

Also the information specialists build their own clientele and frequently conduct workshops on request. Often this produces a grassroots effort when teachers and administrators press for acceptance of the service in their school systems.

Both the director and information specialists use a slide tape to present the services. This presentation is not meant to be completely self-explanatory, but is supplemented with charts and printed materials. The first slide tape contained too much information and, although created for a scholarly audience, was not very interesting. IES's latest slide tape, featuring the concept that the viewers are there to help children, has been very well received.

Unfortunately the time consuming nature of these activities has prohibited their expansion. It would be desirable to employ a person on a full time basis for field marketing activities.

Several journal articles and advertisements have been published in the key educational publications in Massachusetts. They include the following:

- "Information Searches Offered to Educators,"
The Common Wealth, November 1972.
- "Educational Information at Your Service,"
The Common, June 1973.
- "Search and Rescue in Educational,"
MASC Journal, March 1973.
- "Need Information? Ask SEIC,"
The Massachusetts Teacher, March 1973.

- "Easy Access to Educational Information,"
Kaleidoscope, Fall 1973.
- "Institute for Educational Services, Inc.,"
Kaleidoscope, Winter 1973.
- "I Am Still Learning," Kaleidoscope, Spring 1974.

The journal approach to marketing the services has proved to be moderately successful in that it has produced one-time, nonsustained peaks in the sales curves. User feedback on the articles has indicated that although topical and correct they are too scholarly or above the level of the average reader.

Initially the same criticism held true for IES's brochures. In an attempt to be complete they were confusing. They also left the reader in doubt as to whom to call for information. The revised brochure, however, has received wide acceptance for its content, design, and clarity.

Among IES's most successful marketing adjuncts have been the News Notes and Resource Guides published bimonthly (on alternate months) by SMERC. These publications acquaint the user with the latest materials, many of which are fugitive and therefore solely available from SMERC. Examples of these publications can be found in Volume II, Section 14.

SID SALES

From the inception of the SID service in November 1972 through August 1974, 715 search requests have been processed under the SEIC project. The monthly sales demand is shown in Figure 11.

The first major peak in the demand curve occurred in March 1973. This is attributed to the buildup in the marketing efforts that occurred at

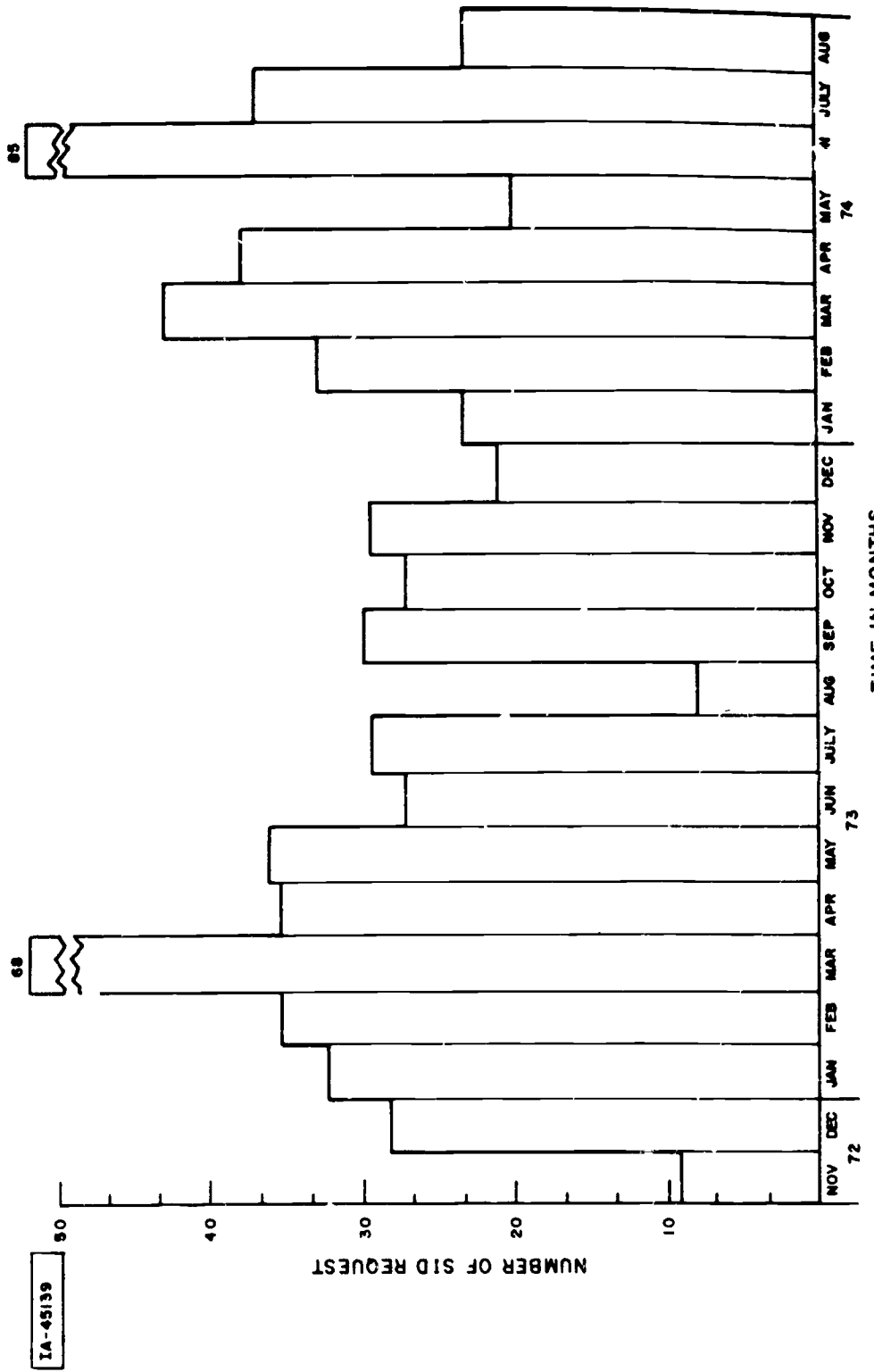


Figure 11. Monthly SID Sales: November 72 -- August 74

that time. It involved three journal publications (The MASC Journal, The Massachusetts Teacher, and Kaleidoscope) and several direct personal contacts made by IES.

The second major peak in the demand curve occurred in June 1974. Two major factors accounted for this. First, several searches were performed for school personnel who were undertaking curriculum development activities during the summer months. Related to this is the second factor which involves the subscriptions that had been negotiated by that time.

The two major low demand months occurred in November 1972 and August 1973. The former was the month in which the service became operational and the latter reflects summer vacations that traditionally occur in the month of August.

DEMAND FOR SID SERVICES BY TARGET GROUPS

Users of the SID service can be classified into six categories as shown in Table III which also shows the percentage of SID requests that have been received from each group.

With respect to the first four categories shown in Table III, users have resided both within and outside state. More specifically, 87 percent of the requests came from Massachusetts school administrators, while 92 percent of the requests from the local school faculty, 94 percent of those from university administrators and faculty, and 99 percent of those from university students also were Massachusetts based.

The local school administrators and faculty represented 110 of the communities in the Commonwealth. Local school administrators from seven other states also used the service. Personnel (administrators, faculty.

TABLE III

Percent of SID Requests from Major User Groups

| <u>Group</u> | <u>Percent of Total SID Requests (715 Total Requests)</u> |
|---|---|
| 1. Local School Administrators | 43 |
| 2. Local School Faculty | 11 |
| 3. University Administrators and Faculty | 13 |
| 4. University Students | 15 |
| 5. Agencies | 15 |
| 6. Other | 3 |

and students) from 13 colleges and universities within the state have used the service. Personnel from eight non-Massachusetts colleges and universities have also used the service. In addition members of 25 educationally oriented agencies and organizations have used the SID service.

RSVP SALES

From July 1973 through August 1974 a total of 151 requests for RSVP packages have been processed. Since each order typically requests several information packages, a total of 884 individual packages of information have been disseminated. The distribution of sales by months is shown in Figure 12. The first four months shown in Figure 12 reflect the initial sales of the Teacher Effectiveness packages. In November 1973 the Open Education package became operational. In addition the Kaleidoscope advertisement was published at that time. The net effect was the peak demand for service (38 requests were received and processed during the month). From December 1973 through June 1974 the demand for the RSVP

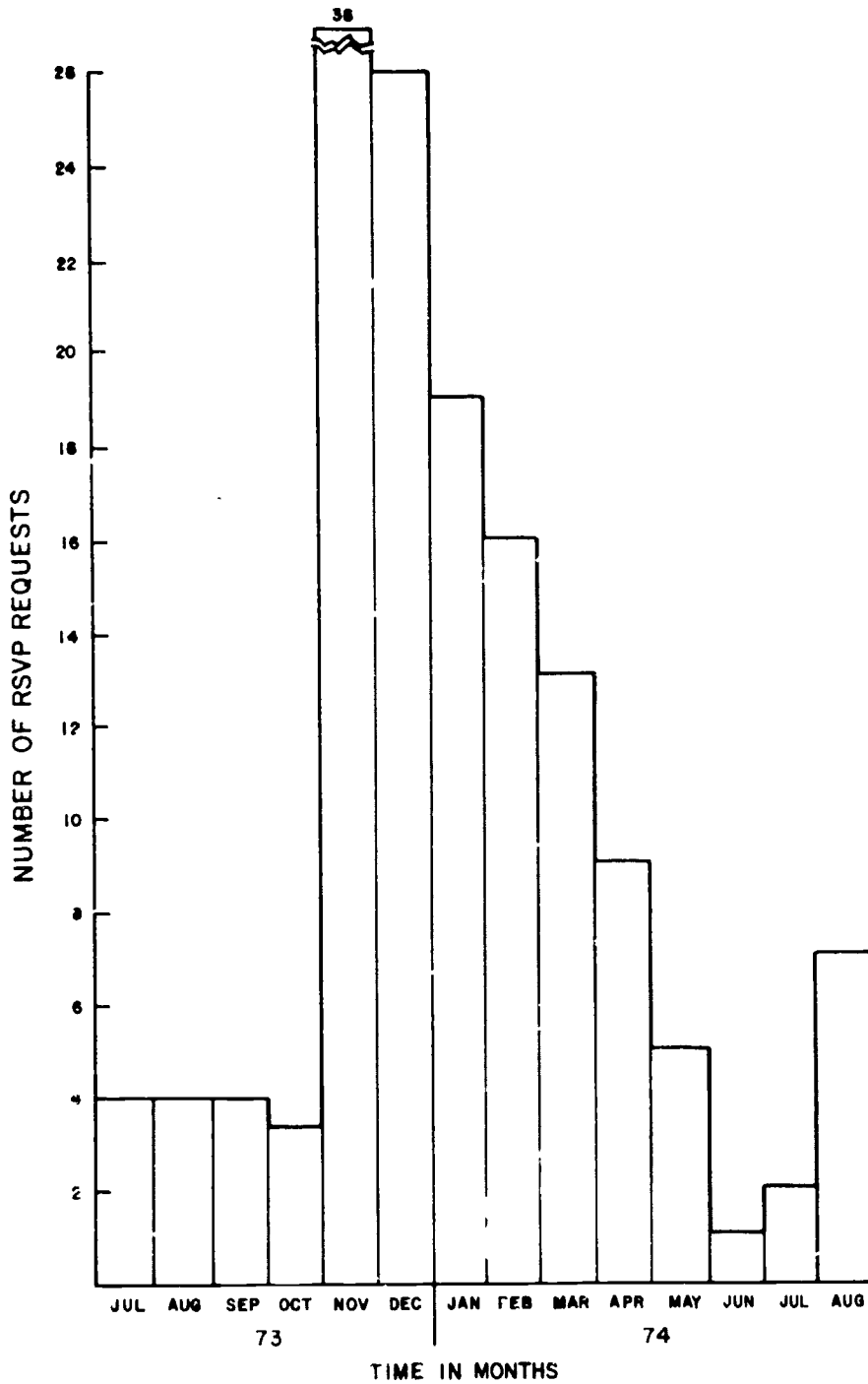


Figure 12. Monthly RSVP Sales: July 1973 — August 1974
(Open Education Plus Teacher Effectiveness Sales)

services declined steadily and began to increase slightly during July and August 1974, and has dropped markedly since then. The decline in RSVP sales should be assessed in light of several interrelated factors. First, there was the stretch-out nature of the development effort itself. A cutback in Continuation Year funding necessitated a sequential rather than simultaneous development effort; hence, the multiplier* effect was lost. Full implementation of the concept required conducting annual needs assessments, at least on a regional basis, and concurrently developing several new information packages and updating existing packages.

Second, the same cutback also curtailed implementation of the comprehensive marketing plan (see Volume II, Section 5) which included intensive effort in selected districts to refine the dissemination strategy. While the two Information Utilization Workshops held were both oversubscribed, additional workshops could not be scheduled because of other Project priorities, e.g., marketing efforts directed toward negotiation of subscriptions for the Comprehensive Information Services Program (block contracts) necessary for realization of a self-sustaining operations. IES staff time and energy were devoted to several months of effort in this area.

Third, while RSVP sales were declining, the number of SID sales was increasing, reaching a peak of 85 searches in June 1974 (see Figure 13). The limited IES staff, already involved in negotiating block contracts and

* In essence, the multiplier effect is the degree of accelerated diffusion and utilization of the information contained in the package resulting from prior investment of developmental effort in such activities as establishing credible entry, involving the practitioner in a needs-assessment activity, building relationships, etc., so that when the product is disseminated it is credibly viewed as being needs-responsive and advocated by those practitioners involved in earlier needs assessments to fellow practitioners who respect their judgement.

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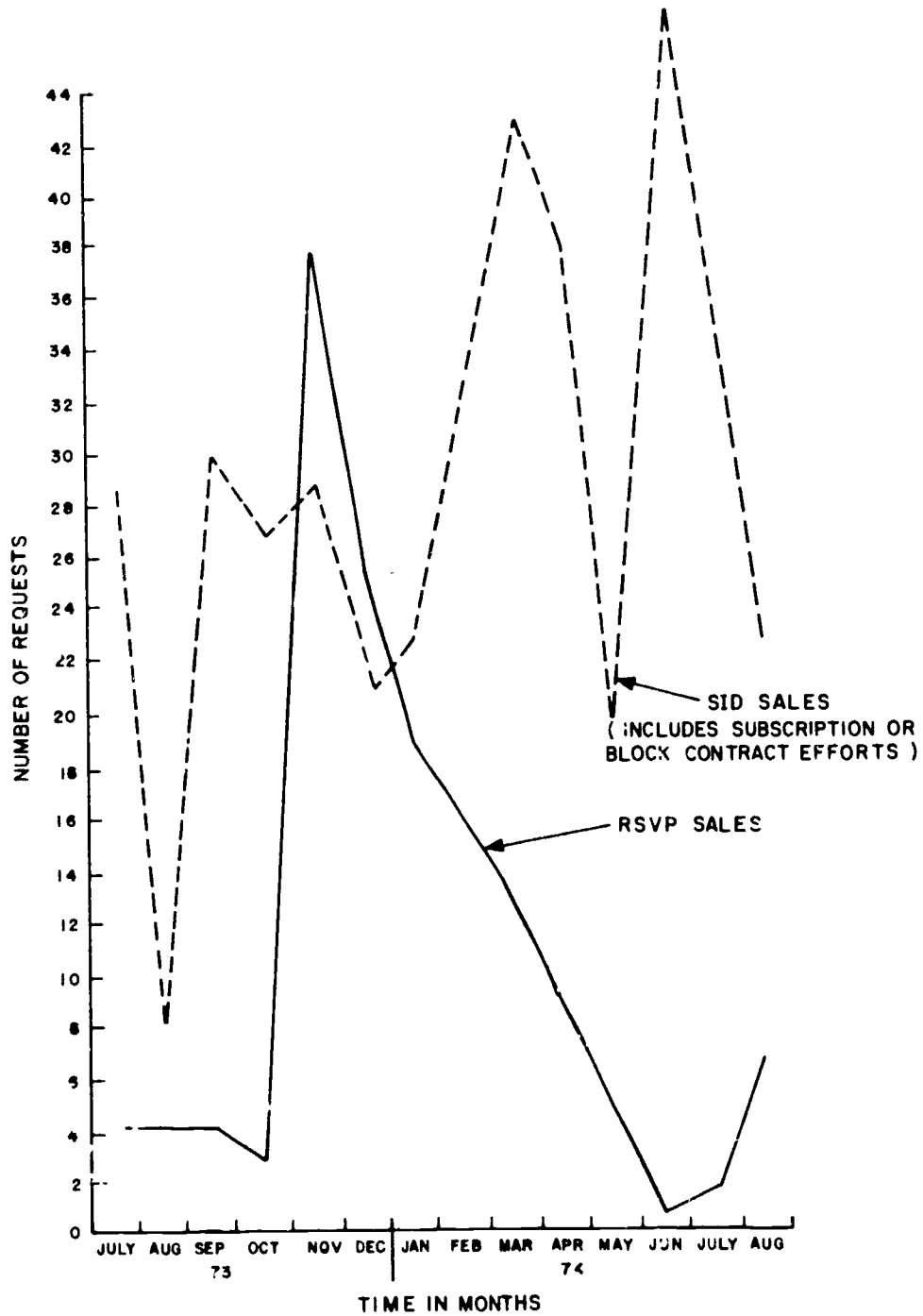


Figure 13. SID and RSVP Sales: July 1973 — August 1974

conducting workshops, also bore the responsibility for timely processing of the SID searches and had to abandon RSVP marketing efforts.

Fourth, it should be remembered that a major R&D objective of Project SEIC was to demonstrate the validity of the RSVP concept as opposed to generating sales volume. Evaluation of the concept (Section 7 and Volume II, Section 18) indicates that this objective was effectively achieved and that with sufficient staff for appropriate followup activities, the service would gain substantial acceptance statewide. This, in turn, should lead to an increased demand for SID searches, based on the user's increased appreciation of the value of information to the educational decision-making process and his improved ability to define his information needs more accurately.

As the current school year gets further underway, the RSVP sales curve is expected to continue the rise started in July. Administrators and teachers are expected to take advantage of the RSVP services that are available under the block contracts that have been negotiated to date.

DEMAND FOR RSVP SERVICES BY TARGET GROUPS

The users of the RSVP service can be classified into five categories as shown in Table IV. Table IV shows also the percent of RSVP requests that have been received from each group. The figures shown refer to Teacher Effectiveness and Open Education Products only. The Educational Finance Packages became available for distribution after August 1974 and hence are not included in the demand analysis.

Table IV

Percent of RSVP Requests from Major User Groups

| <u>Group</u> | <u>Percent of Total RSVP Requests (151 Total Requests)</u> |
|--|--|
| 1. Local School System Administrators | 73 |
| 2. Local School System Faculty | 16 |
| 3. University Administrators and Faculty | 5 |
| 4. University Students | 3 |
| 5. Educational Agencies | 3 |

Users within the first four groups shown in Table IV resided both within and outside of the state. Of the local school administrators that used the service, 77 percent were from within the state. Similarly, 63 percent of the local school faculty members, 20 percent of the university administrators and faculty, and 33 percent of the university students that used the service were within the state.

The local school administrators and faculty represented 55 different communities within the Commonwealth. Local school administrators and faculty from nine other states plus Canada have used the RSVP service. Personnel (administrators, faculty, and students) from 12 Massachusetts colleges and universities and 4 non-Massachusetts colleges and universities have requested RSVP packages. Finally, members of four educationally oriented agencies and organizations have used the RSVP service.

The users' evaluation of both RSVP and SID services is the subject of the following section.

SECTION 7

USER EVALUATION OF THE SID AND RSVP INFORMATION SERVICES

USER EVALUATION OF THE SID SERVICES

User reaction to the SID services is obtained in one of two ways:

- through evaluation forms included in the information packages prepared for and disseminated to the user,
- through an annual assessment conducted by means of an evaluation form sent to all SID users ordering searches in the previous 12 months (see Volume II, Section 7), and
- the Practitioner Evaluation Board (being implemented).

Through August 1974, the return rate on questionnaires in the first category totaled approximately 25 percent; returns on the annual evaluation totaled approximately 70 percent. The difference in this rate of return is attributed to (1) increasing user appreciation of the service and (2) the design of the form.

Results of Individual SID Evaluations

The general results of an analysis of the individual questionnaires are summarized below.

- Ninety-four percent of the sample considered the search results to be either moderately or very useful (42 percent very useful; 52 percent moderately useful). Only three responses indicated that the search was "not very useful." The user comments on these three responses are presented below:
 - a. The search was not useful except to let me know that nothing was available.
 - b. The problem was not the fault of the service, but the apparent lack of data available to the system from the sources.
 - c. I was interested in bilingual programs and received no such information.

- Ninety-eight percent of the sample considered the search delivery time to be faster than expected or as expected (52 percent faster than expected; 44 percent as expected). One response indicated that the search delivery time was slower than than expected. The user explanation was that there was difficulty "zeroing-in on the topic."
- Approximately 50 percent of the users plan to order documents while 30 percent do not plan to do so. Twenty percent of the returns did not report on this item.
- Forty-four percent of those ordering documents plan to order only hardcopy while 36 percent intend to order both hardcopy and microfiche.
- Fifty percent of those ordering documents plan to do so through ERIC Document Retrieval System (EDRS). The remainder plan to order through a variety of colleges, universities, collaboratives, and the Boston Public Library.
- Eighty-eight percent of the sample had access to a microfiche reader. Ten percent did not have access and two percent of the sample did not respond to the question.
- The locations at which the user would access the microfiche readers included a variety of colleges, universities, local school systems, collaboratives, and MDE Regional Offices.

The overall conclusion of the analysis was that the critical major deficiency impacting on the service is the limitation of the ERIC data base itself in regard to matching responses to practitioners' queries. This deficiency is being addressed through the inclusion of inputs from fugitive data bases. In general, it was found that the users rated the products as highly useful and the service exceptionally responsive in terms of delivery times.

Results of the Annual SID Evaluation

The results of the annual assessment tended to reinforce the findings of the analysis conducted of individual evaluation returns. Some generalizations regarding the service can be derived from both assessments. Specific comments from the annual assessment are included in Volume II, Section 8.

- (1) several users commented on the value of personal time saved by relying on a SID search to provide information on a topic of interest;
- (2) several users indicated that they would use the service again;
- (3) most users felt that the personal attention provided by the IES staff was above average;
- (4) the majority of users who voiced disappointment with the results of a search attributed their dissatisfaction not to the search strategy or the service but to the limitations of ERIC itself; and
- (5) several users indicated that the search results would be of greater value if they included not only the abstracts but expanded summaries of the document as well.

USER REACTION TO RSVP SERVICES

User evaluation of the RSVP services is obtained in four ways :

- through evaluation forms included in each information package;
- through an annual assessment (see Volume II, Section 8);
- through evaluation forms completed during Information Utilization Workshops (see Volume II, Section 8); and
- through the Practitioner Evaluation Board (currently being implemented).

Returns on the forms provided with individual packages are extremely low (3 percent) and for purposes of analysis have been incorporated with the results of the annual assessment where the rate of return approached more than 50 percent. The most detailed responses were obtained at the conclusion

of the Information Utilization Workshops conducted to demonstrate the utility of the Teacher Effectiveness and Open Education RSVP services (see Volume II, Section 8). Similar workshops on Educational Finance have yet to be conducted.

Results of the Individual and Annual Assessments

There appears to be a general consensus of the users' opinions of the service. A summary of the evaluation for both Teacher Effectiveness and Open Education appears below:

- The content of the packages were either what the user expected or better than the user's expectation.
- The specificity of the information was generally "just right," "useful," and "readily understandable."
- The number of abstracts were rated as "adequate" with the exception of one user who desired more abstracts.
- The users were able to "moderately" apply what was learned from the information contained in their package.
- All suggested that future RSVP information packages be modeled after those that they received.
- All but one individual characterized the service as "a good buy for the money." The exception felt that it was over-priced.
- Two-thirds of the users paid for the service out of personal funds while one-third used local school funds.
- In some cases the visual quality of the reproduced or photocopied articles was poor.

Results of the Information Utilization Workshop Evaluations

The above findings were supported by a much larger audience that evaluated the RSVP services at the two Information Explosion Workshops

that were conducted in January and February 1974. The results of the evaluations are summarized below and detailed in Volume II, Section 8.

Format of the Grid

Most participants at both Workshops indicated that the grid (indexes) helped them to better understand the total RSVP information service, and facilitated access to the selection of particular packages responsive to their questions on either Open Education or Teacher Effectiveness. A majority of users also found the instructions for ordering packages clearly stated.

Information Packages

Eighty-nine (89) percent of the Workshop participants indicated that the variety of information found in the Teacher Effectiveness packages was "about right"; 69 percent of those evaluating the Open Education packages gave them a similar rating. In terms of specific items, i. e., abstracts, articles and reading lists, Teacher Effectiveness packages also scored consistently higher (92 percent, 78 percent, and 86 percent versus 70 percent, 66 percent and 74 percent, respectively, for Open Education). It should be remembered, however, that prior to the introduction of the Teacher Effectiveness service, little information had been systematically organized and packaged on this subject. Conversely, information on Open Education has been in abundant supply for several years. Consequently, the simple fact that information on this highest ranked of all topics was available in some organized fashion for the first time may have impacted strongly on the user's evaluation of the Teacher Effectiveness RSVP service.

Most users indicated that the inclusion of microfiche would severely limit both the portability of the material and its utility at group meetings.

Costs

The majority of participants felt that the cost of the service was not overpriced for the local school district; several felt that parents, especially those in the economically disadvantaged group, would find a service they vitally needed too expensive. Some participants suggested that the state subsidize the service for such target groups.

Utility of the Information

Most participants indicated that both the Teacher Effectiveness and Open Education packages would be of extensive use to school board members, administrators, and teachers. They believed that parents would find them only moderately useful. Most participants also believed that the packages could be readily understood and, where appropriate, applicable to the decision-making process.

Utility of the RSVP Concept

Fifty percent of the participants indicated a highly positive reaction to the RSVP concept; 37 percent indicated they waivered somewhere between highly positive and undecided while 13 percent were clearly undecided. Most felt that additional Information Utilization Workshops were essential to the successful adoption of the process and expressed the hope that such follow-on programs were being planned.

General Conclusions

The responses to the evaluation forms were subsequently classified in terms of communities reflecting a low and high ability to change, based on equalized valuation of the property within the communities. It was determined that RSVP appeared to have greatest appeal in communities with lower

equalized valuations indicating that perhaps the RSVP service is most welcomed by communities whose need for equalizing educational opportunities is most intense. Additional studies would have to be conducted to confirm or disavow this fact.

ANNUAL EVALUATION OF INFORMATION SERVICES

A more recent analysis of how statewide practitioners evaluate comprehensive information services including RSVP and SID is available in Volume III of this report. This analysis focuses on the degree to which practitioners use information for specific types of decisions: the value of RSVP and SID services for making these decisions. A more specific analysis by publics, e. g., teachers, administrators, and community is also examined against aggregate trends to enable the governance and linking agencies and the practitioner evaluation board to gain new insights into how to improve the service in response to greater understanding of single-public and community needs. The results of the statewide analysis will also be used by IES to refine and expand its marketing and diffusion strategy.

SECTION 8

THE CURRENT VALUE AND FUTURE PROMISE OF THE SEIC PROJECT TO MASSACHUSETTS STATE, REGIONAL, AND LOCAL EDUCATIONAL AGENCIES

Project SEIC invested in the belief that people, regardless of their positions in the community and for a variety of reasons, want to become more effectively involved in the educational decision-making process. The Project designers not only viewed the information services as one element of a planned change strategy, but that element on which the others crucially depend. The accelerating pace and substance of change as prescribed through pioneering legislation and mandates of the courts intensified the need to continue the expansion and refinement of the services.

In the near future, SEIC can intensify the impact of services and projects currently being delivered or underway at all levels of the Department: Central Headquarters, Regional Offices, and local levels. Some possible support areas are defined below.

MDE CENTRAL HEADQUARTERS

Within specific bureaus, e.g., the Bureau of Student Services, SEIC is of current interest because it can be expanded to provide students with timely and relevant information as they plan their career paths.^{*} As the students determine their interests and identify needed, relevant educational experiences, mismatches in the current curriculum, and student requirements.

* A "spillover" benefit of this application is its ability to address occupational competencies.

will surface. Student Advisory Council members can use this information to facilitate change as they work with their school committees.

Evaluators of, for example, Title I proposals can ask SEIC to search its comprehensive data bases to assure that limited funds are not allocated to projects that, in fact, will "reinvent the wheel." Moreover, the strategies developed in conjunction with the Users' Design Lab can be employed by educational planners to identify common, high-priority needs. SEIC's data bases can then be searched to identify whether or not these needs have been identified and successfully addressed elsewhere. The outcome of this effort will ensure that grant requests developed for federal dollars will more precisely define the problem and its proposed solution.

REGIONAL CENTERS

A current, in-house project focuses on improving the management ability of Regional Center staff. Improved process skills imply a growing use of information to assist in defining problems and building solutions. SEIC can fill a substantial need in this area.

More fundamentally, since a major priority of the Department is to strengthen its Regional Centers, and since Regional Offices nationally tend to focus on three major services—vocational education, special education, and information services, SEIC offers a quick way for such agencies to become more service oriented. Because the strategy applied in developing relevant services is founded on a "consumer-seeK" philosophy, the pitfalls of the "producer-push" approach characteristic of current Title III dissemination and diffusion efforts are avoided. The three Resource Guides related to Chapter 766^{*} which were developed by IES and disseminated through the

*Massachusetts legislation which prescribes a new, comprehensive approach to the delivery of Special Education services.

Regional Centers, serve as examples of relevant and timely information services responsive to consumer needs.

LOCAL EDUCATIONAL AGENCIES

As the results of the state's current assessment program are published, LEAs (Local Education Agencies) will become increasingly aware of program needs. SEIC offers quick access to information that may contain feasible solutions to some of these needs. Moreover, as legislative actions, e.g., Chapters 766, 847,* etc., and mandates from the courts continue to be handed down, local managers will be increasingly pressured to make and support decisions that operationalize the intent of the law. The value of SEIC is embedded in its ability to help the state even further this year in implementing Chapter 766, e.g., by developing and diffusing specialized services, including workshops, resource guides, and carefully tailored packages to a variety of publics. A refined and updated version of the Teacher Effectiveness service can provide direction and focus to the debates that are sure to surround the implementation of the Teacher Certification law.

TOWARD A COLLABORATIVELY MANAGED INFORMATION SERVICE GOVERNED BY REGIONAL AND LOCAL EDUCATIONAL AGENCIES

As efforts to equalize educational opportunity and deliver improved services intensify, they will be increasingly constrained by scarce resources. Educational decision makers will become increasingly reliant, out of growing need, upon accurate and timely information delivered in a variety of formats on diverse matters: e.g., budgets, programs, successful practices, etc. Moreover, they will want a voice in managing their

* Teacher Certification legislation

information system in order to assure quality, responsiveness, and control. SEIC can be expanded to satisfy both needs—information and management—using existing models such as Minnesota's collaboratively managed TIES (Total Information Educational System) as building blocks.

An immediate next step would appear to be the preparation of a comprehensive 5-year evolutionary development plan for comprehensive information services at the state, regional, and local levels. The plan first might focus on, for example, the alleviation of the Chapter 766 paperwork, resource management, and cost control problems by including as an objective the pilot test of a regionally governed record management system sensitive to issues of confidentiality and privacy. A generalized design approach would be used so that the system could be linked during subsequent developmental stages to status reports of service plans and their costs, information that would enrich the value of the management reports issued by the regional management information system.

The design approach would focus on providing LEAs with incentives to submit accurate transactional data (student records, service plans, etc.) to a prototype regional management information system for a developmental period. Such incentives could take the form of highly valuable management reports (e.g., cost effectiveness of programs, problem analysis) to local districts.

The transactional data would provide a sound basis for analysis useful to the six regional Educational Centers, e.g., produce reports reflecting aggregations of LEA problems which then could be analyzed to identify common, high-priority regional needs and provide a basis for financial and regional staff planning. This system also would provide, as "spin-offs,"

accurate reports to MDE which, in turn, would provide an accurate basis for reimbursing local districts for, say, the costs of special education.

The goal would be to develop a system that assists in building local problem-solving capacity to define and solve problems through more effective dissemination and utilization of information.

SECTION 9

CONCLUSIONS AND RECOMMENDATIONS

A 3-year developmental effort has been successfully completed, resulting in the following outcomes:

1. The operation of a statewide information service which has proven valuable to a number of LEAs and selected personnel within MDE Central Headquarters and its Regional Centers. Systems and management insights (see Figure 2, Management Plan, and Figure 3, Overview of RSVP Process) have supplemented the basic understanding of the diffusion process originally observed by psychologists and sociologists. These insights have facilitated the use of the computer to lower the cost of delivering the service and have made it possible for the governance and linking agencies to obtain fine-grained community and target-group profile data. This, in turn, is stimulating greater understanding of needs and is leading to more systematic management of a more coherent dissemination diffusion process.

It is recommended that the use of this service be extended to support programs and staff throughout MDE and its Regional Centers, and that a systematic marketing campaign be mounted to increase awareness of this service across all LEAs. (See Section 8 for specific recommendations regarding expansion of this service.)

2. As an element of this service, a practitioner-oriented information service has been developed (RSVP) to assist first-generation information users to more easily access responsive, low-cost information which they both define and evaluate. The availability of this service encourages practitioners with common concerns to become informed on topics of current interest to them and to seek from available successful practices those which meet their more substantively and clearly understood needs. This information dissemination and innovation diffusion process contrasts sharply with top-down, producer-push diffusion strategies which tend to "broadcast" available "successful practices" and knowledge banks whether or not they are responsive to user needs. Such strategies overlook critical elements of the consumer-seek process which builds local problem-solving capacity.

Through participation in this process, the Regional Centers will move toward becoming regional brokers of services responsive to the needs identified.

It is recommended that an annual needs assessment such as that employed during the User Design Labs be institutionalized through the six Massachusetts Regional Centers and that a number of career education and special education RSVP packages be concurrently developed to (a) provide, over the short range, regional delivery of responsive information services and (b) build local problem-solving capacity with a context and capability for selecting and adopting available special education and career education practices consistent with state and local priorities.

3. As the above service evolves, a solid foundation will have been laid for the pilot test and implementation of a more extensive regional management information system which will further assist state, regional, and local agencies resolve paperwork and resource management problems (see Section 8).

It is recommended that MDE organize immediately to prepare short- and long-range evolutionary development plans that capitalize on current development efforts and more substantively respond to current MDE priorities and legislative mandates.

4. Significant progress has been made over the past three years in the conceptualization, development, and implementation of a unique information dissemination and innovation diffusion process which will be attractive to other states as a national model.

It is recommended that NIE examine the model described in the report for its potential ability to (a) supplement its existing process for identifying research priorities; (b) shape and develop high-priority knowledge banks responsive to practitioner needs, and (c) strengthen research, development, dissemination, and diffusion linkages in education Nationally—especially between (1) the practitioner and researcher, (2) the LEA and SEA, (3) the SEA and NIE, and (4) NIE and Congress. Since this model involves practitioner-oriented needs assessments grounded in the RSVP process (see Section 4), it provides a systematic approach, based on user-involvement, to the identification of gaps in the literature and thereby assists in determining research priorities, thus providing a valid basis

for successful political support from local and state educational agencies—a fact that should assist NIE considerably in acquiring funding from Congress.

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GLOSSARY

- adoption - acceptance of an innovation by a person, group, or organization
- batch - a group of records or documents considered as a single unit for processing purposes
- change agent - a professional who attempts to influence adoption decisions in a direction that he feels is desirable
- diffusion process - the spread of a newly developed product, process, or practice to users. The diffusion process consists of six stages
1. awareness - the stage in which the individual, group, or organization is exposed to an innovation but lacks information about it
 2. interest - the stage in which the individual, group, or organization becomes interested in an innovation and seeks additional information about it
 3. evaluation* - the stage in which the innovation is mentally applied to present and anticipated future situations
 4. trial - the stage in which the innovation is tested on a small scale for a probationary period
 5. adoption - the stage in which an innovation is accepted
 6. implementation - the final stage in which the innovation is fully and correctly used. Implementation also means accounting for other parts of the system which must be modified because of the innovation.

*Evaluation also occurs after actual usage of the product, process, or practice.

- fugitive information - data not contained in the ERIC data base
- gatekeeper (opinion leader) - a person who controls specific types of information or is credible to certain constituents (see change agent)
- grid - an index or table of contents for each RSVP topic
- hot topics - subjects of pressing urgency to various user groups
- innovation - an idea perceived as new
- linker - a field agent (see change agent)
- multiple public - two or more single publics whose function as a task force can be facilitated by access to relevant information
- off-line - description of a computer system including peripheral equipment or devices in which the operation of peripheral equipment is not under control of the central processing unit. Human intervention is required between data entry and ultimate processing.
- on-line - description of a computer system in which the operation of terminals, files, and other auxiliary equipment is under direct and absolute control of the central processor to eliminate the need for human intervention at any stage between initial input and computer output
- single public - a group of people who are identifiable as a group because of a specific role (see multiple public)
- task force - a temporary organizational arrangement that brings multiple publics together to solve a specific problem

ACRONYMS

| | | |
|--------|---|---|
| AIM | - | Abstracts of Instructional Materials |
| ARM | - | Abstracts of Research Materials |
| BEIS | - | Bureau of Educational Information Services |
| BOCES | - | Board of Cooperative Educational Sources |
| CEDIS | - | Career Education Information Service |
| CIJE | - | Current Index to Journals in Education |
| ED | - | ERIC Documents |
| EDCO | - | Educational Collaborative for Greater Boston |
| EJ | - | Journal Articles |
| EDP | - | Electronic Data Processing |
| EDRS | - | ERIC Document Retrieval System |
| EIC | - | Educational Information Consultant |
| ERIC | - | Education Resources Information Center |
| FIDO | - | Fugitive Information Data Organizer |
| HEW | - | Bureau of Health, Education and Welfare |
| IES | - | Institute for Educational Services |
| IGE | - | Individually Guided Education |
| LEA | - | Local Education Agency |
| LINKER | - | Local Information Network of Knowledge for Educational Renewal |
| MDE | - | Massachusetts Department of Education |
| MEC | - | Merrimack Education Center |
| MIS | - | Management Information Services |
| NCEC | - | National Center for Educational Communication |
| NIE | - | National Institute of Education |

- NEPTE - New England Program for Teacher Education
- NERC - New England Regional Center
- NERCO - New England Council on Occupational Education
- NESDEC - New England School Development Council
- NET - Network of Innovative Schools
- OS - Operating System
- PPBS - Program Planning and Budgeting System
- QRP - Quick Response Package
- RIE - Research in Education
- RSVP - Responsive Services for a Variety of Practitioners
- SEA - State Education Agency
- SEIC - State Educational Information Center
- SID - Searches in Depth
- SMERC - San Mateo Educational Resource Center
- TIES - Total Information Educational Systems (Minnesota School District)
- TIP - Target Information Profiles
- TSO - Time Sharing Option
- USOE - U.S. Office of Education

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