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ABSTRACT

The study reported was designed to provide the research and development unit of a State division of vocational and technical education (D.V.T.E.) with an assessment of the impact of the "demonstration center method" as utilized by the D.V.T.E., including a data-based response to nine specific questions dealing with achievement of objectives; reports of impact; perceptions; pinpointing effective personnel, procedures, and materials; adequacy of planning; facilitating and constraining factors; administrative procedures; warranted modifications; and comparison of results and costs. The 16 demonstration centers encompassed a wide range of interests, emphases, objectives, and activities within the vocational-career education field. The demonstration center technique is used as a means of informing practitioners about a particular program or concept. It is a dissemination technique. Each center is described in the report. The findings were obtained by interview, questionnaire, and observation, and are extensively reported with interpretive commentary. Ten pages of conclusions and recommendations are organized with reference to the original nine questions; the research instruments and correspondence are appended. (Author/AJ)

A Final Report of An Impact Assessment of Demonstration Centers as a Dissemination Technique

A Cooperative Study by
Northern Illinois University
and the
State of Illinois
Illinois Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education

by Joseph R. Ellis
Project Director
October 24, 1974

A F I N A L R E P O R T

of

AN IMPACT ASSESSMENT OF DEMONSTRATION CENTERS AS A DISSEMINATION TECHNIQUE

A Project Funded by the D.V.T.E.

Presented to

Illinois Board of Vocational Education and Rehabilitation
The Division of Vocational and Technical Education
State of Illinois

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by

Joseph R. Ellis
Director of the Study

October 24, 1974

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT UNIT

The Research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Board of Vocational Education and Rehabilitation position policy.

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I. INTRODUCTION TO THE REPORT

Problem Area. On planet Earth, where the margin for error is becoming increasingly thin, the need for survival demands an educational system which can respond and deliver promptly and effectively. Often, in the face of new and mounting demands, the school has lagged or failed in altering its mission and objectives and/or in applying proven theories or developed technologies and strategies to its tasks. In order to give guidance to warranted educational change and to accelerate the rate of change, a purposeful, rational and systematic plan needs to be developed and implemented by trained and competent personnel.

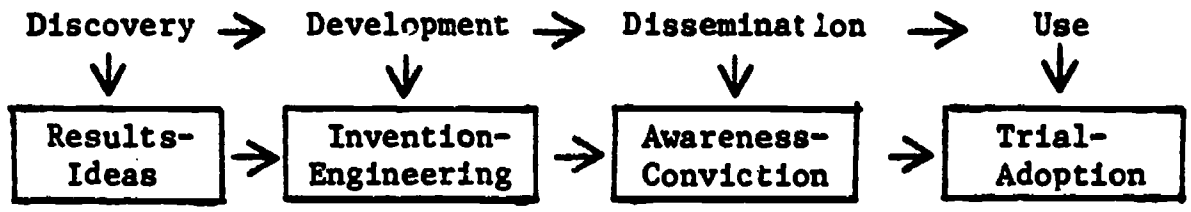
The change process that occurs within an educational system is categorized by theorists into a variety of different sequences--research (basic or applied), development, dissemination, and assimilation or adoption. Research is designed to advance knowledge about a particular subject and often provides the framework upon which developmental programs are founded. Developmental programs are designed to provide solutions to problems identified by research or user groups. Dissemination activities are designed to introduce the user to a new solution, innovation, or other kind of contribution to the target system. Assimilation activities are designed to incorporate the solution, innovation, or contribution into the educational system.

Underlying conditions, which establish the importance of the problem area discussed here, may be gleaned from a review of efforts aimed at improving programs and practices in schools. This review is summarized below:

a. Educational research and development communities have had little influence on decision-making, programs and practices occurring in the schools.

b. The "gap" between "what we know" and "what we do" in educational practices persists and the profession has not established an effective and systematic way to narrow the "gap."

c. The linear model for educational change, if it is to function efficiently and effectively, needs feedback from objective assessment of its impact.



d. Educational researchers and developers and educational practitioners have not related to each other satisfactorily. Teachers generally hold negative attitudes toward "out of touch" educational researchers and developers and have little regard for their findings and products. Researchers often are unaware of the concerns and problems of practitioners.

e. Approaches to educational improvements appear to rely more on change, bias, testimonials, custom and tradition, intuition, logical reasoning, trial and error or appeal to authority than on the evidence resulting from critical and systematic inquiry, development and diffusion.

f. The work of Everet Rogers in sociology and Egon Guba and David Clark in education give theoretical explanations, guidelines and models for achieving systematic change in education and provide guidance for assessing the impact of change agencies and agents.

Thus, both professional writing and field conditions offer a clear indication that a sphere of educational activity which has long

been in need of improvement is the area of diffusion. In order to assist in meeting that need, the Division of Vocational and Technical Education has encouraged and supported the establishment and operation of demonstration centers in Illinois to create awareness and convictions among educators in regard to particular innovations and developments in local educational agencies. Approximately $120,000 was spent during the years 1970-1973 to provide support for staff and materials production in local schools, for the purpose of highlighting locally conceived and developed ideas for other interested educators in Illinois. The Division of Vocational and Technical Education wishes to determine if the results obtained by these centers justify the expenditures. Have these centers influenced educators, school programs and practices, and students? It is this concern which posed the central problem for the study reported here.

Problem. What important impact do personnel and participants in sixteen D.V.T.E.-funded demonstration centers report these centers to have had on participants' awareness of the programs, practices, and materials demonstrated by these centers?

More specifically:

1. *To what extent did the centers achieve their objectives?*

2. *What major impact were the centers reported to have had on -*
   students?
   educators?
   instructional programs, materials and practices?

3. *What perceptions do center personnel and their consumers hold regarding the centers?*

4. *What personnel, procedures and materials appear to have made significant contributions to the achievement of centers' objectives?*

5. *How adequately were center plans developed?*

6. *What are the important facilitating and constraining factors reported to be associated with the centers?*

7. *How effective and appropriate were the administrative and management procedures associated with the centers?*

8. *What modifications appear to be warranted by the results of the evaluation?*

9. *How do demonstration centers compare with each other in terms of results attained and operational costs?*

Objective. The study reported here was designed to provide the Research and Development Unit, Division of Vocational and Technical Education, State of Illinois, with one hundred copies of a report of the assessment of the impact of the "demonstration center method" as utilized by the D.V.T.E. and including a data-based response to the above nine questions.

The Demonstration Centers. Sixteen demonstration centers, located throughout Illinois, and funded by the D.V.T.E. between 1969 and 1973, provide the focus of the study reported here. (See Table I.) These centers encompassed a wide range of interests, emphases, objectives and activities within the vocational-career education field. This range included home economics, horticulture, consumer education, occupational education planning, career education, business education and early school leaver programs.

The Research and Development Unit of the D.V.T.E. uses the demonstration center technique as a means of informing practitioners about

TABLE I

THE DEMONSTRATION CENTERS IN THE STUDY AND THE NUMBER OF INTERVIEWEES AND QUESTIONNAIRE RESPONDENTS FOR EACH CENTER*

N=140 Interviewees N=142 Questionnaire Respondents

Type and Location of Demonstration Center	Number of Interviewees	Number of Questionnaire Respondents	Type and Location of Demonstration Center	Number of Interviewees	Number of Questionnaire Respondents
Business Education Waubonsee Community College Sugar Grove, Illinois 60554	6	42	Home Economics Flora High School Flora, Illinois 62839	8	21
Career Education Joliet Public Schools #86 Joliet, Illinois 60435	9	8	Home Economics Lyons Twp. High School LaGrange, Illinois 60525	26	6
Career Education Thornton Area Public School South Holland, Illinois 60473	5	2	Horticulture Alton Community Unit #11 Alton, Illinois 62002	5	3
Career Education School District #89 Maywood, Illinois 60153	19	3	Horticulture Rochelle Twp. High School Rochelle, Illinois 61068	4	0
Consumer and Homemaking Education Southeastern Illinois College Harrisburg, Illinois 62946	7	135	Horticulture School District #73½ Skokie, Illinois 60067	1	0
Early School Leaver Program Carbondale Com. High School Carbondale, Illinois 62901	9	5	Horticulture Naperville Com. High School Naperville, Illinois 60540	2	3
Early School Leaver Program Kishwaukee College Malta, Illinois 60150	6	3	Joint Agreement Processor Hamilton High School District Hamilton, Illinois 62341	9	6
Early School Leaver Program Rockford Public Schools Rockford, Illinois 61101	10	5	Occupational Education Planning Sycamore High School Sycamore, Illinois 60178	14	26

*While 207 persons responded to the questionnaire, many reported that they had not visited one of the above centers; thus, they did not complete the questionnaire.

a particular program or concept. It is a dissemination technique and represents a viable attempt to move innovation closer to the potential user.

These demonstration centers were intended to:

1. create an awareness of a particular innovation among potential users.

2. offer 'would-be adopters' an opportunity to examine and assess the qualities and disadvantages of implementing a particular innovation (Prima Facie evidence).

3. provide potential users with a basis for assessing adaptability, feasibility, and utility of a particular innovation.

4. where possible, present the characteristics of an innovation as an integral part of an educational system.

Further clarification of the nature of these centers may be found in the following six points made by the D.V.T.E.

1. A demonstration center can only inform visitors. It cannot assure that visitors attending a center will adopt an innovation.

2. These demonstration centers were not established for the purpose of advocating one program as being better than any other. They presented only one solution to a problem. Hopefully, it was a viable solution.

3. These demonstration centers were not an attempt to externally control the variables within any particular school district.

4. These demonstration centers were not created to tell particular visitors about what they could do about factors affecting their school system. The factors which might be major barriers to change were often discussed, however, in the demonstration setting.

5. Because of the nature of the centers, (their physical setting, potential users, etc.) not all demonstration centers were designed to affect a large number of visitors.

6. Whereas workshops are designed to develop products and processes, (skills, competencies, techniques and materials) these demonstration centers were designed to inform.

While there was variation in the operation of these centers, most held one-day sessions for selected target populations. For some centers there was only the one-day or "one-shot" demonstration while others held several one-day sessions. Some held an "open-house" over a period of several days and one held a five-day "workshop." The dissemination strategies used included *telling techniques* (printed and spoken); *showing techniques* (visuals, "live" demonstrations, exhibits, simulations); *helping techniques* (consulting and direct assisting); *involving techniques* (sharing, interacting-discussing, and active participation) and *training techniques* (self-instruction, conferences and seminars).

There was also variation in the means whereby target populations were informed about the existence of the centers and the dates, times and places for demonstrations. Considerable diversity was practiced in the record-keeping, evaluating and reporting procedures used by the centers.

All of the centers were funded on the basis of a proposal submitted to and approved by the D.V.T.E. All centers had a director and were planned and implemented by groups which, in addition to professionals, frequently included community members and students. Many of the centers used D.V.T.E personnel, and consultants paid by the center, in preparing and/or presenting their demonstrations. The numbers and kinds of participants attending the centers varied considerably.

Brief descriptions of the sixteen centers appear below. They operated at varying times during the years 1970-1973.

The Demonstration Center for a Comprehensive Home Economics Program in a Medium-Sized High School was provided in Flora Township. High School, Flora, Illinois. This demonstration center was developed to allow school administrators, teachers and school board members from schools of similiar size and structure to have the opportunity to observe a total home economics program in action and to become aware of ways by which such a program could be funded. The center also functioned to share published and unpublished materials with participants in both the areas of consumer and homemaking education, as well as in personal and public service occupations. Two drive-in conferences were held at Flora High School, one in November of 1970, to show and tell about the Flora program, and one in February of 1971, to provide consultant service. In addition to observing and discussing the in-school program, participants were taken to various training stations to observe cooperative education students training in occupations related to personnel and public service, and to health occupations.

The Consumer and Homemaking Education Program for the Post-Secondary Level was a center operated by Southeastern Illinois College, a public junior college, near Harrisburg, Illinois. The Center personnel spent considerable time and effort in the identification of their target population and in the development of instructional

materials, methods and techniques suitable for working with low income adults who faced consumer and homemaking decisions and problems. The developed materials, methods and techniques were demonstrated to educators, agency personnel and business and lay leaders in the area served by the College. This demonstration was an all-day session held at the College and attended by a large number of persons. The demonstration provided participants with options and used a variety of activities to create awareness. As a follow-up service, limited, and for the most part informal, consultant services and materials distribution were provided by the Center.

The Demonstration Center for a Comprehensive Home Economics Program was operated at Lyons Township High School in La Grange Park, Illinois. It consisted of four one-day conferences, seasonally spaced so as to accommodate vocational education professionals throughout the one year of funding. The format of the demonstration day consisted of formal lectures, a slide presentation prepared and presented by the Lyons Township staff, and curriculum guides and position papers, also prepared by the staff, and freely distributed. Formal viewing of home economic classes at the high school was limited, due to the size of classrooms, and to scheduling difficulties. Participants were given time to speak with state representatives from the D.V.T.E. and members of the Lyons Township Home Economics staff. During the two years following the drive-in conferences, there were many requests for printed material concerning the Lyon's Township project, which were honored.

The demonstration center, Horticultural Instructional Packages: Alternatives for Occupational Education in Illinois, was provided in School District No. 73½, Skokie, Illinois. The director designed and carried out a program to introduce junior high school age students to career possibilities in the field of horticulture. A greenhouse was built next to the school and students were provided with direct experiences in growing plants to help in their understandings in the biological sciences. Both junior and senior high school teachers visited the program. Parents were involved in evening classes which provided learning experiences for adults in the science of horticulture.

The demonstration center, The Improvement of Horticultural Alternatives Packages for Schools with Existing Facilities, took place in High School District 107, in Naperville, Illinois. The district has a strong horticultural program as an elective in the high school curriculum. This demonstration center provided an opportunity for educators to view an ongoing horticultural program that has gained a popular place in the curriculum of a suburban high school. The plan to develop curriculum materials for other schools was realized only to the extent that a formal course of study of the Naperville Horticultural Program was made available to educators and other interested visitors.

The Horticultural Instructional Packages Demonstration Center was located in Alton Community School District No. 11. A limited number of horticultural instructional packages was developed and

operationally tested, and a slide series was created, to show various skill units. The project was developed to (a) show participants a way to start a viable horticulture program with a limited amount of funds, (b) establish a relevant occupational program in the applied biological and agricultural area which meets student needs, and (c) develop a greenhouse for instructional purposes. The demonstration center was made available to other school districts during the 1972-1973 school year on an appointment basis and through one open house in the spring of 1973. Participants were able to see the slide demonstration and visit the greenhouse. Students conducted tours to show what they were doing in relation to pot crops and merchandising plant materials.

The Rochelle Horticulture Demonstration Package was part of a state-wide demonstration center network emanating from the College of DuPage Horticulture Demonstration Center Program. The foci of the Rochelle Center were to build an inexpensive but very serviceable greenhouse and to develop and implement an ornamental horticulture program at the secondary level, utilizing the greenhouse facility. One open house and individual consulting meetings were held for interested agriculture teachers and school administrators from nearby districts. These were provided in an attempt to popularize and demonstrate what could be accomplished, programwise, in this vocational area, on a rather meager budget. The center and all associated activities were developed and conducted by the project director during the school year.

The Rockford School Leaver Program served as a demonstration center that offered sessions designed to permit participants to observe the downtown facility, instructional materials, program procedures, etc., that the Rockford district had developed to serve the educational needs of adolescents who, for one reason or another, had been turned off by the traditional high school program and had dropped out. The central focus of this program was assisting students in passing the G.E.D. examination. Three one-day demonstrations were conducted during the school year by the Director and staff of the downtown learning center. Secondary and post-secondary teachers, administrators, and guidance personnel, primarily from the northern sector of the State, attended these workshops.

The Demonstration Center for Exhibiting the Merits of a Cooperative Education School Leaver Program ("Operation Rebound") was operated by the Carbondale Community High School in Carbondale, Illinois. The Center demonstrated a special and highly flexible program which enrolled former high school dropouts who had returned to school for a unique school experience. Students sought graduation from the program through the G.E.D. or regular course work. The demonstration was conducted on a somewhat informal basis through an open house arrangement held on six days from 8:30 a.m. until 8:30 p.m. Participants were able to gain an awareness of the Center's offerings, materials, and procedures by attending a brief orientation session followed by optional activities which included examining materials,

observing classes, and talking with students, teachers and the Center's coordinator.

The KEEP Program at Kishwaukee Community College served as a demonstration center designed to create participant awareness of the program, materials, procedures and guidelines employed by guidance personnel at the College to serve the educational needs of high school dropouts of college age who feel a need to resume their high school education. The two demonstrations were conducted by the Kishwaukee counseling staff during the school year and were attended by some secondary level school personnel as well as the post-secondary community college teachers, administrators and guidance personnel for whom they were designed to serve.

The demonstration center, Vocational Information Project, was located in High School District No. 205, in Harvey, Illinois. This center tested and demonstrated the use of video tape in introducing elementary school children to career opportunities in their community. A series of video tapes were developed illustrating occupations in the area of Harvey, Illinois. These tapes were used extensively by elementary teachers in the area. An efficient system of distributing the tapes and the video equipment was worked out by the demonstration center. The plan of having individual schools develop and produce their own tapes of unique occupations of parents in that school did not develop because there were not enough technical personnel available to help the interested schools directly.

Project Joliet served as a demonstration center that offered sessions designed to show participants how Joliet school and community resources were being integrated and directed toward providing Joliet elementary grade students with career awareness and orientation experiences. Two one-day demonstrations were conducted during the school year by Joliet district staff and representatives from local business and industry. The project was coordinated by a local project director from the district's administrative staff. Teachers, administrators, and guidance personnel from across the State attended these workshops.

An Exemplary Project for Minority Group Children in the Elementary School Using Career Demonstration Centers, took place in School District No. 89, Maywood, Illinois. It was developed to display methods and materials in career education for the elementary grades. This center provided demonstrations through (a) two major "Expo" conferences conducted in a large conference center, (b) two one-week intensive workshops conducted by the director and selected resource persons, (c) twelve in-service sessions, at the request of near-by school districts, and (d) by-appointment visitation to selected district classrooms utilizing and focusing on career development activities. The director served as a contact point to classrooms and teachers demonstrating the career approaches and also, as organizer-conductor of training activities.

The Demonstration Center for Comprehensive Occupational Education Program Planning was operated by the Sycamore High School Community Unit District No. 427, Sycamore, Illinois. It was designed to create awareness of its successes in five areas of vocational education: industrial arts; health, and applied biological services; agriculture; business; and personal and public service. Although the year-long demonstration attracted many visitors and inquiries, as well as invitations for center personnel to speak at conferences, the demonstration effort was focused on three drive-in conferences, well-spaced through the year. The conferences utilized a full range of techniques: displays, posters, slide presentations, curriculum packages, club and organized guides, and small group idea-swaps. The project director, who was also the high school principal, and the heads of each of the departments mentioned above, were the primary implementers of the project.

The demonstration center at the Waubonsee Junior College, Sugar Grove, Illinois, the Secretarial Science Program, displayed procedures and materials for the development of individualized curricula in the secretarial sciences, primarily at the secondary level. The mission of the project was to provide an opportunity for secretarial science teachers to see an individualized instruction center, its materials, facilities, procedures and personnel (including students) in action, for a full day. The demonstration consisted of two parts: (a) a

pre-year and a post-year summer workshop for experienced teachers to initially prepare and subsequently evaluate learning modules for O.S.P.I. publication and distribution, (b) weekly one-day demonstrations, throughout the year, of the individualized learning center in action. Although each of the teachers in the secretarial science division of the center participated in creating learning modules and on-site demonstrations, the center's workshops, organizations, and initiatives were implemented by the coordinator. The project director served primarily as administrative officer.

The West Central Hancock County Vocational Education Joint Agreement involved four school districts: Carthage Community High School, Hamilton, Warsaw, and Nauvoo-Colusa. The Carthage Community High School served as the administrative district. This demonstration center showed a way in which four small schools can offer a viable vocational program through the utilization of a joint agreement. Because each school district by itself could not offer a varied and comprehensive vocational program, the schools entered into a joint agreement in which each school offered several programs and enrolled students from all four schools. Students rode buses to and from the schools which conducted the vocational technical programs. Two drive-in conferences were held in the spring of 1971 to permit participants to learn how the program was developed and operated. In addition to presentations by a representative from each district, participants were bused to the schools for on-site observations.

The Procedures of the Study. The project adhered to the descriptive survey method with the design and procedures derived from the problem and sub-questions raised on pages 3-4. Additionally, the study team implemented the following tasks:

1. consulted with staff of the D.V.T.E.'s Research and Development Unit and identified the location and key staff of each of the sixteen demonstration centers included in the study.

2. made an on-site visitation to each of the demonstration centers, talked with staff and obtained lists of people who attended each center.

3. surveyed, by interviews and questionnaires, a sampling of those who attended the centers and determined, (1) the extent to which participants were aware of innovations presented, (2) the effectiveness of specific dissemination techniques, and if innovations were implemented in local programs.

4. analyzed information, drew conclusions and made recommendations for the operation of future centers.

5. prepared 100 copies of the report of the study and delivered them to the D.V.T.E. at the termination of the contract period.

The director assembled a team of educators with the special competencies, backgrounds and recent relevant experiences necessary for the execution of the tasks inherent in the assessment. Dr. Joseph R. Ellis, Coordinator of Educational Research and Services at Northern Illinois University, was the director of the study. Team members were Dr. Roger Bardwell, Dr. Richard Erickson, Dr. Peter Abrams, Dr. Wesley Schmidt and Ms. Diann Musial of Northern Illinois University, and Mr. Peter Johnson, Principal of Sycamore High School.

In implementing Task No. 1, the Project Director met with personnel from the D.V.T.E. Research and Development Unit to identify and locate the demonstration centers included in the study. The study team reviewed documents and other literature related to each center, received briefings about each center, secured the names and addresses of local district personnel responsible for each center, and arranged for an initial on-site visit to each center.

In implementing Task No. 2, the Director contacted centers and collected materials, including a list of participants.

In preparation for implementing Task No. 3, the study team developed a questionnaire and interview guide. (See Appendix A and Appendix B.) A sample was selected from the lists of those who participated in center activities. The sample was surveyed by questionnaire to determine responses to the basic questions raised on pages 3-4 of this report. Furthermore, each team member selected a sample of center participants and available center personnel and interviewed them. While most of the interviews occurred on-site, some were conducted via the telephone. This sample selection was made on the basis of accessibility and convenience for the interview. The interview results provided additional and in-depth data and a basis for validating the questionnaire.

In implementing Task No. 4, the study team collected, processed, analyzed and interpreted the data obtained from the questionnaires and interviews and the limited observations. Data were collected in March, April and May of 1974. The Statistical Package for the Social

Sciences (SPSS) computer program was used for processing questionnaire responses, which were treated in terms of numbers, frequencies and percents and analyzed by composite and by position and level of educational service of respondents. Interview responses and observations were summarized in terms of patterns, trends and generalizations and compared with questionnaire results. Generalizations were made as responses to the problem questions on pages 3-4 of this report. These generalizations include conclusions and recommendations.

In implementing Task No. 5, the Director prepared drafts of the final report which were reviewed and revised by the study team. A preliminary final report in the form of an advanced draft was submitted to an appropriate person in the D.V.T.E. for review of quality of paper and print and of accuracy, form and style. One-hundred copies and abstracts of the final report were submitted to the Research and Development Unit Coordinator on October 24, 1974.

Additionally, a small dissemination "Package" aimed at operators or potential operators of demonstration centers was prepared for the D.V.T.E. This package, including visuals and conveying critical data found in the assessment, focused on center dissemination strategies and materials that "worked" and those that "did not work". The package also highlighted the kind of decisions which appear to be crucial in planning and operating a demonstration center.

II. REPORT OF THE FINDINGS

Introduction to the Report of the Findings. The findings of the study are presented first for the interview and then for the questionnaire.

Interview results are presented as generalized responses to the basic questions of the interview guide. The interview guide appears in APPENDIX B.

Questionnaire results are reported as a composite of responses. In APPENDIX C, they are also reported in terms of the respondents' positions and levels of educational service. The questionnaire appears in APPENDIX A.

In addition to the collection of data by questionnaires and interviews, observations were made of materials, equipment and facilities at most of the centers. In some instances observations were made in settings where adoptions had resulted from demonstration center activities. These observations are reflected in the presentation which follows.

Lastly, the responses to the questionnaire and the interview are reviewed for comparisons, patterns, and trends.

Report of the Interview Responses. Interviews were conducted with 140 persons who had been associated with one or more of the sixteen demonstration centers in the study. Fifty-eight of the interviewees were

involved with the production of the centers while the remaining eighty-two were participants in center activities. The interviews, for the most part, ranged in time from twenty to forty minutes. Most of the interviews were conducted in person at the demonstration center site or at the site of the interviewees' employment; however, some were conducted over the telephone. All of the centers are represented in the interview sample. In conducting the interview, an interview guide was used (see APPENDIX B).

The study's interview results supplement and validate the results of the study's questionnaire. Summaries of the interviewee responses to the twelve questions on the interview guide are presented below and on the following pages.

Question #1. *What is the interviewee's perception of the Demonstration Center? What comes to your mind when you hear or think of the Center?*

Response. Interviewees generally perceived the demonstration centers:

(a) in a positive way.
(b) as an enjoyable and meaningful in-service educational and professional growth experience.
(c) as a stimulus for rational and guided educational change.
(d) as an opportunity to become aware of new developments through firsthand experience.
(e) as a source of "practical" and "useful" ideas, information, techniques and materials that "make sense," have been tried, and show promise as alternative approaches to specific educational problems, programs and situations.
(f) as an opportunity for producers of the centers to "put it all together" by developing an innovative program for use in their (the host) districts.
(g) as an approach to change that should be continued, improved, and expanded.

Question #2. *To what extent do you consider the Center to have achieved its objectives?*

Response. Most of the interviewees were not aware of specific stated objectives of the centers. Most of them considered the centers to have been effective in creating awarenesses about the programs, practices and materials that they were demonstrating. However, one center did not function as a demonstration center and some attracted so few participants as to restrict or almost preclude their achieving objectives having to do with "awareness."

Many interviewees reported successful adoption of programs, practices and/or materials found in the demonstration centers.

In all instances the development of programs, practices and/or materials by center producers was achieved with a rather high degree of success. Producers reported their experience in developing their centers to have been a valuable in-service experience for themselves.

Question #3. *To what extent - in your opinion - are you and other educators in this area aware of the practices, programs and/or materials which the Center demonstrated or disseminated?*

Response. Interviewees provided a wide range of answers to this question. For those centers with few or no participants, awareness of the programs, practices and materials comprising the "content" of their center was known by only a few persons out of the center's setting. In several instances, center directors received requests for materials and information from persons who had not visited their center. Thus, it is difficult to assess the extent of awareness of the center.

For those who did visit a center, there was an indication of their having been well informed about the center as a result of their visit.

It appears that a lack of knowledge about the existence of the centers precluded many interested teachers and administrators from learning about that which the centers demonstrated.

Question #4. *Do you or do other educators who are aware of the practices, programs and/or materials demonstrated by the Center believe them to be relevant and of value to current professional practices and situations?*

Response. Interviewees, both center producers and participants, were in general agreement that the centers were oriented toward "real" school and community problems and they expressed a high degree of credibility regarding most of the programs, practices and materials demonstrated. They indicated that the centers were effective in creating both awareness and conviction.

It was pointed out that the relevance of the participant's visit to a center could be enhanced if center personnel knew the participant's needs and interests and accommodated these in the visit.

Question #5. *Do you know of any situations in which practices, programs and/or materials demonstrated by the Center have been adopted and placed in use?*

Response. For most of the centers, interviewees reported that a range of center programs, practices and/or materials had been adapted and/or adopted in a participant's setting. These adoptions included changes ranging from classroom practices, (e.g., the use of a green house, individualizing typing instruction and revamping course outlines) to complete program installation (e.g., an early school leaver program at Pana).

The changes which have been made as a result of demonstration center activities appear to have persisted and to have been judged effective by their adopters.

In the absence of formal follow-up studies conducted by the centers, knowledge of participant use and general educational change resulting from center activities was vague and often based on hearsay evidence. In some instances, the interviewers were able to observe situations in which practitioners used ideas, information, techniques and/or materials which they had learned about from a visit to one or more of the sixteen demonstration centers in this study.

Question #6. *What kind of Center activities were effective in making you aware of the Center and of the practices, programs and/or materials associated with it?*

Response. Interviewees did not report any one specific dissemination activity as being clearly the most effective in making them aware of center programs, practices and/or materials.

Patterns of dissemination activities functioning together were reported to be effective ways of creating awareness. Generally, the most effective pattern involved creating an overview of the center (brief verbal and visual descriptions using brochures, slide-tapes, displays, written directions, and spoken directions and explanations) followed by participant involvement (observation of on-going activities; interaction with materials and with those involved in the learning situation being demonstrated; examination of exhibits and displays) and summarizing activities (discussion and question-answer sessions with center personnel and students, and reviewing and taking home packaged printed materials).

Those activities which involved participants actively, and gave them a chance to interact with students, were rated high in their effectiveness.

Interviewees indicated that the very nature of the center contributed to its effectiveness in creating awareness. That is to say, the center demonstrated innovations that were relevant and motivating for the participant.

Question #7. *What does the interviewee consider to be the primary facilitating agent(s) of the Center? (What worked best and made it as effective as it was?)*

Response. The center director's expertise and commitment was most frequently mentioned in answer to this question. He or she would appear to be critical to the achievement of the center.

The support provided locally (community, business, schools), as well as the funds from D.V.T.E., were mentioned frequently as being essential to the success of the center.

The strategies used in attracting people to the center often determined the opportunity for making target populations aware of the innovations to be found at the center.

The participation of students in the demonstration center's planning and implementing activities was considered to be a facilitating factor.

Those dissemination activities which appear to have worked best in making participants aware operated in patterns and not in isolation. They emphasized participant active involvement with programs, practices and materials which could be observed as they operated naturally.

Lastly, hard work on the part of the center's producers was often mentioned as a facilitating factor.

Question #8. *What does the interviewee consider to be the primary constraining agent(s) of the Center? What didn't work or kept the Center from being more effective than it was?*

Response. Interviewees mentioned several factors which they perceived as constraints to the effectiveness of the center. The absence of the facilitating factors (see responses to question #8) were considered to be restraining. Specific constraints mentioned were:

1. difficulty in identifying and attracting target populations which precluded the effectiveness of some centers.
2. generally ineffective procedures for announcing the center's demonstration dates and activities.
3. short period of time between D.V.T.E approval and center operations.
4. geographic location limited attendance and made the center inaccessible to much of the state.
5. too much talk at the expense of other activities.
6. inadequate facilities and scheduling difficulties.
7. lack of local funds to continue activities initiated by the centers.
8. the lack of provisions (funds) for follow-through services, i.e., providing materials, consultation and subsequent meetings for interested school districts and agencies in the community.

Question #9. *Did the Center operate on the basis of adequate plans?*

Response. Interviewees indicated that on-site operations during the demonstration sessions reflected sound planning

which resulted in a generally efficient and effective use of time and resources. Center personnel impressed participants with a sense of direction, knowledge and competence regarding the demonstration activities. Materials, exhibits and presentations appear to have been well planned.

There were some exceptions to the above generalized interviewee responses. Those projects that sought to inform community agencies apparently should have involved agency personnel more extensively in their planning than they did. Agency personnel indicated that these demonstrations were oriented too heavily toward formal public school programs. Some interviewees suggested that center activities give added consideration to the uniqueness of the participants. It was suggested that interest, readiness and needs vary among participants, and that some way of knowing more about participants and adapting activities accordingly would increase the effectiveness of the centers.

The on-site evaluation and/or follow-up survey to determine participant reactions and awareness generally was not well planned.

The registration and record-keeping procedures of the centers were, in most cases, incomplete or inefficient. The Sycamore Center provides a model that might be adopted by other centers.

One often-mentioned concern which reflected ineffective planning, which in turn may have indirectly constrained several centers' effectiveness in creating awareness, involved the way that the demonstrations were announced. These announcements often did not reach the "right people" on time and/or did not serve to motivate attendance as had been expected. The announcement procedures used at the Consumer and Homemaker Education project at Southeastern Illinois College provide a model for announcing demonstration center activities.

The nature of the centers precluded planning for extensive follow-through services. Many interviewees thought such services were needed for full realization of the centers' potential to stimulate and help implement change. Plans for the development of the centers

usually were more complete and better realized than were those plans having to do with creating awareness of innovations demonstrated by the centers. One center did not become involved in demonstration activities at all.

Question #10. *How efficiently and effectively was the Center managed? (Seek interviewee's reason for responding as he or she did.)*

Response. Interviewee responses which referred to management were mostly positive and very similar to those having to do with planning. (See Question #9 above.) The expertise and energy of the center's director were recognized as essential elements in its management.

In the interest of efficiency, effectiveness and leadership, it was suggested that a D.V.T.E.-sponsored workshop for demonstration center leaders would have been of some help in furthering center program development and in planning demonstration procedures and activities.

Question #11. *If the Center were to be continued, what changes should be made?*

Response. A rather general change suggested by several interviewees was that the centers send announcements of center activities directly to the target population rather than just to administrators. Also, many suggestions were made about increasing the involvement of the target population in planning activities and increasing the use of students in planning and demonstration activities. Increased interaction between students and participants was also suggested.

Some interviewees wanted to see more emphasis on teaching techniques, (teacher-student interactions) and said that demonstrations should be carried out over a longer period of time than that used by most of the centers. Some interviewees would like to have had an overview of the center before the visit.

Many center producers wanted an increase on lead time between program approval and actual demonstration activities.

Responses indicated a desire for follow-through services after the visit, i.e., consultant services, additional materials, and subsequent related demonstrations. It was suggested that some centers should be funded on a two-year basis.

Question #12. *If you were summarizing this interview, what one thing would you be sure to emphasize concerning how you became aware of the Center's innovations?*

Response. Interviewee responses were varied, but formed a recurring pattern which included:

(a) positive feelings about the value and effectiveness of the centers as techniques of dissemination and stimuli for change.
(b) a desire for the continuation of demonstration centers as a means of informing school teachers and administrators and community leaders.
(c) the identification of a need for improving the means of making target populations aware of the centers and of their potential.
(d) suggestions of ways to facilitate increased teacher participation at demonstration center activities (released time).
(e) favorable comments on the relevance and realness of what was experienced at most centers.
(f) the hope that future demonstration center leaders would profit from the experiences of past center personnel, through workshops.

Report of the Questionnaire Responses. Center personnel provided lists of names of people who were said to have been participants in a center activity. Some of these lists included illegible writing and/or incomplete addresses, thus, random sampling procedures were precluded. The Director of the study therefore selected the sample with the intent of achieving representativeness. Four-hundred names, or about one-fourth of those appearing on the lists, were selected to receive the questionnaire. (See APPENDIX A.) It is possible that some interviewees also completed

questionnaires. However, respondents were assured anonymity and thus were not identified.

Two-hundred and seven, or 52% of the questionnaires, were returned. Seventy-two respondents, or 34.8% of the 207, indicated that they had not attended an activity at any of the centers. They returned the questionnaire without completing it further, as the instructions requested. Thus, 135, or 65.2% of the respondents, reported that they had attended activities at one or more of the sixteen centers of the study and proceeded to complete and return the questionnaire.

The questionnaire results are presented as a composite of responses and also in terms of the respondents' positions and their educational service levels. An exception to this format is made for those written comments and responses which appear on the questionnaires. These are reported as a composite of those most frequently mentioned. Lastly, a comparison of the interview and questionnaire results is presented.

The positions and levels of educational service of the respondents to the questionnaire appear in Tables II and III. It should be noted that almost half of the respondents were teachers. Nearly two-thirds of the respondents were employed in grades nine through twelve.

When asked about the impact which the demonstration centers had on their awareness, slightly more than one-third (35.3%) of the respondents reported that the center or centers they visited significantly increased their professional awareness while 57.9% reported somewhat of an increase in professional awareness as a result of their contact with one of the sixteen centers. Eight, or 6%, reported very little increase and less

TABLE II

RESPONDENTS BY POSITIONS HELD

N=102

POSITION	NO.	%
Teacher	48	48
Principal	6	6
Director-Coordinator of Vocational Education	20	20
Jr. College Staff	5	5
Other	23	23

TABLE III

RESPONDENTS BY LEVELS OF EDUCATIONAL SERVICE

N=135

LEVEL OF EDUCATIONAL SERVICE	NO.	%
Kindergarten - 8th Grade	19	14
Grades 9-12	89	66
Junior College	17	13
Other	10	7

than 1% reported the center to have had no impact on their professional awareness. (See Table IV.)

The data indicate that of those attending center activities, the teachers and administrators experienced a greater increase in professional awareness than did vocational education directors. In terms of level of educational service, the greatest increase in professional awareness appears to have occurred among those respondents working in grades nine through twelve. (See APPENDIX C-1 and C-2.)

When asked if there had been any changes in their settings as a result of a demonstration center involved in the study, 58.3% of the respondents replied "yes" and 41.7% replied "no." In those settings reported to have changed as a result of a center activity, the most impact appears to have been in programs offered (See Table V).

Of the participants, a larger percentage of vocational education directors (68.8%) reported changes in their settings resulting from a center than did teachers and administrators. A larger percentage of the participants employed at the level of grades nine through twelve reported change as a result of a center activity than did those working at other levels. Again, it was for the area of programs that change was most frequently reported. (See APPENDIX C-3 and C-4.)

Respondents were asked to rate demonstration center activities in terms of effectiveness in creating participant awareness of the programs, practices and materials demonstrated by the centers. Their responses appear in Table VI.

TABLE IV

COMPOSITE OF RESPONDENTS' REPORTS OF
DEMONSTRATION CENTER IMPACT ON THEIR AWARENESS

N=133

QUESTION	RESPONSES							
	Yes, Significantly		Yes, Somewhat		Very Little		Not at all	
	No.	%	No.	%	No.	%	No.	%
Do you consider your professional awareness to have been increased as a result of your contact with a demonstration center involved in this study?	47	35.3	77	57.9	8	6	1	.8

TABLE V

COMPOSITE OF RESPONDENTS' REPORTS OF
DEMONSTRATION CENTERS' IMPACT IN RESPONDENTS' SETTINGS

N=127

QUESTION	RESPONSES			
	YES		NO	
	No.	%	No.	%
Have there been any changes in your educational setting as a result of a demonstration center involved in this study?	74	58.3	53	41.7
If yes, have these changes been in:				
programs?	62	45.9		
practices?	42	31.1		
materials?	44	32.6		
other areas?	19	14.2		

TABLE VI

COMPOSITE OF RESPONDENTS' RATINGS OF THE EFFECTIVENESS OF DEMONSTRATION CENTER ACTIVITIES IN CREATING AWARENESS OF CENTER PROGRAMS, PRACTICES AND MATERIALS

N=135*

CENTER ACTIVITIES HAVING TO DO WITH:	Very Effective		Fairly Effective		Not Effective		Not Sure	
	No.	%	No.	%	No.	%	No.	%
Telling Techniques								
printed descriptions	49	45.4	48	44.4	7	6.5	4	3.7
spoken descriptions	69	60.0	40	34.8	2	1.7	4	3.5
question-answer sessions	52	47.7	48	44.0	2	1.8	7	6.4
slide-tape presentations	52	57.1	29	31.9	2	2.2	8	8.8
Showing Techniques								
visuals	59	57.8	40	39.2			3	2.9
"live" demonstrations	58	63.0	15	16.3	6	6.5	13	14.1
exhibits	41	43.2	37	38.9	8	8.4	9	9.5
simulations	18	27.3	24	36.4	4	6.1	20	30.3
on-site observations	61	62.2	26	26.5	5	5.1	6	6.1
Helping Techniques								
consulting	36	42.9	31	36.9	6	7.1	11	13.1
direct assisting	37	45.1	25	30.5	5	6.1	15	18.3
Involving Techniques								
sharing	51	54.8	25	26.9	3	3.2	14	15.1
interacting-discussing	58	54.7	33	31.1	5	4.7	10	9.4
active participation	45	55.6	19	23.5	5	6.2	12	14.8
Training Techniques								
self-instruction	27	37.0	25	34.2	9	12.3	12	16.4
conferences	24	31.2	34	44.2	4	5.2	15	19.5
seminars	14	20.0	28	40.0	5	7.1	23	32.9
tutoring	20	32.3	16	25.8	6	9.7	20	32.3

*Not all respondents responded to all categories.

Three of the top four rated activities *("live demonstrations," "on-site observations" and "visuals")* were associated with showing techniques while the third rated activity *("spoken descriptions")* was a telling technique. The three activities *("sharing," "interacting-discussing" and "active participation")*, associated with involving techniques, received the highest average rating as being "very effective."

"Self-instruction," "exhibits" and "consulting" received the highest "not effective" ratings.

It should be noted that none of the centers used all of the dissemination techniques and activities which appear in Table VI. Thus, responses reflect both the extent of the centers' use of the various activities and a rating of effectiveness as experienced by the participants.

In a comparison of the ratings of teachers, vocational education directors and administrators, regarding the effectiveness of dissemination techniques and activities in creating participant awareness, administrators gave the highest "very effective" ratings to *"spoken descriptions"* and *"on-site" observations"* and the highest "not effective" ratings to *"exhibits," "tutoring"* and *"simulations."* Vocational education directors gave the highest "very effective" ratings to *"sharing as an involving technique," "active participation"* and *"on-site observations."* They gave the highest "not effective" ratings to *"self-instruction"* and *"consulting."* Teachers gave the highest "very

effective" ratings to *"live demonstrations"* and *"slide tapes"* and the highest "not effective" ratings to *"direct assisting"* and *"interacting-discussing."* (See APPENDIX C-5.)

The fact that some activities which received the highest "very effective" ratings also received the highest "not effective" ratings indicates that the quality of the activity, in addition to the nature of the activity, was a critical determinant of its effectiveness.

When the ratings of effectiveness of the activities were examined in terms of the respondents' educational service levels, those respondents working at the junior college were found to give the activities a consistently higher "very effective" rating than did those who represented other levels. Those respondents working at the kindergarten through eighth grade level tended to give the lowest "very effective" rating. (See APPENDIX C-6.)

When asked if they would recommend that the Division of Vocational and Technical Education continue to sponsor demonstration centers, 95.9% of the respondents said "yes," and 4.1% said "no." Of those who said "yes," 51.6% said that the centers should be provided at the ninth through twelfth grade level; 18.3% said the centers should be at the sixth through eighth grade level; 17.0% said that they should be at "other" levels and 6.7% said that the centers should be at all levels. (See Table VII and VIII.)

When those respondents who recommended continued D.V.T.E. sponsorship of demonstration centers were asked in what occupational fields

TABLE VII

RESPONDENTS' RECOMMENDATIONS FOR FUTURE DEMONSTRATION CENTERS

N=121

QUESTION		COMPOSITE OF RESPONSES	
Would you recommend that the D.V.T.E. continue to sponsor demonstration centers?		No.	%
	YES	116	95.9
	NO	5	4.1

TABLE VIII

LEVELS AT WHICH RESPONDENTS RECOMMENDED FUTURE DEMONSTRATION CENTERS OPERATE

N=116

QUESTION	COMPOSITE RESPONSES*	
	NO.	%
If you recommend continued D.V.T.E. sponsorship of demonstration centers, at what levels should the centers be provided?		
Kindergarten - 5th grade	20	13.1
6th - 8th grade	28	18.3
9th - 12th grade	79	51.6
Other levels	26	17.0

*Some respondents checked more than one level. Eleven respondents checked all levels.

the centers should be provided, their responses included a wide range of fields. The ten most frequently mentioned fields appear below, in order of the highest frequency to the lowest.

Business Education

Consumer and Homemaking

All Vocational Fields

Career Education

Clothing

Health Occupations

Nutrition and Foods

Child Care

Industrial Arts

Secretarial and Office Occupations

III. CONCLUSIONS

The conclusions of the study are based on the findings found in responses to the interviews and questionnaire and, to a lesser extent, on observations made by interviewers. These conclusions are presented as responses to the nine basic questions of the study and as summary generalizations.

The nature of the procedures used in this study and of data collected defies statements of causation; thus, the study's conclusions are based primarily on self-reports of center producers and participants and are presented here in the form of descriptions.

1. To what extent did these centers achieve their objectives?

Response. (a) The centers helped to create meaningful awareness of educational innovations in hundreds of educators throughout Illinois. Many non-educators were also informed about these innovations as a result of the centers' activities.

(b) The centers stimulated and influenced educational change in several Illinois schools.

(c) Perhaps the most significant achievement of the centers was the successful program development necessary for their creation and operation.

(d) It should be noted that the centers ranged in their demonstration functions from an almost total absence of demonstration efforts to extensive and highly successful ones.

(e) The centers' level of operation and area of emphasis did not appear to influence the achievement of their objectives.

2. *What major impact were the centers reported to have had on -*

educators?
instructional programs, materials and practices?
students?

Response. (a) The impact which each center had on educators, instructional programs, materials and practices, and students was most apparent in the center itself and the school or district in which the center was located.

(b) In the locale where it operated, the center was, itself, an innovation.

(c) Approximately 1,600 educators participated in center demonstrations. The vast majority of these participants reported having gained an awareness of new and alternative approaches to educational problems, and many mentioned changes in programs and practices that had resulted from demonstration center activities.

(d) All of the centers devoted considerable time and effort to program development. For many, their most important achievement was the development of the innovation which they were to demonstrate. Each center provided its staff with the opportunity to "put it all together."

(d) The operation of the centers had a positive impact on the students who were part of the innovations being demonstrated, or who assisted in the centers' demonstration activities. The influence which the centers may have had on students elsewhere is mostly a matter of conjecture, based on favorable reports from participants. In situations where center-demonstrated innovations were observed to have been adopted, students were responding directly to the new programs, practices and/or materials.

3. *What perceptions do center personnel and their consumers hold regarding the centers?*

Response. (a) Center personnel and participants were in general agreement in their perception of the centers.

These perceptions were for the most part exceptionally positive.

(b) The centers were perceived as a source of new, practical and promising approaches, including programs, practices and materials for serious educational problems.

(c) The centers were seen as relevant, real and enjoyable in-service education experiences which offered an opportunity to become aware of new and meaningful alternatives.

(d) Those centers (all but two) which provided demonstration activities were generally seen by participants as being effective, efficient and worth continuing.

4. *What personnel, procedures and materials appear to have made significant contributions to the achievement of centers' objectives?*

Response. (a) The center director was the single most important factor in the success of the center.

(b) Support and cooperation from local school personnel was also essential to center success. Students provided an added dimension of credibility when used in demonstration roles.

(c) Procedures which went beyond the usual one of announcing the existence of the center through school superintendents gave added success in making people aware of the center and its focus.

(d) The procedures which appeared to have been the most effective in creating awareness of the programs, practices and materials being demonstrated involved patterns of activities, rather than any single activity. The use of several techniques in providing an overview of the center, active participant involvement in learning about the center and summarizing activities provided effective participant experience.

(e) Specific activities and materials which made especially significant contributions to the success of the centers' demonstration effort were "live" and on-site demonstrations, slide-tape presentations and active participation experiences.

5. *How adequately were center plans developed?*

Response. (a) The plans for the centers were well developed regarding the development of their innovations and their demonstrations (procedures, activities and materials).

(b) Plans for announcing the existence and nature of, and the dates for, the demonstration were often much less well developed and were often imprecise and only indirectly addressed to the target population of the center.

(c) Plans to learn about the needs, interests and readiness of the participants prior to the demonstration were usually non-existent, as were follow-up procedures.

6. *What are the important facilitating and constraining factors reported to be associated with the centers?*

Response. (a) The center's director was the critical facilitating factor in determining the success of the center.

(b) Support from other key persons from groups associated with the center was also important. Consultant services provided by the D.V.T.E. were most helpful.

(c) Demonstration activities and materials (active involvement, slide-tapes, "live" demonstrations, the use of students, interacting-discussions, and printed materials), when used as a pattern, facilitated the creation of awareness; however, in addition to the nature of the activity or material, their quality was important for success.

(d) A factor which served as a constraint upon the effectiveness and efficiency of the centers generally was the short period of time between the D.V.T.E.'s approval of the center and operations deadlines.

(e) For many centers, the difficulty in attracting appropriate members and a sufficient number of the target populations may have reduced the center's effectiveness.

(f) Facilities, location and scheduling difficulties posed serious problems for several centers.

(g) Lastly, the general lack of plans and resources for follow-through services to interested participants limited the potential impact of most of the centers.

7. *How effective and appropriate were the administrative and management procedures associated with the centers?*

Response. (a) The administrative and management procedures involved in the operation of the centers were apparently generally effective and efficient. However, the provision of adequate time between the funding of the center and its scheduled operation, the manner of announcing the center's existence and demonstration dates, and the failure to provide for follow-through services would appear to involve management decisions that need to be reconsidered.

(b) The management of those centers which offered little or no demonstration activities is questionable in terms of both effectiveness and accountability with respect to their demonstration function. This is not to conclude that these centers were not successful in the development of their innovations.

8. *What modifications appear to be warranted by the results of the evaluation?*

Response. (a) An overwhelming percent of those persons who responded to the questionnaire (95.9%) and the

interviews were in favor of continuing to support D.V.T.E demonstration centers. Additionally, most of these persons were pleased with the ways the centers had operated.

(b) Some suggested modifications appear as recommendations and follow in the next section of the report.

9. *How do demonstration centers compare with each other in terms of results attained and operational costs?*

Response. (a) Within the overall scope of the mission assigned to the centers, i.e., to create awareness, the funds provided by the D.V.T.E. were generally adequate.

(b) Those centers that spent a disproportionate amount of their funds on hardware and developmental activities sacrificed resources that could have enhanced their demonstration function.

(c) More than one center underspent their budget considerably and returned money to the D.V.T.E. Personnel in one of these centers were disappointed in the small number of participants who observed its well developed program. Had the returned money been spent on alternate ways of attracting participants and providing the demonstration, increased benefits might have been achieved.

(d) The nature of the centers and the expectations set by the D.V.T.E. make it difficult to compare them on the basis of costs benefits; however, those centers that made little or no effort to demonstrate their innovations yielded less of an immediate demonstration return on the dollar investment than did those centers which attracted and informed large numbers of participants.

(e) Uncertainty about the long-range impact of the centers further complicates the task of comparing them with each other and also with other efforts to influence educational change.

(f) Additionally, some centers were funded by the D.V.T.E with the knowledge that they were "high risk" and/or would appeal to a small population.

Additional Conclusions:

(a) The key indicators for predicting the success of a center involved the center's director: his or her commitment, expertise and effort. The position held by the director in the organization which hosted the center did not appear to influence the success of the center. Being a teacher or an administrator was not important, being a leader was. The proven effectiveness and favorable reputation of the director was important in gaining respect and support for the center and in attracting participants.

(b) The nature of the center's innovation and its pattern of dissemination activities were important to its success.

(c) Techniques using slide-tape presentations, students, observations of programs in operation, participant involvement and question-answer summary sessions provided effective means of creating awareness.

(d) Most of the centers devoted more time and effort to program development than to demonstration. Very little time was devoted to follow-through services. Thus, there is a basis for describing many of the centers as primarily development rather than demonstration projects. In general, the impact of the centers was mostly on those persons who developed them and in the district or school where they operated.

(e) Finally, some centers were constrained noticeably in achieving their objectives by the lack of experienced personnel, adequate space and facilities, planning time between contract approval and demonstration dates, and in attracting sufficient numbers of appropriate target populations.

IV. RECOMMENDATIONS

The recommendations of the study are based on its findings and conclusions. They are presented, first, in terms of actions which the D.V.T.E. might take to facilitate demonstration centers and, second, as actions which might be taken by persons responsible for the operation of demonstration centers similar to those involved in this study.

It is recommended that the D.V.T.E.:

1. continue to encourage, support and fund demonstration centers, being cognizant of needs at all educational levels.

2. conduct a needs assessment to provide data which can be used to determine areas of need and interest and used as criteria in selecting and guides in developing demonstration centers.

3. develop, and require the centers to use, standardized procedures and forms to facilitate routine activities (These should include forms for registering participants, participant feedback evaluation, guides for progress and final reports, follow-up instruments and schedules for reporting.) while taking care not to stifle or make the development and operation of the centers rigid.

4. provide workshops for center directors or potential directors to permit them to: (a) profit from the experience of past centers, (b) perfect appropriate routines and forms for conducting certain administrative procedures, and (c) improve their understandings and skills regarding demonstration activities.

5. provide increased consultant and supervisory services to facilitate development and demonstration activities and to improve accountability. (These services might involve making center personnel aware of the resources available through the

D.V.T.E., and periodic contacts initiated by the D.V.T.E. to offer assistance in the areas of management, planning, implementation, follow-through services and evaluation and report preparation.)

6. broaden the scope of the demonstration center to go beyond informing activities and to emphasize activities which build convictions and provide follow-through services.

7. assist centers in identifying and studying their target populations.

8. give centers sufficient lead time (th period between contract approval and demonstrations) to permit careful and complete center program development and preparation for demonstrations, including the identification and notification of target populations (Prior to funding, an effort should be made to determine what constitutes sufficient lead time for each center and schedule accordingly.).

9. sponsor a week-long demonstration center "fair" modeled somewhat after the title III, E.S.E.A. multi-project dissemination effort held at Quincy, Illinois.

10. develop alternative methods of informing potential users of the existence and nature of demonstration centers and of the times for their demonstrations. (This might be accomplished by (a) developing directories of potential users and relevant professional leaders and organizations, (b) using professional publications and (c) O.S.P.I. - D.V.T.E. resources and by making personal contacts. Making announcements through superintendents often results in communication delays and gaps. Furthermore, such procedures may unwillingly inhibit desired change. As one teacher stated, "I don't want to be sent places, I want to go on my own judgment.")

11. give special consideration to the competency, skill and commitment of the prospective center director as a primary criteria for selecting a center.

It is recommended that those persons operating demonstration centers:

1. participate in activities which the D.V.T.E. might provide to improve their competencies and to facilitate the development and operation of their center .

2. Work with the D.V.T.E. and, where appropriate, other agencies and organizations, to identify potential users.

3. give the potential users direct and personalized invitations to participate in the center's demonstration and inform them of what they can expect to find at the demonstration.

4. assess the needs, anxieties, interests, and readiness of participants and modify the demonstration to accommodate these. (For example, this might be accomplished by a pre-visit assessment form or as a part of orientation activities.)

5. use a variety of dissemination techniques in conducting the demonstration. (For example, slide-tape orientations; observations of innovations in operation; interactions with center personnel and students; question-answer summary sessions and packaged printed materials.)

6. fulfill the concept of the demonstration center as an effort to create awareness prior to attempts to develop competencies, skills and/or products through workshop activities.

7. plan for and provide follow-through services and materials for interested participants.

8. where it would appear necessary, plan the center to operate over a period of several sessions or for more than one year.

9. review carefully the report presented here and other documents related to the operation of demonstration centers.

10. develop and use formative evaluation procedures as feedback and a guide for modifying center operations.

APPENDIX

NORTHERN ILLINOIS UNIVERSITY

DEKALB, ILLINOIS 60115

Coordinator of Research and Services

COLLEGE OF EDUCATION

Area Code 815

Telephone 753-0442

May 11, 1974

Dear Educator:

Few of us can remember the frequently heard refrain of the great depression, "Buddy, can you spare a dime." However, most of us can recall vividly the many and recent request for our time to complete a questionnaire. You can make an educational "contribution" today by being so kind as to give ten minutes to respond to the questions on the attached sheet.

I have been asked by the State of Illinois Division of Vocational and Technical Education to conduct an assessment of the impact of sixteen demonstration centers. Our records indicate that you attended one or more of these centers. Your input in the form of a response to this questionnaire will be helpful.

These sixteen centers functioned primarily to increase awareness as compared to workshops which generally seek to develop products or participant competencies and skills. The D.V.T.E. would like to know the activities used by the centers which helped to increase your awareness of what was demonstrated.

Eventhough it may have been some time since you visited one of these centers or you may have been interviewed recently about these centers, your "best" recall and candid response is needed. Since there is no effort to identify respondents by name, your confidentiality is assured. Simply return the completed questionnaire to me in the enclosed postage-free envelope. I would like to have it within a week or so.

Thank you for giving your "ten minutes" and assistance to those who must make decisions about approaches to educational demonstration.

Sincerely,

Joseph R. Ellis
Project Director and
Professor of Education

JRE/cc

Enclosure

AN IMPACT ASSESSMENT OF THE DIVISION OF VOCATIONAL TECHNICAL EDUCATION FUNDED DEMONSTRATION CENTERS

May, 1974

Directions. Please provide the information requested by placing a check or words in the space for each item. You may need to check more than one alternative for some items. Mail the completed questionnaire in the enclosed postage-free envelope.

Section I. Reference Data.

1. *I (have ___) (have not ___) attended one of the following centers. If NOT, STOP: return the questionnaire now. THANK YOU.*

2. *The D.V.T.E. demonstration center(s) which I attended was:*

___ *Home ec.-LaGrange*
___ *Home ec.-Flora High School*
___ *Career ed.-Thornton (S. Holland)*
___ *Occupational Ed. Plan.-Sycamore*
___ *Business ed.-Waubonsee College*
___ *Career ed.-Joliet*
___ *Do not recall the Center*
___ *Career ed.-Maywood*
___ *Horticulture-Naperville*
___ *Horticulture-Skokie*
___ *Horticulture-Rochelle*
___ *Horticulture-Alton*
___ *Early Sch. Leaver Prog.-Rockford*
___ *Early Sch. Leaver Prog.-Carbondale*
___ *Early Sch. Leaver Prog.-Kishwaukee College*
___ *Joint Agreement Proc.-Hamilton area*
___ *Consumer & Homemaking-Southeastern Ill. Col.*

3. *My present position is _____ at (K-8) ___; (9-12) ___; Jr. College ___; Other ___, (please specify):* _____.

Section II. Impact Data.

4. *Do you consider your professional awareness to have been increased as a result of your contact with one of the above centers?*
___ *Yes, significantly;* ___ *Yes, somewhat;* ___ *Very little;* ___ *Not at all.*

5. *What impact did the center make on you and on your district? Specifically, have there been changes in your educational setting as a result of a demonstration center?*
___ *Yes* ___ *No. If yes, please describe the impact on:*

programs: _____

practices: _____

materials: _____

other areas: _____

6. *Which materials and technique(s) used by the center helped you the most to comprehend what the center was demonstrating?*

materials: _____

techniques: _____

7. *Which materials and technique(s) used by the center helped you the most to realize the relevance and value of what the center was demonstrating?*

materials: _____

techniques: _____

8. *In relation to the center(s) that you visited, how would you rate the effectiveness of the activities listed below in increasing your awareness of the practices, programs and/or materials associated with that center? (Place your check in what you consider to be the appropriate rating column.)*

CENTER ACTIVITIES HAVING TO DO WITH:	*Very Effective*	*Fairly Effective*	*Not Effective*	*Not Sure*	*Comments on techniques that did or did not work*
Telling Techniques					
printed descriptions					
spoken descriptions					
question-answer sessions					
slide-tape presentations					
other (specify)					
Showing Techniques					
visuals					
"live" demonstrations					
exhibits					
simulations					
on-site observations					
other (specify)					
Helping Techniques					
consulting					
direct assisting					
other (specify)					
Involving Techniques					
sharing					
interacting-discussing					
active participation					
other (specify)					
Training Techniques					
self-instruction					
conferences					
seminars					
tutoring					
other (specify)					

9. *How could information and assistance have been provided differently to have increased your awareness of the center and of what it was demonstrating?*

_____

_____

_____

10. *Would you recommend that the D.V.T.E. continue to sponsor demonstration centers?*
___ Yes ___ No If yes, please respond to items 10.1 and 10.2 below.

10.1 Why? _____

_____

_____

10.2 In what occupational fields and at what levels should demonstration centers be provided? Fields: _____

_____

Levels: __ K-5; __ 6-8; __ 9-12; __ other.

THANK YOU: PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO J.R. Ellis, Northern Illinois University, DeKalb, Illinois 60115.

APPENDIX A (con't.)

Questionnaire Follow-up Postal Card

Dear Educator: *May, 1974*

Just a note of thanks for completing and returning the Demonstration Center Impact Assessment questionnaire which I sent to you. We appreciate your efforts very much.

If, for some reason, you have not yet completed and returned this questionnaire, we request that you do so at your earliest convenience.

Sincerely,

Dr. Joseph R. Ellis, Project Director

Vocational Education Demonstration Center Impact Assessment
College of Education, Northern Illinois University
DeKalb, Illinois 60115

APPENDIX B

INTERVIEW GUIDE

AN IMPACT ASSESSMENT OF
DEMONSTRATION CENTERS AS A DISSEMINATION TECHNIQUE
Division of Vocation and Technical Education
State of Illinois

Spring-1974

"A" REFERENCE DATA: Interviewer _____ Place _____ Date _____
Name of Demo. Center _____
Host District _____ Location of Center _____
Interviewee: Position _____
Relation to Center: Staff ☐ Associate ☐ Consumer ☐
Describe involvement with the Center: _____
_____

1. What is the interviewee's perception of the Demonstration Center? What comes to your mind when you hear or think of this Center?

2. To what extent do you consider the Center to have achieved its objectives? (Make the interviewee aware of the objectives.)

3. To what extent - in your opinion - are you and other educators in this area aware of the practices, programs and/or materials which the Center demonstrated or disseminated?

4. Do you or do other educators who are aware of the practices, programs and/or materials demonstrated by the Center believe them to be relevant and of value to current professional practices and situations?

5. Do you know of any situations in which practices, programs and/or materials demonstrated by the Center have been adopted and placed in use?

   (a) If yes - describe the practices, programs and/or materials and the situation where implemented.

   (b) If yes - do you know how well the adoption has worked?

   (c) If yes - how long did the adoption persist?

6. What kind of Center activities were effective in making you aware of the Center and of the practices, programs and/or materials associated with it?

Activities	Very Effective	Fairly Effective	Not Effective	Don't Know	Comments
Telling					
via print					
via non-print					
etc.					
Showing					
visuals					
"live" demonstrations					
etc.					
Helping					
consulting					
advising					
etc.					
Involving					
sharing					
interacting					
active participation					
Training					
workshops					
conferences					
seminars					
"tutoring"					
etc.					
Intervening					

Comments

7. What does the interviewee consider to be the primary facilitating agent(s) of the Center? (What works best and made it as effective as it was?)

8. What does the interviewee consider to be the primary constraining agent(s) of the Center? What didn't work or kept the Center from being more effective than it was?

9. Did the Center operate on the basis of adequate plans?

10. How efficiently and effectively was the Center managed? (Seek interviewee's reason for responding as he or she did.)

11. If the Center were to be continued, what changes should be made in:

(a) its emphasis -

(b) its method of operating -

(c) If you were to visit the Demonstration Center again, what changes would you suggest?

12. If you were summarizing this interview, what one thing would you be sure to emphasize concerning how you become aware of the Center's innovations for dissemination?

APPENDIX C-1

TEACHERS', VOCATIONAL EDUCATION DIRECTORS' AND SCHOOL ADMINISTRATORS' REPORTS OF DEMONSTRATION CENTER IMPACT ON THEIR AWARENESS

N=85

QUESTION	RESPONSES							
	Respondents	Yes, Significantly		Yes, Somewhat		Very Little		Not at All	
		No.	%	No.	%	No.	%	No.	%
Do you consider your professional awareness to have been increased as a result of your contact with a demonstration center involved in this study?	Teachers	21	40.4	28	53.8	2	3.8	1	1.9
	Vocational Directors	5	27.8	10	55.6	3	16.7	0	0.0
	Administrators	5	33.3	10	66.7	0	0.0	0	0.0

APPENDIX C-2

REPORT OF DEMONSTRATION CENTER
IMPACT ON AWARENESS IN TERMS OF
LEVELS OF RESPONDENTS' EDUCATIONAL SERVICE

N=131

QUESTION	RESPONSES							
	Respondents' Level of Service	Yes, Significantly		Yes, Somewhat		Very Little		Not at All	
		No.	%	No.	%	No.	%	No.	%
Do you consider your professional awareness to have been increased as a result of your contact with a demonstration center involved in this study?	K - 8	4	40.0	4	40.0	1	10.0	1	10.0
	9 - 12	27	31.8	55	64.7	3	3.5	0	0.0
	Jr. College	10	52.6	7	36.8	2	10.5	0	0.0
	Other	5	29.4	10	58.8	2	11.8	0	0.0

APPENDIX C-3

TEACHERS, VOCATIONAL EDUCATION DIRECTORS'
AND SCHOOL ADMINISTRATORS'
REPORT OF THE DEMONSTRATION CENTERS'
IMPACT ON THEIR SETTINGS

N= 135

QUESTION	RESPONSES				
	Respondents	YES		NO	
		No.	%	No.	%
Have there been any changes in your educational setting as a result of a demonstration center involved in this study?	Teachers	27	56.3	21	43.8
	Vocational Directors	11	68.8	5	31.3
	Administrators	10	62.5	6	37.5
If yes, have these changes been in: programs?	Teachers	23	44.2		
	Vocational Directors	12	66.7		
	Administrators	8	50.0		
practices?	Teachers	12	23.1		
	Vocational Directors	9	50.0		
	Administrators	7	43.8		
materials?	Teachers	18	34.6		
	Vocational Directors	7	38.9		
	Administrators	5	31.3		
other areas of school?	Teachers	8	15.7		
	Vocational Directors	3	16.7		
	Administrators	1	6.3		

APPENDIX C-4

REPORT OF DEMONSTRATION CENTER IMPACT ON RESPONDENTS' SETTINGS, IN TERMS OF RESPONDENTS' LEVELS OF EDUCATIONAL SERVICE

N=135

QUESTION	Respondents By Level of Service	RESPONSES			
		YES		NO	
		No.	%	No.	%
Have there been any changes in your educational setting as a result of a demonstration center involved in this study?	K - 8	4	40.0	6	60.0
	9 - 12	51	64.6	28	35.4
	Jr. College	9	50.0	9	50.0
	Other	9	50.0	9	50.0
If yes, have these changes been in:					
programs?	K - 8	4	40.0		
	9 - 12	43	50.6		
	Jr. College	6	31.6		
	Other	8	42.1		
practices?	K - 8	4	40.0		
	9 - 12	27	31.8		
	Jr. College	3	15.8		
	Other	8	42.1		
materials?	K - 8	4	40.0		
	9 - 12	31	36.5		
	Jr. College	4	21.1		
	Other	5	26.3		
other areas of school?	K - 8	4	40.0		
	9 - 12	9	10.6		
	Jr. College	1	5.3		
	Other	5	27.8		

APPENDIX C-5

RESPONDENTS' RATINGS OF THE EFFECTIVENESS OF DEMONSTRATION CENTER ACTIVITIES IN CREATING AWARENESS OF CENTER PROGRAMS, PRACTICES AND MATERIALS, PRESENTED IN TERMS OF RESPONDENTS' POSITIONS

N= 135

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents' Positions	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
Telling Techniques									
printed descriptions	Teachers	20	51.3	14	35.9	2	5.1	3	7.7
	Voc Ed Directors	5	33.3	9	60.0	0	0.0	1	6.7
	Administrators	5	50.0	2	14.3	2	14.3	0	0.0
spoken descriptions	Teachers	27	61.4	13	29.5	0	0.0	4	9.1
	Voc Ed Directors	9	56.3	6	37.5	1	6.3	0	0.0
	Administrators	10	76.9	3	23.1	0	0.0	0	0.0
question-answer sessions	Teachers	22	52.4	13	31.0	1	2.4	6	14.3
	Voc Ed Directors	5	35.7	9	64.3	0	0.0	0	0.0
	Administrators	6	36.4	4	36.4	1	9.1	2	18.2
Showing Techniques									
visuals	Teachers	25	65.8	11	28.9			2	5.3
	Voc Ed Directors	6	42.9	8	57.1			0	0.0
	Administrators	4	30.8	8	61.5			1	7.7
"live" demonstrations	Teachers	25	69.4	3	8.3	2	5.6	6	16.7
	Voc Ed Directors	7	53.8	3	23.1	1	7.7	2	15.4
	Administrators	6	46.2	4	30.8	1	7.7	2	15.4
exhibits	Teachers	15	48.4	10	32.3	1	3.2	5	16.1
	Voc Ed Directors	4	36.4	6	54.5	0	0.0	1	9.1
	Administrators	4	28.6	5	35.7	3	21.4	2	14.3
simulations	Teachers	9	36.0	9	36.0	1	4.0	6	24.0
	Voc Ed Directors	1	12.5	3	37.5	0	0.0	4	50.0
	Administrators	1	8.3	3	25.0	2	16.7	6	50.0
on-site observations	Teachers	21	52.5	15	37.5	2	5.0	2	5.0
	Voc Ed Directors	8	66.7	2	16.7	0	0.0	2	16.7
	Administrators	10	76.9	1	7.7	1	7.7	1	7.7

APPENDIX C-5 (Continued)

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents' Positions	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
Helping Techniques									
consulting	Teachers	16	47.1	10	29.4	2	5.9	6	17.6
	Voc Ed Directors	3	42.9	2	28.6	1	14.3	1	14.3
	Administrators	6	46.2	5	38.5	1	7.7	1	7.7
direct assisting	Teachers	12	36.4	9	27.3	3	9.1	9	27.3
	Voc Ed Directors	2	40.0	2	40.0	0	0.0	1	20.0
	Administrators	5	38.5	5	38.5	2	15.4	1	7.7
Involving Techniques									
sharing	Teachers	19	50.0	10	26.3	1	2.6	8	21.1
	Voc Ed Directors	8	88.9	1	11.1	0	0.0	0	0.0
	Administrators	6	46.2	4	30.8	1	7.7	2	15.4
interacting-discussing	Teachers	22	53.7	10	24.4	3	7.3	6	14.6
	Voc Ed Directors	7	48.3	5	41.7	0	0.0	0	0.0
	Administrators	7	50.0	5	35.7	1	7.1	1	7.1
active participation	Teachers	19	54.3	9	25.7	1	2.9	6	17.1
	Voc Ed Directors	4	66.7	2	33.3	0	0.0	0	0.0
	Administrators	6	46.2	3	23.1	2	15.4	2	15.4
Training Techniques									
self-instruction	Teachers	9	32.1	13	46.2	0	0.0	6	21.4
	Voc Ed Directors	0	0.0	2	40.0	1	20.0	2	40.0
	Administrators	5	38.5	4	30.8	2	15.4	2	15.4
conferences	Teachers	12	38.7	10	32.3	1	3.2	8	25.8
	Voc Ed Directors	2	22.2	6	66.7	0	0.0	1	11.1
	Administrators	4	30.8	4	30.8	1	7.7	4	30.8
seminars	Teachers	6	20.7	8	27.6	2	6.9	13	44.8
	Voc Ed Directors	1	12.5	6	75.0	0	0.0	1	12.5
	Administrators	2	18.2	4	36.4	1	9.1	4	36.4
tutoring	Teachers	9	31.0	8	27.6	2	6.9	10	34.5
	Voc Ed Directors	1	33.3	1	33.3	0	0.0	1	33.3
	Administrators	3	27.3	2	18.2	2	18.2	4	36.4

APPENDIX C-6

RESPONDENTS' RATINGS OF THE EFFECTIVENESS OF DEMONSTRATION CENTER ACTIVITIES IN CREATING AWARENESS OF CENTER PROGRAMS, PRACTICES, AND MATERIALS, PRESENTED IN TERMS OF RESPONDENTS' EDUCATIONAL SERVICE LEVELS

N= 135

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents by Level of Service	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
Telling Techniques									
printed descriptions	K - 8	4	44.4	4	44.4	0	0.0	1	11.1
	9 - 12	31	47.7	31	47.7	2	3.1	1	1.5
	Jr. College	8	50.0	6	37.5	2	12.5	0	0.0
	Other	5	31.3	6	37.5	3	18.8	2	12.5
spoken descriptions	K - 8	3	30.0	5	50.0	1	10.0	1	10.0
	9 - 12	46	65.7	21	30.0	1	1.4	2	2.9
	Jr. College	10	58.8	6	35.3	0	0.0	1	5.9
	Other	8	50.0	8	50.0	0	0.0	0	0.0
question-answer sessions	K - 8	3	37.5	4	50.0	1	12.5	0	0.0
	9 - 12	33	50.0	27	40.9	1	1.5	5	7.6
	Jr. College	8	50.0	6	37.5	0	0.0	2	12.5
	Other	8	47.1	9	52.9	0	0.0	0	0.0
slide-tape presentations	K - 8	1	20.0	3	60.0	0	0.0	1	20.0
	9 - 12	33	62.3	14	26.4	2	3.8	4	7.5
	Jr. College	11	64.7	4	23.5	0	0.0	2	11.8
	Other	7	50.0	6	42.9	0	0.0	1	7.1
Showing Techniques									
visuals	K - 8	4	50.0	4	50.0			0	0.0
	9 - 12	37	61.7	20	33.3			3	5.0
	Jr. College	9	56.3	7	43.8			0	0.0
	Other	8	50.0	8	50.0			0	0.0
"live" demonstrations	K - 8	3	42.9	2	28.6	1	14.3	1	14.3
	9 - 12	37	63.8	9	15.5	3	5.2	9	15.5
	Jr. College	11	78.6	1	7.1	0	0.0	2	14.3
	Other	6	50.0	3	25.0	2	16.7	1	8.3
exhibits	K - 8	3	37.5	3	37.5	0	0.0	2	25.0
	9 - 12	26	46.4	22	39.3	2	3.6	6	10.7
	Jr. College	5	35.7	7	50.0	1	7.1	1	7.1
	Other	5	33.3	5	33.3	5	33.3	0	0.0

APPENDIX C-6 (Continued)

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents by Level of Service	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
simulations	K - 8	0	0.0	2	40.0	0	0.0	3	60.0
	9 - 12	12	30.8	12	30.8	1	2.6	14	35.9
	Jr. College	5	41.7	5	41.7	1	8.3	1	8.3
	Other	1	11.1	4	44.4	2	22.2	2	22.2
on-site observations	K - 8	3	42.9	3	42.9	1	14.3	0	0.0
	9 - 12	37	61.7	17	38.3	1	1.7	5	8.3
	Jr. College	12	70.6	3	70.6	1	5.9	1	5.9
	Other	1	11.1	4	44.4	2	22.2	2	22.2
Helping Techniques consulting	K - 8	1	16.7	4	66.7	0	0.0	1	16.7
	9 - 12	20	41.7	18	37.5	3	6.3	7	14.6
	Jr. College	9	56.3	3	18.8	1	6.3	3	18.8
	Other	5	41.7	5	41.7	2	16.7	0	0.0
direct assisting	K - 8	2	40.0	1	20.0	1	20.0	1	20.0
	9 - 12	19	39.6	19	39.6	1	2.1	9	18.8
	Jr. College	9	56.3	3	18.8	0	0.0	4	25.0
	Other	6	50.0	2	16.7	3	25.0	1	8.3
Involving Techniques sharing	K - 8	3	50.0	2	33.3	0	0.0	1	16.7
	9 - 12	30	52.6	13	22.8	2	3.5	12	21.1
	Jr. College	10	62.5	5	31.3	0	0.0	1	6.3
	Other	7	58.3	4	33.3	1	8.3	0	0.0
interacting-discussing	K - 8	3	37.5	2	25.0	2	25.0	1	12.5
	9 - 12	32	51.6	21	33.9	2	3.2	7	11.3
	Jr. College	12	63.2	5	26.3	0	0.0	2	10.5
	Other	11	73.3	3	20.0	1	6.7	0	0.0
active participation	K - 8	3	60.0	1	20.0	1	20.0	0	0.0
	9 - 12	26	53.1	12	24.5	1	2.0	10	20.4
	Jr. College	9	64.3	2	14.3	2	14.3	1	7.1
	Other	6	50.0	4	33.3	1	8.3	1	8.3
Training Techniques self instruction	K - 8	2	40.0	2	40.0	0	0.0	1	20.0
	9 - 12	13	31.7	16	39.0	3	7.3	9	22.0
	Jr. College	10	71.4	3	21.4	0	0.0	1	7.1
	Other	1	8.3	4	33.3	6	50.0	1	8.3

APPENDIX C-6 (Continued)

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents by Level of Service	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
conferences	K - 8	0	0.0	4	66.7	0	0.0	2	33.3
	9 - 12	15	33.3	18	40.0	2	4.4	10	22.2
	Jr. College	6	42.9	5	35.7	1	7.1	2	14.3
	Other	3	27.3	6	54.5	1	9.1	1	9.1
seminars	K - 8	0	0.0	2	40.0	0	0.0	3	60.0
	9 - 12	6	15.0	16	40.0	3	7.5	15	37.5
	Jr. College	4	30.8	5	38.5	1	7.7	3	23.1
	Other	4	33.3	5	41.7	1	8.3	2	16.7
tutoring	K - 8	0	0.0	3	60.0	0	0.0	2	40.0
	9 - 12	11	28.9	10	26.3	3	7.9	14	36.8
	Jr. College	8	66.7	1	8.3	1	8.3	2	16.7
	Other	1	14.3	2	28.6	2	28.6	2	28.6