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                 Departments of Education; *State Programs; *Statewide
                 Planning
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ABSTRACT
                 This document reports on the efforts of the South
Carolina State Department of Education to develop a comprehensive
educational planning capability. An assessment model and a dynamic
model were developed to help in the identification of educational
needs and in the evaluation of public education in the State. The
assessment model relates instructional program areas to population,
program, and student characteristics through the use of an
educational evaluation matrix. In several instructional areas,
criterion measures are compared with status measures to identify
discrepancies. On the basis of these discrepancies, educational needs
are established. The dynamic model is a framework to assess and
direct educational change. After a review of assessment study
results, the dynamic model is employed to give priority rankings to
identified needs. The document examines the channels for
decisionmaking in the planning process and presents a flow chart for
developing program documents. Major participants in the planning
process include the State board of education, the State
superintendent of education, the superintendent's executive planning
committee, and the office of planning. (Author/DN)
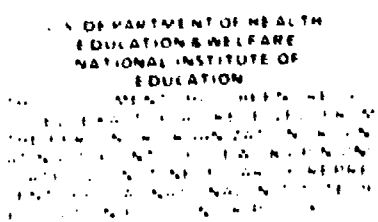
A PLANNING MODEL FOR OPERATIONALIZING

LONG-RANGE EDUCATIONAL OBJECTIVES

Developed By

Office of Planning
State Department of Education
1206 Rutledge Building
Columbia, South Carolina

Sidney B. Cooper, Jr., Director

Executive Planning Committee

Mr. Jesse A. Coles, Deputy Superintendent, Administration and Planning
Mr. Ralph A. Durham, Deputy Superintendent, Finance and Operations
Dr. Charlie G. Williams, Deputy Superintendent, Instruction

Dr. Cyril B. Busbee, State Superintendent of Education

August, 1971

FOREWORD

It is gratifying that the formal planning capability of the South Carolina Department of Education has matured rapidly and is functioning productively. All who have shared in establishing and developing this capability have performed in highly commendable fashion.

The need for planning and for the development of competencies and techniques to accomplish it have been a foremost concern of mine during my tenure as State Superintendent of Education. Cognizant as we are of the pressures for continual improvement in education and the very obvious realities of fiscal stringencies, comprehensive educational planning has moved rather swiftly from "highly desirable" status to "critically essential." I am greatly pleased that this challenge has been met with imagination, resourcefulness and vigor, and that this resulting design for the planning function is demonstrably effective.

I commend this publication to you in the hope and expectation that you will find it informative and useful.

Cyril B. Busbee
State Superintendent of Education

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INTRODUCTION

In 1967 the South Carolina State Department of Education initiated efforts to develop a comprehensive educational planning capability. The direction and thrust of the Department's endeavor were mandated by the "Statement of Educational Philosophy" adopted by the State Board of Education on April 7, 1967. Contained within this philosophy are the following statements:

> ...The Board looks to the Superintendent as its primary educational leader for evaluating public education, develcping plans for its improvement for Board consideration, providing aid to local school districts to assist in educational improvements, and developing short-and long-range plans for educational advancement in the State....

> To carry out the statutory mandate, the Board believes that there should be an annual evaluation of educational quality in each school district in the State. The fundamental purpose of such an evaluation is to determine educational shortcomings as the first step in developing improvements. The Board believes the major resources of the State Department of Education should be concerned with this evaluation process, and with the resulting aid to local school districts who most need improvements in achieving it. The basic yearly objectives and work plans for the Department should be structured upon the findings secured from the evaluation process.

> ...The Board believes that the continuous upgrading of education

requires careful planning, prudent use of the State's financial
resources, and continuous leadership.... The Board, therefore,
believes that there should be a five-year plan for educational
improvement developed by the Superintendent and approved by
the Board after open hearings on it. This five-year plan
should be updated each year..., and it should constitute the
Board's primary means of communicating its programs and finan-
cial costs to the public and the Legislature.

Operating within the State master plan for long-range improve-
ment, the Board believes each local school district should have
at least a one-year plan for educational improvement. Such
a plan should be a requisite for State aid and Federal project
money, and should be developed after a careful evaluation of
primary local needs for improvement.

As a fundamental part of the local plan for improvement, each
local school board should assess its own achievements and short-
comings each year, and from this assessment develop a Board plan
for improvement. Local school boards should be aided in this
effort by Department of Education assistance when needed, and
also by a Departmental development of a set of criteria of local
school board effectiveness.

Planning for education in South Carolina existed long before the State
Department of Education was organized in such a manner as to provide leader-
ship in data based planning. Planning and evaluating has existed unstruc-
turally in the Department for many years; therefore, the first problem in
developing a data based educational planning capability was to devise a
point of entry into the present planning and evaluating cycle that recognized

and was compatible with the existing, functioning system. The approach taken to solve this problem is explained briefly in the following paragraphs.

In response to the policy statements included in the Board's Philosophy, in 1968 the State Department of Education began a comprehensive study to identify the educational needs in South Carolina through its involvement in the ESEA Title III Program. The Department of Education and the Committee on Educational Research, School of Education, University of South Carolina, developed two related models for the evaluation of public education in the State - an assessment model and a dynamic model. The assessment model and a dynamic model. The assessment model relates instructional program areas to population, program and student characteristics using the Education Evaluation Matrix (See Appendix A). In several instructional areas, criterion measures are compared with status measures to identify discrepancies. On the basis of these subsequent discrepancies, educational needs are established. The dynamic model is a framework to assess and direct educational change (See Appendix B). After the Department's review of the assessment study results, the dynamic model was employed to give priority rankings to identified needs.

The findings of the needs assessment and other facts about the State were utilized by key staff members in the Department to develop a proposed set of long-range educational objectives for South Carolina. These objectives were presented to the State Board of Education for consideration and on May 8, 1970, the State Board adopted "South Carolina's Educational Objectives for 1975" as follows:

1. To reduce the number of dropouts by at least 50% by 1975,

2. To reduce the number of students repeating the first grade from the present 15% to a maximum of 5% by 1975,

3. To establish a Statewide program of public kindergartens available to all five-year-old children by 1975,

4. To measurably improve the basic verbal and quantitative skills of the inschool students by 1975,

5. To provide an adequate occupational training program for 100% of the secondary school stud ts who choose it by 1975,

6. To increase the number of high s. ol graduates entering post high school training to at least 50% by 1975,

7. To develop an adequate educational program for youth with physical, mental or emotional handicapping conditions by 1975,

8. To increase the total adult enrollment in basic and high school programs from the present 40,000 to at least 80,000 by 1975,

9. To promote programs to provide adequate and qualified professional and para-professional personnel to staff the State's educational system,

10. To develop and maintain a system of continuous evaluation and upgrading of education,

11. To insure the implementation of at least a defined minimum educational program in each local school district by 1975.

In its "Statement of Educational Philosophy", the Board said that there should be a five-year plan to improve the State's system of public education. This five-year plan should be updated annually and also serve as a means of communicating the Board's programs and finances to the public and to the Legislature. Consequently the State Department of Education developed a functional planning model for operationalizing all objectives approved by the State Board of Education.

Facilitating Department planning and developing an overall structure for implementing and coordinating planning activities were functions that required the establishment of planning machinery. To perform these functions on a full-time scale, an Office of Planning was established within the Division of Administration and Planning.

The major function of the Planning Office is to facilitate the production and adoption of program documents for the major objectives adopted by the State Board of Education. The Office also serves as a liaison with the Executive Planning Committee, the Task Force Planning Committees and other operating offices. Its main purpose, however, is coordination - to minimize excess effort, to coordinate activities and to expedite the production of the program documents.

The "management by objectives" concept serves as the basis for developing the operationalizing process of major objectives. The physical results of the planning process are program documents that include strategies for meeting objectives. The Department's responsibility for public education as identified in State and Federal legislation and in State Board policy sets the parameters for building these strategies. The Department plans its own strategies for upgrading the system of public education in South Carolina.

CHANNELS FOR DECISION MAKING

The first priority of the Department of Education was to establish

channels for decision making in the planning process. The importance and

complexity of the tasks to be performed by the planning committees and the

imposed time constraints mandate a planning and decision-making process

that is reasonable, functional and expeditious. The planning channels as

presented in Table I are designed to meet these criteria.

1. State Board of Education

The State Board of Education is enjoined by State statute to carry out

certain responsibilities and be responsible for specific duties in the State's

program of public education (Act 309, 1962 Code). Some of the more impor-

tant and substantive responsibilities with which the Board is empowered in-

clude the following:

Adopt policies, enact regulations, and establish general rules for

carrying out the duties placed upon it or upon the South Carolina

State Department of Education by the General Assembly; Consider

and adopt an annual budget prepared and submitted by the State

Superintendent of Education and his staff for the State Depart-

ment of Education and the free public schools of the State and

to establish the necessary procedures for budgetary control; Re-

view periodically the educational needs of the State, evaluate

the outcomes being achieved in the educational program, and pro-

mote plans for meeting these needs.

Final approval of major objectives and planning documents rests with the

State Board of Education.

TABLE I

PLANNING CHANNELS

```
┌─────────────────────────┐   ┌──────────────────────────────────┐
│ 1                       │   │ 2                                 │
│ State Board of Education├───┤ State Superintendent of Education │
└─────────────────────────┘   └──────────────────────────────────┘
                                             │
                              ┌──────────────────────────────┐
                              │ 3                            │
                              │ Superintendent's             │
                              │ Executive Planning Committee  │
                              └──────────────────────────────┘
                                             │
┌──────────────────┐      ┌──────────────────┐      ┌────────────────────┐
│ Operating Offices├- - - │ 4                │- - - │ Office of Research │
│                  │      │ Office of Planning│      │                    │
└──────────────────┘      └──────────────────┘      └────────────────────┘
                                             │
                              ┌──────────────────────────┐
                              │ *Tech.    5    **Reac.   │
                              │  Con.          Pan.      │
                              │       Planning           │
                              │       Committee          │
                              └──────────────────────────┘
                                             │
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Major Objective  ├───┤ 6                ├───┤ Major Objective  │
│                  │   │ Major Objective  │   │                  │
└──────────────────┘   └──────────────────┘   └──────────────────┘
                                             │
                              ┌──────────────────────────┐
                              │ 7                        │
                              │ Program Document         │
                              │                          │
                              │ 1.  Program Objectives   │
                              │ 2.  Program Activities   │
                              │ 3.  Evaluation           │
                              │ 4.  Investment Plan      │
                              └──────────────────────────┘
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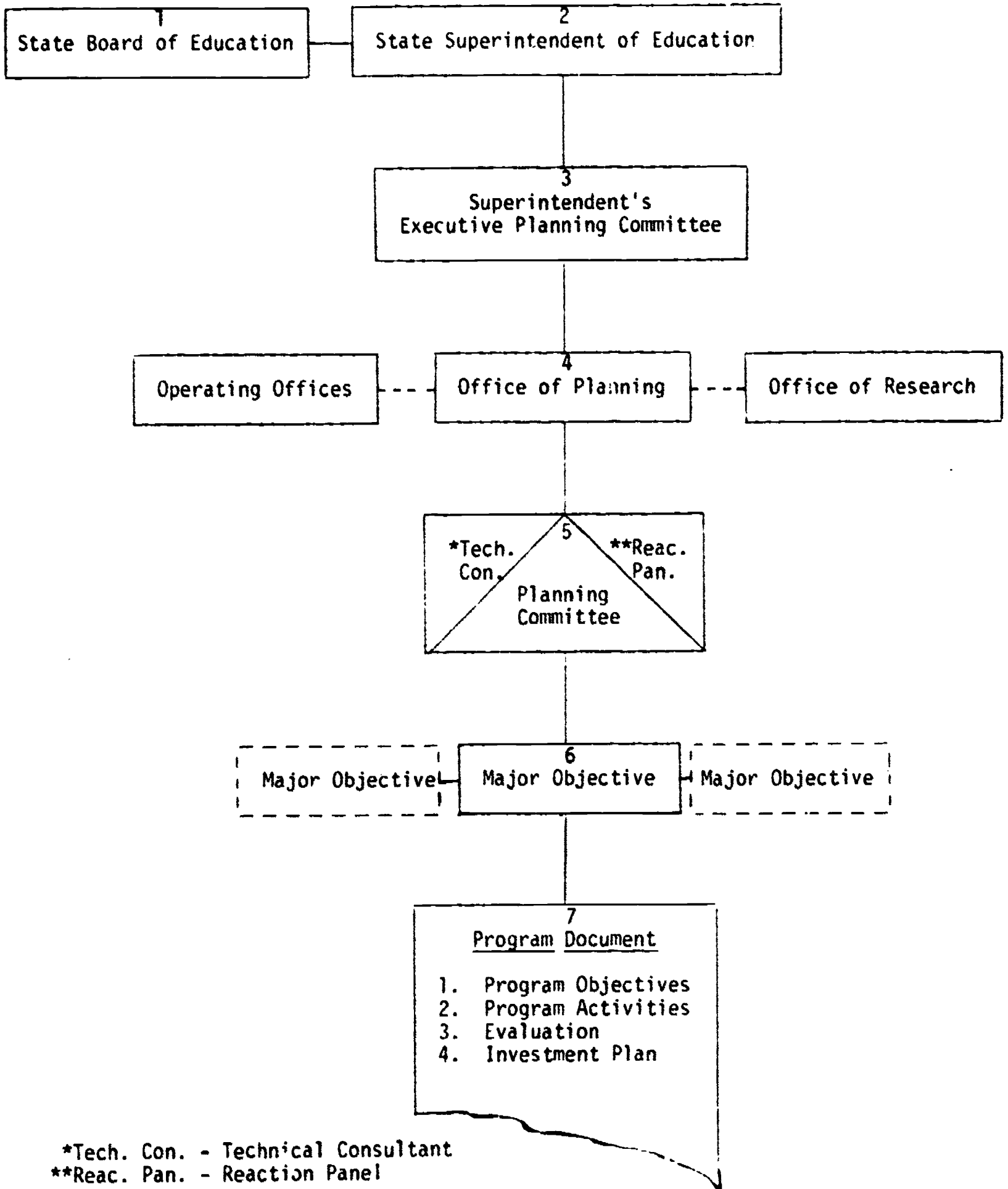
*Tech. Con. - Technical Consultant
**Reac. Pan. - Reaction Panel

2. State Superintendent of Education

The responsibilities of the State Superintendent of Education for the management of the State system of education are mandated by State statute (Sec. 21-23, 1962 Code). Among these responsibilities are:

a. To serve as secretary and administrative officer to the State Board of Education;'

b. To have general supervision over and management of all public school funds provided by the State and Federal governments;

c. To organize, staff and administer a State Department of Education which shall include such divisions and departments as are necessary to render the maximum service to public education in the State;

d. To administer through the State Department of Education all policies and procedures adopted by the State Board of Education;

e. To assume such other responsibilities and perform such other duties as may be prescribed by law or as may be assigned by the State Board of Education.

In the comprehensive planning process, the State Superintendent sets priorities, approves and recommends major objectives to the State Board, appoints planning committee members, approves program objectives, and approves and recommends program documents to the State Board.

3. Superintendent's Executive Planning Committee

The Executive Planning Committee is composed of the Deputy Superintendent, Division of Administration and Planning; the Deputy Superintendent, Division of Finance; and the Deputy Superintendent, Division of Instruction.

This Committee continually reviews the progress of all planning commit-
tees as well as the performance of the planning process. Planning committees
and the Planning Office are directly responsible to this Committee when
functioning as a part of the Department's long-range planning effort.

The Committee meets when necessary to consider recommendations and
advise the State Superintendent of Education on planning decisions.

4. Office of Planning

The responsibilities of the Office of Planning in long-range planning
include coordinating planning and evaluation among the various planning com-
mittees, offices and divisions of the Department; facilitating decision
making; monitoring activities of planning committees; and preparing planning
procedures and detailed work schedules with deadline dates.

In further carrying out its coordinating function, the Office of
Planning fulfills the following duties:

a. The conducting of orientation meetings for committee
    chairmen, committee members and reaction panels;

b. The attending of all committee meetings by a Planning
    Office staff member;

c. The submitting of a bi-weekly report of each planning
    committee's progress to the Executive Planning Committee
    (See Appendix C);

d. The holding of periodic conferences by the Director of
    the Office of Planning with planning committee chairmen;

e. The serving as a clearing house for all input and output
    related to the planning committees.

5. Planning Committee

Actual production of program documents is carried out by special plan-
ning committees. These committees are made up of State Department specialists

appointed by the State Superintendent of Education. The committee chairmen are State Department directors or section chiefs.

The State Superintendent assigns to each committee one staff member with expertise in data treatment and in constructing program objectives to act as a technical consultant. In addition, a reaction panel composed of educators from outside the State Department of Education who have administrative, supervisory, consultant or teaching responsibilities in the program area assembles twice during the planning cycle to provide input for each committee.

The committees have the responsibility to develop program documents within a given time framework and function until detailed plans for implementing the program documents are complete.

6. Major Objectives

Major objectives are the long-range educational objectives that have been approved by the State Board of Education.

7. Program Documents

The five-year plan for each major objective details strategies for meeting the specified goal and includes: (1) clearly stated program objectives; (2) procedures for meeting the program objectives; (3) an investment plan; and (4) an evaluation design.

a. Program Objectives. Program objectives state in measurable terms what is to be accomplished in meeting the major objective and are based on the assumption that some change in existing conditions is necessary. Included are five elements:

1. The population whose behavior or characteristics are to be changed,

2. The behavior or characteristic that is to be changed,

3. The program variable to which the behavior or characteristic

    is related,

4. An estimate of the amount of change that is to occur,

5. The time period within which the change will occur.

Sub-objectives are used if the population can be more specifically identified.

b. Program Activities. In order to meet the program objectives and sub-objectives, activities are designed for the State Department of Education such as curriculum development, teacher certification and education, in-service workshops, information dissemination, changes in administrative procedures and support for new programs. Primary activities are directly related to meeting and achieving the changes sought in the program objectives. Secondary activities may also be included to support primary activities, although they may not by themselves directly influence meeting the objective. Concurrent with the activities, there is a discussion of relevant research since similiar programs presently in use elsewhere may already demonstrate the success of a proposed activity. Each activity is also accompanied by an estimate of its cost.

c. Investment Plan. For each five-year plan, an investment plan based on cost estimates is prepared to identify the amount and sources of funds necessary for each activity component. In locating potential sources of funds, care is taken to effectively utilize funds already available - both State and Federal.

d. Evaluation Design. Essential to the concept of management by objectives is appraisal of the results of the expenditures of efforts and money. A strategy for measuring the amount of change that occurs is included for each program objective. The evaluation data will indicate the extent to which objectives have been met and will also provide a more

rational basis for future planning to meet critical needs.

The evaluation effort will generate data relevant to both the product (extent to which the objective is met) and process (how the objective was met).

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FLOW CHART FOR DEVELOPING PROGRAM DOCUMENTS

The success of long-range planning depends upon a strategy that provides an orderly work flow, expeditious decisions, clearly defined responsibilities and reasonable time constraints. The flow chart (See Table II) developed for this purpose identifies the major task to be performed and the office or committee responsible for its completion. The following explanations delineate the procedure for setting goals and developing program documents.

1. Identify critical needs. The Office of Research is responsible for implementing the evaluation model for systematically assessing the State System of Education.

   The evaluation model includes detailed plans for: (a) generating and treating new data; (b) treating existing data; and (c) soliciting and utilizing the expert opinion of the State Department staff. The Office of Research collects and treats appropriate data and identifies critical needs.

2. Assemble critical needs. The Office of Planning prepares a list of critical needs for transmittal to the Executive Planning Committee and establishes identification procedures for critical needs that are to be inserted into the long-range planning process.

3,4,5. Develop and approve major objectives. The Executive Planning Committee selects the problem areas worthy of consideration. Tentative goals are set, listed in order of priority and submitted to the State Superintendent for his consideration. The decision of the State Superintendent is then presented to the State Board of Education for review and final

TABLE II

FLOW CHART FOR DEVELOPING PROGRAM DOCUMENT

State System of Education

1. Identify Critical Needs — Research Office
2. Assemble Critical Needs — Planning Office
3. Develop Major Objectives — Executive Planning Committee
4. Review and Approve — State Superintendent
5. Approve Objectives & Set Priorities — State Board of Education
6. Develop Planning Strategies — Planning Office
7. Establish Planning Committee — Planning Office
8. Identify Data Needs — Planning Office And Planning Committee
9. Develop Data Base Document — Research Office
10. Review Data Base Document — Planning Committee And Planning Office
11. Construct Candidate Objectives — Planning Committee
12. Review Candidate Objectives — Planning Committee and Reaction Panel
13. Review & Approve — Superintendents Executive Planning Committee
14. Review & Approve — State Superintendent
15. Develop Program Activities and Estimate Cost — Committee and Program Consultants
16. Perform Effectiveness Analysis — Research Office
17. Review Program Activities — Committee & Reaction Panel
18. Develop Major Event & Sub-Event Breakdown Design Investment Plan — Planning Office
19. Design Evaluation Strategy — Research Office
20. Review – In-Put — Office of Finance, Office of Vocational Education, Office of Public Law 89-10, Office of Adult Education, Others
21. Assemble Program Document — Committee and Planning Office
22. Review & Approve — State Superintendent
23. Review & Approve — Superintendents' Executive Planning Committee
24. Review for Final Approval — State Board of Education

25. Implementation
| 26 Statewide | 27 Phase In | 28 Field Testing Model |

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approval. Following State Board approval the goals are in-
serted into the Department's comprehensive planning process.

6. Develop planning strategies. With major goals set, the Office
   of Planning proceeds with the development of planning
   strategies. A sequence of events that should occur in the
   process of operationalizing the goal is developed. This in-
   cludes predetermined deadline dates for critical events (See
   Appendix D).

7. Establish planning committees. The Office of Planning recom-
   mends planning committee chairmen to the Executive Planning
   Committee. After consulting with the appointed committee
   chairmen, the Office then recommends committee members, techni-
   cal consultants and reaction panel members to the Executive
   Planning Committee. Final approval rests with the State
   Superintendent who makes all appointments.

8,9. Identify data needs and develop data base document. An essen-
   tial dimension of the "management by objectives" process is
   the availability of adequate, reliable data.
   The Office of Planning and the planning committees identify:
   (a) sub-populations or target groups; (b) items related to
   each sub-population for which data is collected; and (c) de-
   scriptors which identify promising practices. The Office
   of Research is responsible for the data base document em-
   ployed in developing the program document. The data base
   document identifies appropriate sub-populations and describes
   their status in terms of numbers, programs and client per-
   formance. The document also includes a description of

promising practices related to the needs of the identified

sub-populations such as research findings, model programs

and innovative ideas that have been field tested.

10. Review Data Base Document. Prior to convening, the planning

committees, committee chairmen and the committees' techni-

cal consultants review the data base document to identify

voids and unnecessary data that should be deleted. The

chairmen may request additional information through the

Office of Planning according to procedures developed for

that purpose (See Appendix E). A permanent file of any

information used is maintained in the Office of Planning.

11,12. Construct Candidate Objectives. Using data from the data

base document, each committee constructs generalized sub-

objectives to direct the State Department of Education

in meeting its major objective. Committee chairmen at

this time may request the services of special program con-

sultants outside the Department if it is felt that addi-

tional expertise is necessary. A form for requesting

program consultants is provided for chairmen by the

Office of Planning (See Appendix F).

With the aid of the technical consultant, the committee

then refines the generalized sub-objective into specific

program objectives referred to as "candidate objectives"

until they are approved. Criteria are used for stating

these "candidate objectives" in measurable performance

terms (See Appendix G). The Office of Planning provides

the committee with examples of acceptable "candidate objectives"
(See Appendix H). The reaction panel reviews the "candidate
objectives" developed by the committee. After incorporating as
much of this input as it feels is warranted, the committee sub-
mits the "candidate objectives" through the Office of Planning
to the Executive Planning Committee for review and approval.
The "candidate objectives" are then judged on the basis of the
criteria developed specifically for this purpose (See Appendix
G).

13,14. <u>Review and approve candidate objectives.</u> The Executive Planning
Committee reviews the "candidate objectives" by applying the
criteria for evaluation (See Appendix G). At this point the
"candidate objectives" may be recycled depending on the extent
to which they meet the stated criteria. After receiving the
Executive Planning Committee's approval, the "candidate objec-
tives" are submitted to the State Superintendent of Education
for review and tentative approval with final approval contingent
upon the development of acceptable program activities.

15,16,17. <u>Develop program activities.</u> Following tentative approval of the
program objectives by the State Superintendent, program activi-
ties are developed by the committees. The first action of the
committee is to identify and develop complete outline of the
program activities. This preliminary report is presented to
the Executive Planning Committee for review and input. Follow-
ing this review, the committees proceed to develop program
activities with the chairmen again requesting the assistance
of program consultants if necessary. Concurrently, the Office

of Research conducts literature searches to determine the potential effectiveness of all proposed activities. A request form for this service is provided (See Appendix I). The reaction panel then assembles again to provide input relevant to the proposed program activities.

18,19,20. Evaluation strategy, investment plan and major event and sub-event breakdown. Once the committees have written their activities, the Office of Research designs the evaluation strategy based on the committees' program objectives. The Office of Planning in cooperation with the committee chairmen develops the major event and sub-event breakdown. This detailed work schedule includes for each activity a sequence of tasks to be performed, starting and completion dates for each task, task assignments including office or section and name of individual(s), other major assignments, and the name of the person who will make the final decision (See Appendix J). Also the planning committees working with the committee chairmen and directors of other offices within the State Department develop the investment plan (See Appendix K).

21,22. Review and approve program documents. After the components of the five-year plan are developed, the entire document is submitted to the Executive Planning Committee for tentative review and approval. At this point program activities may be recycled for either minor changes or major revisions by the planning committee.

Following approval by the Executive Planning Committee, the five-year plan is submitted to the State Superintendent of Education for review and approval.

23. Assemble program documents. When the documents have received the support of the State Department, preparation for distribution to the State Board of Education begins. A format for writing and organizing the program documents is provided for the committee chairmen (See Appendix L).

24. Review for final approval. At a regularly scheduled meeting, the State Board considers program documents for final action. The committee chairmen supported by the Executive Planning Committee and the Office of Planning present the program document to the State Board.

25,26,27,28. Implementation. Following the Board's final approval, implemention of the activities begins. Strategies for implementation may include either Statewide activities, phase-in processes, or field testing and model programs.

The Office of Planning monitors the starting and completion dates of all activities conducted by Department personnel in their implementation of the five-year plans. The Office of Planning bi-weekly submits a Starting and Completion Date Status Report to the Deputy Superintendents. This report documents the status of the starting and completion dates of all activities related to the five-year plans. (See Appendix M).

EDUCATION EVALUATION MATRIX
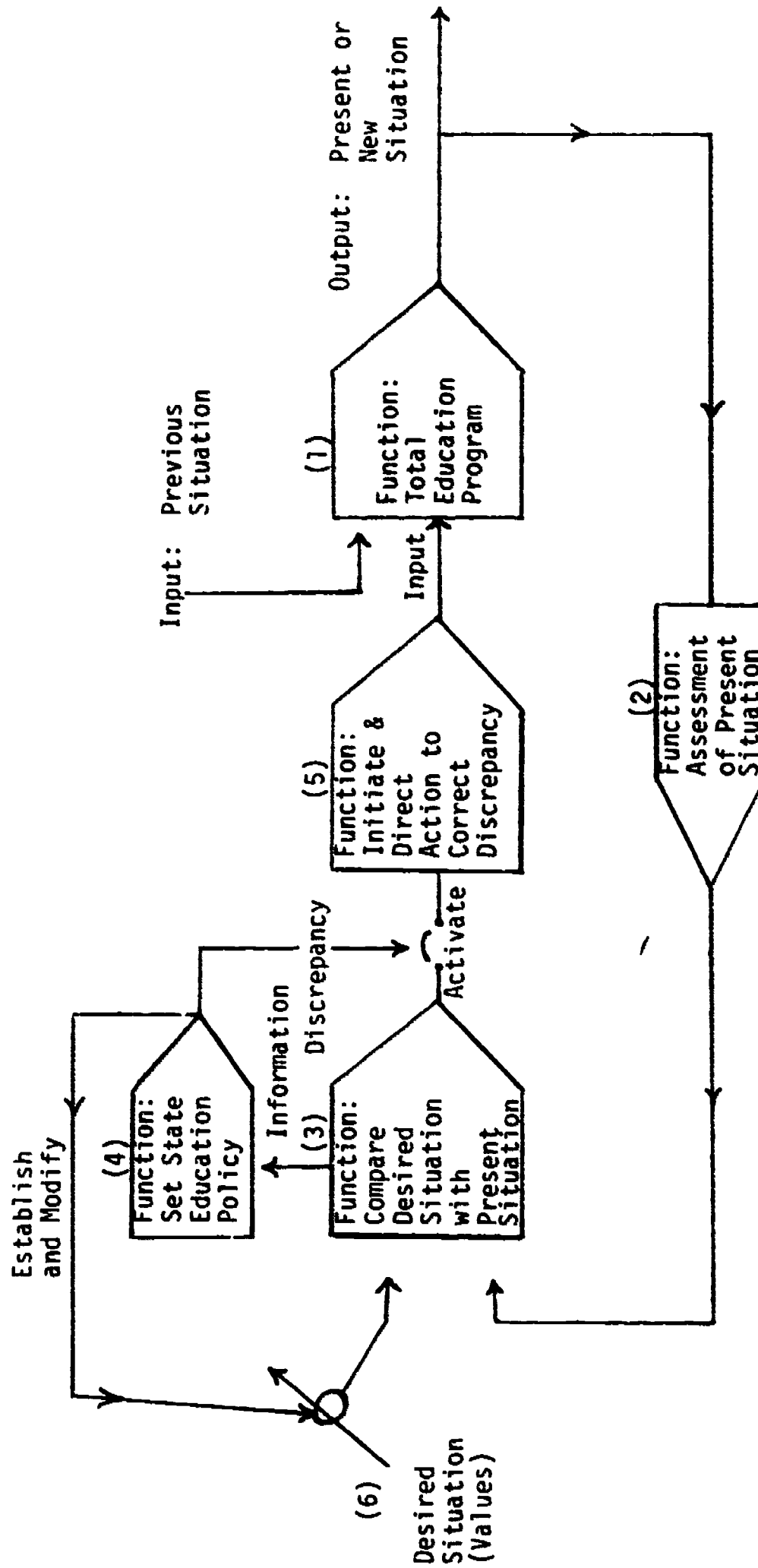
Assessment Model (Status Evaluation)

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Instructional Program Areas	Population			Program			Student			Educational Implications	Priority Value
	Criterion Measure	Population Measure	Discrepancy, Qualifications	Criterion Measure	Program Measure	Discrepancy, Qualifications	Criterion Measure	Student Measure	Discrepancy, Qualifications		
I. General Education											
A. Elementary Education											
1. Language Arts											
2. Physical Education											
3. Etc.											
B. Secondary Education											
1. English											
2. Science											
3. Etc.											
C. Special Services											
1. Guidance Services											
2. Etc.											
D. Etc.											
II. Vocational Education											
A. Agriculture Education											
1. Etc.											
B. Trade and Industries											
1. Etc.											
C. Etc.											
III. Teacher Education and Certification											
A. Etc.											
IV. Etc.											
Other Programs											
Proposed Programs											

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EDUCATIONAL EVALUATION DYNAMIC MODEL

(Change Over Time Evaluation)

PLANNING COMMITTEES PROGRESS REPORT **BEST COPY AVAILABLE**

DATE ACTIVITY SCHEDULE

PLANNING COMMITTEE	Sept. 1971			Oct. 1971			Nov. 1971			Dec. 1971			Jan. 1972			Feb. 1972		
	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	28

1 - Committee Meeting Scheduled
2 - Meeting with Reaction Panel Scheduled
3 - Information Requested
3* - Request no longer pending
4 - Objectives Due
5 - Part I of Program Document Due
5* - Resubmitted
6 - Program Document Due

① - Held
② - Held
③ - Date Some Information Provided

④ - Date Objectives Submitted
⑤ - Date Part I Submitted to Office of Planning

⑥ - Date Program Document Submitted to Office of Planning

TASKS TO BE PERFORMED BY PLANNING COMMITTEES AND ASSISTING PERSONNEL

(Refer to SEQUENCE OF EVENTS for Dates)

PLANNING COMMITTEES

1. Construct Generalized Sub-Objectives
2. Construct Candidate Objectives with Assistance from Technical Consultant
3. Review Candidate Objectives with Reaction Panel
4. Submit Candidate Objectives to Executive Committee for Review and Approval
5. Develop Narrative Description of Program Activities
6. Estimate Cost of Program Components
7. Review Program Activities with Reaction Panel
8. Assemble Planning Document with Assistance from the Office of Planning
9. Submit Planning Document to Executive Committee for Approval

COMMITTEE CHAIRMEN

1. Direct All Committee Activities

   With the assistance of the Office of Planning and the Technical Consultants:

2. Identify Data Needs
3. Review Data Base Document
4. Identify Appropriate Sub-populations
5. Identify Voids in Data Base
6. Identify Data to be Deleted from Data Base Document

   In addition:

7. Request Additional Information
8. Request Program Consultants
9. Develop Schedule of Committee Activities
10. Notify the Office of Planning of All Scheduled Meetings
11. Assist the Office of Planning to Develop Major Event and Sub-event Breakdown

TECHNICAL CONSULTANTS

   Assist the Committee Chairmen with the following tasks:

1. Review Data Base Document
2. Identify Appropriate Sub-Populations
3. Identify Voids in Data Base
4. Identify Data to be Deleted from Data Base Document

Assist the Committees to:

5. Construct Candidate Objectives

PROGRAM CONSULTANTS

If needed, assist the Committees to:

1. Construct Generalized Sub-Objectives
2. Develop Program Activities

REACTION PANEL

With the Committee:

1. Review Candidate Objectives
2. Review Program Activities

OFFICE OF PLANNING

1. Develop Planning Model
2. Coordinate All Activities
3. Process Requests for Additional Data
4. Process Requests for Program Consultants
5. Attend All Committee Meetings
6. Develop Major Event and Sub-Event Breakdown with the Assistance of the Committee Chairman
7. Develop Investment Plan
8. Assist the Committee to Assemble the Planning Document

OFFICE OF RESEARCH

1. Provide Data Base Document and Answer Requests for Additional Information
2. Provide Technical Assistance to Committees
3. Gather Research Related to Program Effectiveness
4. Develop Evaluation Design

SEQUENCE OF EVENTS FOR DEVELOPING PROGRAM DOCUMENT

Start and Completion
Dates

Event and Assignment

1. Identify Critical Needs - Office of Research
2. Assemble Critical Needs - Office of Planning
3. Develop Major Objective - Executive Planning Committee
4. Review and Approve Major Objective - State Superintendent of
    Education
5. Approve Objective and Set Priorities - State Board of Education
6. Develop Planning Strategies - Office of Planning
7. Appoint Planning Committees - State Superintendent of Education
8. Identify Data Needs - Office of Planning and Planning Committees
9. Develop Data Base Document - Office of Research
10. Review Data Base Document - Committee Chairman and Technical
    Consultant
11. Identify Appropriate Sub-populations - Committee Chairman and
    Technical Consultant
12. Identify Voids in Data Base - Committee Chairman and Technical
    Consultant
13. Identify Data to be Deleted from Data Base Document - Committee
    Chairman and Technical Consultant
14. Request Additional Information - Committee Chairman
15. Construct Generalized Sub-objectives - Committee and Program
    Consultants (If Needed)
16. Construct Candidate Objectives - Committee and Technical
    Consultant
17. Present Candidate Objectives to Reaction Panel for Input -
    Committee
18. Submit Candidate Objectives to Executive Planning Committee-
    Committee
19. Review and Approve Candidate Objectives - Executive Planning
    Committee and State Superintendent of Education
20. Develop Narrative Description of Program Activities - Committee
    and Program Consultants (If Needed)
21. Gather Research Related to Program Effectiveness - Office
    of Research
22. Establish Estimated Cost of Program Components - Committee
23. Present Program Activities to Reaction Panel for Input -
    Committee
24. Develop Major Event and Sub-Event Breakdown - Committee
    Chairman and Office of Planning
25. Develop Investment Plan - Office of Planning
26. Develop Evaluation Design - Office of Research
27. Construct Critical Path Network - Office of Research
27. Construct Critical Path Network - Office of Planning
28. Submit Program Document to Executive Planning Committee -
    Committee
29. Review and Approve Program Document - Executive Planning
    Committee
30. Submit to State Superintendent for Review and Approval -
    Executive Planning Committee
31. Review and Approve Program Document - State Superintendent
    of Education
32. Prepare Program Documents for Mailing to State Board -
    Office of Planning
33. Submit to State Board for Review and Approval - State
    Superintendent of Education

PROCEDURE FOR ANSWERING INFORMATION REQUESTS

FROM PLANNING COMMITTEES

In order to expedite requests for additional information and to minimize duplication of effort, all requests should be made by the committee chairmen and directed to the Office of Planning. Each request will be reviewed by the Office of Planning before it is submitted to the Office of Research.

Requests may be for specific statistical data or for relevant research material. Committees should realize that in some cases the information provided will be incomplete and in other cases no information at all will be available.

It is anticipated that most information will be needed after the committees have reviewed their data base document and begin to construct candidate objectives. Committees are asked to submit their requests before the established deadline date.

Requests may be made at any other time, but the committees are urged to allow as much time as possible for processing. Any questions regarding the status of requests should be directed to the Office of Planning.

REQUEST FOR PROGRAM CONSULTANTS

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_____   _____
      Planning Committee   Date of Request

Name of Consultant_____

Position of Consultant_____

Training and Experience_____

_____

_____

Number of Consultant Days_____

Estimated Cost

    1. Consultant Fee   _____
    2. Travel   _____
    3. Living Expenses   _____

       TOTAL   _____

How will consultant be used?

_____
                        Signature of Chairman

Date received in Planning Office   _____
Date Committee Chairman notified of action _____

_____
                         Planning Office

CRITERIA FOR EVALUATING CANDIDATE OBJECTIVES

Each candidate objective will be submitted to the Superintendent's Executive Planning Committee for review and approval. The deadline for completing candidate objectives is December 11, 1970. The criteria which will be applied to these objectives are as follows:

A. Statement of Candidate Objective (In writing objectives, the five elements below should be considered).

1. Extent to which the candidate objective identifies the population whose behavior or characteristics are to be changed (Who - student, teacher, other).

2. Extent to which the candidate objective specifies the program variable to which the behavior or characteristic will be related (What - organization, content, method, facilities).

3. Extent to which the candidate objective specifies or describes the type of behavior or characteristic (What - psychomotor, affective, cognitive).

4. Extent to which the candidate objective contains an estimate of the amount of change that is to occur.

5. Extent to which the candidate objective specifies the time period within which the change will occur.

B. Appropriateness of Candidate Objective

1. Extent to which the candidate objective relates to the major objective

2. Extent to which the candidate objective is important in meeting the major objective.

3. Extent to which the candidate objective is desirable in meeting the major objective.

4. Extent to which the candidate objective is feasible.

5. Extent to which the candidate objective is based on supportive data.

6. Extent to which the combined candidate objectives adequately meet the major objective.

EXAMPLES OF PROGRAM OBJECTIVES

EXAMPLE NO. 1

Five-Year Objective - To increase the number of EMR pupils enrolled in appropriate educational programs from fifteen thousand (15,000) to twenty-seven thousand (27,000) by 1975.

Candidate Objective No. 1: To increase the number of EMR pupils enrolled in appropriate educational programs from 15,000 to 18,000 by 1972.

Candidate Objective No. 2: To increase the number of EMR pupils enrolled in appropriate educational programs from 18,000 to 24,000 by 1973.

Candidate Objective No. 3: To increase the number of EMR pupils enrolled in appropriate educational programs from 24,000 to 26,000 by 1974.

Candidate Objective No. 4: To increase the number of EMR pupils enrolled in appropriate educational programs from 26,000 to 27,000 by 1975.

EXAMPLE NO. 2

Candidate Objective No. 1: At the completion of the 1972-73 school year, the percent of 6th·grade pupils achieving more than one year below expected grade placement in arithmetic will be decreased from 44% to 39%.

Candidate Objective No. 2: At the completion of the 1974-75 school year, the percent of 6th grade pupils achieving more than one year below expected grade placement in arithmetic will be decreased from 39% to 29%.

EXAMPLE NO. 3

Candidate Objective No. 1: At the completion of the 1972-73 school year, the percent of Negro students repeating the first grade will be decreased from 14% to 3%.

Candidate Objective No. 2: At the completion of the 1972-73 school year, the percent of white students repeating the first grade will be reduced from 7% to 2%.

SPECIAL PLANNING COMMITTEE REQUEST FOR EFFECTIVENESS ANALYSIS

REQUEST FOR INFORMATION SERVICES

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RESEARCH INFORMATION UNIT

Date of Request _____

NAME OF REQUESTER _____ Position _____

OFFICE _____ Phone _____

Approval for Submission of Request _____

(Signature of Director)

DESCRIPTION OF INFORMATION REQUESTED:

_____

_____

_____

_____

Purpose for which information is requested _____

_____

_____

Date information is needed _____

DO NOT WRITE IN THIS SPACE, FOR RIU USE ONLY

( ) 1. Provide information immediately
( ) 2. General work flow (Minimum turn-around)
( ) 3. Long term request (In-depth search)
( ) 4. No pressing need, provide information
      as time allows

Type of Search

( ) Manual   ( ) Computer

Information Provided By: _____ DATE _____

We hope the information provided will adequately answer your request. If we can be of further service to you, do not hesitate to call. RIU, Office of Research, State Department of Education. 758-2488

- -

( ) Sorry! The information you requested cannot be provided by our Unit.
    (Explanation attached)

SDE 33-002P TD 1/29/71

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MAJOR EVENT AND SUB-EVENT BREAKDOWN

MAJOR EVENT: _____

Five Year Plan and Code _____

Assigned to the Office of _____

1 Start And Completion Dates	2 Sub-Event Breakdown	Task Assignments		6 Product To Be Submitted To
		4 Person Responsible For This Product	5 Other Major Assignments (s) For Person Listed in (4) During This Period	

35

FIVE YEAR INVESTMENT PLAN
ESTIMATED COST AND SOURCE OF FUNDS

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OBJECTIVES AND SUB-OBJECTIVES	ACTIVITY	ESTIMATED COST	SOURCE OF FUNDS		
			State Funds		Other Funds
			Current	New	

FORMAT FOR WRITING PROGRAM DOCUMENT

The Program Document for each objective will detail strategies for meeting the conditions specified in the objective and will include: (1) clearly stated program objectives; (2) procedures for meeting the program objectives; (3) an investment plan; and (4) an evaluation strategy. The strategies shall be projected for a five-year period.

The Program Document will also contain an introductory statement and five parts consisting of the sub-objective statements and program activities, the evaluation design, the investment plan, a critical path chart, and a major event and sub-event breakdown.

The outline below should be followed in writing the Program Document to insure some uniformity in format for all Program Documents.

OUTLINE

AN INTRODUCTORY STATEMENT (Planning Committee and Office of Planning)

The Program Document should include an introductory statement which:

A. Establishes a rationale for the contents of the Program Document,

B. Relates to the overall need in the area under study,

C. Includes the State Board's major objective.

FIRST YEAR

PART I - SUB-OBJECTIVE AND PROGRAM ACTIVITIES

For each sub-objective provide the following information:

A. Statement of sub-objective (Planning Committee)

B. A narrative description of program activities (Planning Committee)

C. Research related to program effectiveness (Planning Committee and Office of Research)

D.   Estimated cost of program components (Planning Committee and Office of Planning).

PART II - EVALUATION DESIGN (Office of Research)

The evaluation design should include strategies for determining the appropriateness and effectiveness of the operational procedures and activities and the extent to which the sub-objectives are met:

A.   Process Evaluation

B.   Product Evaluation

PART III - INVESTMENT PLAN (Office of Planning)

The investment plan will include an estimate of the amount of funds necessary to support the program activities and will identify the source or sources of funds that may be available.

PART IV - MAJOR EVENT AND SUB-EVENT BREAKDOWN (Planning Committee and Office of Planning)

The major event and sub-event breakdown will detail in outline form the major events and sub-events that will occur in the implementation of the program activities. The outline should include the task to be performed, beginning and completion dates, and task assignments.

STARTING AND COMPLETION DATE STATUS REPORT

The Starting and Completion Date Status Report is a design by which the Office of Planning informs the Deputy Superintendents of the progress being made regarding the starting and completion dates of the activities related to the five-year plans.

This report is submitted bi-weekly to the Deputy Superintendents by the Office of Planning. For three different types of reports there are three individual forms:

Form A - White. This form will report the status of any activity that is to have been started or to have been completed during the specified two-week reporting period. Either a (yes) or a (no) will be checked (X) in Columns 1 and/or 6 to indicate that the activity did or did not begin and/or end as scheduled. Activities will be reported on Form A only once.

Form B - Green. This form will report the status of (1) any activity that was started or was completed one reporting period late and (2) any activity neither started nor completed that was scheduled to begin and/or end during the previous reporting period. The actual starting and/or completion dates will be inserted in Columns 2 and/or 6 in reporting the status of these activities. Activities will be reported on Form B only once.

Form C - Pink. This form will report the status of (1) any activity that was started or was completed more than one reporting period late and (2) any activity neither started nor completed that was scheduled to begin and/or end during two or more previous reporting periods. The actual starting and/or completion dates will be inserted in Columns 2 and/or 6 in reporting the status of these activities. Activities will continue to be reported on Form C until they have been started and/or completed.

STARTING AND COMPLETION DATE

STATUS REPORT

_____

(Reporting Period)

1 STARTED AS SCHEDULED		2 SCHEDULED STARTING DATE	3 ACTIVITY	4 STAFF ASSIGNMENT (NAME)	5 SCHEDULED COMPLETION DATE	6 COMPLETED AS SCHEDULED	
YES	NO					YES	NO

STARTING AND COMPLETION DATE

STATUS REPORT

ACTIVITIES ONE REPORTING PERIOD BEHIND SCHEDULE

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_____(Reporting Period)

1 SCHEDULED STARTING DATE	2 ACTUAL STARTING DATE	3 ACTIVITY	4 STAFF ASSIGNMENT (NAME)	5 SCHEDULED COMPLETION DATE	6 ACTUAL COMPLETIO DATE

- 37 -11

STARTING AND COMPLETION DATE

STATUS REPORT

ACTIVITIES TWO OR MORE REPORTING PERIODS BEHIND SCHEDULE

(Reporting Period)

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1 SCHEDULED STARTING DATE	2 ACTUAL STARTING DATE	3 ACTIVITY	4 STAFF ASSIGNMENT (NAME)	5 SCHEDULED COMPLETION DATE	6 ACTUAL COMPLETION DATE