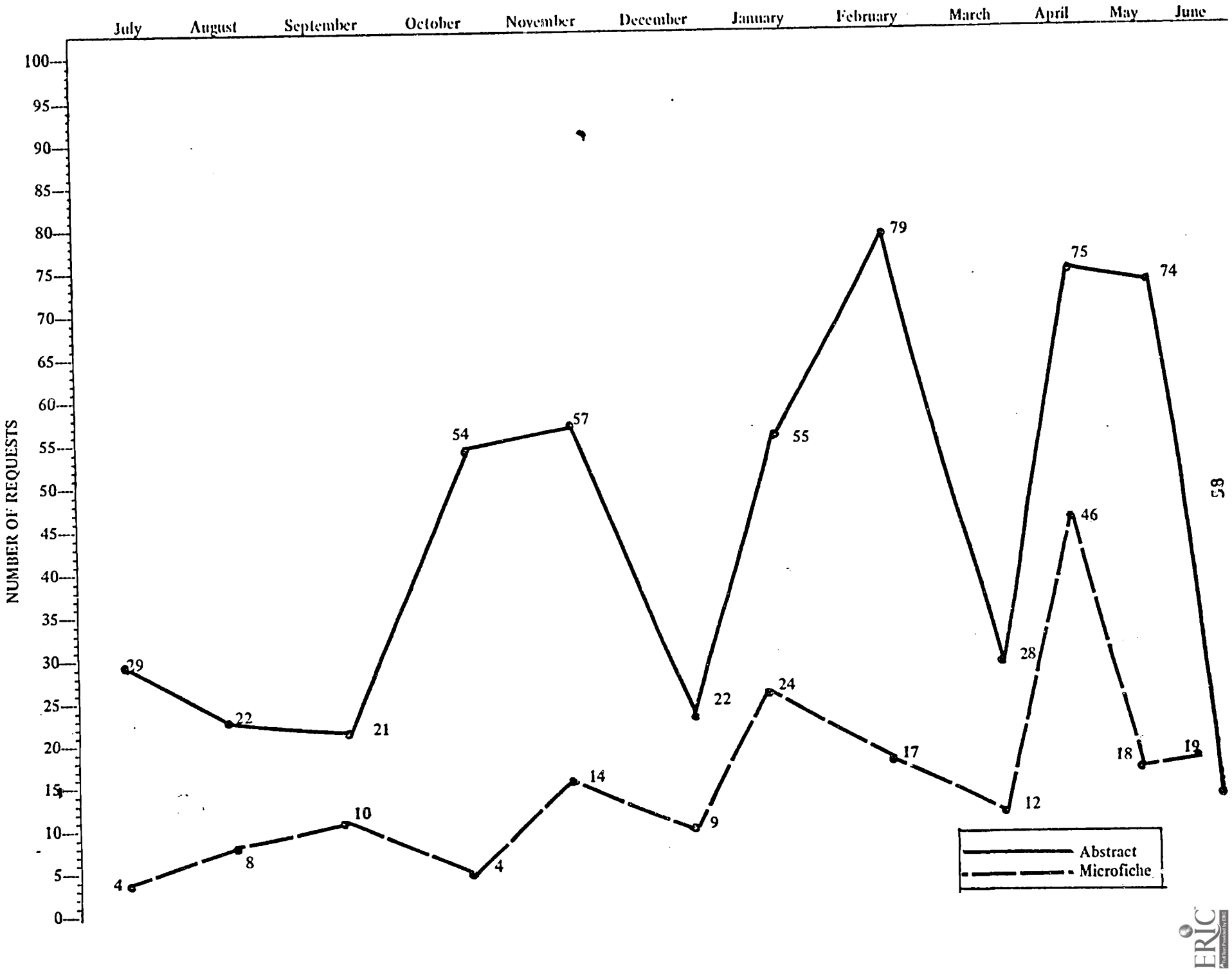
6.0 Participate in a continuous program of professional improvement for retrieval-dissemination program personnel.

5.0 Maintain a professional staff that keeps informed and knowledgeable as to new developments in education.

5.1 Motivate staff members to set a leadership model.

5.2 Provide opportunities for staff members to improve professionally.

5.3 Encourage staff membership in professional organizations and attendance at professional education meetings.


July
August
September
October
November
December
January
February
March
April
May
June
NUMBER OF REQUESTS
100
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46
18
19
Abstract
Microfiche

Case IV: Virginia Jeppeson, Counselor, Moffitt Elementary

Client, 11 October 1972, requested a literature survey to determine the feasibility as well as action programs for using student aides in the elementary school.

Action: To identify existing practices and discussion material, the Central Retrieval service provided a manual search of RIE, CIJE, Educational Index, and the Encyclopaedia of Educational Research. Xerox abstracts in addition to a publication, "Helping Hands - Volunteer Work in Education" was provided for the client.

Results: A school committee reviewed the references and subsequently (1) developed a handbook (this has been submitted to the ERIC system for possible inclusion) and (2) recommended a plan that has been placed into action in the school for student aides.

Case VI: Ron Vincent, Teacher, Spring Creek Elementary, Eugene

This sixth-grade teacher found a need for supplementary research and information to help students develop memory patterns and development. He requested models, programs, activities for his benefit in planning for students.

Initial request was received 21 March 1973 and served by the Central Retrieval 10 April 1973. From the OTIS computer, print-out microfiche was ordered by the client along with reader.

Additional searches were requested on thought process and other areas of concern.

It is to be noted, the client is concerned that such a service "is probably the one way that I can get to research that I need." Many of the documents he expressed are available only by way of the ERIC system. Further, with a field agent service he is assured of someone collecting the information (search). Probably, without this supporting help he would not take care of the necessary leg work. As a time saver, it was his contention, the service is crucial.

INTEREST AND SUBJECT AREAS OF ABSTRACT REQUESTS
(from July 1, 1972 to present)

A. CURRICULUM
- Business Education - 4
- Social Studies - 8
- Mathematics - 11
- Vocational & Career Education - 26
- Art Education - 2
- Health Education - 9
- Special Education - 12
- Foreign Language - 2
- Language Arts - 34
- Physical Education - 20
- Preschool-Kindergarten - 9
- Libraries, Study-Learning Centers - 9
- Science - 7
- Outdoor & Environmental Education - 10
- Driver Education - 1
- Miscellaneous - 22

B. ADMINISTRATION AREAS
- Teacher Evaluation & Supervision - 19
- Teacher Preparation - 4
- Teacher Effectiveness - 3
- Salary Schedules - 4
- School Buildings - 2
- School Finance - 8
- School Organization - 3
- School Scheduling - 11
- Teacher Recruitment & Retention - 2
- School Policies - 9
- Classified Personnel - 1
- Relationships - Teachers - 2
- Administrative Characteristics - 1
- Communications - 7
- In-Service Training - 1
- Decision-Making Process - 2
- Accountability - 2
- School Evaluation - 8
- Educational Philosophy - 1
- Graduation Requirements - 7
- Needs Assessment - 2
- Year Round School - 3
- Open Plan School - 6
- Trimester School Plan - 3
- Middle Schools - 4
- Miscellaneous - 3

C. TEACHING METHODS
- Teaching Methods - 18
- Instructional Materials - 12
- Computer Programs - 6
- Interaction Analysis - 3
- Team Teaching - 4
- Individual Instruction - 1
- Behavioral Objectives - 6
- Learning Packages - 1
- Field Trips - 3
- Reading Materials - 6
- Remedial Reading - 4
- Reading Comprehension - 6
- Reading Programs - 17
- Reading Skills - 27
- Miscellaneous - 3

D. STUDENT PERSONNEL
- Self-concepts - 3
- Ability Grouping - 2
- Counseling - 6
- Attendance - 1
- Tutorial Programs - 1
- Testing - 9
- Student Achievement - 13
- Grading - 6
- Miscellaneous - 2

E. OTHER
- Dropouts - 2
- Federal Programs - 1
- Retrieval Systems - 5
- Community Relations - 14
- Community Schools - 3
- Homework - 1
- TV & Radio - 8
- Male Teachers - 1
- Role of Women - 3
- PREP Kits - 2
- Resource Materials - 3
- Bibliographies - 4
- Miscellaneous - 6

ORIGIN OF REQUESTS PROCESSED BY THE RETRIEVAL-DISSEMINATION CENTER
(from July 1, 1973 to present)

Origin of Requests		Number of Requests
I.	District Level Personnel	
	District Superintendent	10
	Assistant Superintendent	2
	Curriculum Personnel	52
	Pupil Personnel Specialist	29
	IED Staff	115
	Extension Agent	13
	Other	67
II.	School Level Personnel	
	Principal	33
	Assistant Principal	12
	Teacher	230
	Counselor	36
	Librarian	65
	Community College	9
	Other	4
III.	Other	
	Board of Education	7
	Colleges and Universities	4
	Community	4
	Government	4
	Total Number of Requests	696