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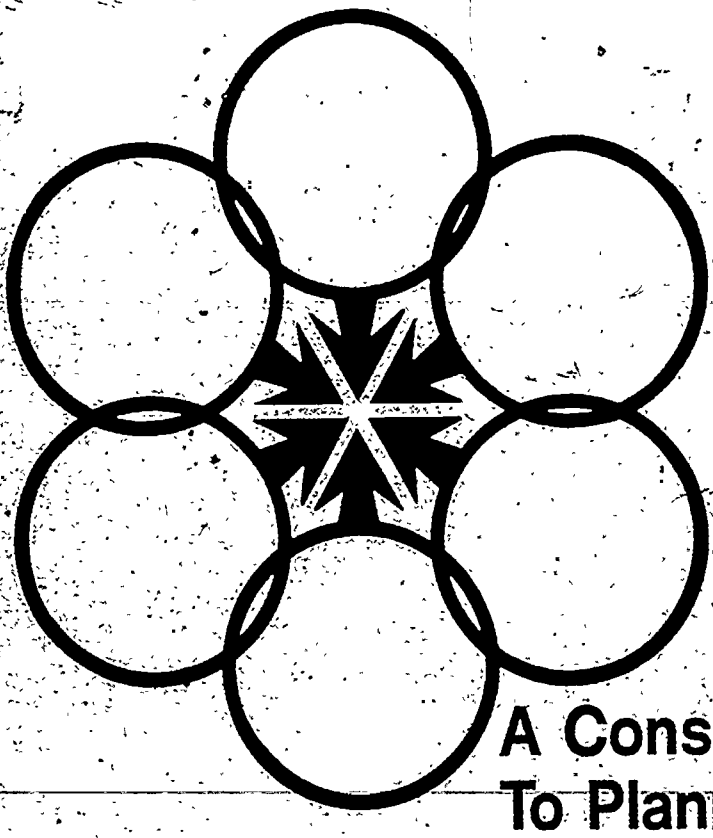
ABSTRACT

This report describes and evaluates the Midwest Center/Satellite Consortium which was designed to initiate change in the pupil personnel services in urban schools. This consortium, through university and public school system cooperation, aimed to effect change within institutions while aiding pupil personnel workers to achieve a balance between task and interpersonal dimensions of schooling. This evaluative report begins with a section reflecting the emphasis on program definition, data collection and program change considered by the Center to be essential components of the evaluation effort. The entire consortium is evaluated by examining the individual satellites and their outcomes within the context of the project goals and their interventions. The second section is an evaluation presented by an evaluation counselor. He describes the counseling steps he took and the conflicts and frustrations experienced along the way. He then discusses some alternative evaluation procedures based on the issues he has raised. The final section presents a view of the project from an administrative director. Such issues as decentralized funding, modes of decision making, and prospects for implementing change through university-school system consortia are discussed. (SJL)



A Consortium Approach To Planned Change: A Review and Evaluation

Midwest Center Satellite Consortium for Planned Change in Pupil Personnel Programs for Urban Schools

Indiana University
School of Education
Department of Counseling and Guidance

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FOREWORD

In Urbana, Illinois

After talking to some teenagers about how and why they dislike school, a school social work trainee conceives of the idea of an alternative school. He convinces the local school administrator of its feasibility, and a new school designed by potential students, their parents, and administrators becomes a reality. Meanwhile, other social work trainees are learning how to implement their ideas by working collaboratively with school personnel.

In Indianapolis, Indiana

At a predominantly black inner-city elementary school, the teachers effect a dramatic change in priority – from that of stern discipline to that of a learning environment. Children who demonstrate positive social and working behavior get "tokens" to exchange at the activity room. Behavior changes are soon recognizable. The school principal now insists that students become involved in classroom decision making and encourages counselor trainees to continue their work with their teachers.

In Columbus, Ohio

A university committee with a commitment to the collaborative decision-making model secures the trust of a junior high school principal. Together they seek out team leaders from the school's faculty and parents in the community. The groups meet regularly to share decision-making responsibilities – particularly in times of crisis. For the first time in ten years, no teachers request transfers. In fact, they report greatly improved relationships with their students, the administration, and with parents. And university faculty are instrumental in stimulating and supporting this process.

In Chicago, Illinois

In a large urban high school plagued with dissatisfaction on the part of teachers and students, a major reshuffling of priorities and energies occurs. With the assistance of two large universities, and the support of the principal, an experimental skills center is instituted. A random selection of students and teachers use the center to try out alternative approaches to learning. Meanwhile, all the teachers, staff, and parents are offered team-based courses given at the school where they learn how to collaborate on educational issues. The "experiment" is so well received that all involved are determined to sustain it. Incidentally, the rate of student absences and class cuts sharply drops.

In Louisville, Kentucky

A large school district and a university school of education confront each other directly for the first time. School counselor trainees and established personnel workers meet with parents at informal workshops and weekend retreats in order to find out how the parents view the school function. The concerns expressed by parents about their children's educational experiences become directly translated into a university curriculum designed to prepare pupil personnel workers.

All of the above mentioned educational "happenings" have one thing in common. They are all examples of some of the outcomes of a project for planned change in pupil personnel services for urban schools. Funded under the Education Professions Development Act (EPDA), the project was administered through a *consortium* arrangement by regional district. The project discussed here is the Midwest Consortium, basing its administrative *center* (the Midwest Center) in the Department of Counseling and Guidance at Indiana University. The five *satellite* projects in collaboration with the center and supported by it were informally called the Chicago Satellite, the Ohio Satellite, the Louisville Satellite, the Urbana Satellite, and the Indiana University Satellite. Before launching into a formal rationale, history, and description of the Midwest Consortium, it may be useful to begin with a perspective of the general educational climate and the specific movements in Pupil Personnel Services which precipitated such a project.

CHAPTER I
Introduction

Backgrounds and Beginnings

In January, 1970, the EPDA Leadership Training Institute sponsored a workshop in Atlanta which focused primarily on implications for training pupil personnel workers. Many of the commentaries on current PPS practices and future goals presented at the Atlanta Workshop were later translated into the goals and operational procedures of this and other projects funded by the EPDA. A few quotations, then, from the workshop summaries may serve to represent some of the major concerns of PPS trainers and practitioners in 1970; the Atlanta Report is appropriately subtitled: "Where Are We? Where Are We Going?"*

—On the role of PPS workers

Originally, many of the "helping" workers have not been, and are not now, serious and effective agents of change within education. The workers in pupil personnel have helped the school in labeling, categorizing, tracking, adjusting, and disposing of differences in individuals. They should be helping the schools to understand, accept, appreciate, provide for, and even promote such differences. Their publics are beginning to question further support of pupil services for any less worthy purposes.

The time is now ripe for gaining support for any assertive roles taken by PPS workers. Therefore, PPS workers should be aggressive and assertive in their own "little patch of ground"—but be certain to get out of the "middleman" rut, i.e., to be sensitive to the projective needs of students and use these to help other school people to help children to become problem solvers in all areas of their lives—present and future. They are to be primarily change agents, and advocates of students. In so doing, they must be committed to something definite while avoiding the locked-in definition of a professional definition.

—On Teaming

Present school structures—roles and administrative patterns—are interfering with effective PPS work. Future programs should attempt to train together those who will work together.

One of the difficulties seen in having specialties within PPS services is that a student's problem can be referred from specialist to specialist without anyone taking final responsibility to follow through and do something about it. If the team approach is developed, the specialists can do their work effectively and this lack of responsibility or coordination can be avoided.

—On competency based training.

We must develop programs that stress competencies rather than credentials. . . . Programs should be open-ended so that the student stays until reaching competency level in the field.

—On in-service training

There are so many PPS workers in the field already that if any impact is to be made, it must reach out into the field. (1) A model might include teams of people to work

*The Atlanta Workshop Report was published by the Leadership Training Institute, Bureau of Education Professions Development, U.S. Office of Education-OEG-0-9-426002-2449-725.

together from one school, the PPS team, teachers, students, parents; essentially stop training in isolation. (2) A related model would allow for time continuity in order to provide time reinforcement, i.e., summer workshop–school year–summer workshop.

–On training for urban minority concerns

All training programs for PPS workers, either pre- or in-service, should arrange for confrontation with the real feeling of blacks and browns. They should make the white PPS worker wear the black mask and experience the white rejection. All PPS workers should be ghetto indoctrinated.

–On the "New Professional"–

The PPS worker must:

1. Know how to study the community in which he works.
2. Be sensitive to community feeling and problems.
3. Work and think in terms of honest educational diagnostic implications.
4. Be planning oriented rather than crisis-oriented.
5. Know the tools of the PPS trade rather than just the rhetoric.
6. Develop a group as well as individual orientation, possibly through increased human relations training.
7. Have the ability to collect information from the school world in order to evaluate effectiveness of the school.
8. Have knowledge of the developmental aspects of people.

As he functions with children, teachers, parents, administrators (and also police, judges, lawyers, community representatives, and others), he must develop alliances which bring about change. He should go beyond the therapeutic model. He has a responsibility to promote *caring* as a part of the educational program.

The forces which influenced the development and delivery of the Atlanta Workshop had been building up over a period of several years. A high proportion of these forces in PPS emerged from an overall educational profile which was attempting to move away from a highly bureaucratically oriented educational approach, toward a more humanistically oriented, client-centered educational system. Educational systems were also attempting to make schooling more relevant for everyone and not just for a few talented youth who had been developmentally prepared to adjust to the practices and procedures of education.

Following the Atlanta Workshop, the U.S. Office of Education, Pupil Personnel Services Branch, conceptualized a plan to fund regional centers that would subcontract to other schools and universities within their region. The rationale was that a regionally funded center would be much more able to work directly with the schools and universities of their region than would the U.S. Office of Education. Conceptually this was an accurate assumption, and, in many ways, one of the more creative program designs of that period. As with any new innovation, barriers emerged which influenced its direction and progress. One set of forces which emerged as a partial barrier to the EPDA Center/Satellite projects was actually created by the National Defense Education Act (NDEA).

NDEA made a significant impact on pupil personnel services during the late fifties and early to mid-sixties. Prior to NDEA few counselor training programs were in existence. The Intercontinental Ballistic Missile scare enabled scientists to influence Congress to train a cadre of specialists who would identify "talented youth" and direct them toward Space Age professions. These specialists became school guidance counselors trained by departments of counselor education in many universities across the country. The two primary program elements which emerged

out of the NDEA movement were: individual counseling practica, and courses focusing on human relations training. While these were considered to be important priorities during that stage of counselor education, in some ways the gains of that period became the barriers to the social and educational priorities of the turbulent sixties. Those priorities grew out of the many social movements of the period—the movements which demanded a re-examination of institutional bureaucracies. Demands for more "power to the people" included increased student rights and greater attention to community opinion. These demands were not ignored by opinion leaders in PPS, particularly those who were already disenchanted with NDEA policies. The NDEA emphasis on counseling youth to better fit the system was no longer appropriate to meet social demands aimed at *changing* the system. Thus, the revised goals and priorities manifested under EPDA programs reflected an important shift in perspective.

What does this mean? In reflecting on the goals of NDEA we immediately recognize at least one extreme difference between these goals and those of EPDA. For example, individual counseling promoted by NDEA placed a high priority on the individual client and personal growth concepts while the primary focus of EPDA was on the client system. Under EPDA the intent was not only to utilize personal growth approaches, but also to expand the definition of small group work into other forms of group problem solving. Still another difference between the two federally funded programs was the population to be helped via the special programs. NDEA emerged from the stated need of discovering "talented" youth, while EPDA was intended to provide better education for "disadvantaged" youth.

Of even greater difference between the two programs is that NDEA decision making for program development and implementation was to be performed by professionals classified as experts who became, in many cases, self-appointed opinion leaders. There were some professionals during this period who were somewhat more systematic and tended to follow either a form of the Research-Development and Diffusion approach (RD-D), or the less formalized Social Interaction (SI) approach. But for those university and school personnel who had not followed a data-based approach to decision making, the relevance of such an approach, mandated by EPDA guidelines, was difficult for them to accept.

During the transition from NDEA to EPDA, symptoms surfaced which are common to any change efforts. That is, the change agents of one era can become the change resistors at a later period of time. Some of the higher priorities and greatest gains which were so difficult to achieve in the sixties were difficult to give up, or adjust to, ten years later.

What are some of these?

	Profile of the Sixties		*Goals of the Seventies*
1. From:	Primary focus on individual client	Toward:	Balanced focus on client and client system
2. From:	Decisions made by people of status or position	Toward:	Decisions made based on relevant and reliable data
3. From:	Primary commitment to self-concept theory	Toward:	Expanded inclusion of learning theory and social system theory
4. From:	Individual and group counseling as primary change interventions of PPS staff	Toward:	Expanded interventions of consultation and planned change methodologies
5. From:	"One culture" oriented programs	Toward:	The reality of a multi-cultural program definition
6. From:	Evaluation methods which focus primarily on process	Toward:	A combined process-outcome evaluation mode
7. From:	Preparation programs defined through courses, grades, and credits	Toward:	Preparation programs defined through competency statements specifying required knowledge, skills, and attitudes to be demonstrated

		Profile of the Sixties		*Goals of the Seventies*
8.	From:	Assessing the counseling competence of a trainee by the way he/she performs while enrolled in a university course.	Toward:	Establishing a set of defined expectations for which the trainees are also accountable to clients
9.	From:	Universities' primary commitment to entry training	Toward:	A balanced commitment to entry and renewal training
10.	From:	Bureaucratically organized schools and universities	Toward:	Collaboratively conceptualized problem solving structures with emphasis on planning, programming, and evaluation
11.	From:	Accepting the social distance between school personnel and university personnel	Toward:	Acceptance of the importance of mutually beneficial efforts

These are some of the changes which became noticeable differences between the two programs. These conceptual differences, of course, were accompanied by different program requirements. No one can verify the degree to which federally funded programs influence our schools and universities in any absolute sense; however, in the areas of counselor education, teacher education, social work education, and educational leadership, there appeared to be some measurable impact.

This section opened with the comparison of EPDA movements of the late sixties and early seventies with earlier NDEA laws now replaced by EPDA to point out *three* propositions:

1. Federally funded projects *do* interact with social change.
2. Change agents of one period can become the change resistors of a later period.
3. Change is still *not* perceived as a *process* which may have periods of maintenance and stability, but is more commonly thought of as a process that is mostly interactive and therefore always searching for ways to improve the present situation.

It is well known that NDEA change agents made great strides in improving the quality of life for children in schools. Graduates of NDEA institutes were well trained in interpersonal dynamics and made their mark on many schools across the country. The primary drawback of the interpersonal approach as a single intervention was that the "system" was producing individual problems at a more rapid rate than interpersonally oriented counselors, teachers, social workers, and administrators could resolve them.

There are at least two other reasons for the EPDA focus on the system in addition to interpersonal dimensions. One is that many counselors trained during the NDEA era became socialized to the system. That is, the existing norms which direct the way students and adults work together tended to be more task-oriented than interpersonally oriented. Consequently, a year or two after training, counselors had shifted their attitudes and behaviors so they now looked more like the traditional school staff and less like the new faces they had shown upon entry into that system. Counselors were once again becoming administrative assistants to the principal, i.e., setting up course sections and making sure that each student was in the proper section. The second factor behind the new EPDA rationale was obvious enough—many schools were failing in their mission.

Most universities preparing pupil services personnel for schools were aware and deeply concerned about the inability of pupil personnel staff members to influence a balance between task and interpersonal dimensions of schooling. Of even greater concern were the adverse learning conditions which existed in many urban schools. Consequently, EPDA focused on not only adjusting the child to the system, but also on adjusting the system to the child. It was this latter focus with which educators had little experience prior to EPDA and which became the most significant barrier to overcome during the Midwest Center/Satellite project.

In many ways the Center/Satellite projects, following the newly developed EPDA rationale, became the interface between the *human relations* model for change and the *planned change* model sponsored by EPDA. One other factor, one that was operating both across NDEA and EPDA, is that most schools and universities are organized and managed according to bureaucratic principles. In some ways the HR model was more accepted in highly organized bureaucratic schools and universities, since the HR model was less concerned with changing the systems than was the planned change approach of EPDA.

As one might imagine, these conflicts over clients and systems surfaced time and time again during the early pre-entry and entry stages of the project. They were obvious at the Atlanta Workshop, at the first USOE planned national conference for orienting projects to the newly defined focus, and at the early planning meetings of the Midwest Center/Satellite Consortium. Generally speaking, all these factions were present at each planning session, i.e., the human relations-oriented people who wanted to focus on values, feelings, and behavior; the bureaucratically oriented who wanted to work mostly with decision makers; and the planned change-oriented who were striving to implement a systematic approach to change, beginning with needs assessment, priority definition, and objectives development.

The Midwest Center/Satellite Project

In order to familiarize the reader with the Center/Satellite project, originally designed as a response to the movements and issues just described, we will present here some official statements of rationale, objectives, and evaluation design. Among other things, these statements should serve as a backdrop to the three papers which comprise the remainder of this report.

We begin with EPDA guidelines.

EPDA Rationale. The following statement of goals has been taken from the program guidelines provided by the United States Office of Education, Educational Professions Development Act, Pupil Personnel Services Branch.

A. The undergirding objective of the Educational Professions Development Act-Pupil Personnel Services Program—as with all programs in the Bureau of Education Personnel Development—is to help improve the quality of education of low-income, low achieving students and contribute to informing institutions at all levels of the needs of these people. The preparation and training of new professionals who in turn teach others in the new interprofessional model is the major means by which this will be accomplished. The more specific goals, therefore, were:

1. To improve the qualifications of the trainers and supervisors who are committed to the preparation of the new professionals.

2. To train new professionals to develop programs which:

   a. Contain collaborative planning and evaluative arrangements among the university, school, State Department of Public Instruction, and related communities and community agencies;
   b. Train the new professionals to train other members of the educational community to function together as a team;
   c. Design, implement, and evaluate new professionals' training programs which are appropriate for low-income area schools.

3. To recruit and train minority group persons as trainers who will prepare the new professional.

4. To bring about, both in the institution which prepares new professionals and in the systems where they function, organizational change which will facilitate

achieving the concept of a collaborative educational community for meeting the goals stated above.

Some other priority statements issued by the Pupil Personnel Services Branch of EPDA were:

1. Pupil Personnel Service workers should not continue to work only in their traditional specialist areas, such as assigning assessment to school psychologists, vocational guidance to counselors, health service to nurses, and community services to social workers.

2. The new professional specialist ought to be concerned with and competent to deal with a variety of needs felt by the teachers, students, community, and system while working with other specialists.

3. The new professional should use a developmental and preventive model for human growth and development.

4. Role changes of Pupil Personnel Workers should be reconstructed by focusing on the actual behavior of the Pupil Personnel worker rather than his professional title, affiliation, or position.

5. The cultural gap must be bridged between students, professionals and/or paraprofessionals who are educationally or culturally different.

The overall purpose of the Midwest Center/Satellite project while working within the framework of EPDA guidelines was to *modify and develop preparation programs providing entry and renewal training for pupil personnel workers as well as to modify and develop Pupil Personnel Services programs providing direct services in schools.* The primary focus of this project was on programs and persons identified with inner-city education. The project was a consortium of six universities, their local school districts, four State Departments of Public Instruction, and community persons who are directly related to, and associated with, each of the formal institutions. The six clusters, identified as the project "satellites," were provided with human and fiscal resources by the "Midwest Center," located at Indiana University within the School of Education, Department of Counseling and Guidance.

The six satellites' sponsors and cooperating institutions are listed below.

1. Sponsor: Indiana University—School of Education
   Department of Counseling and Guidance
   School: Indianapolis Public Schools—Wendell Phillips School #63
   Indiana Department of Public Instruction
2. Sponsor: University of Illinois—The Jane Addams Graduate School of Social Work
   School: Selected schools within eight Illinois Public Schools
   Illinois Department of Public Instruction
3. Sponsor: Ohio State University—School of Education
   Faculty of Special Services
   School: Cincinnati Public Schools (1971-1972)
   Columbus Public Schools (1971-1974)
   Ohio Department of Public Instruction
4. Sponsor: University of Illinois at Chicago Circle Campus
   School of Education
   School: Chicago Public Schools—District 9, Crane High School

5. Sponsor: Louisville Public Schools—Department of Pupil Personnel Services
   University: University of Louisville—School of Education
   Kentucky Department of Public Instruction
6. Sponsor: Gary Public Schools (1971-1973)
   University: Indiana University Northwest (1971-1973)
   Indiana Department of Public Instruction

The intent of the first year of the project was to work from the broadly defined EPDA goals toward a more specific assessment of the needs, problems, and objectives of each site. After a critical review and analysis of the needs assessment data collected, the Midwest Center developed the following objectives which were representative of the EPDA rationale and approved in their present form by each satellite. The agreed upon terminal objectives were:

Midwest Center Consortium Terminal Objectives.

I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in its university, which would qualify as a training program for the "new professional" as defined in the EPDA rationale,

II. To have experimental or pilot courses developed by the statellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide,

III. To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools,

IV. To have the University component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change,

V. To have the State Department of Public Instruetion (SEA) adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and School Social Work for inner-city work,

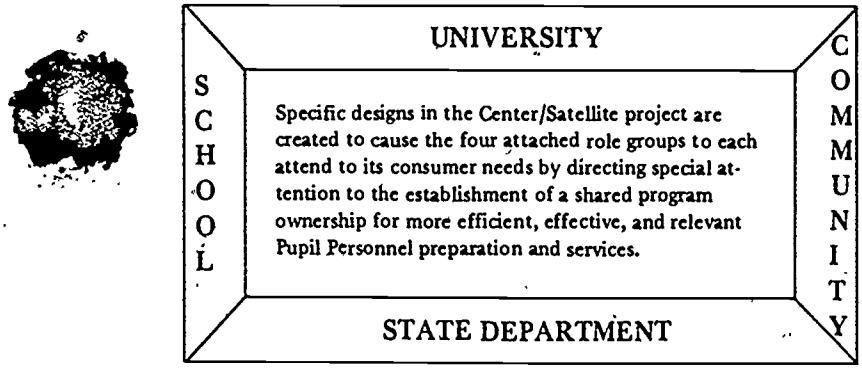
VI. To have each satellite be able to support the decisions it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

In order to meet the primary goals and objectives of this project, new programs were developed to train "new professionals" (entry and renewal) who would perform services seldom offered by present pupil personnel workers. While still serving school clients in traditional capacities, they would be trained to perform as consultants and planners as well. Training, then, would include the following topics: 1) organizational development and organizational behavior; 2) consultation theory and practice; 3) community development; 4) diagnosis of learning difficulties; 5) definition and remediation of communication difficulties; 6) application of accountability and evaluation procedures; 7) acceptance and operationalization of the educational community concept; 8) continuing needs assessment for adapting Pupil Personnel training and services; 9) cultural and developmental differences; 10) multi-level and multi-discipline training concepts; and 11) utilization of the school as a training site.

In addition, those related program components already available through academic departments would continue to serve in the new preparation programs. Examples are: individual and group counseling theory and practice, individual assessment, measurement, and other related inquiry areas. Because pupil personnel workers have an impact on the school administration and classroom teachers, the project would attempt to include selected components of administration and teacher education.

Center Program and Functions. The Center provided indirect services to schools, communities, State Departments of Public Instruction, and universities through the satellites which, in turn, provided direct services. The preceding four components will be hereafter referred to as the "Education Community."

Education Community Concept.



The Center was designed as a temporary organization. The satellites served by the Center were eventually to become fully functioning, permanent components of the organizations to which they were attached. The overall function of the Center, then, was to assist each satellite to conceptualize, design, deliver, and evaluate a Pupil Personnel Services program which would train new professionals or retrain pupil personnel professionals already employed. More specifically, the Center functions were to:

1. Provide communication networks to assure ease of information exchange.
2. Provide for collecting, coordinating, and sharing of the multidimensional elements and components of the Midwest and national Center Satellite projects.
3. Provide a monitoring service by making periodic visits to each satellite to work from the goals and objectives, program components, time lines, and evaluation design specified in the Satellite Plan of Operations.
4. Provide direct input and service to satellites with specific needs and requests. Example: Assist satellite to build an appropriate evaluation model.
5. Provide TT training for the Midwest Center/Satellite project.
6. Provide a dissemination service through exchanges of personnel and materials, presentations at local, regional, and national conventions, and publication of journal articles, monographs, etc.
7. Provide assistance, both human and material, to satellites so as to help them focus on: 1) program definition which clearly states the systematic plans developed within and among the educational community; 2) staff attitudes, knowledge and skills which relate to the newly developed program elements; and 3) organizational structures and resource utilization which are most likely to produce the products expected from the Center/Satellite program.

Midwest Center Organization 1971-72. As we moved into the first year of the project, the intent was to work from the broadly defined EPDA-PPS goals as a guide to conducting needs assessments at each site. The organizational structure formulated to support this first year of operation was referred to as the Midwest Center Policy Board (see Appendix B). The functions of this Board were:

1. To formulate the general policy which has guided the total operation of the Center/Satellite project with respect to its overall goals.
2. To advise and make recommendations to the Center on criteria and procedure in the development of operational policy.
3. To serve as a resource body for the overall planning and evaluating of the Center/Satellite project relative to established goals and objectives.

Also active during the first year was an advisory group to the Policy Board referred to as the Community Council. This council was made up of six community persons, one from each satellite, and was organized as a result of the USOE request for community input. During the early stages of the project the council members assisted individual satellites in the area of community development. They also provided input to the Midwest Center in areas of community development.

Midwest Center/Satellite Reorganization. The U.S. Office of Education has in the past routinely awarded grants to individual institutions who carry out their institutional missions in accordance with their own best judgment. The Center/Satellite funding structure, perhaps for the first time, had required institutions of higher education and their various constituents (school systems, communities, universities, State Departments) to work *cooperatively* toward mutually shared change goals. The issue of control and autonomy that formerly existed between the U.S. Office of Education and the individual university or school district was now somewhat duplicated in the relationship between Center and satellites and among satellites.

The Center/Satellite goals required a creative structure for assuring linkage between Center and satellites and among satellites. The questions of power and control emerged repeatedly as individual satellites attended to their local pressures and needs within the broad framework of the overall project goals. Often mutually determined policy tended to submerge individual institutional needs for autonomy and, as a consequence, highlighted the need for shared decision making around overall project goals. Thus, dissonance occurred when individual satellites, who were encouraged to maintain autonomy for their local programs, were still asked to allow for complementarity between differing programs and the overall Midwest Center/Satellite goals. Some reorganization of the project's structure seemed necessary and imminent.

For more information on the reorganization see Appendix B.

Operation Recap. The next effort to refocus the organizational structure of the project took place during the midpoint of the final year. Satellite directors began to feel the pinch between keeping the needed developmental activities going while also trying to bring about closure to the project. The outcome of these discussions was to formulate a temporary structure called "Operation Recap." This temporary systems approach provided special resources needed to bring each satellite director and evaluator together with a writer to form a team that would write the total story of the three-year project. This team varied in size and scope during the six-month data gathering period of its operation; however, during the final two weeks, each team worked as a group of three (director, evaluator, writer) to complete the final writing activities. A full description of Operation Recap may be found in Appendix H.

Dissemination. The final thrust of the project was dissemination, an example of which can be found in Appendix I. During each of the three years of the project, several sessions were organized for the purpose of sharing, diffusing, and disseminating information about the developmental stages of the project. These sessions were usually scheduled in conjunction with local, regional, and national conferences and conventions.

At the close of the third and final year of the project (Spring 1974), it was clear that the stated objective for final dissemination would not be met, and, as a result, a one-year extension was granted to the project to allow for dissemination activities. After the time extension was granted, each satellite developed its plan for dissemination in accordance with the project goals and the products they deemed significant to share. The materials to be disseminated have since been published and are available upon request. These include the satellite final reports, this report from the Midwest Center, and several monographs. Information for obtaining these documents can be found in Appendix K.

The Scope and Organization of This Report

For each satellite in this project there is much that can be reported; however, we will make no attempt in this report to discuss all that was tried, nor all that was accomplished by each satellite. Rather, we will leave the details to the individual satellite reports (see Appendix K) as we focus on the objectives which we believe to be most basic to the Center's (and the total project's) responsibility. This objective was: *to have each satellite develop and test a prospective new degree program or specialization which could be adopted in its university, and which would qualify as a training program for the "new professional" as defined by the EPDA rationale.*

We believed that renewing the training programs in the universities was most important because it could lead to more widespread and continued change. It could affect more people than could the accomplishment of any of the other objectives of the project.* It was our view that the other objectives of the project, while important in their own right, obtained their greatest significance through the extent to which they contributed to the establishment of better entry and renewal instructional programs at the university.

This is not to say that the adoption of the "right kind of degree program" at a university is the most important accomplishment toward the goal of changing education to better meet human needs. We believe, for example, that changing the working relationships between public schools and the community, and between the public schools and the university so there is more openness and collaboration, is a more significant accomplishment. Establishing these kinds of relationships will, we believe, make schooling more responsive to the clients which they serve. But, we must ask, if we make changes between one school and its community, between one school and a nearby university, how many people does it reach and how long does it last? When USOE funds a project, there are two groups of people to be served: the local people who may receive direct benefits, and a national population who receive indirect benefits. The nature of the organization of the Center/Satellite project mandated the Center with this broader responsibility. Therefore, we felt an obligation not only to try to help satellites achieve their local objectives; but also to keep before them the issue of the broader and more long-term impact of their programs.

Another reason for stressing the adoption of preparation programs at the university was our belief that the funded programs should be consistent with the EPDA rationale, and the EPDA rationale implied the institutionalization of a process. This process was to be client oriented . . . a change process which is maintained through the continuing use of feedback from client populations.

*Refer to page 7 for listing of other project objectives.

Rather than adopt the traditional "office reportage" format usually imposed upon project reports, we chose instead to organize our report around roles and issues. As three of the Midwest Center staff members, we will attempt to discuss separately our roles within the Center's overall functions, focusing on those that we saw as most challenging, most interesting or most enlightening.

Assuming that our readers are primarily educators who might at some point consider playing similar roles within the scope of a long-term project, we feel it imperative to speak candidly and directly from our experience. In the long run, the issues raised and the advice given may be far more useful than if we were to simply highlight our successes and shade our failures.

We also think it valuable to "fill in" those areas that the satellite reports, by necessity, could not dwell on. For example, the long range implications of such a project can be seen better from the vantage point of the Center, having comprehensive familiarity with all the satellites. We are also in a position to judge the validity of our evaluative efforts and to unravel some of the administrative constraints under which both we and the satellites had to function. The Center's delicate role of judge and, at the same time, support agency, is another "balance" issue about which the satellites gained only a limited perspective, and unfortunately, sometimes a highly threatening one. Our attempts through this report to analyze our dualistic, often ambiguous, position of evaluator/helper may serve to generate more useful data for present and future change programs.

Finally, and not unimportantly, we believe that our format of individual, experiential reportage will make for more interesting reading. We know, all too well, how many official reports face an early death lying among other unread reports on someone's desk.

This report is organized into three sections. The first is written by the Midwest Center evaluator, Samuel Christie. The chapter reflects the emphasis on program definition, data collection and program change that were considered by the Center to be essential components of the evaluation effort. Christie's aim is an evaluation of the entire consortium–Center and satellites. He begins by recreating the rationale and design of the project, highlighting the structural relationship between Center and satellites–both ideal and actual. One way to evaluate the impact of the Center, he maintains, is to examine the individual satellites and their outcomes within the context of the project goals and their interventions.

Christie carefully examines the major activities of each satellite. He reports on their relative accomplishments, their degree of success in achieving institutionalization, and their fidelity to EPDA rationale and goals. He then discusses the strategies of the Center, in its dual function with respect to satellites, and some of the problems which accompanied the duality of function. Finally, he brings satellites and Center together to focus on the overall efficacy of the consortium approach to educational change.

The second section is written from another evaluative perspective–that of an evaluation counselor. Robert Wolf, who served as evaluation counselor to three satellites, reports on his chosen counseling mode of "responsive interaction," whereby he encouraged satellites to capture the essence of their experiences throughout their evaluations. His primary interests in evaluation counseling are those of "keeping the many sides of truth alive" and legitimizing personal testimony.

Wolf describes the counseling steps, implied in his role, along chronological lines and reports the conflicts and frustrations along the way. He then projects some alternative evaluation procedures based on key issues he has raised. These insights may serve to clarify the role of these intervention programs whose aim it is to spur social and educational change. *He considers, for example, the steps to be taken in order to move from "measurement" to "understanding," and the steps toward legitimizing human testimony as a means of evaluation.*

The report concludes with a commentary by a Center co-director, DeWayne Kurpius. Just as the first two papers were written from individual evaluative perspectives, this paper is an attempt to view the project from still another perspective – that of administrative director. Kurpius reflects on several of the key issues reported in the earlier papers from his own point of view and speculates particularly on those issues related to the educational change efforts undertaken in this decade. These issues include the notion of decentralized funding, modes of decision making, and the prospects for inducing change through university-school system consortia.

It is our hope that through this "multiple exposure" to our thoughts and experiences, the reader will be better prepared to come to some personal conclusions about this highly complex and multi-faceted experiment in educational change.

CHAPTER II

Evaluation of a Consortium: Issues and Outcomes

Samuel Christie

If importance is to be determined by the difficulty of the task that is set, then the Midwest Center/Satellite project certainly would qualify as one of the more important federally funded projects of the seventies.

This project was one of seven regional projects in Pupil Personnel Services (PPS) funded by the Office of Education under the Education Professions Development Act. The Midwest Center/Satellite project, consistent with this act of Congress, had as a general goal the changing of pupil personnel services to make them more responsive to the needs of minority students.

The Midwest project was a university consortium composed of a Center and six satellites, each located within a university in the region. Each satellite was to work within a local inner-city school(s), using these as sites for pre-service training of university students as well as for in-service training of the existing school staff. In addition, the university satellite staff and the local school were to establish a working relationship, through an advisory committee, with parents in the school community and with the state department of public instruction.

While this arrangement made sense because we wanted new degree programs that would be responsive to the needs of clients, and we wanted certification by the state, it did make for a more complex and difficult task. We were trying to bring about change, not in one organization or social structure, but in four of these structures in each satellite project—and this was to be done in three years.

The Center/Satellite Consortium—An Experiment in EPDA Funding

One of the distinctive characteristics of these regional EPDA projects in PPS was their experimental nature in terms of funding and administration. In each region, the Office of Education funded a "center which in turn acted as funding agent to satellite projects." These centers were to provide support service to their respective satellites. This arrangement represented not only a departure from the usual way of funding projects, but it also tested the capacity for a university-based consortium to engage in a unified effort in program development under the leadership of a group of their peers.

This report, then, can be viewed as an evaluation of that experiment as we ask the questions: Was the Center able to get six projects, which began completely separately and autonomously, to pursue common objectives under the EPDA rationale? Did the efforts of the Center contribute to the quality of the outcomes of the satellite projects?

Since the perspective of this report is from the view of the total project, we have two stories to tell—the Center story and the satellite story. As these unfold it is our hope that one can come to understand, for Center and satellites as a whole, the expectations we had, both common and conflicting, as we began this project; how we acted, individually and collectively, as we tried to make these expectations a reality; and what, in the end, has been accomplished. As with any project as complex as this, much has gone unnoticed, and some has been forgotten. We hope we have documented enough of the important events so that we can relate not only what achievements have been made, but the internal dynamics of this project. We want you to examine with us throughout this evaluation section these questions: To what extent were our expectations realistic, our strategies appropriate, our accomplishments adequate, and our final outcomes worthy?

*The Rationale for the EPDA Projects**

An overarching goal that came out of the EPDA rationale was to make the school more responsive to the needs of students, particularly those of the minority. The traditional way of counseling students who have problems has been to look for changes that the *student* needs to make to solve "his" problem. The new professional would look both at the student and the school organization as the source of problems and be prepared to help in changing either.

One of the necessary prerequisites for accomplishing this change in the school is the acquisition and use of information about ongoing activities—what is actually being attempted, what is resulting from these attempts, and whether or not the results are satisfactory . . . in other words, a needs assessment which determines empirically for individuals, for single groups, or for the total school the gaps that exist between what people want in a situation and what they have.

This means that the counselor or social worker as the "new professional" would perform in a new role, would possess new skills. Among these is the ability to identify organizational problems in both their structural and interpersonal manifestations. The new professional would understand the process of group problem solving and possess the skills for developing and maintaining teamwork and collaboration among the staff. He or she would be able to function effectively as a group facilitator, not only with students, but with teachers and administrators in the school. Since many of the problems occur in school, the counselor would be able to identify these problems and make suggestions for solutions. For the minority student, there are additional problems that stem from the differences between his culture and that of the majority. If the counselor is to be an effective consultant to both the student and to the organization, he must understand both the minority and the majority cultures.

In addition to calling for a new professional in PPS and specifying the role and competencies that were needed, the Bureau of Educational Personnel Development, under which the project was funded, specified that the development of these programs be made with the active involvement of local schools. This meant that field-based instruction was a requirement of the project. Taking this rationale as a guide, the Center saw one of its major responsibilities to be that of keeping the projects consistent with the purpose for which they were funded.

The Midwest Center's Attempt to Set Standards—A Rationale

The Center assumed the role of standard setter in two ways. One was concerned directly with the nature of the programs that were to be developed, and the questions which must necessarily be asked of those programs. For example, were students trained in problem solving, in the development of community resources, were they taught about the black culture, etc.? In other words, was the program consistent with the EPDA rationale?

The second kind of standard was indirectly imposed. This has to do with the way in which the program was developed, with process. We believed that within a very broad framework there is a *preferred* process, one which, if followed, is more likely to result in the kind of program that is desired in a given situation. The process given most support by the Center was systematic and collaborative problem solving. We pushed hard for satellites to make better written definitions of their programs: specifying objectives, strategies, needed resources, responsibilities of those involved in the implementation, expectations placed on those associated with the project, and the overall strategy for evaluation. We did this for several reasons. We felt that support for the program was needed from many quarters. The first and critical step in gaining this support is to have people understand exactly what they are being asked to support. A statement of a general rationale and a few specified actions will not suffice. Because of the multi-faceted nature of

*Taken from the statement dated September, 1970, entitled, "EPDA Pupil Personnel Services Program Design," Bureau of Educational Personnel Development, Office of Education, Department of Health, Education and Welfare.

the project, involving State Departments of Education, university professors and administrators, public school counselors, teachers and administrators, and community people, we felt it imperative that details be explicit and communicable. It was no simple matter even to inform the staff, who had the responsibility for implementing the project, of the relationships between the various activities and the goals of the project. A second reason for specificity is that without an explicit and clearly formulated statement defining the expectations and program elements, there is a great danger that the life of the program will be dependent on the person who initially organized and ran it. If that person leaves the institution or is given new duties, the program will often fade away.

The Center, in turn, pressured the satellites to define *their* programs more explicitly in order to facilitate better evaluation of their efforts, and better decision making. Clear program definition also increased the probability that whatever good works were done would be recognized and deemed worthy by those who had sanctions over its maintenance after the project ended. Finally, we felt that good program definition was necessary to communicate effectively to a national audience what had been attempted, and what had been achieved in the Midwest Center/Satellite PPS project.

The Evaluation Design

The strategy of the Center in the attempt to apply this rationale to the operation of the Consortium was to adopt an evaluation design that integrated project management and project evaluation. The discrepancy model of evaluation, best articulated by the late Malcolm Provus,* fit the need. The system orientation of this design not only gave us the comprehensiveness we wanted, it was also consistent with programmatic objectives for training PPS workers in system principles.

Using this evaluation design, and the EPDA rationale, a set of terminal and enabling objectives were written by the Center evaluator (See "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project" in Appendix G).

The six terminal objectives are presented below with an accompanying rationale for the conclusion of each. These objectives guided the Center in their relations with satellites and are used also as a guide as we evaluate the individual satellite projects.

Center–Stated Objectives for the Midwest Center Satellite Project

In this statement of objectives there was no attempt to be all inclusive and state every objective which must be met if the project was to be successful. We stated only those objectives which seemed to be most basic to the intent of this project, which was to change the training programs in universities which prepare pupil personnel workers. In order to have a department in a university adopt a new program or modify an existing one, we believed it necessary to have the proposed new program outlined in detail. Thus, we stated an objective that satellites describe their prospective programs.

To help assure that this program would be adopted at some future time, we stated objectives requiring that satellites develop a *plan* for adopting new degree programs and that satellites develop, test, and have incorporated into their programs a course or courses that deal with cultural awareness, decision making, and planned system change. Further, we stated an objective that the State Departments of Education require that this course be taken by students who will be certified to work in inner-city schools.

We believed that if this degree program was going to be relevant to the needs of minority students, that community people from the inner city and school staffs in inner-city schools

*Malcolm Provus, *Discrepancy Evaluation* (Berkeley: McCutchen Publishing Co., 1971).

should be involved in the development of this new program. Thus, we stated objectives that called for this involvement.

We believed that if programs which are developed and tested are to have validity, they must be planned and systematically carried out, and they must be evaluated. Thus, we stated an objective that satellites should be able to support their decisions with valid data.

Hence, the terminal objectives which were written and agreed upon to guide this project were:

Terminal Objective I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in their university, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

Terminal Objective II. To have *experimental or pilot courses developed by the satellite staff* which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

Terminal Objective III. To have each satellite *develop pilot courses of instruction* which are closely related to the practical problems that face inner-city schools.

Terminal Objective IV. To have the university component of each satellite *incorporate into its present degree program a course* that deals with cultural awareness, decision making, and planned system change.

Terminal Objective V. To have the State Department of Public Instruction (SEA) *adopt the requirement* that a course that deals with cultural awareness, planned system change, and data-based decision making be required for certification in PPS and School Social Work for inner-city work.

Terminal Objective VI. To have each satellite be able to support the decisions it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

Using the benefit of hindsight, we can see the problems that were inherent in our attempt to apply the rationale and these objectives to the Midwest PPS Consortium. These problems stemmed primarily from two factors. One was the conflicting roles that Center attempted to assume. The other was the lack of legitimation for Center from the view of the satellites.

The Dual Roles of the Midwest Center

The role of Center that took precedence over all others, even though the satellites resisted and in the first year the Center de-emphasized it, was the role of standard setter, guardian, and protector of project goals. In conflict with this role was that of facilitator, advocate, helper, and friend to satellite. Performance in the role of facilitator implied that the relationship between Center and satellite should not be viewed in terms of power or control; rather it be more of a cooperative relationship, the rationale being that the differences in the resources available to each--those of time, money, and expertise--would work to the mutual benefit of both. As the Center assumed the role of standard setter it became more and more difficult, if not impossible, to perform successfully as friend and helper. For example, when the Center offered guidelines that were intended as an aid to satellites in making their own evaluations of their programs, it was interpreted (with some justification) as a lack of candor on the part of the Center since the Center had control of the funds, could, and in fact did, demand that the guidelines, or similar ones, be met. While there was a certain logic to the moves made by Center between the role of standard setter and facilitator, it created serious problems. It confused the satellites. They wondered what Center's expectations were. Did they really have to comply with requests for data? They did not quite believe, at least until the third year, that Center was sincere when it tried to play the role of facilitator. They wondered what ulterior motives were behind Center's offer of help.

The Question of Legitimation

The manner in which this project came to be is a very important factor that set constraints on the Center, particularly in the first year of the project.

Several of the satellites had originally sent proposals directly to the Office of Education. They were responding to the general EPDA philosophy which gave a great deal of latitude in the focus of individual projects. At that time there was no Midwest Center/Satellite rationale or statement of purpose to bring the proposals together. The Office of Education had taken the original satellite proposals, grouped them by geographical area, and cut the funds so drastically that many needed to be reconceptualized. Finally, satellites were told that they were to conduct their negotiations and receive funds, not from the prestigious U.S. Office of Education, but from one of their peers, a project organization attached to Indiana University.

This beginning created not only difficulties for the satellites, it also created problems for the Center. Institutional jealousies, if not explicitly stated, were always just below the surface. The questions in the minds of some of the satellites were—"On what grounds has Indiana University been established as the overseer of this project? What justifies their making judgments on our project? Are they more qualified than we?"

The Evaluation of Satellite Projects at the End of the Second Year

During the 1972-73 project year the Center was very active in the attempt to get satellites to become more systematic, to operate their projects with a sound data base, to be able to communicate to others what they were attempting to do and how they were going about it, and to be able to document results. At the end of that year we wanted to get the judgment of a person outside the consortium regarding our success.

The firm of Educational Management Services (EMS) was retained to make this evaluation. It was agreed that one person from their firm should review and evaluate all the Satellite Plans of Operation. The Center requested that this person have knowledge both in evaluation methodology and curriculum development. This evaluator was given the Center's terminal and enabling objectives and instructed to utilize these as guidelines and identify the discrepancies between the year end reports and the guidelines. We did ask the evaluator, however, to give consideration to an argument by a satellite that a Center guideline was inappropriate or unrealistic. Each satellite was given a copy of the EMS report on their project and invited to respond if they wanted to do so. These EMS reports can be found in Appendix F.

The greatest discrepancies identified in these EMS reports were in the lack of program definition and in the presentation of data. These discrepancies were considered by Center to be so great that termination was seriously considered in three of the six projects. This began a rather extended negotiation period between Center and satellites, extending, in one case, to October of the final year. Ironically, the satellite that was terminated got a relatively favorable report from EMS. The termination of this project and the third year negotiations are discussed later in this report.

As these negotiations were going on in the beginning of the final year, the Center took both a hard and a soft line. They were insistent that satellites respond, rather than ignore discrepancies seen to exist either by the EMS report or by the Center. At the same time they took a soft line in sharing with the satellites the decision on the kind of response that was appropriate and possible to implement.

An Evaluation of the Satellites' Final Reports

The final reports prepared by each satellite serve not only to inform interested audiences about the life of the project and its outcomes. They can also serve as documents for the evaluation of the Center. If the Center has been successful in its attempt to have good definitions of the individual Satellite programs, and to have the satellites continuously evaluate their programs, then

the satellite reports should not only inform the reader about what was accomplished, but also how it was achieved. They should tell what was learned in the attempt to develop new instructional programs in universities with the close cooperation and help of local schools.

Therefore, the following evaluation of the satellite final reports should be considered as one part of the evaluation of the Consortium and of the Center. Following the discussion of these final reports, we will report on and evaluate the efforts of the Center.

The satellite final reports will be analyzed to determine what the satellite reported it was attempting to do, the major activities it carried out to accomplish its intended objectives, and the results it reported. With this information summarized briefly, we will refer to areas where we think important information is missing; then we will look across the different projects and comment on the degree of congruence among the projects, the extent to which they adopted objectives and implemented programs consistent with the EPDA rationale, and finally, summarize the results of the total project.

For each satellite in this project there is much that can be reported; however, we will make no attempt in this report to discuss all that was tried, nor all that was accomplished by each satellite. Rather, we will leave the details to the individual satellite reports as we focus on the objective which we believe to be most basic to the Center's (and the total project's) responsibility. This objective was: *to have each satellite develop and test a prospective new degree program or specialization which could be adopted in its university, and which would qualify as a training program for the "new professional" as defined by the EPDA rationale.*

As we look across the five projects, we give particular attention to the changes in programs at the university as we seek to answer these questions. First, has a degree program or specialization been developed? Second, to what extent does it conform to the EPDA rationale? And third, to what extent has it been adopted in the university, i.e., was it simply a proposed program, were some parts of it implemented, or had the entire program been adopted? These satellite evaluations are made from two different perspectives in time. The first looks back over the projects as they ended. The second is a follow up a year later as we look for the effects of the project beyond the funding period.

Center Abstract and Evaluation of the 1973-74 Final Report of the Chicago Satellite

The site of this project was Crane High School, an inner-city school on the near west side of Chicago. The Chicago Circle College of Education was the funded agency, and they joined with the Educational Psychology Department of the Urbana campus and District Nine of Chicago Public Schools to operate the project, hereafter referred to as the Chicago Satellite.

The orientation of this project was toward the local school. The project coincided with the attempt to create a new degree program for teacher training. The Satellite worked on the development of a block of courses dealing with instructional leadership. Staff of the Chicago Circle and the Urbana campuses of the University of Illinois were actively involved, the former by developing and teaching the above mentioned courses at Crane High School, and the latter by developing and operating its Diagnostic and Skills Development Center. The Satellite Director, although officially a faculty member at Chicago Circle, was on leave from the central office of Chicago Public Schools and established the project office at Crane High School.

This Satellite applied the concept of a new professional not only to PPS workers, but to the faculty at Crane High School. They worked to change the teachers at Crane, so that they could perform more often in the role of "instructional leader." They adopted the concept of the educational community and were attempting to build closer working relationships among university, school, and community.

The Chicago Satellite categorized their objectives by identifying desired changes in organization, staff, and programs.

The objectives for organization development were:

(1) The "creation and promotion of the educational community concept which consisted of new forms of university, school, and community cooperative planning related to problems of schools and needs of students."

(2) "To change our system (Crane High School) from a selective one that rewards and finally graduates only the more able students to one which develops each individual to his fullest capabilities."

The objectives for staff development were:

(1) Development of new kinds of human resource specialists (teachers at Crane High School) who would be skilled in problem solving in individual and group situations.

(2) Faculty reorientation (positively toward acceptance of the role of the new professional) as a prelude to effectively changing curriculum to make the school more relevant to the community it serves.

Program development objectives were:

(1) Adoption of the Diagnostic and Instructional Skills Center (DISC) for faculty reorientation and curriculum rehabilitation.

(2) . . . improving attendance, achievement, (and) decreasing the number of dropouts.

The Two Major Activities of the Chicago Satellite. The activities of the Chicago Satellite, more than any other in the Midwest Center/Satellite project, were aimed at staff development. They were attempting to teach the staff new skills and develop within the staff a new level of understanding of the problem of change. One of these activities, the Diagnostic and Skill Development Center, as the name suggests, was an attempt to teach the teachers specific skills needed to increase their effectiveness.

The other activity was more general in its objectives as it attempted to teach a group of teachers at Crane High School about the change process and the role of leadership that teachers could assume in this process. This activity was field-based instruction in instructional leadership and school guidance, taught by university staff at Crane High School. During 1972-73, three courses in instructional leadership with twelve quarter hours of credit were taught by Circle Campus staff at Crane High School. Thirty-five participants were chosen by the principal from among the teachers, counselors, and administrators who volunteered. (Tuition charges were waived by the university.) Courses of this nature were offered again during 1973-74, although the number of participants enrolled this second year is not reported. In the spring of 1974, the Urbana staff taught a course in school guidance at Crane High School. Twelve students were enrolled in this class, representing counselors, adjustment teachers, and other faculty from District Nine schools.

The Courses in Instructional Leadership. In evaluating these courses, the Chicago Satellite Final Report states, "one of the main aims of staff development was that of imparting change strategies and implementation techniques . . ."

The method of evaluating the impact of these courses was self-report by participants through the use of a brief questionnaire with the following questions: "Have you developed an innovation plan? If yes, have you developed a plan for implementing this innovation? Do you have a plan for its evaluation and dissemination? Have you initiated an innovation in your school? If yes, was it successful? Do you feel the conduct of the course and its content were relevant to your expectations and needs? What, if anything, do you feel you gained from the course? What, if anything, do you feel Crane and/or District Nine has gained from this course?"

The 1972-73 Instruction in Educational Leadership. It is reported that "all but three students who do have an innovative plan also have a plan for implementation of it." As for the existence of an evaluation plan it is reported, "Most of the surveyed staff members either have a definite method of evaluation or will have a plan in the future."

It is reported that "eight class members have programs in Crane that represent an initial goal attainment with respect to change situations. Seven other staff people have programs which they are actively trying to implement. Seven others have not implemented their developed innovation, but are looking forward to doing so at a later date." Thus in 1972-73, fifteen of the thirty-five participants initiated some kind of a plan for an innovation.

From this evaluation, it is not clear what the teachers of Crane were supposed to learn in this course. This section of the Chicago report inadequately serves the good work that was done by the Chicago Satellite in the attempt to teach about and promote the concepts of educational leadership to the total staff of Crane High School. From earlier written reports and conversations with Satellite staff, we believe that they were attempting to help Crane teachers to understand their roles in efforts to improve teaching and learning at Crane. They sought to help teachers to see the potential of initiating action for improvement and to understand the obstacles they might pose. They sought to help them understand and realize the benefits to the school, to the students, and to themselves by working as a team in the attempt to respond to student needs. We also believe that ongoing evaluations were carried out in a more systematic fashion than was implied by their final report.

The 1973-74 Instruction in Educational Leadership. It is reported that three courses were offered: Curriculum, Instruction, and Evaluation in Urban Environments; Improving Learning Environments; and Resources and Methods for Instructional Improvement. The number of students who were actually enrolled in each of these courses is not reported.

In the Satellite report, reference is made to the staff development class, and it is stated that "the staff survey developed an innovative plan and devised a means for implementation." It was reported further "one staff member indicated that an innovation designed in class has been initiated in class in his school, a few indicated that innovations have been partially initiated, the majority have not actually started any planned innovation but plan to start soon, and two members do not plan to undertake innovation initiation." There is no description of any of these plans or the outcomes. There is an explanation, not given in the final report, for a question we would raise about the project. That is, why the Satellite did not utilize the Skill Center as "the innovation" that the instructional leadership class would use for their field practice. This would have contributed to the course and at the same time would have integrated the two efforts. The reason why this was not done is partly because there were two different faculty groups involved, Circle campus and Urbana campus. The group at Circle did not want to intrude on Urbana's program. The other reason for not using the Skill Center as the object of an adoption plan was the desire to give students the option to choose the "innovation" whose adoption they wanted to plan for; nobody chose the Skills Center.

The Course in School Guidance. This course not only served as a means for staff development, it was a means whereby the Urbana staff could respond to a need of the teachers and working counselors both at Crane and in District Nine. There had been a recent ruling that the practice of employing uncertified counselors would no longer be allowed. As a result of this ruling, coursework that could be counted toward certification became in greater demand for those working counselors who were uncertified or for teachers aspiring to be counselors. Moreover, the course was designed to be the first in a counseling sequence leading to state certification. As such, it was traditional in nature and could not be considered as preparation for the new professional. Students, when asked to comment on the strengths and weaknesses of the course,

indicated that the overview of the field of guidance was excellent but that they would have liked more information and more in-depth discussions.

The Diagnostic and Skill Development Center–Objectives and Outcomes. This Skill Center served a dual function in the project. With the help of the Urbana staff, it was intended to help a core of teachers learn new skills and at the same time apply these to help meet the needs of a group of target students. Eight teachers were selected as "high impact" teachers. They received training in a summer seminar at Urbana and agreed to attempt to utilize the new skills they learned in their classes. (They had also been enrolled in the instructional leadership classes, although this is not mentioned in their final report). Experience gained in the project could then be extended to embrace more teachers and students if the efforts proved successful.

Staff Development. At the beginning of the project, a steering committee was formed, representing all elements of the school. The Urbana staff prepared several working papers to provide structure and elicit aims and priorities for the work to come. The committee used these reports as a guide in working out agreements on thirteen "intents" for the Skill Center. Seven of these thirteen intents dealt with some phase of staff development–writing behavioral objectives, using "readiness" awareness, planning, effecting interdisciplinary approaches, using individualization, etc. The report registers varying degrees of success on the implementation of these intentions. Most notably, Skill Center teachers were rated significantly higher by students than were control teachers on all the measurements of "affective" performance, and on three out of six items dealing with the use of variety/relevance/interest in teaching styles.

Reading and Math. Two other objectives of the Skill Center were to increase achievement in reading and math for target students and to increase attendance.

The Iowa Test of Basic Skills (ITBS) had been administered to all students in November of 1972 when the students were in grade eight. The reading and math sub-scales of ITBS were again administered in the spring of 1974, six months after the start of the project. Consistent with the general trend that is usually found over the period of time in inner-city schools, there was a significant ($p < .05$) decline in scores on both reading and math tests. This was true for both Skill Center and control group students. Although the groups were not significantly different at either time of testing, the rate of decline of the control group was greater both on the reading and the math tests than that of the Skill Center group.

School Attendance. Just as achievement tends to decline as school goes on, so does attendance for both the control group and the Skill Center group. However, the number of absences of the Skill Center group was lower than for the control group. No data were reported on the dropout rate during the year.

Other Outcomes of the Chicago Satellite. There is little doubt that as a direct result of this project, both the Chicago Circle and Urbana campuses of the University of Illinois have close ties with at least one of the public schools in Chicago and its district administration. This can pave the way for the development of more relevant training programs at the university and the provision of more timely and effective help by the university.

There have been changes within both campuses that are in part the result of the Chicago Satellite project. At Circle Campus, a new graduate degree program (M.A. in Metropolitan Studies) has been approved. An important part of this program is an "instructional leadership" component. The work of the Satellite contributed to the development and adoption of this component. The courses to be offered in the component are: *Curriculum, Instruction, and Evaluation in Urban Education* with special emphasis upon initiation of educational innovations, *Improving Learning Environments* with special emphasis upon the management of educational innovations, and *Resources and Methods for Instructional Improvement* with special emphasis upon evaluation and dissemination of educational innovations in urban schools. These courses were developed and tested through the Satellite program.

The Satellite has had some effect on courses being offered at the Urbana campus. There have been further achievements in the work to form a division of Cross-Cultural Education. The Satellite project also served as a catalyst in the development of the following courses: Socio-Cultural Influences on Learning and Development, Socio-Cultural Origins of Achievement, and Cultural Theory for the Study of Human Development.

The Evaluation of the Chicago Satellite Project From the Center Perspective. We might comment here first that the accomplishments of the Chicago Satellite were made under more stringent constraints of time than the other Satellite projects. One time-consuming factor was the shift in sponsorship after the Chicago Public Schools District Office gave up its sponsorship at the end of 1971-72 to Chicago Circle. It should also be noted that the Skills Development Center was not operational until the third and final year of the project. The data were collected in February of the final year, thus covering only one semester of the school year, an extremely short period of time in which to accomplish measurable changes of the nature attempted.

The Chicago Satellite as a Model for Change. The Chicago project offered what seems to be a viable model for change. The superintendent and both principals involved offered strong support for the project which helped to motivate teachers. The Central District of Chicago Public Schools granted a leave of absence to one of their best qualified coordinators to serve as Satellite director and temporary faculty member at Chicago Circle.

Both the Associate and the Assistant Deans of the College of Education at Circle Campus were supportive and took an active interest in the project. The two campuses of the University of Illinois, Circle and Urbana, collaborated effectively in the field work of this project, Circle Campus more at the school level and Urbana working more at the classroom level. There was a recognition of a need to expand the work of the Skill Center teachers to other staff, and the courses in instructional leadership seemed to be the strategy that could accomplish this. This effort had in it both the elements of staff and organizational development; it reflected the concept of TTT from the EPDA rationale, the idea that the benefits of training can be expanded by having trainees, once trained, become trainers of their peers. The idea that many teachers could and should function as instructional leaders implied collaboration and the trading of ideas which has at least an informal training element in it. Additionally, the involvement of the community through an advisory council was a part of the plan for the Chicago Satellite.

The Implementation of the Chicago Model. In the implementation of the project, there was a strong emphasis on early needs assessment which gave focus and relevance to the project, particularly for staff development. Due to the well planned and executed staff development efforts of the Skill Center, the teachers were provided with evidence that they could make a difference.

The Chicago Satellite was unable to implement this model as fully as designed in two areas: the integration of the two activities for staff development and the involvement of the community.

There was no plan to integrate the efforts of Circle Campus (the staff development courses in instructional leadership) with those of the Urbana campus (the staff development implicit in operating the Skill Center). The only visible integration of these two efforts was the prior enrollment of the Skill Center teachers in the year-long series of courses in instructional leadership. This fact was not included in the final report.

Community involvement in the Chicago project was not systematically developed. There was a liaison between the project and the Community Advisory Council, and there was a Community Newsletter published by the Satellite. However, other work of the Satellite to promote closer

relationships between the project efforts and the Crane program were not discussed in the final report, except for a reference to the fact that these relationships had not been as fully developed as had been hoped.

The Prospects for Institutionalization of the Chicago Program. To some extent the Chicago program was institutionalized by the time it ended. The Board of Trustees of the university had approved a new M.A. program in Metropolitan Studies in Education for Chicago Circle. A component of this program was an area of instructional leadership which offered the three courses developed under the auspices of the Satellite project. From the perspective of the EPDA rationale, the program that has become institutionalized at Chicago Circle hardly qualifies as a program to train the new professional. There is no doubt, however, that some of the objectives of the instructional leadership component are similar to those in a program that did train the "new professional."

Although the project resulted in a closer working relationship between Chicago Circle and a local school district, as the project ended, the prospect for continuing this close relationship seemed uncertain. The contact between the school and the university was primarily carried on through the Satellite Director, who was a school district consultant on leave. Two different professors from Chicago Circle designed and taught courses in Crane High School, although one left the university to take another position a year before the project ended.

There seems to be only a slim chance that the Diagnostic and Skill Development Center will be continued at Crane High School. Its perpetuation seems to be dependent on the staff at Crane since the Urbana campus is too far away to continue the close coordination that occurred during the project. It is not likely that Chicago Circle would provide the assistance that might be needed since they were not directly involved with this during the project. This lack of integration between staff development courses offered by the Circle campus and DISC operated by the Urbana campus was a weakness in the Chicago project, particularly with respect to the institutional question. It would seem that the adoption of a skill development center would have been an ideal "innovation" for the students in the instructional leadership course to focus on. They could have worked cooperatively to plan for the adoption of DISC and begun the work necessary for the implementation of the plan.

The Urbana campus also established a closer working relationship with Chicago public schools, not only by operating DISC but by offering a course in the school in guidance and counseling. Neither of these accomplishments, however, could be classified as preparation for the new professional. Establishing DISC *did* make a valuable contribution at Crane High School. And DISC *did* promote objectives that were congruent with the EPDA goal of making the school more responsive to its clients. However, the course offering in guidance and counseling was traditional, the only apparent difference being that, as a convenience, it was taught in Chicago.

One Year Later at Chicago

1. The Status of the Skill Center. Apparently, the groundwork was well laid by the Chicago Satellite for the continuation of the Skill Center. As it turned out, our pessimism about the future of DISC was not borne out. In a follow-up a year after the project ended, we found that the Center had not only continued but had prospered. One of the teachers at Crane who had gone through both the series of courses on instructional leadership, and who had been a Skill Center teacher, was placed in charge of the Center for the past year. This assignment, which released this teacher for full-time work in the Skill Center, came as a result of the strong and continuing support by the District Superintendent.

DISC expanded last year, both in terms of participant teachers and students. Twelve new teachers volunteered, bringing the total to twenty-seven; the two classes of the original project grew to eight classes with control groups during this past year. This expansion came with the

good news that the Skill Center operated by the Satellite project had made a significant impact on the dropout rate.

It may be recalled that in the Satellite project sixty students were taught by teachers participating in the Skill Center and sixty students were randomly chosen as control students who received no special attention and presumably were representative of the sophomore class at Crane. The number of students in both these groups who returned as juniors this past year was compared in September. Sixty-six percent of the Skill Center group returned while only twenty percent of the non-Skill Center students returned. Moreover, during the past year the attendance of Skill Center students has been consistently above that of the school as a whole. On the average, only seventy-five percent of Crane's students will come to school on a given day. Over eighty-five percent of the Skill Center students will show up.

The Skill Center has changed in other ways, besides cutting down on the personnel to operate it while quadrupling the number of students involved. Primarily, they have dropped what they consider to be the staff development aspect, whereby data on teacher behavior was collected from students and feedback to teachers. They have also cut back on diagnostic testing. Apparently this is only used to identify those students who will be sent to the reading specialist.

The major emphasis of the Skill Center continues to be in program planning with coordination by the director of the Skill Center. She works individually with teachers in developing their plans for a course; however, her major activity is in convening small group meetings by teachers and helping them to identify problems and initiate cooperative planning. The Skill Center classes reflect this planning and are well organized--their teachers respond rather than ignore problems. They are able to plan and present programs across cisciplines, such as the study of various cultures planned for next year.

Students have responded positively to this program, so much so in fact, that an incipient problem is developing. Skill Center students have come to expect of non-Skill Center teachers the same attention, the same degree of planning of instruction as they have gotten from Skill Center teachers. Not only have they expected this, they have in some cases demanded it, confronting teachers whom they felt were not well prepared (for example, where instruction consists primarily of assignments to read the chapter and answer the questions in the text). If these confrontations continue, the 120 Crane teachers not a part of the Skill Center might develop opposition to the Center.

2. Relations Between the University and Crane High School. There is no further field work at Crane which is associated with the courses in instructional leadership taught at Circle Campus. There was no plan, although it was discussed during the life of the project, to make any part of the instructional leadership course field-based. However, the work at Crane has contributed to the planning for field-based instruction in two ways. One, the Skill Center has become an important base for field work for another class at Circle (reported below). Secondly, the relationships established to implement the Satellite project have been carried over in the planning for the new Whitney Young High School, a magnet school for Chicago. Circle Campus and District #9 have worked together to plan for field-based instruction in the new school.

3. The Skill Center as a Base for Field Instruction. The Skill Center has become the base for instruction in the field by a Circle professor who was referred to Crane during the last project year by the Satellite staff. The first year in Crane he worked with non-Skill Center teachers. Last year, through contact with the Skill Center director he and his class began working with the Skill Center teachers. He reports that he is impressed with the willingness of these teachers to interact with the trainees in his class, as they work to plan, implement, and evaluate instruction.

It was at the suggestion of these Skill Center teachers that the time spent in the field by the Circle trainees was increased from one day a week to larger blocks of time. He also reports a marked increase in enthusiasm and involvement between the new Skill Center teachers and the teachers with whom he worked the first year at Crane. As a reward to the teachers for their help, Circle Campus offers free tuition for a course during the summer for those teachers who participate. We might also note that the class for counselors taught by the Urbana campus is continuing at Crane with all but two of their counselors enrolled.

Thus, one year later we find that both the activities promoted by the project are continuing. Chicago Circle has three new courses which have some claim to being developed within an urban school. There is some increased interaction between university students with high school students and teachers, and the cause of instructional improvement at Crane has been significantly advanced.

Center Abstract and Evaluation of the 1973-74 Final Report of the Indiana University Satellite

Located in the rolling hills of Southern Indiana, this Satellite was one of two that were based in small cities. With no urban minority population as a base for a practicum, the I.U. Satellite had to travel fifty miles to Indianapolis. This Satellite was distinctive in another way. It was located at the same university and in the same department, Counseling and Guidance, as was the Center.

A Beginning Needs Assessment. The Indiana University project began with a needs assessment taken from teachers, counselors, and parents at the project school and from the PPS office of Indianapolis Public Schools. As a result of this assessment, there were six school needs identified which relate to the competencies of the pupil personnel services worker. These were needs for greater student achievement in reading and math, for the better utilization of instructional materials, for skills in handling discipline problems, for better communication and collaboration among the school staff and between the staff and the community, and the need for better knowledge of new teaching methods and the freedom to try them.

Out of this needs assessment the Satellite staff identified the following competencies that were needed:

1. The ability to assess the needs of students, teachers, and parents.
2. The ability to communicate reliably the identified needs of students, teachers, and parents.
3. The ability to formulate, plan, and implement programs to solve identified problems.
4. The ability to evaluate programs.
5. The ability to teach children and adults on an individual basis.
6. The ability to identify one's own needs and evaluate one's own activities that were intended to meet these needs.
7. The ability to develop working teams within the school community.
8. The ability to facilitate group problem solving.

The Major Activities of the Project. There were four activities within School # 63 that were discussed in the Indiana University Final Report which were carried out to achieve the objectives of the project. These were Mutual Development Labs (MDL), Teacher Group Meetings, the Tutorial Program, and establishment of the Training Center and Token Economy.

• *Mutual Development Labs.* The MDLs were action-oriented groups of graduate students (under the supervision of university professors), teachers from School # 63, and parents. The MDLs were intended to serve as a model for the identification of needs for skill development of participants and for practicing the use of these skills in the school. Six MDLs were conducted to promote the development of skills in systematic problem solving, interpersonal communication, individualizing instruction, microteaching, consultation, and behavior modifica-

tion. Each stipended graduate student was expected to design, implement, and evaluate at least one MDL.

• *Teacher Group Meetings.* There were problem solving meetings held bi-weekly whereby teachers shared feelings, problems, and ideas on teaching with each other. ". . . Issues were explored mostly from a strategy perspective. Following this focus, the consultant tried to broaden the teacher's view of discipline. . . ." Issues that developed and were explored in these meetings were student discipline, parent-teacher relationships, and administration-teacher relationships.

• *Tutorial Program.* The Tutorial Program utilized community people performing as tutors working with a teacher and a student. The tutor and the teacher developed special materials to help students with their individual problems in reading, writing, and math. Graduate students had various responsibilities in organizing, supervising, and evaluating the tutorial program. This program did not develop very much beyond the initial thrust because of lack of interest in the school.

• *Training Center.* The Training Center gave graduate students opportunities to work with the school staff to help them identify school problems, choose a strategy, implement it, and evaluate the strategy. A major activity that came out of this was the "Token Economy" program leading to the establishment of an activity room which contained "rewards" for students as part of a behavior modification strategy. In addition to these activities that related to the practicum at School # 63, there were two activities on the Bloomington campus.

• *Black Culture Center.* This counseling center for Black students on the Bloomington campus grew out of a dual need. Stipended students in the Inner City Program were required to have both a primary and secondary practicum, and there were few sites available to Blacks for a secondary practicum. There was also the need for counseling services for Black students at the university. The existing Psychological Counseling Services, which serves the total campus community, had no Black staff, and few Black students utilized it.

The Indiana University Satellite, with the support of the office of the Vice-Chancellor, initiated a move that led to the establishment of this Center. The Center has provided various counseling services to Black students and presented a number of workshops focused on career skills which have led to an annual Minority Job Day. This Job Day has proved to be a good vehicle for the recruitment of Blacks to the Inner City Program.

As the Satellite project ended, the Black Culture Center was officially designated by the Counseling and Guidance Department as a practicum site. The Satellite Director has also served as the coordinator of the Black Culture Counseling Program.

• *The Resource Center.* One of the needs that developed out of the Indiana University Satellite competency-based program was for alternative instructional resources to provide trainees with self-paced, highly individualized study materials. With the financial aid of the Midwest Center the Indiana University Satellite developed the Competency-Based Counselor Education Resources Center.

This Center supports the development of counselors and counseling faculty by providing the following services related to competency-based learning. a clearing house for collection and distribution of advertisements on CBL, programmed learning experiences through audio and video tape based instruction, and a central area for criterion reference training and assessment.

The Results of the Indiana University Activities. The Indiana University Final Report discusses results in two areas, the benefits to School # 63 and the benefits to the graduate students involved.

Benefits to School # 63. To answer this question, the Satellite administered a questionnaire to the eleven regular teachers of School # 63, eight of which were completed. The data presented in Appendix E of their report indicated that teachers felt they were helped with teaching techniques, with classroom management, and in handling problem children. They also felt there had been some effect on the relationship between the school and the community. Although the Satellite has stated in their report that community people were involved (particularly in the tutorial program), they do not present any data from community people on this question. They do state in their summary in the evaluation section that students at School # 63 were more positive than their parents.

Other results from the teacher survey indicate that teachers felt there has been some improvement in the physical appearance of their school, directly attributed to the establishment of the activities room. Teachers singled out this part of the Satellite program as being the most helpful. The activity room was established by the following series of events. (1) a needs assessment indicating that classroom management was a problem; (2) a decision by the Satellite that skill in behavior modification was a needed one; (3) a field trip for teachers to observe a school in Louisville which was implementing such a program (to inform and build commitment); (4) the use of one MDL to train teachers in the use of behavior modification, and (5) the establishment of an activity room as a center for providing varying sets of rewards for students. There is a full description of this strategy in Chapter III of the Indiana University Satellite Final Report.

One bit of informal data suggests another effect of the Satellite project which can be very significant. The principal of the school noted that teacher turnover had decreased, that not one teacher had requested a transfer during the three-year period of the project. Assuming that the work of the Satellite was the major cause of this, it is a major accomplishment and suggests the potential that can be realized as pupil personnel workers assume the roles of new professionals in the school.

The Results of Training for Graduate Students. We said earlier that we would look more closely at the results which were related to the development of programs and the adoption of these at the university. An important question, therefore, is -What skills did the trainees learn? Beyond that, what activities contributed the most to the learning of skills in the program?

The data in the final report that relates to these questions was a trainee questionnaire. The trainees were to indicate, from a list provided, which skills they had mastered at the desired competency level, and to indicate the percent of their total time each week that was spent working at the development of the different skills.

The results of this questionnaire are not in the body of the paper but are in an appendix. The report presents a brief and very general summary. It was stated in the report:

> A number of students suggested that they benefited a great deal from their participation in workshops and conferences. Some expressed the opinion that they had hoped the program would provide practical experience in working with Blacks, particularly in the Black community. They felt their work in formal courses and the sites had not prepared them for the roles they wanted to assume upon completion of their program. They seemed to want a program which was less generally applicable to all counseling and guidance students and more specific to the needs of the Black community and its schools. It was also suggested that the addition of a Black faculty member in the department of Counseling and Guidance would be essential to the success of the program.

Evaluation of the Indiana University Project from the Center's Perspective. The Indiana University Satellite followed the EPDA rationale in selecting its objectives. Their project appeared to be consistent with the rationale in two other ways. It was attempting to use an objectives-

based, or competency, model around which to build the new program, and the prospective new program was to be field based. They concentrated on the development of the practices and internship segments of the proposed program. This gave them the opportunity not only to train graduate students experientially, to have them "learn by doing," but also to help the school in Indianapolis.

Nowhere in the Indiana University Final Report is mention made of the development of new courses. When the project began, there was a Black faculty member who was active in the Satellite, both at School # 63 teaching the practicum and in developing a class on cultural awareness. This faculty member left the Satellite at the end of the second year to accept a position in another university. With her went the cultural awareness course.

Although the Mutual Development Lab produced instructional modules, they were primarily in-service. The strategy of the Indiana University Satellite for their pre-service was one that could have been explored more fully by other Satellites, namely, to survey courses that were already available in other departments which could meet the needs of the inner city trainee.

The Indiana University Final Report makes no mention of this strategy. They simply list the course titles that are included as a program for the inner city specialization.

The evaluation of trainees in the Indiana University Program was strictly "self report." With respect to the nine competencies identified earlier in this report, students were asked to indicate whether or not they had met the criterion level for each competency. If some objective criterion level had been established, it was not mentioned. We assume, therefore, that each trainee was to make his own determination of a criterion level and apply it. Of course, this only tells us what the trainees thought they mastered. No other direct evidence is given to indicate the extent to which each of the skills was learned.

In interpreting these data, it should be remembered that this is a developing, rather than a developed program. Devising and implementing a competency-based program is to a great extent a process of trial and error. One of the most sticky problems is that of measurement. Any measure that one devises can be attacked by the skeptics. Therefore, the presentation of an "objective" measure that determines the attainment of a complex skill such as counseling is not something to be done in the very beginning. There must be a gradual transition from more subjective to more objective measures of competency. The "objective" measure must stand the test (more or less rigorously) of validity and reliability. This is not enough, however, it must be accepted by those who did not develop it but are to use it. There was not sufficient time in this project to develop a fully operating competency-based program which is in part an explanation for the very subjective and crude measure of the learning achieved by trainees.

Having said this, we might note the stark contrast between the specifications for a competency-based program included in this report and the data presented on students. The description of a competency-based program is laid out very clearly and systematically. On the other hand, the trainee questionnaire is very informal in its structure, which may explain why the data were not summarized or analyzed for the reader. The conclusions about the effect on students were very brief– "a number of them suggested that they benefited a great deal from their participation in workshops and conferences." The Satellite did solicit and receive suggestions from students for improving the program.

To their credit, the Satellite did direct their evaluation toward the skill objectives set out in the beginning. Even though asking students which skills they mastered is only part of the information needed to get valid answers, this Satellite asked these hard questions, questions that are more often than not completely ignored when and if final evaluations are made.

Prospects for Institutionalization of the Indiana University Program. The PPS project at Indiana University had significant impact within the department of Counseling and Guidance toward establishing a "new professional" program. The total faculty voted to establish an inner-city specialization, and the Inner-City Advisory Committee has become a standing committee in the department. In addition, a competency-based approach was adopted for use in the introductory block of courses taken by all Counseling and Guidance majors, and the work of developing new subject-matter modules is continuing. Furthermore, the original training sites have been retained and two additional sites have been added.

The likelihood that the program will be maintained is mixed with optimism and doubt as the project ends. An important factor on the positive side is the general support given by the faculty. The Satellite surveyed their own faculty on this matter and results were, in the main, positive. The Center, a year before the end of the project, contracted for independent surveys of each Satellite site to be made in the attempt to determine the level of support that existed within each department where the satellites were located. Professional interviewers were hired and they interviewed deans, divisional chairmen, department heads, and faculty members in departments where the Satellite was housed.

Respondents were asked about their knowledge of the Satellite program, the need for more emphasis on inner-city programs, the feasibility and desirability of a change agent role for the PPS worker, the need for field-based instruction, the follow-up of university graduates, and the desirability and feasibility of competency-based instruction. The results from this survey indicate generally strong support at Indiana University for its program and its objectives. Perhaps, reflecting the complexity of the task, there were some reservations about the role of change agent for the PPS worker and about competency-based programs. Most notably there was strong support across the board for field-based training. These survey results, combined with the testimony of the Satellite final report, indicate that continued work at the development and improvement of a competency-based inner-city program has a good chance of success.

The long-term prospects for the Inner City Program are in doubt, however, because of the lack of a permanent faculty member to coordinate the program, in spite of the fact that three of the Indiana University faculty members, one of them a Midwest Center co-director, have been intimately involved in this project. Although the Satellite project was flourishing under the directorship of a Black doctoral student at the end of the funding period, it is uncertain who will coordinate the practicum and continue the Inner City Counseling Seminar after he graduates.

The Midwest Center, concerned about this at the end of the second year of the project, secured a commitment from the dean of the School of Education, the division head of Social Foundations and Human Behavior, and the department chairman of Counseling and Guidance that the first priority for the School of Education, the division, and the department, would be to hire a Black faculty member to coordinate the inner-city program. One prospective Black faculty member was invited to Bloomington for interviews. Subsequently, he declined the position. There have been no further efforts to fill this post.

One Year Later at I.U. The year following the end of the funding of the PPS project at Indiana University was an active one. The practicum in Indianapolis continued much the same as before. There were eighteen trainees in the program. The number of new trainees coming to the Inner City Program for the fall semester was down from fifteen to eight over the previous year. This decrease was attributed directly to the lack of funds to provide stipends for students. Because of this, no recruiting was done, and few students were attracted.

Three Mutual Development Labs were conducted during the year, one a two-day workshop and the other two, one day each. One lab, held in Indianapolis, had thirty-two elementary and

junior high school counselors from Title I schools in attendance. The establishment of the Token Economy program at School # 63 was utilized as a background for this behavior modification lab. The counselors received training on procedures for initiating a behavior modification program in their school—how to work with teachers to train them in the use of behavior modification principles.

There were twenty-five requests for follow-up on this lab, and as a result a five-day workshop is planned for the summer on consultation skills, group procedures, needs assessment, classroom management, and role stereotyping. This workshop will be presented jointly by the Bloomington and Indianapolis campuses of the university. The continuing support for the inner city program by the Bloomington campus is evidenced by the fact that three Bloomington faculty members are conducting sessions without pay. An evaluation is planned so that the feedback on the workshop can be utilized to provide input for program planning in the fall for the developing program at Indiana University-Purdue University at Indianapolis.

The other two labs were concerned with the different modes of consulting and competency-based counselor education. These one-day labs were presented for PPS educators from nine different universities in the area. At the consultation lab, participants came from public schools, a mental health clinic, the university, and the state department to give examples of the different modes of consulting and of needs assessment from their different perspectives. The workshop on competency-based counselor education drew on the resources of the Competency Based Learning Center established by the Indiana University Satellite and was attended by professor-student teams from eight universities.

With a relatively large number of students still in the Inner City Program (18), with the practicum operating the same as the prior year, and with the in-service and dissemination activities of the Mutual Development Labs, the Indiana University Satellite continued much the same as when it was fully funded. Ten new minority students are expected to enroll in the coming year. The chances that this level of activity will continue, however, are not good. The present Inner City Program director will graduate in another year. Meanwhile, the commitment made by the Indiana University School of Education and the Department of Counseling and Guidance to the Center to hire a Black faculty member has not been honored. There has been no further effort to recruit a Black person to fill this position. The Dean who made the commitment has since left this office. The department's position is that the School of Education, which is presently attempting to eliminate over thirty faculty positions, has put a freeze on hiring new faculty. With the thaw, if and when it comes, they say a Black faculty member will be hired. But perhaps by that time there will be no Inner City Program to direct. Since a new interest is developing in the department, following the one that is current at the Office of Education (Career Education), it seems likely that the interest in, and support of, the minority program will fade without a faculty member who has this as his or her primary interest.

On the positive side is the continuing interest in this program by the three Counseling and Guidance faculty who were directly involved in this project. Although none of the three has as a primary interest the coordination of this program, they would probably work to see that the practicum in Indianapolis is maintained. Another factor that may work to perpetuate the program is the proposed merger between the Bloomington campus School of Education and the Department of Education at Indiana University-Purdue University at Indianapolis. The Department of Counseling and Guidance and the Satellite project have already established cooperative relationships in operating the practicum, and with the merger comes the increased possibility that a permanent director of the Inner City Program will be established.

Center Abstract and Evaluation of the 1973-74 Final Report of the Louisville Satellite

The southernmost of the satellites was in Louisville, a city that has its share of urban problems but also retains the flavor of the South. The Louisville staff reflected those characteristics that are often identified with the southern culture—a friendliness touched with graciousness and charm. We at the Center always looked forward to visits there, particularly to their workshop-retreats. Although they "tended to business," they were warm and friendly and related to one another and to us visitors in a very personal way. And this characteristic was reflected in their Satellite Project. Always at the top of their list of priorities was the need to promote humaneness, whether it be in working together to produce a program for change or in delivering that program to clients.

To the Louisville staff the major problem was that the schools had not provided an adequate education to inner-city students. By that they meant that the schools were not teaching students to read, to write, to do basic math. Many students who had gone through Louisville schools were still disadvantaged in their own society. The Louisville staff, both at the university and the school district, perceived that the school counseling program was one target for needed change. They saw two major problems: an inappropriate definition of the counselor role, and ineffective and/or inefficient performance by counselors.

An Objective to Change the Role of Counselor. At the time the Louisville project was conceptualized the Louisville school district, under the leadership of a new superintendent, was attempting to make major changes. New structures were being created and new strategies being implemented to induce more "humaneness" into the schools. There was a new emphasis on openness in interpersonal relationships and on developing higher levels of trust and caring among staff and between staff and students. A major strategy was to utilize group work which often called for role changes.

The Louisville Satellite sought to effect these kinds of role changes for counselors. They wanted to see counselors become consultants to teachers and administrators, group counseling for students, and they wanted counselors to work as a team instead of individually. These objectives were, of course, very similar to the EPDA rationale. Also, in congruence with the funding guidelines, the Louisville Satellite conducted an early needs assessment meant to help the Satellite to work more in partnership with the local school in developing a program to realize their goals.

An Objective to Improve the Communication Between Counselors and Clients. In their needs assessment they found a lack of understanding, a lack of communication between the counselors and the minority students, and between counselors and parents. Changing this became a major objective of their program. They believed that effective stragegies for change involved new training for counselors and increased participation by parents. Specifically, they proposed:

1. Training for counselors (both in-service and pre-service) in group dynamics as a means of increasing levels of trust, openness, and humanness.
2. Involvement of school staff in encounter sessions.
3. Establishing an advisory council as a means of involving parents in the identification of the needs of inner-city students.
4. Utilizing parents as both teachers and students in a university-based course.

The Strategies Implemented

1. The Advisory Council. This council, with the Satellite co-directors serving as ex-officio members, was made up of five parents from the attendance areas of the fourteen associated schools, a school nurse, a school paraprofessional, and associate dean of the School of Education

of the University of Louisville. Although it was advisory it "played a major role in assessing school needs and in determining subject topics to be included in its curriculum." The council was able to perform as a communication link between dissatisfied parents and administrators and counselors of the target schools. The council regularly heard from parents and worked to get this input through to its school staff.

2. Workshops and Labs. A second strategy was to present a number of workshops and labs during the three years of the Louisville project. The first was a two-week workshop on interpersonal relations to help increase the sensitivities between parents and the school staff. A second was a three-day workshop in November 1971 to upgrade group counseling skills of participants.

In January 1972 a three-day lab was held dealing with conflict management. Both school administrators and parents were invited. Activities included encounter groups, black-white confrontation experiences, and parent-counselor demonstration.

In August 1972 there was a three-day summer planning retreat, followed the next month by a principal's orientation day. Seven months later a Parent Effectiveness Training Workshop was held whereby the advisory council members were taught the PET Program; they then trained parent groups in these principles.

In May 1973 an evaluation workshop was held to evaluate the project and plan for its final year. Finally, in May 1974, there was a two-week Paraprofessional Training Workshop held to teach paraprofessionals intervening and counseling skills.

3. Academic Instruction. The Louisville Satellite reports that all participants were enrolled each semester in a course at the university dealing with some phase of pupil personnel services. The Satellite participants included thirty-five pupil personnel workers in the fourteen target schools and the advisory council. This instruction, which would fall into the category of in-service or staff development, was held at various places—at the university, at professors' homes, and at the schools. The class was divided into three groups with a counselor educator from the University of Louisville serving as "group leader" of each. The final report did not describe this teaching arrangement any further. From conversations with the staff it seemed that each professor attempted to improve the counseling and communication skills of his group more or less individually. By that we mean that the class did not seem to be team taught, nor were there common activities for the three groups other than those presented at the workshops and labs.

Another positive feature of this instruction was the follow-through in the field by the university professors. They would assist, observe, and critique school counselors enrolled in the course as they carried out various activities, such as holding parents' group conferences or conducting a Pupil Personnel Team session to consider a "problem" child.

The Results of the Louisville Project

Two New Degree Programs. The Louisville Satellite reports that two new degree programs were established as a result of the Satellite project. One of these is an undergraduate degree in Guidance and Counseling, the other an Educational Specialist degree in Guidance and Counseling. Looking only at the course requirements listed for both these degree programs, there is little to suggest that these are designed for a "new professional." However, in discussions with the faculty it is clear that the content of these courses has been modified.

The Louisville Satellite reports that it developed three new courses, two of which have been approved. One of these, Human Dynamics of Group Process, appears on the schedule for the undergraduate degree. The other, Consulting with Parents and Teachers, appears on the Specialist Program as an elective.

The Human Dynamics course has two purposes. One is to help trainees become more humanistic by learning about their prejudices, biases, and values through encounter groups, and the second is

to learn how to conduct group sessions. Although this course would promote some of the same objectives as the EPDA rationale, it seems to be primarily one for personal growth. It might be noted also that it is only three units among the thirty required in the area of counseling, the other twenty-seven being the traditional courses one finds in most Counseling and Guidance programs.

The specialist's degree would seem to have the most potential for a "new professional" program, as it is a post-master's degree program where several courses associated with the EPDA concept could be required. However, this is not the case. Of the thirty units required for this degree, only three might be considered training for the new professional. This is an existing course in group counseling. The new course developed by its Satellite, Consulting with Parents, Teachers, and Community Agencies, is listed as a three-unit elective beyond the thirty required for the specialist degree.

Other Accomplishments of the Louisville Satellite. In their final report the Louisville Satellite presents an impressive list of accomplishments. There was "individual growth of the pupil personnel workers" who were participants in the project who ". . .tended to become warmer, more understanding, more empathetic individuals. They learned to listen to others and not get hung up on their own self-worth."

There was "achievement of a cultural awareness of the clients being served." The Satellite reports that through social interaction with parents, PPS workers were able to see why parents were being talked down to and why they were being undercut in maintaining their sense of values.

The Satellite also reports that the atmosphere where "principals weren't talking to social workers, social workers to counselors, counselors to nurses, nurses to paraprofessionals, and so on," was changed. Interdisciplinary teams were created, and PPS workers began consulting with one another and soliciting each others' help on an informal basis.

Progress was reported in redefining the role of the counselor. Counselors were taught to perform in the role of consultant to teachers so that teachers can handle problems directly and, reciprocally, the existing counselors were taught about "group counseling of problem children." Principals were included in many of the activities, encouraging a movement away from the view of counselors as record keepers.

There were other accomplishments. The dropout rate at high schools in the project decreased by 24% from 1970-71 to 1973-74 while it was increasing in nonproject high schools. The same kind of relative differences were reported at the junior high schools. As the Satellite noted, all the credit for this could not be attributed to the Satellite project. There were other factors involved although none were identified.

Change at the University. In addition to the adoption of new degree programs already mentioned, the Louisville Satellite reports that in accordance with the EPDA objective "to recruit and train minority group persons as trainers of the new professional" a Black faculty member was hired. They report also that "as a consequence of the project, every course in the Counselor Education sequence. . .was re-evaluated and revised." They reported that instructors of each course revised their courses based on needs assessments and incorporated in course descriptions, when appropriate, systematic problem solving, planned system change, and cultural awareness. All these revised courses were offered experimentally "insofar as possible" and the effectiveness measured through questionnaires and personal feedback from participants. They state further, "On the basis of this feedback a further revision was made in courses. Thus, those experimental course materials and activities which had proven effective in the training of the new professional became institutionalized."

Evaluation of the Louisville Satellite from the Center Perspective. There is little doubt that the Satellite staff, both those based at the University of Louisville and in the Louisville School District, brought the university and the school closer together. They worked long and hard, and apparently made substantial accomplishments in improving the relationships between the staff in project schools and parents. It appears also that the working counselors in project schools increased their level of awareness and became more understanding of the minority culture.

As we noted earlier, the Louisville staff presented in their final report an impressive list of accomplishments. However, the great majority of these were simply reported, with few details to help us learn from their experiences. Surely they must have encountered a tremendous number of obstacles in attempting so many things in such a short time. It would have been informative to know more about their strategies. For example, how did the confrontation between parents and PPS workers at the early retreat lead to changed behavior by counselors? Exactly what was the nature of this change? Was there follow-up on these sessions either by the Advisory Council or the University staff? How were the PPS workers able to work on problems identified by the Satellite and handle their normal work load (or did they)?

What kind of experiences did the participants have in the in-service course taught each week? When the professors met with the PPS workers to follow up, to observe, advise, and critique, what was the nature of this follow up? Were they following through on activities planned in class whereby specific strategies would be implemented? How were they able to mix parents, who had not gone beyond high school, with master's level students? Did they individualize? What did each expect from the in-service course? What did they learn?

One of the benefits from projects such as these is to learn what it means to try out solutions to problems in given situations. Through these actions we can sharpen our definition of reality; we can understand more about this strategy, when it works and when it doesn't. Whatever the Louisville Satellite learned in this regard is not passed on. With respect to actions, results, and decisions they do not go much beyond generalities.

There are many accomplishments reported by Louisville that are "above and beyond the call of duty." In other words, they seem to have accomplished much more than one could reasonably expect to be accomplished in the time allowed. This causes one to wonder if all these changes have really taken hold.

The Emphasis on Providing Service to Schools. During the life of this project, the primary goal of the Louisville Satellite was to provide training to the local schools and to help them solve their problems. The Louisville Satellite seems to have made significant accomplishments in this attempt. They have established two new degree programs; however, there is little evidence to suggest that their new programs will prepare counselors to function in a new role.

The Prospects for Institutionalization of the Louisville Program. The close working relationship that was developed by the Louisville Satellite between the university and the local school district is one of the most significant accomplishments in this project. The head of Pupil Personnel Services (Guidance) was a co-director of the Satellite, and thus was intimately involved, as were other district persons within the executive ranks. At the university the entire Department of Counselor Education, one member of which was also serving as assistant dean, taught class, went into the schools, and developed and revised courses. An Associate Dean of

the School of Education served on the advisory council. This participation across the board suggests a prognosis that the Satellite efforts at Louisville will be continued. This will lead not only to continued working relationships between school and university, but can also help to shape the new degree programs which have already been adopted as a result of the Satellite project. We noted earlier that the specialist program looks like a traditional program. But it also appears flexible enough so that it could become a degree program for a new professional, if it is not at the present time. The continued close working relationship between the university, the school, and the parents will be a force that can move it in this direction.

One Year Later at Louisville. The Louisville Satellite reports that little has changed since the project ended. The practicum has continued much the same as when the project was funded. Two regular faculty members alternate in coordinating the fieldwork of the practicum. The close working relationship between the school and the university is continuing. This past year the chairman of the Department of Counseling and Guidance at the University of Louisville teamed with the coordinator of Special Services in the school district to teach the newly developed course, Consulting with Parents and Teachers.

Center Abstract and Evaluation of the 1973-74 Final Report of the Ohio Satellite

The OSU Objectives. The OSU Satellite reports that initially two goals were most prominent in their project. One was ". . .to create a self-sustaining local school demonstration site, the purpose of which was to exhibit the guidance function as a viable *institutional* practice. . ." (emphasis added). This was seen as a means of achieving the second goal which was ". . .to create a consciousness within the counselor education faculty of the Ohio State University such that principal faculty members would recognize the necessity for a new counseling and guidance preparation program. . ." Although the OSU Satellite endorsed the EPDA rationale and the Midwest Center terminal objectives, they drafted their own program objectives in addition:

1. Creation of a counseling and guidance program for an M.A. degree that is an alternative to its present one.
2. Establishment of an agreement with an urban school system that required students in its new program to practice and demonstrate their skills while in training.
3. Development of courses in counseling Black students, organization development, program planning, and evaluation.
4. Explication of the notion and ideal of teaming as an approach to problem identification and resolution.
5. Acceptance by the community of the need for one practicum (school) site to demonstrate the implementation of teaming.
6. Recruitment of students committed to the goals of the project.

We view the last five of these objectives as enabling objectives which, if accomplished, would contribute to the first.

Major Activities of the Project. There were four groups of activities carried out by the Ohio State University Satellite. There was the planning and presentation of pre-service courses which were to serve as the basis for a new degree program in Urban Education. A second part of this pre-service program was the establishment of a field-based urban practicum. A third set of activities was the planning and presentation of in-service activities. A fourth activity was the promotion of a "Parallel Education Program" at the university.

The Urban Counseling Program. This was the program that was to lead to the master's degree in urban counseling. In addition to a field-based practicum, the trainee was to take the courses

regularly required for a master's degree in guidance, and four courses that were planned and taught during the life of the project. These were: *Counseling in a Black Setting, Organizational Development for Counseling, Community Organization for School Workers,* and *Program Planning and Evaluation.*

The central concept that guided the development of a new program at Ohio State University was teaming. Under this general concept the OSU report included "community development, organization development, interviewing and counseling, and political action approaches." In another section of the OSU final report they state that the new courses taught inquiry skills, program planning, community organization, and counseling in a Black setting. Presumably, these concepts, along with a cultural awareness element, constituted the program that was put forth as a "new professional" program at OSU.

The nature of these new courses, in terms of the kind of instruction given, is not fully explicated in OSU's final report. They do present a rather broad list of experiences and activities provided for students. They state, "A comprehensive bibliography of readings was made available for each course. In each course students were organized in small groups. . . . Students were encouraged and assisted in examining the nature of their internal as well as external worlds. . . . Throughout the program students were required to attend, and encouraged to participate in, professional workshops as well as other activities planned by local schools, agencies, and other community groups. . . . Students were required to organize workshops as well as help develop needed programs and special institutes."

The Practicum in the New Urban Counseling Program. In addition to taking the regular required courses in Counseling and Guidance, the students in the OSU program took the above courses and the field-based practicum. In OSU's regular guidance training program, the practicum is reported as university based. Therefore, it was necessary for the Satellite to establish a working relationship with the local school district.

A considerable amount of time and effort was expended by the Satellite in working with the local school that served as the practicum site for M.A. trainees. In a sense this represented an effort to change the organizational structure of the school from the traditional to one in which there was to be collaborative problem solving with teaming among teachers, counselors, and administrators. From the viewpoint of the Satellite, this kind of environment was essential for M.A. students to get the kind of practicum experience that would be consistent with the coursework the new program would offer. If M.A. students were to learn about teaming, about collaborative problem solving, about counseling as an institutional function in their courses at the university, they needed a practicum experience set within an urban school where teaming and collaboration were actually occurring, or at least being attempted.

While the principal and his staff viewed teaming as desirable, this offer by OSU to collaborate with them could represent additional resources to help them solve the problems attendant to the operation of an urban school. The rationale was that the OSU Satellite could offer expertise and some graduate student help to assist the school in identifying their problems and working to solve them and in building better relations with the community.

To bring about this reciprocal arrangement, which would provide OSU with a practicum site to strengthen their urban counseling degree program, the Satellite took several actions. They established an advisory committee with local representation to plan for the implementation of the Satellite program. Through the advisory committee they established the Educational Task Force which provided for active involvement by the community. They organized problem solving teams within the school, and they presented a series of in-service activities to the local school staff.

The experiences of students in the practicum (12 hours per week) were reported to be the following: ". . . working with the Project School Advisory Committee, Educational Task Force, and team leaders (more on these below). They also served as assistants in many of the programs, including the community and evening school. They received broad experience in program planning, research, coordination, counseling, administration, community organization, and human relations. They also served as consultants and advisers at many levels of program operation."

The In-Service Program. The OSU final report states that a total of 51 working counselors and teachers were involved in the in-service program over the three years. There were three aspects to this program at OSU. For those working teachers and counselors who wanted training and course credit, and who qualified for admission to the graduate program, evening courses or independent study were offered. Special courses were designed for these people in behavior modification, Black culture, Black institutional development, and other "relevant topics." One course that is specifically named is "Team Building in a Public School Setting."

The second aspect of the in-service program was a series of seminars and workshops conducted by the Satellite through the Advisory Council and the Educational Task Force. These included two- and four-week summer workshops on program planning and evaluations, monthly meetings on curriculum analysis, and four-day summer workshops on "Teaming for Change," plus bimonthly seminars on team building and leadership skills. The third aspect of in-service for the staff at Linmoor School was the follow-through problem solving activities by teachers, OSU staff, and OSU trainees.

The Parallel Education Program. This program was intended to produce the "community professor." The proposal was that persons who had experience in working in a leadership capacity in urban communities, but who did not have a B.A. degree, would be admitted to the graduate program leading to an M.A. in Urban Counseling.

A considerable amount of time was spent pursuing this objective within the department and the College of Education. The final decision to reject the proposal, made by the graduate committee of the College of Education, came after two years of effort by the Satellite director, a faculty member in the Counselor Education Program and a community person.

An Early Threat to the Ohio State University Project. At the end of the first year, the local superintendent notified the Satellite that he did not wish to continue in the project. Had this decision stood, the project would probably have ended, because the field-based practicum was a basic element of the EPDA rationale under which the Satellites were funded. In conversations we had with district personnel, it was indicated that the reason for this decision was that the district office could not ascertain what the Satellite was actually doing. There was also the feeling at the district office that the Satellite had generated conflicts in the community. One of the PTA groups had objected to some of the Satellite's community activities. The decision did not stand because the Satellite was able to enlist the aid of the principals in the target schools. Another part of this story relates to the fifth objective stated by OSU, "gaining the support of the community." The OSU Satellite began involving the community and organizing activities (The Educational Task Force) that were quite successful in terms of gaining parent participation and their subsequent support of the Satellite project. This parent support probably was an important factor influencing the principals to come to the aid of the Satellite in opposition to their district office. Thus, in spite of adversity, the Satellite was able to achieve the objective of establishing an urban school site.

Ohio State University Evaluation of Students in the Urban Counseling Program. There are only brief and scattered general statements in the OSU final report regarding the training provided for the urban counselor. In one place they report, without providing examples

or data, that "trainees have demonstrated their abilities to use the collaborative decision-making model for group problem solving." In another part of the report it is stated that as a result of the coursework's emphasis on encouraging trainees to examine "the nature of their internal and external worlds . . ., there is little doubt that it did serve to bring about in the minds of participants a more genuine understanding of themselves in particular, and of human dynamics in general."

It is also reported that "the students responded enthusiastically to the practicum. . .recognized the need for and often gave realistic answers to 'nitty gritty' problems formerly bypassed." The OSU Satellite did present data on the impact of the program on trainees, collected by the administration of a questionnaire. It is reported that. . . "trainees were impressed with the fact that many people seemed to be working together to make their experiences meaningful. They claim the benefits of teaming to be most positive and beneficial to their growth and development. The opportunities to work in the field were highly regarded, deemed necessary, and seen as something only the PPS Program was offering."

There is no assessment of the performance of trainees from the professors who taught them, assessments which would point to the proficiency levels attained by the trainees, i.e., what they were able to do well and where they had the most difficulties.

OSU Evaluation of the In-Service Program. One of the results reported from the workshop was the initiation of a needs assessment in the project schools. This produced a list of prioritized needs. Another result of the in-service meetings and workshops was the selection of team leaders in the schools who subsequently enrolled in the in-service courses offered tuition-free at the university.

There were changes in the school climate at Linmoor and in school-community relationships as a result of Satellite activities. It is in this area that the OSU Satellite is most systematic in collecting data on the results. They surveyed teachers and counselors with a sixty-six *item* questionnaire asking about the impact of their program on the relationships of school to community, faculty to administration, faculty to student, and faculty to faculty. The results of the 68 questionnaires analyzed reveals that "teachers have become more familiar with the influence of the community on student behavior," and "have begun to attempt to make the educational experience relevant to the needs of the community." The reports also state that according to the Linmoor staff, communication among themselves improved, and there was more total staff involvement in decision making. Finally, a very significant fact was reported: ". . . according to the teachers surveyed . . . the culminating impact . . . was 'a conversion of dialogue into action'."

Evaluation of the Ohio State University Satellite From the Center's Perspective. The efforts of the OSU project were quite consistent with the EPDA rationale, at least in the type of general goals it pursued and in its major activities. It made important progress in its attempt to get a new degree program. It was able to gain the support of the community and was probably instrumental in building a closer working relationship between the local school and parents. It was able to run its program through an advisory committee with local school representation. It spear-headed, and was able to establish, an Educational Task Force which was very active, even to the point of operating an alternative school. It was responsible for an increase in teaming and collaboration by teachers in the Linmoor target school. These good relationships in turn supported the Satellite efforts at the university to get the adoption of a new degree program.

If one looks, however, at the OSU final report and attempts to assess the evidence that relates to the establishment of a new degree program or specialization, there is some difficulty. A part of this difficulty stems from the organization of the final report. There is no one place in the report that gives a detailed explanation of the proposed new program. Another difficulty is that

the descriptions of the new program which do appear under various headings are not fully explicated. There is a list of activities for the graduate student from which one can infer their experiences and their role in the school. However, this role is not explained in the final report. If one were dependent on this report for knowledge about the OSU practicum, he would not know that the graduate trainee began his training with observations but was expected to be able to initiate and lead group problem solving activities before finishing the practicum.

While the activities listed for trainees give us some information, the report could have been more helpful by designating what the relationship was between these trainees and the teachers and counselors of the school; by reporting the difficulties encountered, if any, when trainees attempted to lead the staff of the target school in problem solving activities; by designating what the trainee was taught specifically within the teaming concept. For example, was a large part of his instruction, as the emphasis on community involvement might suggest, concerned with methods of identifying and utilizing community resources, and with teaching the skills attendant to this process? Was the trainee taught anything about conflict resolution? Was he taught how to make process observations, about methods to use in the collection and feedback of data, about the process of diagnosing learning problems, about behavior modification, etc.

The Provision of Substantiating Data By OSU. Whatever the emphasis was in the OSU preservice program, it would have been helpful to know which of the concepts and competencies taught to trainees could be applied most effectively in the context of the practicum that was developed at OSU. This of course requires that data be gathered and analyzed on the results of training. This apparently was done informally, with the exception of the trainee questionnaire. And the summary presented on this seems to ignore important aspects of the questionnaire that the Satellite developed (it is presented in the report's appendix with only one trainee's responses). For example, trainees were asked if they were able to implement in the field what they were taught in the classroom, asked to describe the teaming process as they experienced it, to assess the effectiveness of this process in accomplishing goals that had been set, to give an assessment, based on their experience, of the elements most critical to the successful implementation of teaming in an institutional setting, and to suggest how the PPS program could have been improved. These questions could reveal a rich source of data about the perceptiveness of students, of the insight gained from training, and of the strengths and weaknesses of the OSU program.

The OSU Satellite, as reported earlier, collected data from diverse sources to evaluate their impact. They were most systematic in collecting impact data in the target school. This is consistent with their emphasis in the project, that is, concentrating on bringing about change in one of the target schools.

Prospects for Institutionalization of the OSU Program. There are several factors at Ohio State that would promote the institutionalization of the OSU program. One is the rather strong commitment of the faculty and administration to the concept of field-based instruction. In the Center's study of institutional support that existed for the various satellites, we found not only commitment in the College of Education to this principle, but a strong emphasis for field based instruction in other programs, particularly early childhood education. There was support within the Faculty of Special Services for the idea that more emphasis needs to be given to the problems of minority students and to the idea that counselors should be prepared to function in the role of a change agent. Also evident was support within the College for the concept of teaming as an objective to be taught to students who will be participating in the newly adopted Urban Education Program.

In spite of the early difficulties that the Satellite had with the local school district, the establishment of a site in an inner city school and plans for future sites for OSU interns was accomplished.

The strong ties with the community that the OSU Satellite established should help to sustain the university-school district relationship, at least in the short run.

The major threat to institutionalization at OSU is the lack of a clearly defined training program. Although four courses have been developed, two of which have been presented for adoption as regularly listed courses, they are described only by their titles in the final report as well as other documents. As the OSU Satellite project ended there was no clearly defined area program for urban counseling to be included in a proposal for the adoption of a new program.

One Year Later at Ohio State. In a follow up a year after the OSU final report was written, we inquired about the status of the urban counselor program. The long term effects of the Satellite project must be viewed primarily in terms of the indirect "spin off" of the project. The two courses that were developed by the Satellite and submitted to the college for formal adoption were denied. The Satellite co-director intends to resubmit the proposals, however. The Department of Special Services (Counselor Education) has not continued to give the financial support needed to maintain a practicum in a local school. That is, they did not give release time to a regular faculty member of the department to coordinate a field-based practicum. As a result the practicum that was piloted in the Satellite project has not continued.

On the positive side—a field-based practicum is being offered, although not in a school. The practicum, held in a social agency dealing with the problems of youth, is staffed by several OSU graduates who have the skills and the interest to provide the coordination needed. Although the requirements and officially accepted courses for counselor education have not changed, the urban practicum described above is accepted as a substitute for the lab based practicum, also, twelve hours of course work may be substituted for the officially listed departmental electives. Qualifying as electives at present are the courses developed by the Satellite on *Counseling in a Black Setting* and *Organization Development*, plus courses in the newly adopted Urban Education Program.

Why the Urban Counseling Program Was Not Adopted. There were two major reasons suggested by the Satellite that explain their failure to get their program adopted. One was the fact that a somewhat parallel effort was occurring at the same time—the formulation of an Urban Education Program. The other, and this is somewhat related to the first, was that the support that is needed from other departments, both in education and the social sciences, was lacking. The administration was obviously more interested in an umbrella-type urban program than in establishing several special programs. While the Satellite project was conceptually broad, it was narrowly based in PPS, and this made institutional adoption difficult.

Abstract and Evaluation of the 1973-74 Final Report of the Urbana Satellite

Recently, in a south central town in Illinois, a young student almost single-handedly initiated actions that led to the establishment of an alternative school. This student was one of fifty-two who were trained as a part of the Urbana Satellite, a member of the Midwest Consortium on PPS. While none of the other students in the Urbana program was able to make such a spectacular accomplishment, this incident serves as an example not only of the commitment of the students in the Urbana program, but also as an example of the results of recruitment and early training at this Satellite.

The Urbana Satellite is another example of the varied nature of the members of the Midwest Consortium. Located within the Jane Addams School of Social Work (JASSW) on the Urbana Campus of the University of Illinois, this Satellite was working to develop a new training program that would turn out the new professional among the ranks of school social workers.*

*The work of the Urbana Satellite is not to be confused with the work by the Department of Educational Psychology at the Urbana campus which developed and implemented the Diagnostic and Skill Development Center at Crane High School, a part of the Chicago Satellite.

The Objectives of the Urbana Satellite. As was the case with the other Satellite projects, the one at Urbana combined an earlier proposal with Consortium objectives stated by the Center to give direction to their work. Four of the objectives of this earlier proposal were retained. These were: to identify problems of target groups of pupils; create a program leading to change in the school, community, and home; recognize the home, neighborhood, and community as partners in the educational process; and redefine the social workers' role to include consultation with the administration on policy affecting pupils' welfare. The Urbana Satellite set these objectives within the framework of EPDA by adopting the terminal objectives developed by the Midwest Center, with one exception. They did not consider the Midwest Center objective that dealt with state certification as being applicable to them. Paraphrasing these objectives, they were: to develop a new degree program to train the "new professional"; to develop and test pilot courses for this program; to have the new program relate to the needs of minority students; to have the new program deal with cultural awarensss, desicision making, and planned system change; and to gather data during the development of the program to guide decisions and secure evidence of the effectiveness of its strategies.

To contribute to these terminal objectives, the Jane Addams Satellite stated more specific objectives, identifying the criteria by which these objectives would be evaluated and the data that would be collected, in the following areas: the students to be enrolled in the program; the coursework they would be given; the practicum they would participate in; the expectations for public school personnel; the role of the community people associated with the project; the dissemination of the JASSW Model of training the new professionals; and the determination of the job market for the graduates. The Urbana Satellite named their project the School-Community-Pupil Training Program (SCP).

The SCP Program at Urbana. As with other Satellites, the major activities of Jane Addams Satellite dealt with the development of new courses at the university and a field-based practicum. The SCP program provided training over a two-year period for graduate students and led to a master's degree in School Social Work. Students took one year of course work at the university and in the second year were enrolled in a practicum in a school or school district office. As a part of its practicum a Practice Seminar was held one day a week.

Courses Developed for the SCP Program. The Urbana Satellite staff developed and taught three courses and operated and modified their field practicum for SCP as they developed the SCP programs. Before the SCP program began, the Jane Addams School of Social Work had established an "open" curriculum, one which had no specific course requirements. The courses taken by a trainee would be decided by the trainee and his adviser on the basis of the trainee's needs for a knowledge base, his interests, the fit of courses to a trainee's schedule, or a combination of these factors. Since the SCP program was in the developmental stage and had a specific focus within the general area of school social work, the trainees were required to take the three courses; these were: *Social Work in Relation to Public School Education, Intervention Strategies for Change,* and *Program Evaluation* or Research Seminar.

- *Social Work in Relation to Public School Education.* In this course school social work was viewed as a process in pupil-community relations. Students learned about and contrasted two models of school social work. the systems intervention model, and the traditional clinical model which had an individual orientation. Students were to learn about the school as a social system, the role and responsibilities of various personnel and clients, the legal system under which it operated, and the complexity of the process which produces both unity and diversion. They also were to learn to identify and evaluate criticism of public schools; they were expected to identify social work concerns in relation to public policy issues and to give illustrations of the common alities among client characteristics, problems of delivering services, and effective solutions to social problems.

• *Intervention Strategies for Institutional Change.* This course was conceptualized as one that prepared the social worker to function in the role of a change agent. The objectives of the course were developed around the concepts of Organization Development, the approaches, roles, and strategies of change agents, the socialization of individuals (with emphasis on socialization of minorities), and citizen participation. The bibliography that was utilized in each of these concept areas is included in the appendix of the Urbana final report.

• *The Research Seminar.* This course was designed to teach students the process by which a program could be evaluated. It taught the skills needed to assess problems, develop plans of operation, and determine the effect of a program. In the final year of the Urbana project, the staff decided on a strategy for training students in the skills of evaluation that proved to be effective. This strategy called for the students of the course to help evaluate SCP in the last funded year. Since the Research Seminar is taken the first year in the program, these were first-year students who would be enrolled in the practicum in '74-75. The strategy achieved three purposes. It helped in the task of final year evaluation (i.e., final year of the funded period), helped first year students to learn more about the SCP program, and taught them needed skills. They participated not only in the collection of data but in the design of instruments for this task.

Evaluation of the Coursework in SCP. The Urbana Satellite developed a "performance objectives" instrument to evaluate interns' mastery of the concepts in the SCP courses. An essay test based on the course objectives as defined by the instructor was designed and given before and after the courses were taken. Information was collected on facts to be learned, attitudes to be changed, skills to be mastered, problems to be solved, and conditions and programs to be changed. Responses were rated on a scale of 1-4 within each category, with a four indicating satisfactory performance. A criterion level of 75% of students achieving a rating of four within each category was established. This was not achieved for any of the categories in the "Social work and Public School Education" course. There were gains, however, in each category between pre-test and post-test. These were: Facts-34 points, Program changed-22 points, Skills-20 points, Attitudes-17 points, Problems solved-10 points. The criterion level was met with the exception of "program changed" in the course.

Intervention Strategies for Institutional Change. In addition to this evaluation of the coursework of SCP the evaluation staff of the Urbana Satellite sent mailed questionnaires to interns who had graduated from the program (N=24). This questionnaire was designed to identify the strengths and weaknesses in the total SCP program, not just the coursework. Graduates were asked to comment on the worth of their preparation and field experiences in seven areas: needs assessment, plan of operation formulated, administrative sanction gained, task orientation of leadership in teams, implementation of the plan of operation, reporting of ongoing activities to appropriate school personnel, and evaluation of intervention activities. The results of this questionnaire are given in an appendix to the Urbana Report.

The Field Practicum. The other major activity of the Urbana Satellite was the field practicum. There were two aspects of this. One was the work of interns in the local school; the other was their participation in the practice seminar. Meetings were held on Fridays in order for interns to review the week's activities with their instructors, to discuss strategies, and plan for the following week.

The Intern Activities. The field practicum was planned to provide the intern with experiences within a team context in needs assessment of school problems, planning for ways to alleviate problems, getting administrative approval of the plan, handling obstacles that develop during implementation of the plan, and evaluation of the results of the efforts to solve the problem.

The intern was urged to work as a member of a team of PPS workers; however, he could choose to work alone. Eighteen of the twenty-four interns were part of a team.

Evaluation of the Field Practicum. There were several methods utilized to evaluate the practicum. Interns were required to keep daily logs of their activities. The interns and field instructors completed a questionnaire on various aspects of the practicum activities - the nature of the teamwork, the leadership, administrative sanction, the plans of operation, relationship between interns and school staff, support of staff and administration for the SCP model, for change agent role for interns, for pupil advocacy by interns, etc. In addition, interns were interviewed after the completion of their practicum to get personal statements on their reactions. Also, administrators were given a questionnaire designed to get from them their perspective on the SCP model, their relationship to the interns and their work, the understanding that interns seemed to have of the system, and the effectiveness of the intern in identifying and helping to solve problems.

We will not attempt to report all of these findings, but would refer the reader to the Urbana final report. Very briefly, we can say that there seemed to be a good understanding by all concerned of the SCP approach, moderate acceptance of the idea by administrators, and less support by them of the interns' roles as change agents and as student advocates. Most interns were able to follow through with needs assessments and plans of operations and attempted to do this cooperatively; however, a lack of understanding of or sensitivity to the "system" was cited as a cause of difficulty for many.

Evaluation of the Urbana Satellite from the Center's Perspective. The evaluation design formulated by the Midwest Center was followed rather closely by the Urbana Satellite, particularly during the final year of their project. They identified the major aspects of their program and for each of these identified criteria which described further the nature of the program they wanted to develop and test, and in each of these areas they collected data that they could use to inform them not only of the overall effect of the SCP program, but of the relative strengths and weaknesses of the different areas.

From the evaluation data it appears that the coursework and the practicum were quite consistent with the overall rationale of their own SCP program and the goals of EPDA. It also shows that the courses adequately prepared interns for work in the field and that the practicum was successful in preparing interns to work from a systems orientation within the context of a team.

The Community Component of the Urbana Satellite. The involvement of the community in the Urbana program was limited, in part due to the involvement of a number of schools spread over a fairly large geographical area. This made it more difficult to get input from parents about the schools' needs and about the needs for training programs. In most cases it probably had to be left up to the individual intern to involve parents. The extent of this involvement is not discussed in any detail in the Urbana final report. They do say that "community people who had been charged by the Midwest Center to have input into the program" did share information on community dynamics, gave suggestions for training students, identified school problems, participated in training sessions for students, disseminated renewal seminars, and attended evaluation conferences.

This statement hints at a minor conflict that developed between the Center and the Urbana Satellite at the end of the first year. At that time there was virtually no evidence of any involvement of community people in the Urbana program. The Center felt this was a mandate from the Office of Education and pressured Urbana for this involvement. This presented somewhat of a dilemma for the Urbana Satellite. Their relative isolation from the community was not because they were philosophically opposed to this type of input, but primarily because there were numerous "spokesmen" for the minority community, and the Satellite was caught between these forces. They wanted participation but not at the expense of seeming alignment with one

of the competing "power blocs" in the minority community. For this reason, as well as the geographical dispersion mentioned above, the community component did not have close contact with the Satellite training program at Urbana.

Prospects for Institutionalization of the SCP Program. As the project ended at Urbana the prospects for institutionalization appeared to be excellent. A number of faculty were involved at different times during the three years. The two faculty members who conceptualized the program and got it funded, continued their involvement but did not run the project. A new faculty member was hired to coordinate the field-based practicum that was developed by the Satellite.

The courses of SCP seem to be well enough described so that their being offered is not dependent on any one professor. The process of obtaining practicum sites, the objectives of the practicum, and the kind of intern experience expected are adequately described. There is support for the program within the JASSW, both by the dean and the faculty. The support by local school administrators was more moderate, but generally positive. Another factor suggesting that the prospects for continuation are good is the increase in requests for SCP interns—actually more than JASSW was able to supply.

One Year Later at Urbana. The Urbana Satellite project was well on the way to institutionalization when the project ended. New courses had been developed, a new practicum coordinated by the university was developed, and both these were presented as the core of a new program for school social work. Now that the project has ended, the new courses and the practicum have been officially adopted. In addition to this official stamp of approval, the SCP program was commended in another way. The Jane Addams School of Social Work was due for an Accreditation review this past year. The SCP program was rated by the accreditation team as the best in the school for field work.

The field practica have continued much the same as before, with six sites and fourteen interns. The apprehensiveness of the local school administration noted in Urbana's Final Report is slowly waning. There was a feeling by some of the school people when the project ended that the adoption of the new concept for training implied a rejection of all that came before it. The field coordinator has been able to allay their fears somewhat by pointing to the positive aspects of the new program instead of calling attention to the faults of the past.

The strategy of using first-year students to evaluate the field practica has continued. Students report some feelings of discouragement; however, the overall effect has been good. The trainees who served as student evaluators the final year of the Satellite project were interns themselves last year. They report that working on the evaluation that year helped them to understand the practicum and to anticipate some of the problems they were to face. Particularly helpful in this respect were the student logs. Since the logs helped the interns, they saw the relevance of these logs to the training of the pre-practicum student.

This past year the Urbana staff has been active in dissemination efforts, and they have gotten some positive feedback on their program. The State Department in Illinois has continued to be very supportive of the SCP program and has called on the SCP staff to make presentations at conferences organized by the department. The SCP staff has also worked closely with the State Association of School Social Workers. At the recent statewide conference attended by 720 school social workers, the SCP program was presented. The SCP staff reports that the response here was positive, noting particularly that individuals within the association who had expressed reservations early in the life of the project responded positively to the SCP program at this conference.

Finally, the SCP staff had generally positive responses when they met at a retreat with school social workers from the sixteen counties in their region of the state.

The Gary Satellite

We have reported on and evaluated five Midwest Center/Satellite projects; a sixth satellite was part of the original consortium and was operant for the first two years of the project. This was the project located at Gary, Indiana, funded through the Northwest Campus of Indiana University.

The termination of this project was the result of the combination of a complex set of factors. Basically, the Midwest Consortium as formulated did not meet the needs or interests, in the area of program development, of the University at Gary. One reason for the termination was an overly ambitious set of project goals. The Gary staff were attempting too much. Another was the dispute between the Satellite and Center over the interpretation of the EPDA rationale. Still another factor was inadequate support given by the University administration at Gary.

The Gary Satellite was similar to the Chicago Satellite in one respect. Neither of the host universities offered a graduate degree which led to the certification of PPS workers. Therefore, their project by necessity had to take on a somewhat different focus. While Chicago worked with a local high school on the improvement of instruction, Gary worked on this at the elementary level.

The Dispute Between the Center and Gary on Program Goals. While the focus of the program was on minority students, it wasn't directed as much toward planned change as toward making education more humanistic. At the Center we saw this goal not as incongruent with the EPDA rationale, but more as a substantive goal than a process goal. The major intent of the EPDA rationale, as we saw it, was that of training people who could alert the system to the needs of minority clients, and then be able to mobilize resources to meet these needs. Whether the needs are for humanistic education or for other goals such as improving vocational programs, such needs were to be determined by the local educational community with emphasis on input from clients.

We felt that to some extent the Gary Satellite was working at a level inappropriate for the project. They were working to develop instructional modules that helped teachers to provide humanistic education. We felt that it would have been more appropriate for them to utilize humanistic instructional materials that already existed, thus leaving the Satellite free to work on the process of helping teachers utilize these materials and develop collaborative problem-solving techniques.

The Gary Satellite did accomplish some of their aims, however. They developed in Gary a close working relationship among the University, the local school, and the community; one of the Satellite's directors was a university professor, another the head of Guidance Services for the school district, and the third a parent in the community. At the Gary Satellite the participating parents were not just functioning in an advisory capacity; some were working to develop instructional modules.

The strength of the Gary Satellite lay in the local school. The Satellite established quarters in a local school and held meetings and conducted workshops there. They utilized a good model for field-based instruction in which they actively involved university students, school teachers, and their students.

Although the Gary Satellite did not continue into the third and final year of the project, they were a committed and hardworking staff, and their accomplishments within their local community were significant.

The Strategies, Activities, and Problems of the Midwest Center

We have presented abstracts and have evaluated each of the Satellite reports in this project. We have also reported on a follow-up a year after the project has officially ended. We turn now to a more direct examination of the Center efforts to perform their functions in the Consortium.

Early History

From the very beginning of this project, the Midwest Center staff saw planned change "writ large" in the EPDA rationale, and they placed a strong emphasis on systematic evaluation.

Of the eight functions listed by the Center as central to its mission in the 1971-72 year-end report, four dealt with some aspect of evaluation. One set of evaluation functions dealt with assistance to satellites in operationalizing goals and objectives and in conceptualizing, designing, implementing, documenting, and evaluating reforms that encompassed the educational community; the other function dealt with the direct evaluation of satellite by Center.

In the summer and fall of the beginning year, the Center sponsored the Mutual Development Institute (see Appendix J). Included in this series of workshops was one on evaluation dealing with the evaluation models of Stufflebeam (CIPP), Hammond (EPIC), Stake, and Provus (Discrepancy). The feedback gotten from the evaluation of the institute suggested that while University participants had previously received much of this training, community personnel were unable to transfer their training to their back home situation. The report stated: "Subsequent observations confirm the findings of the evaluation in that little of what was presented at the workshops was directly applied back home during its first year." It was concluded that a major part of the problem was a lack of program definition relating to skills, roles, and functions of staff.

A considerable effort was put forth during this first year in the attempt to get programs better defined. The Center developed "profiling" forms (see Appendix E), which the Center wanted completed and updated every six months. These were to include a description of "the structure of the Satellite organization, a list of persons involved, and characteristics of those persons." The profiling form also included a section on Satellite problems, needs, and requests for help from Center. A second part of the Center's efforts to get program definitions was "abstracting goals and objectives." This work was to be guided by twelve goals which had been stated by the Center (see Appendix A). With each goal there was a sample abstracting sheet which called for the objectives and program components related to each goal. These forms were rather long and "were met with anxiety and frustration by the Satellite," according to the Center's first year end report. Three factors were reported to have contributed to the lack of success in getting satellites to conform with these requests. First, the satellites were more interested in developing their project organization. Second, it was too large a task to abstract all twelve goals, and third, it was unclear the extent to which the Center would use sanctions and rewards to get conformity. This kind of "thrust and parry" between Center and satellites was to continue for the life of the project.

The Center initiated two other moves in the latter part of the first year; one, to improve the standards for the project as a whole, was the restructuring of the Advisory Board, the policy-making committee of the project. The second move was to call a meeting of the deans and superintendents.

This meeting was called to inform the deans and superintendents of the Consortium's beginning efforts to ascertain the support from these university and public school administrators for the satellite projects. There was a general expression of concern at this meeting for the lack of clarity in objectives of the satellites and of the activities to support these objectives. It was after this meeting that the Center began to assume, in a greater degree than before, the role of "standard setter" for the project. Thus, one of the first tasks for the new evaluator, who was hired as the second year began, was to formulate a set of guidelines for evaluating the project.

The Second Year

As the project moved into the second year with a new evaluator, the efforts for "quality control" continued. The Provus evaluation model was retained as the basis for the design of

Center-satellite evaluation; however, the profiling forms were dropped, accompanied by a restatement of Consortium goals. The new statement was an attempt to explicate the expectations that the Center had for the consortium by the end of the project. It was also intended to be a more open-ended aid or guide for satellites to plan for and conduct their own evaluation of their projects. The objectives in this statement were organized in a hierarchical manner with terminal and enabling objectives and with sample criteria and data listed for each enabling objective.

The early work of the new evaluator included critiques of the satellites' first year report, based on the Provus model, to inform satellites of the discrepancies that appeared to exist in their project. There was a visitation to each satellite and a workshop held with satellite directors and evaluators, a Center evaluator and a Center co-director. The focus of this workshop was on the role of the satellite evaluator and on the definition of programs, with each satellite using its own first year report as a working document. There was also a follow-up visit to each satellite by the Center evaluator.

The Center also exerted pressure on the satellites to make the newly formed committees on staff development, organization development, and program development function as problem solving committees. In addition, to these activities the Center issued requests for progress reports at midyear, prepared and distributed Guidelines for '72-73 final reports and '73-74 Plans of Operations, and hired an outside evaluator (EMS) to critique the '72-73 Final Reports using criteria supplied by Center. The Center was firm with satellites about the need to follow their guidelines for the '72-73 Final Reports.

The Center's efforts to perform in the role of facilitator in this second year of the project were minor. The library materials collected the first year were still available to satellites, an above-mentioned evaluation workshop was held, and the Center worked cooperatively with satellites to produce a newsletter for regional and national distribution. In addition to these efforts to support satellites the Center conducted a series of interviews at the universities where satellites were based to obtain information on the degree of support satellites were receiving from their institutions.

The Third Year

As the third year began, the Center moved in a new direction, stressing the support role of Center and the need for working cooperatively. Although the '73-74 guidelines for plans of operations called for satellites to define their programs in some detail and specify the objectives they intended to accomplish, the Center softened its approach with the issuance of the Center's Objectives for the 1973-74 Plan of Operations. This statement stressed cooperative planning and the need for mutual agreement before the Center initiated activities which were intended to be supportive of the satellites.

Another action taken by the Center as the third year began was to hire a faculty member, on a half-time basis, who had research and evaluation skills but was given the assignment of consultant to satellies, an assignment in which the obligation was to serve the satellites with no attempt to enforce Center guidelines. There was some inevitable ambiguity about the role of this person who was "from the Center" but whose first allegiance was to the satellites. His role, as described in the Center document, Objectives for the 1973-74 Plan of Operations for the Midwest Center (see Appendix C), was to work with satellites in their attempt to write the "natural history of their project," to document the development of each project, the constraints, problems, and conflicts, both internal and external, and the accomplishments, both intended and unintended. The original intent in hiring this person was to have this work contribute both to the writing of the history of each project and to the satellite's own evaluation efforts. Originally, it was intended that this person would work with all five of the satellites, but he was only able, because

of time restraints, to work with three – Chicago, Louisville, and Urbana. A full examination of the counseling evaluator's role is the subject of the next chapter by Robert Wolf.

Third-Year Negotiations with Satellites

Earlier in this report we mentioned the fact that the Center took both a hard and a soft line regarding third year funding of projects.

The Center had issued guidelines for third year funding that were just as demanding in terms of program definitions as were past guidelines. At the same time, or shortly thereafter, they issued the objectives which Center had stated for itself for the final year, which called for mutual agreement between Center and satellites on the kind of responses to those guidelines that were appropriate for satellites and those which were possible for them to implement.

With these final year guidelines there began a waiting game between satellites and Center. The satellites submitted their final Plans of Operation with requests for funds, some of which were very late.

The Center reviewed these and notified the satellites of the discrepancies between their plans and the guidelines, and of the need to correct them before funding would be granted. Some of the satellites responded; others waited. By this time it was already mid-summer; deadlines for staffing assignments at the universities were approaching. Satellites were pressuring Center to extend their funding so that they could meet university deadlines and/or so that the money needed for final year preparations would be available. One satellite reported that they had already spent some money for purposes important to the life of their project, money that was to come out of the yet unfunded third year budget.

The Center was not yielding, responding that the satellites must respond first to the discrepancies that had been identified. It was during this time that the Gary Satellite withdrew from the project.

Two of the remaining five projects were on the verge of being terminated. The Center co-directors and evaluator decided that this should be communicated to these satellites and the offer made to begin this process. It was also communicated to the satellites that Center expected to work from both the funding guidelines and the Center's Statement of Objectives for 1973-74, which called for cooperative decision making between Center and satellites. The two satellites in question accepted. This began a series of meetings that lasted until October. One of the co-directors negotiated with one satellite, and the other co-director neogitated with the other with the assistance of the Center evaluator. Both satellites were funded. Both made substantial efforts, and in our opinion succeeded, in introducing more clarity into their programs. These negotiations also resulted in significantly positive changes in the trust relationships between the Center and these two satellites.

The Center followed through with a facilitative approach the balance of the year. An evaluation workshop-conference was offered by the Center, but satellites were not interested, and it was dropped. The Center conducted a needs assessment and responded to satellites' requests for aid. Finally, a cooperative effort was begun in midyear to prepare for the final reporting of the project results. Center did not attempt to establish written guidelines for these final reports. They only stressed that satellites tell their story with the clarity, organization, and documentation that was necessary to communicate to their audiences what had occurred and what of significance was accomplished. This process was organized under the term of Operation Recap (see Appendix H).

The Center's Accomplishments

We stated at the beginning of this report that our accomplishment ultimately had to be judged by the achievements of the satellites. One of the problems with this assumption is that it leaves us with a major question: What would have been accomplished without the Center?

• *From the Satellites' View.* In a way we have not lived up to our own guidelines. We could have asked the satellites, preferably through a third party, to comment on the role of the Center – how they helped and how they hindered the satellite projects. What we chose to do did not produce much data. We expected that "Operation Recap" would provide more than it did on the evaluation of Center by the satellites. The satellites were virtually given a free hand to report whatever they wanted about their projects. We fully expected a part of their report to deal with problems and constraints, and in this we expected that Center would be mentioned. Practically the only mention of Center in the satellite reports is in reference to the terminal objectives stated by Center. Only one satellite mentioned a problem which they attributed to the Center, and this was the late funding date for the third year.

One can only speculate why the Center was virtually ignored in the satellite reports. It could be that satellites had nothing positive to say, and thus chose to remain silent. This would be consistent with the generally positive tone of most of the reports. It could be that they simply had so much to tell that directly related to the operation of their projects that they did not want to take the time to expand their reports. Whatever the reason, the satellites report very little evaluative information about the Center.

• *From the Center's View.* One of the reasons we were able, or perhaps we should say willing, in the third year to move toward more participation by satellites in decisions about standards, was that we had seen real improvement over the prior year. We had gotten more acceptance from satellites of the need to evaluate their programs. One indication of this was the satellites' reaction to Center demand that each satellite hire an evaluator for its project. From the beginning of this project we urged, and in the end demanded, that satellites include an evaluator on their staffs.

In the second year of the project this request was simply ignored by one satellite. Two others hired graduate students, a practice we were against, primarily because they had no "clout." In three others, faculty members who were part of the satellite staff were assigned the task. In all three the faculty members already had developing and teaching duties in the project. Where the graduate students were assigned this responsibility there was virtually no meaningful evaluation. Of the three projects with faculty as evaluator, only one gave adequate attention to evaluation. We saw this pattern as indication of a low priority toward self-evaluation by the satellites. In the third year we not only asked for a commitment to hire a qualified evaluator; we insisted. For some satellites this meant that specific individuals were to be named before the satellites were funded. As a result of this, three of the five satellites got people who had prior experience as evaluators. Another assigned a faculty member to work as evaluator, and the fifth hired a graduate student who supposedly had the necessary skills. Two of the projects with experienced evaluators showed marked improvement in terms of data collection and reporting on project results. The other project also showed some improvement, but to a lesser degree. The project utilizing the graduate student, which had done a good job of evaluating their project the year before, did not evaluate all of their project in a systematic fashion.

Overall, we believe there was payoff in our policy of requiring that satellites maintain a staff evaluator. We would probably have gotten much more had we been firm earlier about the qualifications for this position.

Focus on Program Development

There was, across all the satellites in this project, a desire to take instruction out into the field. The Center can take little or no credit for the very good work of all the satellites in working with local schools. We supported this field-based instruction, believing it to be one of the essential elements of a successful project. However, we kept asking satellites, and this is reflected in our terminal objectives stated earlier, "Are you developing new courses or modules that are compatible

with this field work? Are you working toward the integration of coursework and the new practica? Are you laying a solid foundation for the adoption of a new program by your department at the university?"

We believe we had an effect on the degree of institutionalization of programs at the universities in pursuing these questions vigorously. We were able to get a commitment to hire a Black faculty member at one university, who would coordinate the program. We were also able in one of the satellites to get the entire department of Counseling and Guidance to review their program. They met as a group and reviewed their present course syllabi, text, and other instructional materials, and they planned needed changes using as a primary criterion the EPDA rationale for preparation of the new professional. While this does not qualify as the development of new courses, perhaps it is a more realistic objective; we consider it a worthy accomplishment. We believe that all the projects had more of a programmatic orientation because of our efforts.

Finally, we might mention something that was not so novel an accomplishment as it was performing what we felt was a necessary, but sometimes uncomfortable, function. The Center was a safe external target toward which satellites could relieve some of their frustrations. All of the satellites were attempting to do more than they could possibly accomplish, and they needed an outlet whereby they could release their tension. We wanted the relationship between Center and satellite to be one where good feelings prevailed, where there was friendliness and informality. However, we were willing to act more bureaucratically and suffer the consequences if need be.

Conflicts Within the Consortium

This project was not without its share of conflict. This occurred between Center and satellites as well as within the Center. Although some of the conflict was debilitating for some individuals, we accepted the concept that conflict can be natural and healthy if approached from an objective frame of reference, and we believe the role of conflict in this project had a generally positive effect. We need not dwell on the well-documented fact that basic changes, changes in the structure of an organization, changes in goals, in skills that are valued, in the roles that people play, and changes in power relationships are conflict producing. In this project we were attempting to bring about, to varying degrees, all these changes.

Moreover, we adopted a strategy that was bound to produce conflict. We expected it to happen and it did. We believed then, and we believe now, that more was accomplished than would have been if we had taken a more laissez-faire attitude toward the satellites. While we took an uncompromising stand on the principles of program definition and data-based decision making, we realized that the Guidelines were stringent, were in many cases to be viewed as an ideal toward which we would strive. We did not seek unquestioned compliance, but we would not accept lip service or outright rejection. We were always open to a satellite's argument that the Guidelines were inappropriate or unrealistic for them, although we may not have been able to communicate this. We welcomed honest efforts to conform to the spirit of the Guidelines, even when the anticipated action fell far short of the ideal.

Conflicts Between Center and Satellites

Considering the project as a whole the Center-satellite conflict evolved most often from the issue of evaluation of the quality of satellite work. The question at issue was: Who ultimately had the right to determine the worth of the work of a satellite?

The Center had the ultimate weapon in this struggle, the control of funds. However, if it were used, and a satellite project was terminated, it meant that both Center and satellite had failed to accomplish project goals. Therefore, this power at the disposal of Center was more potential than real. While the Center staff was aware of this limitation, its actions, until the third year of the project, seemed to belie this. In part, the Center's actions resulted from the inability or unwillingness of the satellites to articulate the relationship between their activities and their purposes, let alone present any meaningful documentation.

Another source of conflict between Center and satellites was the reorganization, mentioned above, which abolished the Midwest Center/Satellite Advisory Board. This venture started in a cooperative spirit with a committee representing Center and satellites created to work on devising a new, more effective structure, one that would better serve the project. The restructuring was accomplished; however, one of the satellites was vigorous in its dissent, accusing the Center of subverting not only the original agreement which formed the consortium, but of violating the agreements reached within the reorganization committee. The result was that this satellite refused to participate in Center/satellite activities for almost all of the second year, and it tried to get other satellites, with little success, to oppose the Center in the reorganization. Without judging the merits of the case for either side it can be said that this conflict consumed a great deal of energy and attention not only primarily from the Center and the dissenting satellite, but from the other satellites as well.

The reorganization, partially due to the dissipating effects of this conflict, accomplished little. Ostensibly, the strategy committees were to function as project-wide problem solving committees. The rationale and stated purpose of the committees was to facilitate the exchange of ideas and to find solutions to individual satellite problems. To accomplish this, though, satellites had to conduct needs assessments back home, had to identify their problems, and openly admit their existence to others. It was this self-examination that the Center wanted to bring about. They wanted to create a mechanism that would create self-pressure for satellites to develop and use feedback to guide their decisions. While there may have been benefits in the sharing of ideas, there was no real expectation that solutions to back-home problems would be hammered out at these quarterly strategy committee meetings.

In addition, the strategy committee meetings caused further conflicts between Center and satellites. The administrative leadership of one of the satellites was opposed to them, not because they objected to the demise of the original Advisory Board, but because they thought the strategy committees were not necessarily effective as an alternative strategy. It was this satellite that was terminated at the end of that year, though not solely because of the strategy committees. There was a complex set of factors operating, among them the institutional environment of that satellite, a condition that was beyond control of either Center or satellite.

Communication Difficulties Between Center and Satellites

One of the major problems we encountered at the Midwest Center was in communicating our expectations to satellites. Sometimes we deliberately took a stance which we knew might not promote understanding and might even confuse the issue. A particularly vivid example of this was in the meeting of the Consortium at the end of the second year. This meeting was called for two purposes. One was to discuss the kind of Consortium activities that satellites desired during the final year. A second and related issue was the strategy committees, mentioned earlier. The satellites had called for a meeting of all the representatives from the strategy committees which formed the policy making group for the Consortium under the reorganization. The purpose of this meeting was to hear the complaints of the satellite who had not participated in the strategy committees during the year. The Center, believing that this issue had become an emotional one between themselves and this satellite, made a decision before this meeting not to respond either to questions about the purposes for the formation of the strategy committees, or to more general questions about Center's expectations, but to refer to the written statements describing these purposes. At the beginning of the meeting this intention was announced. Still, there were repeated questions asked, to which Center did not respond. Questions about Center's expectations for satellites were repeatedly asked by different individuals. One could

feel the growing tension and frustration as these questions were either met with a reminder of the original statement or with silence. This was probably the climax of the conflict between the satellites and the Center. While the Center's stand at this meeting made it the object of satellite frustration and anger, it did communicate that Center really believed in its written documents, which included of course the terminal objectives and various guidelines. This meeting set the stage for the last big push by Center to establish higher standards through the funding guidelines for the final project year.

The Need for More Site Visits

The Center's desire to perform in a facilitative role was not well articulated to satellites until the third year of the project, and this was one of the more serious shortcomings of the Center. It would have helped had there been more site visitations by the Center staff. Satellites needed to feel that Center really understood the problems they had and the constraints they felt. They needed the ear of the directors and of the evaluators in face to face conversations, not three or four times a year, but every month or so. This would have required a very heavy travel schedule on the part of Center staff, something that none of us was able to do. In addition to the overwhelming amount of paperwork and telephone conversations with satellites and the endless hours of staff planning and development, there were split appointments, committee meetings, writing obligations, and teaching assignments that all worked against such a heavy travel schedule.

The satellites' response to us made it easier for us not to travel. To a great extent they preferred to be left alone. Our position at the Center was that we stood ready to help, but we could not really help a satellite unless they were receptive, unless they asked. They did not often ask. To some extent our position at Center was a rationalization. If we had been on the scene more frequently, not to check up on satellites but to learn about their projects, to show them that we were personally interested in them, that we were sympathic, that we really knew the difficulty of the task they had set for themselves, they probably would have been more open. While we thought we were communicating this to them, apparently we were not.

One potential source of conflict within the Consortium was racial in nature. Since one of the primary purposes of the project was to develop degree programs in universities that better prepared graduates to be more effective in meeting the needs of minority students in public schools, it followed that minority persons should have a major role in constructing the program. And the organization of both Center and satellites reflected this philosophy. There were more blacks than whites in positions of administrative leadership in the satellites. The Center had co-directors, a black and a white; the three evaluators, employed by Center over the life of the project were white, however, Although blacks and whites did have differences, they seemed to understand that this was to be expected and that the different backgrounds would result in some differences in perspective. As a result, the minor undertones of racial conflict never developed into major conflicts nor did they play a significant role in what were to become major obstacles.

A Summary of the Accomplishments of the Consortium

We have evaluated the separate satellite projects and reported on the Center activities, strategies, and problems. We stated earlier that in the end the Center should be evaluated in terms of satellite achievement of Consortium objectives. Let us turn now to a final summary of these results.

We have examined the Satellite final reports as data, utilizing Center stated objectives for the consortium as criteria. We have looked at the final report in terms of the establishment of new programs to train a "new professional," in the use of data-based decision making as a strategy for working to realize changes, and the extent to which there was a broad base of participants in each project.

Satellites' Fidelity to EPDA Rationale

In terms of the goals of each of the satellites, this criterion was well met by the Consortium. If the project is viewed as one to change only the role of PPS workers, then two of the satellite projects would have to be considered less on target. As reported earlier, the Chicago and Gary

Satellites were working with the total staff of their respective schools, but concentrating on staff development of teachers. The Center, with the concurrence of the U.S. Office of Education, made the decision to fund these projects even though they were not strictly in line with the original intent. It was felt that any project in the Midwest that had a concern with the minority population must include the vast Chicago metropolitan area. The school district in Gary has had a continuing concern with minority problems, and the Northwest Campus of Indiana University was the agency of higher education in the area with the interest and the capability to work with the schools in a project such as this. Even though the University did not have a graduate program for PPS workers, it was felt that they, with the cooperation of the schools, could make a contribution to better schooling, i.e., make them more responsive to client needs.

The Chicago Satellite was funded for the same reason. We began there with the school district, which because of financial considerations withdrew as the administrator of the project after the first year. The Chicago Circle Campus of the University of Illinois had been working in Chicago high schools for several years promoting some of the same kind of changes as those sought by the EPDA project. Also, the Educational Psychology Department at Urbana had initiated staff development activities designed for the Chicago schools. The continuation of this program (which was to become the Diagnostic and Skill Development Center at Crane) was threatened by the lack of travel money. We felt that a project mounted with the combined efforts of these two university campuses within a Chicago school could make a significant contribution toward the overall project goals.

In terms of implementing a project that is consistent with the stated goals, we believe that there is a high degree of success on this count. The greatest degree of consistency was in working with minorities and pursuing objectives related to minority problems. All satellites incorporated a "cultural awareness" component in the training program they developed.

Implementing the EPDA Concept of "The Educational Community"

The EPDA concept of the educational community involved four groups, the university, the state certification agency, the local school, and the citizens in the attendance area of the project schools. One of the requirements of funding was that all these groups be involved in the development and testing of the new programs.

This requirement was acted on by all satellites. In the beginning each took action to involve all these parties.

- *The Involvement of the State Department of Education.* The rationale behind the inclusion of the state departments was that new programs would need the official sanction of certification in some cases and the agency providing this sanction should have input into the process of changing certification requirements. No difficulties were encountered with respect to this involvement, primarily because there were no formal attempts to change the requirement for certification. Louisville came the closest to this, in getting approval of the undergraduate degree in counseling and the postgraduate specialist.

The least amount of involvement came from the state departments of education. There were only two projects, Ohio State and Louisville, where representatives of the state department sat in on satellite policy meetings with any degree of regularity. All satellites established at least informal contacts with their respective state departments.

Perhaps the informal contacts made by the satellites in this regard were more important than anything else. Traditionally, universities have taken a major role in the establishment and the changes in certification requirements, and they maintain both formal and informal relationships with state departments in fulfilling this role. These informal channels were actively utilized by all the satellites: at Louisville they were working to get certification of their new degree programs;

at Urbana contacts were maintained to keep the state informed and to gain support for the idea that a field practicum should be a requirement for certification of school social workers, at Gary they worked informally to get some form of sanction from the state for counselor aides.

- *Local Community Involvement.* Among other things, the Midwest Consortium Project reflected a swing away from the "ivory tower" attitude embodied in the Research and Development model to a type of Social Interaction model described by Havelock.[1] However, the Social Interaction model of the Midwest Consortium reflects the "power to the people" movement begun in the late sixties, which translates to "power to the minorities." This led to the rationale that minorities must have input into the development of new training programs and the conceptualization of the PPS projects with minority parents included as a part of the "educational" community.

In the attempt to involve parents to make the school more responsive to minority needs, there were potential forces that could pull a satellite from the basic objectives of the consortium. One of these forces was the power issue. As the name implies, one element, although not the only one, of "People Power" requires a change in the decision-making structure of local schools whereby minorities might influence, if not sanction, decisions. Where this change has been realized, it often came as the result of organizing the minority community into a more cohesive force. This cohesiveness was often made more effective by the willingness to use confrontation strategies and to generate a high degree of conflict to influence decisions.

A high level of conflict, however, is not conducive to the development and testing of new programs. It is only after the differences have been worked out and the conflict level lowered that the rational element inherent in systematic development and testing can function. In calling for parental input in the new PPS training programs, this project was in a sense inviting conflict, for there is a fine line between being consulted and having sanctions regarding new policies; between participating to provide information on unmet needs, and participating in decisions about how to meet these needs. This kind of conflict was more potential than real in the Midwest Project. Only one of the satellites tended to view the parents as a political force to organize so that there would be more pressure for change. This proved to be a tactic of limited success. It did seem to have a significant effect on the local school, but little at the university, since the satellite's programmatic objectives in their department at the university were not accomplished.

- *Local School Involvement.* The involvement of the local school in the Midwest Project can be viewed from at least two perspectives. On the one hand there is the perspective of the local school which is looking for help in solving its myriad problems. From this perspective the justification for involvement with the project is the prospect that they might be more able to meet present client needs.

From the other perspective, that of the university, which is concerned primarily with its clients, the graduate students, the main reason for local school involvement is to provide input in the development of prospective new programs, and to provide a site to test new programs. From this perspective it is not only legitimate but necessary to help the school solve instructional and organizational problems to get the needed input. However, there is always the danger that the problem solving efforts will consume the project, that so much effort will be put into this that no time will be left for development and testing.

This seemed to occur to a great extent in four of the original six projects. Of all the projects the Urbana Satellite was most able to work at problem solving in the field while utilizing it as a test for their university-based training. The Indiana University Satellite was more active in developing instructional modules and testing them in the field. They, along with Urbana,

[1] Ronald G. Havelock, *Planning for Innovation* (Ann Arbor. Institute for Social Research, University of Michigan, 1971), pp. 10-29.

came closer than any other in implementing field-based instruction and combining it with development as conceptualized by the EPDA rationale. The combination of the I.U. and Urbana Satellites seems to provide an excellent model for utilizing a needs-generated approach to program development.

Urbana was more process oriented, or perhaps it would be more correct to say, operated at a more general level. They had their interns concentrate their efforts at mobilizing resources, at convening others to problem solve, while I.U. provided more substantive input in the form of ideas for solving problems, and the provision of in-service training for the local staff. A strength of the I.U. and Urbana projects was the involvement of interns working with local school staff. This gave the university professors the opportunity to observe their trainees trying to implement the new strategies, providing the interns needed experience and their professors with valuable feedback that could be used to improve their programs.

The Chicago Satellite had a duality that was unique, as already noted. The Skills Development Center, operated by the Urbana campus, had no other purpose than to help the local school to improve its effectiveness. The other part of the Chicago project was conceptualized as a series of field-based courses in instructional leadership. The problems of the school served as an object for project work in the courses, and instruction remained the primary objective.

The Ohio State and Louisville Satellites spent a majority of their time working in the community and the local school helping them to solve problems. The effect this had on the training programs at the respective universities is not as apparent. Changes did occur that seem to have a potential for the future, particularly at Louisville, where the university-school-community relationship is quite strong as the project ends.

Although all satellites spent a considerable amount of time helping the local schools solve problems, they seemed to maintain a good balance between the needs of the school and their own project needs of developing programs.

Establishment of Degree Programs or Specializations for Training the New Professional. At the beginning of this report we commented on the complexity of this project and the shortness of time in which to achieve the project objectives. Although we believed that the EPDA rationale represented a general goal worth striving for, we had no illusions that the three-year project would "turn around" the departments in universities so that PPS workers would be fully qualified as change agents. We expected them to continue to train the large majority of their students to function in the traditional roles. What was realistic, we felt, was the establishment of models whereby the work could begin and be sustained toward the accomplishment of the long-term goal of making PPS workers the facilitators of change in schools. We saw two dimensions to this model. One was programmatic. This was a change in the subject matter of the training. However, it did not simply add new courses but developed, tested, and revised them to provide evidence of their efficacy in the training of students selected as future PPS workers.

The other dimension of this model was a process for the development of training programs for the new professional and for the beginnings of their acceptance and institutionalization. We considered a change in the structures and the procedures within a university department, moving it toward the adoption of planned change (which included systematic assessment of client needs as a guideline) to be more significant than the simple adoption of new courses or even the establishment of a new degree. In other words, we saw more long-term benefits from the institutionalization of a process whereby programs would be regularly reviewed to see if they were meeting the needs of clients, than in the adoption of courses to meet present needs. We believed that a significant step toward institutionalization of this kind of process would be

accomplished if the satellite projects could serve as a model for the systematic investigation of programs. Thus, we stressed needs assessment, the involvement of clients, explicit definitions of project objectives, strategies, and results. For these reasons and because of time constraints, the Center did not call for the actual adoption of a degree program or specialization; we only asked satellites to have a well-developed proposal with the instructional elements field-tested and to initiate the process of adoption.

As we have noted in the summary of satellite reports, new degree programs were adopted at two of the satellites, Chicago and Louisville. Although neither of these programs could be considered as preparation for the new professional, they both represent movements in the right direction. There were also very significant changes in the training programs at two of the satellite locations, Urbana and Indiana University. Prior to the satellite project at Urbana there was no school social work program at the Jane Addams School of Social Work. There has since been official adoption of a specialization in school social work which requires the courses developed by the Satellite. The practicum developed by the Satellite is also required. A new faculty assignment was made which carried with it the responsibility for coordinating the practicum. The Urbana final report documents the fact that interns were able, as a result of training, to perform as facilitators to school staffs in a systematic attack on school problems.

The Indiana University Satellite established an "inner-city specialization" with inner city modules developed by the Satellite in all their traditionally required courses, with an inner-city practicum. In addition, they require two out of the three following courses: *History of Black Education, Community Forces and the School,* and *Black English.* This specialization also requires nine electives outside the department in areas which would prepare students for inner-city counseling.

Both Indiana University and Urbana have been active in recruiting minority students. The efforts by the Indiana University Satellite director the second year of the project were very successful. With the influx of a well-identified group of inner-city students the "program" became very visible and no doubt helped in its final adoption. Because of lack of money for stipends, the Indiana University department has not continued to make efforts to recruit off campus for new students for the inner-city program. However, ten new students are expected as a result of on-campus recruiting. The Black faculty member has not yet been hired. New developments brought on by the merger of the Schools of Education of the Bloomington and Indianapolis campuses leaves the situation in doubt. It seems likely, because of the distance of the Bloomington campus, that the practicum for the inner city will be coordinated by the Indianapolis campus, and quite possibly the faculty coordinator at Bloomington, in the event that one is hired, will move to the Indianapolis campus. At any rate, the accomplishment at I.U. was in the proper direction and was significant. They not only developed a plan for an Inner City Program; they adopted it.

The program for training the Urban Counselor at Ohio State remains somewhat tentative. However, of three courses developed by the Satellite, two are still offered in the counselor training program. The efforts of the OSU Satellite were on target and their contribution to the budding urban education program at the university will probably help them to strengthen their own program for training students in urban counseling.

The Evaluation Strategy of the Midwest Center

Evaluation was one of the major concerns of the Midwest Center. The Provus model, which served as the basis for our evaluation design, is actually a management plan that emphasizes the evaluation element in operating a project. One of the ideas that we consider basic to a good evaluation plan is that of an open-ended structure. What is needed is a structure that serves to help one to recognize alternatives that are available at a given decision point and to recognize

the assumptions that are made. By "open-ended," we mean that any aspect of the plan or the project is considered changeable, if there is a consensus of those who are operating the project. We attempted repeatedly to make this latter point in talking about program definition; that is, the importance of program definition for the benefit of the satellite staff so that there was common understanding among them—what the total program was like when it was started and in what way it changed as the project progressed. Thus, each time a decision was made the staff would be more likely to know how it affected the total program. The ideal would have been to have satellites establish and maintain open lines of communication between the project management and their staff about the nature of their total program, where questions about the efficacy and appropriateness of objectives and strategies were freely raised.

For several reasons we were unable to totally implement this evaluation design. In part it was because we did not become assertive in this regard until the second year of the project, when norms about evaluation had already been established. Another reason was that this kind of design depends on a relatively high degree of motivation for self-evaluation and there was no evidence that this existed. As a matter of fact, the first year report indicated the opposite, a near total lack of interest in systematic evaluation. This motivation can be developed but it is a slow process. It would have required numerous visits to the sites to establish a rapport and give assistance, assistance that should be given only when it is sought, and assistance that provides information that is wanted and perceived by the recipient as useful to him. With little motivation evident on the part of satellites, with six sites to visit, each visit requiring the major part of a work week, we chose another course, hoping that we would be able to work closer to this ideal design as the project progressed.

The course we chose was basically the bureaucratic one of establishing high standards, identifying obtainable objectives, issuing guidelines that would point the way to those standards, and using the power at our disposal to get satellites to either conform to these standards and achieve these objectives or give good reasons why they should not.

As we planned for the third year we changed our strategy. We felt that beginning with third year funding we would move rapidly toward joint decision making with satellites. Our feeling was that the bureaucratic model would be totally ineffective the final year and that whatever compliance was possible for us to obtain had already been gotten. We informed satellites of our intent through written objectives for ourselves that called for joint decision making. We hired an evaluator who became a "satellite" advocate to give them aid as one demonstration of our intent to be facilitative.

Looking across the three years of the project and the strategy of the Center with respect to the pressure for evaluation, one can see a gradual rise in our demands for higher standards until the third year, with a sharp drop to a level below that of the first year. Whether or not this was the best strategy given the situation is a difficult question to answer. There are things we would do differently if we had it to do over, although we would not have changed the basic design unless we had more staff and could have chosen the evaluation design in the very beginning of the project with the full participation of the satellites.

One of the things we would have done differently in this project concerns the entry problem. If we had it to do over we would *not* have read the year end reports before we visited the satellites. Here we would take a page from the writings of Scriven and would have approached satellites in ignorance but with a desire to spend some time with them learning about their project. This would have served two purposes. We would have learned first hand about the project and would have demonstrated our interest. For the same reasons we would not have written the critiques on each of the first year reports. Whatever positive effect that was gained from this could have been achieved if we had waited until we were asked for feedback. In addition, we might have avoided casting the Center's evaluator in the role-image of critic instead of helper. This image was to remain for the rest of the project, thus ruling out the possibility of his providing any meaningful help to satellites.

The Efficacy of Decentralized Funding of the Midwest EPDA Project

Presumably, one of the reasons for establishing regional Centers for the coordination and funding of these PPS projects across the nation was that Centers were geographically closer than was the Office of Education and could maintain better contact with satellites. Since the Centers were staffed with university faculty, another reason was that less psychological distance would exist between the dispenser and the recipients of funds than if the projects were funded directly by the Office of Education. Both these factors should lead to more frequent and more effective communication, allowing each of the parties to be more responsive to the other.

The Midwest Consortium did not realize this potential as well as it hoped to. While there were contacts between Center and satellite staff through site visitation and consortium meetings, they were not as frequent as they might have been. Scheduling proved to be a major problem. This has implications for future funding of a coordinating agency which requires travel and which is university-based. The reward system in the university is such that professors who hope to get tenure and promotions are involved in numerous activities, most of which require meetings. Thus, they find it difficult to clear their calendars to make frequent visits away from campus, particularly if it is for more than one day. In the Midwest Center this could possibly have been alleviated if the co-directors could have divided their labor more and made site visitations alone instead of as a team, as was the usual practice.

CHAPTER III
Evaluation Counseling in Federal Intervention Programs

Robert Wolf

> A learned man came to me once. He said,
> "I know the way—come." And I was
> overjoyed at this. Together we hastened.
>
> Soon, too soon, were we where my eyes were
> useless, And I knew not the way of my feet.
> I clung to the hand of my friend. But at
> last he cried, "I am lost."
>
> Stephen Crane

Counseling people about evaluation is a risky business. We evaluators usually view their world from only one pair of eyes—our own. No matter how much we laud the adage "different strokes . . .," the salience of the metaphor is tempered by the reality that very few of us will acquire different strokes. What we can acquire is a variety of "tricknological" techniques to adjust our basic one - the viewpoint from which we operate. More importantly, even granting the (improbable) acquisition of several viewpoints by any one of us, the wisdom required to select the correct one(s) for a counselee is hopelessly in advance of the current and foreseeable condition of the evaluation field.

The role of evaluation counselor was introduced during the final year of the Midwest Center/Satellite Consortium project. Since an explicit job description was never intended, the counselor's activities remained open and operationally ambiguous. For all intensive purposes, however, it was vaguely assumed that the evaluation counselor would facilitate evaluation activities of the satellite projects as they prepared to terminate their formal relationship to the EPDA program.

The intention of this chapter is to attempt to clarify the evaluation counseling role, present a rationale for it, describe the major components with some discussion of activities, and finally, to raise several substantive issues regarding the evaluation of broad scale intervention programs such as this one. The issues raised here are gleaned from those experiences I found to be most integral to the responsive evaluation effort, and to the perceived functions of this new role I undertook.

The Rationale Behind the Role

The fundamental motivation underlying the addition of evaluation counseling to the Midwest Consortium project was to instill the notion that if evaluation does not serve the people who are involved in, or affected by, a particular program then it is probably not worth the time, energy, and cost needed to perform it. One of the most important criteria for assessing the quality of an evaluation effort is whether or not the evaluation has guided and informed the decisions that need to be made. Additionally, but no less importantly, it should promote broad understanding of what a program has attempted and what has occurred.

In order for evaluation to fully serve the needs of program participants and program audiences several issues must be illuminated and understood. For example, what are the purposes of the evaluation? What are the expectations of the evaluation on the part of various audiences served, or potentially served, by it? And, what is the potential relationship between evaluation findings and decision making?

In general, evaluation is conducted in response to a need expressed by people within a program, or individuals or agencies interested in a program but external to it. Evaluation may focus on what has been done, what is being done, and/or what might be done. Evaluation may yield descriptions of procedures and products; it might also yield judgments about the value of those procedures and products. Since the potential impact of Midwest Consortium is extremely broad, we felt that the evaluation should not be restricted to a preordinate evaluation design assessing those program elements that are most easily measured. The guiding framework in evaluating a program like the Midwest Consortium must go beyond the simple "Does it work?" or even, "How successful was it?" It should extend to such questions as "What happens when a program such as this is introduced?" In other words, the evaluation must not only judge the worth of the Midwest Consortium's effort, but most importantly, it ought to promote significant understanding about the way in which a program such as this affects developments in the pupil personnel area, and how it enhances school, university, and community relationships. The types of questions that we were most interested in pursuing can be sorted into three major categories: evaluating for program planning, evaluating for program improvement, and evaluating for program justification.

The first category, *program planning*, would embrace such questions as: What program preferences and needs are held by various people and institutions? What discrepancies exist between desired and actual status of various program elements? What means are feasible for attaining desired goals? What will happen if proposed goals are attained? Who are the advocates and adversaries, and how do they affect planning?

Questions for *program improvement* might be: Are strategies working as planned? What anticipated results are affecting program operations? Are program issues being dealt with satisfactorily? Is there sufficient program flexibility to meet new preferences or concerns? Is the program content appropriate and effective? Are internal and/or external relations hindering or enhancing program strategies? And possibly, is the program as effective as similar programs?

The final category, *program justification*, would involve questions like the following: are the goals of the program justifiable as viewed by various people? What has not been attempted because of the nature of the program? What exactly was done and what were the results—both short term and long term? Should the program be altered, expanded, or disbanded? And, what do the advocates and adversaries want to know about the program? Such questions demonstrate a broad perspective of evaluation that is aimed at understanding the full range of program impact. To achieve this kind of understanding there must be a carefully planned integration between the Center's and the satellite's evaluations. Rooted in this rationale, the evaluation counseling role was conceived as a potential in-service component to the satellites to broaden their evaluation perspectives and guide the preparation of their final evaluation responsibilities. The mode of interaction, chosen by the evaluation counselor, was that of responsiveness.

Responsive Evaluation and Program Change

An evaluation is responsive if it orients more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value perspectives present are referred to in reporting the success of the program. Responsive evaluation involves responsiveness to both evaluation clients and evaluation audiences. With respect to the former the evaluator must be responsive to the particular needs of the client; to the latter, the evaluator must be sensitive to particular audience needs, demands, and perspectives. The principal stimulus for the evaluator should not be some preconceived evaluation plan, but rather the educational program in question.

It should be emphasized that in this naturalistic, process-oriented approach to evaluation, the evaluator is not *merely* responsive; he also acts as a *stimulus*. The iterative nature of respon-

sive evaluation requires the evaluator to act as a stimulus to the audience and program participants, as well as act as a responsive agent. In this way evaluation becomes a more dynamic process, and evaluators have a greater chance of stimulating program change and development.

The interplay between evaluation and program change, however, occurs serendipitously. Very few instances have been recorded or documented that describe how evaluation activities might have led to concern by the program participants, administrators, and audiences for change and improvement. Yet most evaluators believe that they should, in addition to providing some description of the current state of a program, also identify directions for change.

In order to make change possible, the evaluator must first share his biases, explicate the criteria used in forming judgments about the program, and then proceed to offer suggestions for program modification based on those criteria. In this way program participants, and the various audiences, know where the evaluator is coming from, and can better understand the nature of his advice. And, ideally, this sequence will lead to 1) improved *understanding* of the program, and 2) rational *decision making* which is responsive to educational concerns. In light of this role of change agent, the evaluator is in a unique position to stimulate program modification. The interactive process, as part of the responsive evaluation approach, brings together the evaluator, program participants, and audience groups in a dynamic, mutually responsible relationship which can stimulate and facilitate change. The Midwest Consortium, clearly and unmistakably an intervention program aimed at producing broad and encompassing change in public schools, communities, state education agencies, and universities, sought change through the synergistic relationships and interactions of all these groups.

As an advocate of the responsive evaluation paradigm, a paradigm considered appropriate to the Consortium spirit, I engaged in a series of responsive interactions over the course of the entire third year. My intention was to encourage satellite evaluations to be in tune with the activities and transactions of the respective satellite programs–for the dual purpose of portraying more accurately what those programs were doing, and also to stimulate and facilitate program development–even during the final stages of program funding. Specifically, I wanted to encourage satellite evaluators to capture the essence of their programs and provide a "shared experience" for audiences not directly involved in the program. This surrogate experience, one which would capture the essence of the original events and communicate the spirit of those events, was to be produced by a technique called "portrayal." Portrayal allows audiences themselves to interpret and judge the program by means of the natural ways in which people assimilate information and arrive at an understanding.

Throughout the process of producing the portrayal, the evaluator acts as an arbitrator, trying to guard against biases of the participants and preserve the possibility of multiple (diverse) judgments on the worth of the program. Another role of the evaluator is to make further refinements of the portrayal so that it will better communicate the program's strengths and weaknesses. The portrayal is built by gathering the perceptions and judgments of those people involved in or affected by the program. I strongly believe that it is only through an expression of people's feelings about their experiences and their insights into problems and successes that a complete understanding of the program can emerge. The purpose of gathering such data, developing a portrayal, and gaining an understanding of the program is not to articulate the *truth* about its success or failure. Rather, it is to keep the many sides of truth alive–to legitimize the varied perceptions people have about their experiences.

By developing portrayals of educational programs, evaluators hope to represent them as fully as possible to their audiences - to inform others about the nature of a program, its unique features, its successes and failures, the issues surrounding it, the people who staff it and who are served by it. In producing the portrayal, the evaluator acts as mediator, transforming the experience of

program participants into a form (or forms) which can be experienced by the various audiences, and, by experiencing the portrayal, the audience may come to understand something of the program. Given this knowledge, audience members can begin to evaluate the program, and make their own decisions about how their knowledge might be used, if at all. One major value of portrayals is simply that they respect the right of interested persons to know what goes on in the program.

Portrayal, then, is a new technique for educational evaluation, but it has always been one activity in the search for understanding. People have long used representations and externalizations of their activities as sources of feedback about their actions and as aids to understanding. Yet the notion of portrayal is new in the sense that it harnesses sources of representation previously ignored by the evaluator—those of the ethnographer, novelist, or photographer, for example. It is only as evaluators attempt to prepare portrayals and reflect on those attempts that the methodology of portrayal-making will be developed and refined. One thing is clear, portrayals should not be inert. They are not "mere" descriptions of a program. They do not "simply" present information. Rather, they draw upon the ways audiences prefer to assimilate information and their preferred modes of conceptualizing. Portrayals must evidence a serious commitment to engaging audience attention and communicating an insider's view of the program. In this sense portrayals are like ethnographies which attempt to produce emphathetic understanding of a group and its culture. One way to assist the process of communicating understanding is through the notion of "emergent themes."

In order to achieve a satisfactory explication of the program, the statements made about it must capture the dynamic interrelations of the program. But these statements should be expressed in a tentative, "vulnerable" form, so that their adequacy can be tested, retested, modified, and refined. In exploring the situation to discover its dynamic structure, the evaluator must take active steps to formulate, test, and retest both by searching out modifications of his view, and by checking against the views of program participants. Insight into the program will be impaired if one is not careful to examine one's views, or if one claims too much—in claiming to represent the whole truth of the program. One can hope, however, to capture what seem to be some significant features of the situation in the eyes of program participants, to develop some insights into program functioning, and to discover some of the diversity of perceptions and aspects which make the reality of the program a "multiple reality."

In the isolation of program features, integration of hypotheses, and discovery of those issues regarded by portrayal makers or participants as crucial for an understanding of the situation, the portrayal-maker might be considered a crude "theory" maker. In making this theory, insights must constantly be challenged to avoid reaching premature conclusions about the program. Herein lies the importance of the iterative process described above. For in order to do a responsive evaluation, the evaluator conceives of a plan of observations and negotiations. He prepares brief narratives and portrayals. He finds out what is of value to his audiences. He gathers expressions of worth from various individuals whose points of view differ. Of course, he checks the quality of his records. He gets program personnel to react to the accuracy of his portrayals. He gets authority figures to react to the importance of various findings. He does much of this informally - iterating, keeping a record of action and reaction. Finally, he chooses media most accessible to his audiences to increase the likelihood and fidelity of communication. This iterative process is clearly designed to improve the verticality of the portrayal. It is a kind of inductive analysis aimed at generating program themes, emergent propositions or issue questions—a process akin to naturalistic inquiry. Because the evaluator, in the process of building portrayals, is continuously interacting with and responding to both client and audience groups, he is uniquely situated in a position to influence program change. Responsive evaluation which utilizes portrayal making can indeed be a vehicle for accomplishing program improvement.

With this background and rationale in mind, it may now be appropriate to describe the evaluation counseling activities performed in specific settings, and then present a critical analysis of that role in a program such as the Midwest Consortium. This critique will then be followed by a discussion of the conflict between the responsive evaluation approach advocated by the evaluation counselor, and the more preordinate evaluation design that satellites had to follow in order to comply with the Midwest Center's guidelines. The chapter will conclude with an evaluation plan that could combine both preordinate and responsive evaluation techniques to be used in broad impact programs such as the Midwest Consortium.

Initial Counseling Activities

The original intent for the counseling role was to provide evaluation counseling to all satellite sites. But the rigorous demands of time and travel made this intent unrealistic. Three sites were selected quite arbitrarily, and the initial contact was made early in the fall of the third year. The sites were Chicago, Urbana, and Louisville.

I was introduced by one of the Midwest Center's co-directors to the satellite project directors either through a telephone conversation or letter. The role was described as that of an on-site facilitator who would work with satellite personnel on evaluation matters, particularly on planning and designing their final evaluation reports. There was some desire on the part of the Center's co-directors to have the counselor role more precisely defined, but such a specification never really occurred. At any rate, after the counselor role was introduced to the three satellite directors, I then followed up with a personal phone conversation. The initial contacts were accepted, but with varying degrees of enthusiasm and skepticism. At one site, where the satellite evaluator was somewhat naive about evaluation, the counseling role proposal was greatly applauded. At another site, where local participants were somewhat threatened by, and tired of, Center evaluation efforts, the counselor role was treated at best with good-natured sarcasm. In all three discussions, however, I attempted to describe my perceptions of the counseling role, and subsequent plans were made for me to follow up with a visit to each site.

Within two weeks after the initial phone calls each one of the three sites had been visited. What was extremely interesting about those first visits was the kind of program participants each satellite director chose to involve. At one site, I met only with the satellite director and evaluator. At another, I met with the satellite director, project staff, and a large group of university trainees; the satellite evaluator was conspicuously absent. At the final site, those present were the satellite director, all of the key administrative staff (including the satellite evaluator), and a community governing board. The configuration of people and the interactions that occurred at each of the three sites set a kind of operational precedent which remained fairly constant over the entire year.

What follows are some excerpts from my journal which was kept throughout the year in an admittedly haphazard fashion. One important lesson I learned is that thorough personal documentation is crucial, for without it only faded recollections remain. These excerpts below describe the initial satellite visits:

> I was struck by the isolation of our meeting. Only the satellite director and evaluator were present. They were extremely task oriented. How I could help them was a constant and obvious concern. I sensed a certain desperation over their ability to evaluate their program and their desire to meet Center guidelines. There was a huge chart on the wall—it went across one whole side of the room—with evaluation questions written in. Categories had been developed and data sources identified. I felt they needed much less help than they felt they did. I tried to get them to talk about their program, what it was they were really trying to do and how that related to the EPDA goals. They weren't threatened by my questions, they simply had many of their own concerning evaluation. I thought our session went quite well—it was my first site visit in the project. . . .

The second site visit was quite a contrast to the first. Instead of just two people I think I met everybody. I started off in the Board of Education Office, moved to the university, and then proceeded to meet with a group of community people. School, university, and community people took me to lunch – I didn't realize until I got there that I was on the menu, roasted. Unlike the first site I visited where they were interested in how I could help them, these people were concerned with how I could hurt them. They had obviously been burned by previous Center evaluation efforts, and I became the object of their frustration. They grilled me incessantly for two straight hours. Then they all looked around at each other and the Board of Education co-satellite director informed me that I could "do my thing" there. Somehow I passed their test, even though I wasn't sure what it was. . . .

The third site was different still. They had invited me over on a day when all their students would converge on the satellite site from their individual field settings, and debrief the satellite staff and each other on what they had been doing. They were most interested in sharing their data with me, and getting my reactions as to how that data could be used. I never lost the feeling that they were testing me although they may have been doing that subtly. I received many requests to visit individual field settings where students were interning. I really got on quite splendidly with all the participants I met. Only the satellite evaluator was missing.

As stated earlier, those initial meetings turned out to be crucial. They determined the kind of influence the counseling role was to exert on each one of the three sites.

Over a period of time I developed a modus operandi which became operationalized into a set of working concepts for responsive evaluation techniques. The following section of this chapter will outline and discuss those working concepts which are propaedeutic to the counseling role.

Description of Evaluation Counseling

These steps, which must be described in order to promote any understanding of the counseling role, were identified as. 1) entree 2) negotiation 3) mapping the territory 4) value delineation 5) exposition of biases 6) trust building 7) credibility 8) timing 9) toleration 10) visibility.

Entree. Despite the considerable amount of writing on educational evaluation, relatively little information is available specifically on the problem of entree and on tactics used to effect it. The paucity of information is understandable, since evaluators characteristically become preoccupied with preordinate designs, psychometric instruments, and analytical schemes. Such evaluators do not attempt to develop broad program understanding through responsive evaluation techniques and do not place a high premium on the personal interactions with audience and client groups.

Responsive evaluation demands a different attitude, however. The matters of entree and the establishment of amicable relations are of great importance to the counseling role. Considering that people's privacies are to be invaded, that commitments to their work and even their identity are likely to be called into question, it does not take much imagination to realize how tactical error, blunder, or social crudity can complicate an otherwise well-functioning project. In a mutually voluntary and negotiated entree, as was the case in the Midwest Consortium, the satellite project director held an option not only to prevent entree, but to terminate the evaluation counselor at almost any stage thereafter. This suggests that how a counselor gets into a setting, and manages to stay in, will shape, if not determine, what the counselor is able to accomplish.

Furthermore, it suggests that entree is a continuous process of establishing and developing relationships, not alone with a project director but with a whole variety of less powerful persons.

In relatively complex sites like the ones in the Midwest Consortium where school systems, universities, and community groups were interfacing in a multitude of leadership and jurisdiction concerns, there are many doorways that must be negotiated; successful negotiation through the front-door is not always sufficient to open their doors, though at first it may appear to do just that. In many situations the primary client, in this case the satellite director, may not have the kind of access to his own sub-jurisdictions that an evaluation counselor needs and requires. This was particularly the case in one of the satellite sites. Often, interior organization lines lead to enclaves guarded by people who also exercise options—to withhold the necessary cooperation or support. Wisdom dictates that the approach to, and negotiation with, people anywhere in the hierarchy will not be unlike the initial one at the front door. In the Midwest Consortium counseling role, different satellite personnel in each of the three sites emerged as crucial contact people, and even within satellites these people shifted from time to time.

Thus, the evaluation counselor operating in a responsive mode must recognize that entering relatively complex human organizations involves shifty relationships and occasional discontinuity long after permission to enter has been granted. Continuity can be assured, however, on two counts: first, to the extent that anyone in the organization (used broadly to mean anyone who is involved in the program that the counselor is working with) has autonomy and some options on cooperation, each person, theoretically, must be negotiated with; second, relationships that are initially established naturally do change—and not always for the better. During my year in the field my activities changed as I learned more about the people and their work. Exercising the counseling role led to unanticipated perspectives and unanticipated places. The actions and interactions—changed and impelled frequent reaffirmations of purpose (s). Over time it became apparent that satellite personnel were at various times embarrassed, outraged, or pleased that their own performances were being scrutinized.

The underlying message here is that good human relations in evaluation counseling require considerable attention and intelligent regulation. They do not guarantee good results but are prerequisite to gaining and maintaining entree into a world and sub-worlds of meaning—of nuance in thought and of subtle variations in human conduct. The evaluation counselor needs to create situations which invite visibility and disclosure for others; otherwise he is left to construct his portrayal out of cliches, platitudes, literal performance, and whatever meanings he can derive.

Negotiation. The evaluation counselor's request for entree may mark the beginning of negotiation between parties. The negotiation may be quite subtle, even implicit, or take the form of hard bargaining. In either case, this negotiation is not between contending parties, in which each seeks to exact something from the other without giving anything in return. This one seeks to develop relations in the context of reciprocity. Assuming entry is granted or gained at all, each party's primary concern is freedom of action and the integrity of his position. For the evaluation counselor, this means his own relative freedom to move about, to look and listen - also, to think in his own terms and to communicate his thoughts to his own intellectual community. For the evaluation clients, it means freedom to pursue their work unencumbered and unafraid. This raises all sorts of questions regarding confidentiality and anonymity. In the Midwest Consortium project the negotiations took a variety of forms, but the problems of confidentiality were constant across each satellite. Since the counselor's role was housed in the Center, there was a continuous potential threat that evaluation data was being collected by the counselor for the benefit of satellite accountability. This presented a serious conflict for both the counselor and certain counselees, and the problem will be discussed in greater detail shortly.

In addition to the notion of confidentiality, there is another aspect of negotiation that warrants discussion. It concerns the context requirements for conducting the counseling role.

Despite good will, clients may be so fearful of disclosure that they attempt to bargain away those requirements. Though the evaluation counselor may hope that his own independence and freedom are subject to bargaining, he cannot expect evaluation clients and audiences to always understand and appreciate this point. One point should be emphasized. no matter what is agreed upon during the initial negotiation transaction, any restrictions initially accepted by the evaluation counselor should be regarded as negotiable at a later, more propitious time. Once initial entry is made, new relations can be skillfully developed so that in time difficult understandings can emerge. The client or audience group may simply require a period of testing to insure that the evaluation counselor's objectives are indeed consistent with their own.

Clearly, the counselor will not bargain on his own requirement for independence, he is neither a captive nor a partisan of any person or group. This point becomes somewhat complex, however, for in the case of the Midwest counselor, he was in fact employed by the Center to work for the satellites. The constant question which emerged was. Who owns the data? The more general rule of thumb is that the counselor shares his findings and understandings with any or all, but in different ways and at different times. It must be remembered that the real task of the counselor is not to collect data, but in a sense provide it through the counseling mechanism. It is important, however, that the counselor be familiar with the context to provide the best advice possible. and that the metaphors of responsive evaluation help the counselor develop the necessary understanding. But in developing both the initial understanding and continuously remaining informed, the counselor becomes privy to certain data. In bargaining to maintain independence, the evaluation counselor will often give up some freedom of access. Of course, the counselor alone can judge how much he can bargain away and still perform tasks he has set for himself.

In addition to the problems of ownership and access, other negotiation concerns include foci of interests, service, and methodology. Foci of interest involves the assessment by the counselor of how congruent his agenda is with that of the client or audience. At best, the clients want good evaluation counseling and a sympathetic ear, at worst, they suggest evaluation problems which have nothing at all to do with the counselor's agenda. In the three satellite sites I found an equal number of different situations regarding the congruency between my counseling goals and their needs. For example, in one site, the project director was quite interested in having me help them with evaluation requirements mandated by the Center. In another site, my services as a person who could provide them with evaluation feedback based on my observations was desired. And finally, in the third site, the program staff was, in fact, interested in telling their own story better through evaluation, and they really were concerned with the same things I was.

The evaluation counselor should be willing to bargain around mutual interests. Actually the evaluation counselor does have some distinct advantages, principally that his theoretical perspective and interests, if at all relevant to human group experience, can be conceptually translated into words of concrete relevance to the evaluation client. But in translating and selling his own ideas about evaluation, the counselor often compromises; in some cases the counselor provides a service to the client as a way of winning the client's disposition. Many times a client requests or insists upon the counselor's performing some work in addition to the evaluation counseling, for example, teaching about evaluation, evaluating some aspect of the program, or developing evaluation designs or instruments. The counselor can refuse, but even here the refusal need not be unequivocal. Logically, however, the responsive evaluation demands good interactions between evaluators and clients. The evaluation counselor could easily be viewed as a teacher of evaluation, therefore, he may only have to make slight alterations in his counseling work to provide the service the client desires. He does not thereby compromise his role as a counselor if he agrees to speak to a representative group of clients and audience members about some of his observations and thoughts, about a program, its evaluation, or both at an appropriate time.

Likewise, it would be equally appropriate for the evaluation counselor, as a facilitator of the evaluation process within programs, to provide some in-service help with design strategies or instrument development, even if those activities are unrelated to the substance or perspective underlying the counseling role. In the Midwest project, for example, there were times I was asked to help with evaluation instruments aimed at complying with Center guidelines, even when those guidelines were quite different from the evaluation message that I was delivering. I was also asked to provide evaluation feedback.

Finally, there is the matter of methodology as an item of negotiation. Generally, the evaluation counselor operating in the responsive evaluation mode is concerned with qualitative data, and seeks to apply his own special mode of analysis to them. In the Midwest Consortium, the emphasis was on program portrayal as a way of satellites telling their own individual stories. The way in which the evaluation counselor organizes and implements his observations as a social analyst should not be negotiable, although he can tactfully offer to work some data and some procedures differently. Other aspects of methodology, however, can be negotiated, particularly those aspects which are more peripheral to evaluation counseling than the prescribed mode of analysis and portrayal. Operations relating to timing and sequence of observation and visits, interviews, vantage points, lend themselves more appropriately to negotiation, and these the counselor can negotiate and renegotiate as he moves from locale to locale within each site and from person to person. Most often the success of this depends simply on the evaluation counselor taking into account the comfort and convenience of a particular client or audience group. And once the evaluation counselor develops a better understanding of the context in which he is functioning, he can modify his own expectations and procedures. In order to develop the appropriate understanding the counselor must sufficiently "map the territory" - the next topic for discussion.

Mapping the Territory. Sociologists and anthropologists frequently used the term "mapping" to connote the development of a workable and reliable conception of the relevant dimensions of a site, including its outer boundaries and inner locales. In the Midwest Consortium project it meant identifying the basic institutions and actions in the satellite sites, and developing basic understanding of roles, expectations, and important satellite activities. In other words, for the relevant classes of things, persons, and events which inhabit each satellite locale, the counselor requires a number of "maps": social, spatial, temporal. These kinds of maps are useful aids to orientation in the early stages of evaluation counseling. They are also data: they indicate, in special form, some of the reality that clients and audiences present to themselves and others. The value of such mapping becomes obvious as the evaluation counselor enters the field site; the problem, however, is how does the counselor provide himself with a set of maps on which he can depend?

A number of tactical moves can help facilitate the mapping operation. The evaluation counselor can, of course, perform the task himself, but it is helpful to have the services of an informant or guide to escort and inform him and introduce him to many persons whom he will later wish to observe and speak with at greater length. Secretaries and people who have been around programs for quite some time make excellent informants and can help provide a social bridge from one key person and locale to the next. In mapping, the evaluator attends particularly to demographic data. For the social map, the counselor records numbers and varieties of persons, their hierarchical arrangement, divisions of labor, and other facts pertinent to his own operational decisions. For the same reason the evaluation counselor constructs the spatial map, locating persons, equipment, and specialized centers of work and control. The temporal map should contain data bearing on the ebb and flow of people, services, and communications. The counselor should try to identify rhythms of work, and also should locate in time the special assemblies, rituals, and routines that characterize the locations. After this is done the counselor is in an excellent position to adjust his own time and other resources to the evaluation counseling task.

In the process of engaging in the mapping operation the counselor not only designs and modifies his methodological procedures and engages in interactions with critical program personnel, but also has the occasion to collect and attend to substantive program data. With some skill in observing, and through careful listening (and the right kind of questioning), the evaluation counselor assembles the data pertinent to his maps, and begins to develop a broad program understanding. As stated, the information garnered to date from the "casing," the negotiation with leadership, from informants and visits, constitutes not only mapping information but also initial data. The counselor can immediately use this data to plan the evaluation counseling, and help advise program clients and audiences about elements of his evaluation portrayal. All this is done with the realization that his understanding of the program is still somewhat tentative; it lacks validation if not plausibility, since at this point it is based as much upon his own past experience as upon his present one. But it does lay the foundation which is strengthened through continued responsive interactions.

In the Midwest Consortium I found that even with maintaining consistent mapping strategies across satellite sites, there were variations in the outcomes of those strategies. I would speculate that the prime source of variance was in key informants across satellites, their different roles and perspectives, and the way in which I interacted with them. In two cases my key informant was the satellite evaluator; in the third situation my contact and informant was the satellite director. Even when the role was the same, as in the case of the two evaluators, their perspectives on evaluation were different, and so were our interactions. In one site the evaluator was much more sensitive to community needs, and therefore my mapping extended further into the community with a whole variety of community persons being involved. The satellite director was extremely concerned with university staff and students, and my contacts were heavily skewed in that direction.

It became increasingly clear that since the direction of the counseling effort changes on the basis of emerging data, there is great danger that the counselor will be guided by wrong impressions or limited exposure to one element or another during the early mapping stage. This problem also interacts with the problem of the counselor's own biases, but that will be discussed shortly. It is first important to establish the value position of the satellite programs and personnel as an extension of the mapping effort.

Value Delineation. For the sake of clarity, the process of delineating local values will be treated separately, although this process is very much tied to the mapping operation which the evaluation counselor should engage in.

Basically, the value delineation phase is where I attempted to develop a clear sense of the values underlying the operation of the satellite and the multiple value positions of the satellite participants and audiences. Acknowledging the crucial importance of values in evaluation efforts translates operationally into work hard, enduring, but exciting work. My experiences in the three satellites left me with the indelible impression that knowledge of value systems – mine, others, the institutions involved – can only be acquired through long hours of observation, discussion, and reflection. This sort of effort, extended over a period of time, can produce a useful understanding of the underlying value structure from which judgments and decisions are derived. It also provokes a concern for one's own values and how they interact or interfere with the counseling role.

Can we determine what values are operating in an educational program? What are the origins of those values? In the case of the satellite programs what values were operating? How did those values get transformed into program standards? If the evaluation counselor is interested in helping program personnel to document and portray their collective experiences, then the explication of underlying values not only becomes crucial to the portrayal task, but to the counseling task as well.

Some of the questions for which I sought answers in order to better understand the underlying value positions were these:

1. Are there differences among groups and individuals from all of the interacting agencies and institutions with respect to the priorities they assign to functions of the satellite program?
2. To what extent is there congruence among those priorities expressed in different ways (i.e., time allocation, general feeling of importance, money allocation, remediation in the face of failure)?
3. What discrepancies exist between what people regard as *ideal* priorities and what they perceive to be *actual* priorities being pursued by the satellite program?
4. Goals of the program may be stated with varying degrees of specificity (broad aims, courses and content areas to be included in the curriculum, specific behavioral goals, enabling objectives, etc.). What congruence exists among statements of priorities made or assigned to goals stated at each of these levels of specificity, and what are the underlying value commitments implicit in these goals?

These questions need not be answered formally by the evaluation counselor, but as a set of hurdles they help to explore and subsequently understand some of the motivation and value biases of the counseling group. This understanding should be discussed with the counselees as it is emerging so as to both maintain the responsiveness of the effort and validate the counselor's perceptions. Likewise, it is most appropriate for the evaluation counselor to make a strong attempt to exercise his own feelings so as to reconcile, or at least comprehend, personal bias in relationship to the counselees' value positions. This implies that the counselor should attempt to expose his own biases to the counselee group so as to prepare them or inform them about the value origins of the forthcoming advice.

Exposition of Biases. When a client employs an evaluator, one would think it would be in the hope that the evaluator would be neutral on the issues at stake. Certainly a client would be unhappy to find that the evaluator commissioned for a particular evaluation had already taken a public stand against the clients' interests on the issues to be addressed. And evaluators themselves probably would like both to evaluate impartially and to be seen as impartial.

But this is not often the case. An evaluator often becomes an advocate for the program he evaluates, and his own value system and biases operate both consciously and unconsciously. Sometimes evaluators even become antagonists. Although one strives for objectivity, one always tends to advocate a distinct point of view. The elements of analysis, interpretation, and evaluation frequently become mixed with what was intended to be mere description.

In many instances, an evaluator is attracted to programs that tend to support his point of view. Clients, on the other hand, aware of the political realities involved in the allocation of resources, etc., will often seek out evaluators who will play a supportive role in the evaluation effort. Evaluators often tend to select and gather the evidence most likely to represent the successes of the program in question. As they assume more interactive and responsive modes of practice, as suggested here, they will more likely be co-opted into program advocacy.

The problem is, however, that the evaluation counselor is not always aware of his biases at the time they are operating. In my own experience bias occurred at both perception and interpretation levels. If bias enters at the perception stage, it is extremely difficult to recognize, let alone control. If it enters at the interpretation stage (interpretation of observations, interviews, etc.), however, special care can be exercised in analyzing the issues and monitoring and

controlling the bias. Perception bias, then, makes neutrality extremely difficult, if not hopeless, since perception is not readily opened to public examination. If the data are not suspect, however, bias introduced in interpretation may be identified and dealt with—interpretations may be publicly examinable.

To exemplify the problem of perception bias it can be argued that the evaluation counselor is likely to be biased by his ideology, and being caught up in a socio-cultural milieu that hides his assumptions, may not be able to either assess or advise impartially. Similarly, perception is influenced by the categories we each use to describe our world, not just our interpretation of sense data. In both cases the implication seems to be that bias will creep in no matter how careful the intentions or actions of the evaluation counselor.

The most general bias to which all observers are subject is the bias of sharing the perspective and value of one's historical time and cultural milieu, and of occupying various statuses and playing the attendant roles. In addition, one's frame of reference, in part a product of one's professional training, influences the selections one makes from the phenomena and determines how and what is observed.

My own approach to the problem of bias was an attempt to expand as well as make more precise my own value premises. There is no other device as effective as facing one's own valuations and introducing them as explicitly and sufficiently as possible. Implicit in this solution is that evaluation counselors can and do know what their biases are, and that, by knowing them and specifying them, can prevent distortions and misunderstanding. From this point of view, facing one's valuation, or one's bias, is the beginning of pursuing other related valuations and biases, a continuous process of active seeking out and grappling with one's limitations and blocks. This view requires a certain attitude and habit of inquiry. It also implies seeking the help of others (evaluation clients and audiences) because the more perspectives used in identifying bias, the greater the possibility of minimizing its effect. This latter process also helps clarify the counselor bias in relationship to the valuation context of the counselor group.

In working with the satellite sites, I encouraged the major actors in the various programs to understand my biases and thus have a better context to accept or reject my advice. I tried to point out that in providing evaluation counseling I would be both consciously and unconsciously evaluating each of the satellite programs. I suggested that in rendering such evaluative judgments, certain of my values and biases would be reflected in the selection of variables requiring attention, the sources from which data were obtained, the techniques used to gather information, and the messages conveyed and advice I offered. I informed them that, because so many judgments would be made, they ought to know about both my philosophical and methodological orientation, my motivation for conducting the evaluation counseling role, my knowledge of the problem under study, my experience, my capacity to work with people, and my ability to report information, offer advice, and explicate the implications of such advice.

One further point. I deliberately chose not to rely on the telephone for conducting initial interviews, or even for important discussions over the course of the year with salient informants. Conversations or important issues, in my opinion, demand face-to-face exchanges. Part of this belief, admittedly, is a personal uneasiness about intruding into people's lives without giving them a chance to first react to me. Exposition of biases requires this opportunity to interact personally over time with the evaluation counselor. It also helps to facilitate a trust relationship which is so essential in executing the counseling role.

Trust Development. Overall, I believe in and acted on intuitive feelings as an evaluation counselor in the Midwest Consortium project. Hunches, first impressions, the way I felt about people and events those were the forces that guided much of my activity. I trusted my perceptions, and believed that my biggest mistakes occurred when I failed to honor them. This was the spirit

underlying my modus operandi. I tried to communicate this to satellite personnel in each site. I saw myself as a facilitator, helping the satellites to implement some evaluation ideas which I was proselytizing. In sharing my biases, I hoped to create an atmosphere of trust. It was quickly apparent that open display of honesty was required in dealing with the variety of persons involved in or affected by the satellite programs. Such behavior became critical throughout the year, particularly during the planning and designing of the final evaluation documents. My problem, to be discussed in greater detail shortly, was that I tried to be a resource person to the satellites and the Center, as well as a trouble shooter. Early in the counseling effort I recognized the conflict inherent in the serving of two different types of institutions (satellites on the one hand and Center on the other) engaged in a tenuous relationship of their own. I realized the significance of facing the consequences of my own intents. In other words, those who would involve others in the process of healthful change, must themselves be changed.

These realizations and recognitions occurred in a public and visible fashion. The whole notion of visibility appears to be critical in developing the necessary trust. The ethical demands of working as an evaluator-change agent within a program cutting across institutions, and involving all kinds of people in a school-community setting, were so powerful that they called for different behaviors on my part. It quickly became apparent, as one illustration, that I would have to earn the respect of the community as a person, not solely as a professional.

In essence, attempting to be open appeared to be a critical factor in working in an evaluation counseling capacity. Also, an ability to adapt to local satellite conditions without sacrificing personal and professional integrity was vital. Most significant, however, in building trust was the preservation of confidentiality. I never revealed the identity of any informant to anyone without his or her permission, both during visits or observation and in writing communiques. Actually everything done in exercising the counseling role, from entree to mapping, to exposing biases, etc., is crucial in developing good relationships with the counselee group. The entire operationalization of the counseling function depends on trust and understanding. I believe this to be the most successful aspect of my work with the satellites, although there were confounding factors which will be treated at the conclusion of this chapter.

Credibility. Like developing trust relationships, evaluation counselors must demonstrate that they can provide a service. I felt a strong need to convince satellite participants that I was a professional and a competent one at that. Counselors must put themselves on the line and deliver—this occurred early in my relationship at each one of the three sites and proved to be extremely helpful in having staff and community persons take me seriously. I had to demonstrate in each site that I had, in addition to my unconventional perspective, all the more traditional evaluation and psychometric skills. By helping satellites comply with the evaluation guidelines mandated by the Center, I was able to convince them that I was in fact a bona fide evaluator who could perform the expected evaluation functions. Once this occurred, it was easier for satellite staff to listen to my advice and try to implement such advice in their individual evaluation planning.

Timing. In developing good working relationships with client and audience groups, the criticality of timing becomes apparent. Sometimes people are more receptive to feedback than they are other times. Evaluation counselors need to carefully study the behavior and moods of the people they report to; they must learn to be aggressive and they must learn when to back off. They must be available at the right time—when needed by the counselees, not at the counselor's convenience. Written responses must always be provided on time. This same is true of feedback and evaluation counseling advice.

In this Midwest project I attempted to deliver services on time. Working across three sites complicated the timing issue, with regard to presenting feedback and written responses. I tried

to end each satellite visit with a debriefing so that satellite staff would not have to wonder very long about what I was thinking. I also liked to follow each visit with a phone call so as to allow program participants a chance to react—sometimes they were reluctant to do so face to face. The important thing I learned about timing is that it is essential in making communication appear as a natural process. The counselor must take the initiative for this flow of dialog, otherwise it is left to pure chance and could seriously damage the counseling role.

Tolerance. Evaluation counselors, like their other evaluation colleagues and counterparts, need a high tolerance for ambiguity and a definite ability to persevere in working on unpleasant tasks or in hostile environments, should they occur. Evaluation counselors must learn to tolerate the evaluation ideas embraced by the client group. My own experience offers a case in point. Since my evaluation departed drastically from the way evaluation was thought of during the first two program years, satellite staff and I had to get used to each other's thinking, and develop a mutual tolerance for conflicting ideas. I learned that it does not pay to inflate expectations for the counseling role; expectations should be modest and optimism, cautious.

Visibility. Anyone who is working as a change agent or quasi-change agent in an education community must have visibility. Evaluation counselors are no exception. In my work at each site I tried to be seen by a wide variety of satellite participants and consumers because I hoped that staff would approach me with their complaints and questions. Many people are somewhat reluctant about taking advice, and look upon those offering advice somewhat disparagingly. The attitude is often expressed, "Well it's easy for you to say, you just come and visit from time to time, but don't have to work here," etc. I learned in working with satellite personnel that it is important to be industrious, and allow people the opportunity to view such effort. Getting my name and face closely identified with the operation, however, often intensified the physical, intellectual, and ethical demands.

Interviews, for example, can be exhausting, particularly if they consume the greater part of the day. When interviewing a reluctant or uncertain client, I had to be particularly alert for cues in voices, body language, facial expressions, and gesticulations that would help me redesign the questions, and seize apparent leads.

Evaluation Counseling: Frustration, Conflicts, and Impact

Assessing the effectiveness and impact of the evaluation counseling role is no simple task. Much of this difficulty rests in the fact that the necessary outside perspective is lacking. Since the counseling role was really an informal Center component, it was not really evaluated systematically by someone who was not involved in it. As a result, the only real analysis is my own, and therefore, it is limited in perspective. What follows is an attempt to focus on some of the specific concerns that affect the counseling role, at least to the extent of affecting such a role in the Midwest Consortium project. Some of my concerns were: the inconsistency between the evaluation counseling role and the Center's formal evaluation mandate; the necessity of clarifying allegiances and predicament of confidentiality; the general difficulty of trying to alter people's perceptions about evaluation and what it could do; and finally, the relative influence of the evaluation counselor's prescriptions on the final satellite evaluation efforts.

Caught in the Middle. Evaluation played an important role in the Midwest Consortium project from the beginning. And although the genesis and history of this evaluation effort is the subject of another chapter in this report, let it suffice to say that evaluation was viewed as a mechanism to achieve satellite accountability by informing the Center as to the objectives and performance of each satellite program. Over the three-year period, extensive and quite specific evaluation guidelines were drafted and implemented. It was believed that such an intense evaluation mandate would lead to better quality decisions, both within each satellite and across satellite programs. The guiding evaluation perspective was objectives oriented, with an emphasis on prespecification.

As stated previously, in my role as evaluation counselor I emphasized quite a different perspective from the one that dominated all the consortium's evaluation activities. The dominant evaluation mode could best be described as "preordinate evaluation," and implied that all evaluation focused on program goals and objectives. It involved the designing of evaluation plans prior to the imple mentation of the program, at least prior to implementation at the beginning of each year. Although the objectives varied each year at the satellite level, the evaluation format remained constant.

My message, on the other hand, concerned responsive evaluation, quite different from the pre-ordinate approach, the major difference being that in responsive evaluation the evaluation design is never formulated in advance, it is never fixed. Rather, it continuously evolves and is modified as the evaluator interacts with client and audience groups. Both types of evaluation are legitimate and useful, but being basically different in approach, they will often conflict when applied simultaneously. This is particularly true when the responsive evaluation perspective is introduced long after people have become accustomed to, or threatened by, the preordinate approach. I believe this was the case in the Midwest Consortium.

This is particularly true in light of the conflict between the Center and satellite over the control and facilitation dichotomy. As stated elsewhere in this report, the Center attempted to monitor and control satellite activities by setting standards, developing and enforcing evaluation guide-lines, and allocating funds. Additionally, the Center attempted to facilitate satellite development by providing resource people, holding conferences, making site visits, and assisting in evaluation and dissemination activities. These functions, that of monitor and facilitator, are so diametrically opposed to one another that it was impossible for the Center to do both simultaneously. This conflict in roles probably caused the Center to be less effective in both domains. It also created an element of mistrust which was particularly aggravated during the beginning of the third year of the program's operation. This aggravation resulted from both an external satellite evaluation audit initiated by the Center, and some very unpopular funding decisions. The audit revealed that satellites were not adequately moving in prespecified directions, and therefore, the Center began the third year with some rigorous evaluation and planning guidelines. This mandate was severely criticized by the satellites.

It was against this backdrop that I ventured out into the field and advocated the use of respon-sive evaluation techniques leading toward a program portrayal that would help illuminate and clarify what the various satellites had engaged in and accomplished over the three-year period. Needless to say, I was viewed with great trepidation, and I am sure that at the onset I was con-sidered to be an observer for the Center whose purpose was to feed back data on the satellite's operations. I believe that such suspicion was justified from the satellite perspective, but un-fortunate. A great deal of time was spent allaying these fears, and I am not sure that in all in-stances they were ever totally allayed.

My initial strategy, and one I stuck to in each of the three sites I worked in, was not to spend time criticizing the Center's view of evaluation, but rather trying to present my own perspective in as provocative a way as I could. My recurring message was that the satellite efforts were all so complex, and so different from one another, that such differences would be better reflected through evaluation portrayal. I continuously looked for examples of things that could be used in final evaluation reports that would help people understand the nature of the satellite pro-jects and what they were trying to accomplish.

For example, in one satellite I met a man who had been working in one of the schools as a janitor. It was discovered that he had a great ability to interact with kids and help counsel them with their problems. This person's status was elevated and eventually he was certified to perform certain counseling functions. Likewise, at another site I observed an alternative high school that was designed and run by one of the satellite's interns. The school became a

prototype for the district, and gained strong community support. In both cases I tried to emphasize how important these sorts of illustrations were, and how portrayal techniques could have highlighted them in the final assessment and dissemination process. Most importantly, I emphasized how these examples were legitimate evaluation data. This message was difficult for satellite staff to comprehend because at the same time they were receiving different messages about what constitutes legitimate evaluation. Even after other members of the Center staff began to encourage satellite personnel to think about their final reports as an opportunity to "tell their own stories," this suggestion was not trusted, and consequently the stories were never told as richly as they could have been.

As a result of this conflict between my own evaluation counsel and the mandated evaluation guidelines of the Center, I was never really able to explore in great detail, over time, the art of portrayal making and responsive evaluation techniques. I kept my prescriptions to a rather superficial level, except at one site where I had a strong relationship with the satellite director and project writer. At this one particular site I was able to work on the portrayal idea in greater depth, and would have made even more progress had the satellite evaluator been more supportive. In retrospect I found most of the students in the satellite projects to be more willing to explore responsive evaluation, but that willingness diminished as one moved up the bureaucratic philogentic ladder. I do not believe that the satellite administrators were intrinsically opposed to the responsive evaluation paradigm; rather, I believe they were more sensitive to the political exigencies of complying with Center objectives. One of the real underlying fears was that many of the satellite personnel never really knew where my loyalties rested and, as a result, never let themselves get fully involved in the evaluation position I was advocating.

Determining Allegiances. As a result of the quasi-paranoia that seemed to underlie and dominate the satellite attitudes towards evaluation, my task of evaluation counseling was somewhat complicated. One compounding factor was the omnipresent question: For whom was I working?

It must be remembered that the relationship between the satellites and the Center was strained at the outset. Each of the satellite sites had begun to develop a program before the notion of consortium was introduced. There was some reluctance, therefore, to join a consortium where they would have to be accountable to an institution with no more status than their own. The problem of "turf" thus became a continuous one throughout the life of the project. When I entered onto the scene, I suppose my role antagonized this "turf" dilemma. My salary was paid by the Center, and I worked out of the Center's office. My direct line of authority came from the Center and I was certainly accountable to them in a legal contractual sense. But I was employed to be a resource person for the satellites – an evaluation facilitator. The understanding was that I would provide evaluation counseling for the satellites, and in a sense work for them. It was thought that my chance of succeeding in my efforts would be greater if I would not be perceived as a Center staff person.

Although this reasoning still appears sound, the experience proved that attempting to manipulate peoples' perceptions in this regard is not fruitful. In one satellite in particular, this jockeying of position seemed to be more detrimental than if I had not made any pretense about working for the satellite in the first place. People in satellites perceived that my allegiances were with the Center because the Center was paying my salary. It appears that all the time I spent attempting to explain how I was really working for the satellites was unnecessary. The problem was too deeply rooted to overcome, especially since the amount of time was so limited, and the signs of my working out of the Center so visible. The most important consequence of this allegiance dilemma had to do with ownership of data and the complicated issue of confidentiality.

Confidentiality. The ultimate evaluation predicament is receiving evaluation data and not knowing how to use it or what to do with it. Part of the counseling role involves a kind of operative evaluation, designed for monitoring, trouble shooting, crisis managing, alleviating problems that arise, and making decisions with the least hurtful compromises. This part of the activity is aimed at recognizing catastrophe, potential and realized; it is aimed at identifying choice points, the alternatives available, and the implications of each alternative. It was my original belief and intent to provide the Center with feedback on problems I observed in the field, particularly problems or concerns that were common to all satellite sites. Soon after my field visits began, I began to think of how this process would be perceived by the satellite staff. If I wanted them to take me into their confidence, then I would have violated some sort of trust if I pushed information on to the Center; on the other hand, I felt somewhat guilty in not presenting the Center with monitoring data, and so the conflict went.

In some instances the satellite concern over certain Center activities seemed so important that it superseded my reluctance to present feedback to the Center staff. One such situation occurred early in the fall when the Center imposed a comprehensive and rigorous needs assessment survey on the satellite directors. This activity prompted a strong negative reaction from the satellite personnel. Even I felt the hostility; one director greeted me one day after receiving the needs assessment packet from the Center with, "Do our own thing, huh?" At any rate, I felt that the situation was approaching a real crisis level, and felt a strong obligation to present such information to the Center staff. This sort of thing occurred several times, and each time I felt some remorse about violating the integrity of the role. Whether or not I was overestimating the consequences of such action is hard to determine even now, with hindsight and the experience behind me. In all instances, however, when I did present information back to the Center, I tried to keep the data issue oriented, and leave personalities out of it.

Changing Attitudes towards Evaluation. Much has been written on the great reluctance people have to engage in evaluation activities, particularly when such evaluation involves some assessment of their own performance or the overall performance of their enterprise. Counseling people about the need for a broad perspective in evaluation is equally as difficult, and the probability of success is low. Compound these problems with the conflicts that emerged in the exercising of evaluation counseling in the Midwest Consortium, and it is no surprise that the ultimate objective of program portrayal was not as successful as it could have been under more desirable circumstances. This should not suggest that good evaluation was not accomplished in this project. Nor should it suggest that the satellite final reports were not useful in presenting evidence about satellite activities and accomplishments. But, they were not portrayals as described in the early pages of this chapter. They did not present enough of a story to evoke an "empathetic response," or the feeling of a shared experience. They generally (although there were some exceptions) lacked sufficient judgment data from those involved in, or affected by, the satellite programs. Likewise, they lacked substantial natural language expressions, honest descriptions of the agonies as well as the ecstasies; perhaps, most significantly, they lacked substantive syntheses about salient lessons learned as a result of the experience.

In this sense the impact of the counseling role was minimal. It did point out, however, that an alternative to mere conventional evaluation practices was, and is, possible. But it is perfectly clear that much more time and a different climate is needed to perform it. People simply don't lose their fear overnight because they are told not to be fearful. Just because a new role and new evaluation perspective were introduced, it didn't follow that people's attitudes could immediately shift. I do believe, however, despite all that occurred during that counseling year, that most of the people with whom I worked at the satellite level intuitively saw the value of responsive evaluation. But the possibility of operationalizing it successfully in so short a time was a gross miscalculation.

Time is often offered as a "cop-out" when something has not been accomplished as planned. But in the counseling role, time is such a critical element that it can make the difference between success and failure. I never had the proper amount of time to accomplish the mapping and value delineation stages as adequately and thoroughly as I needed to across the three sites. Perhaps if I had been at only one site, I might have understood more about the program components and the underlying value assumptions. Most of all, I might have been able to develop a better rapport and greater trust, so as to move and alter people's feelings about the evaluation process. One of the real difficulties of assessing the counseling role is that of measurement. How do you measure the impact a counselor has on a group of people involved in a profoundly difficult introspective process? Perhaps this is one element of the experience that was least explored.

Evaluating Broad Impact Programs

I regard the Midwest Consortium as a broad-impact program, with both strong education and social action emphases. To capture the essence of such a program, and to study the substantive issues that emerge, should be, I believe, the ultimate goals of all evaluation activity. In order for these goals to be achieved there must be a carefully planned integration between the formative and summative evaluation designs. As usually defined, formative and summative evaluation emphasizes a temporal distinction: One does formative evaluation while the program is being formed, and one does summative evaluation to show what the program is after it is complete. I believe that this is the perspective that dominated the evaluation of the Midwest Consortium. I also believe that prespecification of objectives, sorted into formative and summative categories, prevailed.

I view formative and summative evaluation a bit differently, and in a way that is more consistent with responsive evaluation. The difference for me is not so much temporal as it is modal—the way that evaluation is carried out. I would substitute a utility distinction for the temporal distinction. In other words, I would emphasize the difference as being that between the responsibility for forming programs (formative evaluation) and the responsibility for being acquainted with a program in its totality (summative evaluation). The Midwest Consortium project, viewed from this perspective, would assign responsibility for formative evaluation to the satellites, and the responsibility for summative evaluation to the Center. While the formative evaluation would concern itself with satellite decision making, the summative evaluation would look at broader questions of program impact. It would be necessary, however, that both evaluation efforts would take cues from one another, and would be bridged by the trouble-shooting evaluation process I referred to earlier as operative evaluation. In all three evaluation activities, the combined process must serve and not hamper the development of the program. Evaluation must not get in the way. It must help and not hinder!

When emphasis is truly on program understanding, it follows that the collecting and processing of data should not be restricted solely to measurement-oriented procedures. Rather, the concern should be aimed at legitimizing the testimony and judgment of those who share in the program's operation. Evaluation counseling and other facilitative roles can be very much a part of this process, but they must be a fundamental part introduced at the inception of the total evaluation effort. And most significantly, a responsive climate must be created so as to develop the necessary trust relationships, which in turn will promote evaluation as a means of program growth and understanding.

I do not believe that preordinate evaluation designs, aimed at monitoring and control, with excessive emphasis on prespecification of objectives and measurement activities, are conducive to broad social programs, particularly if the goal of evaluation is to comprehend the impact of such efforts and facilitate their improvement and development over time. Much of the insight

gained and many of the lessons learned as a result of the Midwest Consortium experience remain to be shared. The full message has not been totally revealed because the evaluation process did not give voice to all the concerns, nor did it produce the necessary understanding of all the good that has been attained.

CHAPTER IV
Concluding Commentary

DeWayne Kurpius

The objectives of this project were related to the pressing need for universities and schools to renew their educational programs in the areas of pupil personnel services. Throughout the project we maintained the principle that school districts and universities had many common goals and resources to share. Initially we discovered that universities located inside the boundaries of a school district, or very near one, had made few attempts to systematically determine the mutual benefits of recognizing each other's needs and resources. The most revealing example could be taken from one of the major school districts in which we worked. Schools in that district hired most of their teachers from the nearby universities and then proceeded to retrain them during their first two years of teaching so they could function effectively in an inner city school. Ironically, both the school and university felt this constraint, but neither was able to develop a vehicle for defining and solving the above stated problem. EPDA contributed significantly to bringing these two parties together to understand each other's purposes and subsequently to recognize the great benefits related to collaborative planning and feedback. What were the problems involved in moving from an independent working relationship to an interdependent relationship between schools and universities?

The approach selected by the Consortium was the planned change discrepancy approach that is, taking what exists in the present situation and attempting to help those people most involved to develop collaborative plans which will move them toward a predetermined goal. As a result of this decision, each satellite agreed that:

1. *Staff, program,* and *organizational* changes were needed at both the school and university level.
2. Desired changes needed to be defined and agreed on by all who would be affected by the change.
3. A systematic plan was needed to direct the changes.
4. Evaluation and feedback was a high priority.

The one factor which seemed to be most closely linked to the overall gains made within the schools and universities emerged as the working climate or organizational environment which existed within a given unit or larger organization. Our experiences have indicated that there were two basic types of work climates found in both schools and universities. One climate could be defined as traditional, and could be characterized as linear, formal, and bureaucratic. The other type represented a more planned approach, with problems and interventions more closely defined and owned. In the first type of structure, loyalty to the organization and dependence upon its existing organizational patterns seemed to be primary. Generally, these units seemed more insulated from new ideas coming from within the organization or from the outside. Planning, collaboration, and evaluation were considered threatening and therefore seldom practiced. Members who felt the need to be loyal didn't direct difficult questions to the proper source. Instead, they shared these concerns with the Center and continued to accept things as they were or negotiate only on individual issues. We found that these settings and situations presented the greatest frustration among satellite staff members, since they implied unilateral decision making, obscure goals, high regard for conviviality, and low interdependence. These norms were reported as existing over a long period of time prior to the project. Due to the limited scope and resources, we had limited success in modifying these norms. We did, however, bring the supportive and restraining issues

related to this approach to a much higher level of awareness for future change-oriented issues, and in some cases we did influence major changes.

The second type of work climate was, in many ways, almost the opposite in nature. The units were organized in a less linear fashion, interacted less formally and were more problem solving oriented. They placed higher value on concepts related to planning for change, all members of the unit felt ownership of the problems that existed and shared in their solutions, accepted conflict as natural, and utilized the conflict in their day to-day problem solving activities. Commitment was considered more important than loyalty, and interdependence was valued over dependence and independence. At times, however, the staff members in these units were as frustrated as those mentioned in the traditional organizational structure, but for very different reasons. The primary difference was that plans and procedures *did* exist and *were* being implemented. Faculty of those units felt that rewards were distributed according to progress made with respect to their responsibility within the unit given the existing conditions, and not according to criteria standardized for all members or through personal relationships and "party line" membership. The single greatest difference was that high performance units did have an agreed-upon process for problem solving and well defined objectives for their unit.

While the define and solve units performed most effectively, no ideal organizational arrangements existed. Also, during change stages of units and organizations, no ideal organizational patterns could be predicted. However, we can be sure of one thing - a consistent interaction should take place between the desired change and the existing situations. This is no easy task, since in most educational change programs a double-edged sword exists. That is, the "regular" program is going on at the same time that a new program is being implemented. And many times these are the same program. In fact, one of the reasons for supporting special projects is to allow certain people to focus on the development and change while others are attending to the issues of the day. Unfortunately, many times the two sets of activities are not differentiated and, as a result, two sets of forces emerge which resist each other and many times cancel out any potential growth. In these cases collaborative problem solving became difficult, and decisions were either made by a "trusted" few or allowed to drift until either the motivation to improve faded away or a crisis situation emerged.

Once again, in organizational units where norms existed which supported problem definition and solving, and where influential persons supported the objectives, greater change was possible. In the units not following a systematic plan our finding was that most of the schools and universities were operating on implicit program goals. In many cases, individual members had outlined their personal objectives for their part in the organization, but these seemed more associated with "how to make it" in the organization and less associated with the overall school or department mission. At the beginning of the project, few of the organizational units had a plan stating their plan of operation. Furthermore, there was great resistance against the satellite and Center staffs' requests for clearer program definitions.

At this early stage, there were old norms and patterns of behavior which were being challenged by each satellite. Obviously satellite staff were placed in a somewhat precarious position in relation to their non-satellite peers. Satellite staff (including school, community, university, and State Department) were starting to ask questions deemed appropriate but which had seldom been aggressively pursued before. As a result, early resisting forces were building, and the satellite staffs began to experience rejection of objectives and ideas which had been agreed upon at an earlier time. Given the isolation satellites were experiencing, they tended to turn some of their doubts and concerns toward themselves, toward the Center, and ultimately toward USOE. The greatest concerns expressed at this time were:

1. Are our needs assessment data valid, reliable, and relevant?
2. How do we reach agreement within our own organization on the priorities which our needs assessment data suggest that we should establish?
3. How many more times will we need to reach agreement on the objectives before we find ownership and commitment from the organization?

Out of this experience we recognized three clusters of change agents which were working somewhat independently and often at cross purposes. 1) the satellite staff (made up of school, university, community, and State Department people); 2) back home unit members not directly associated with the projects but belonging to the same school or university unit; and 3) during the early project stages, the Center staff.

At times each cluster was trying to influence the others while following different objectives, priorities, and criteria. The definition and acceptance of this phenomenon became the first step to modifying the change effort. Therefore, during this stage of consortium meetings we tried to clarify the complex maze of individual and group beliefs, organizational norms, old unsolved organizational problems which were surfaced by satellites, and old and new interpersonal relationships which were being tested, developed, or threatened.

Our intent at this stage was to try to define the issues and practices which caused the confrontations and then develop a plan to move beyond the confrontation and catharsis stages into the early stages of problem solving. The *define and solve* approach became a pattern of behavior which followed both between satellites and their sites and between satellites and Center. The ability of a unit to *define* and *solve* became one of the norms which emerged and which became highly correlated with meeting proposed project objectives.

During these phases of planning and replanning it was discovered, in some cases rediscovered, that certain organizational norms and membership behaviors could be associated with *limited change outcomes* while others could be associated with *major change outcomes*. The following list represents some of the most common conditions stated by members of the consortium as either supportive or resistant to their change objectives.

Conditions Producing Greatest Change	Conditions Producing Least Change
1) People committed to change objectives.	1) People committed to personal objectives.
2) People recognized the purpose of bureaucracies but didn't abuse their authority position.	2) When the change objectives placed stress on the points where the change was to occur, some leadership personnel retreated back to old patterns of behavior or relied on their position of authority as protection.
3) Recognized that changing others is perhaps a greater attraction than changing self or being changed.	3) Main focus on changing others.
4) Recognized that "no one has it together." Change is a collaborative problem-solving process.	4) Viewed individual change plan or process as best.
5) Followed a systematic approach which satellite members and other unit members agreed on.	5) Followed an undefined approach, with oral commitments but low ownership of existing problems.
6) Institutional administration was perceived as highly legitimate, operated objectively, and interacted freely within the organization.	6) Institutional administration was perceived as political and inconsistent with behavioral patterns which lacked definition.
7) Administration not only supported change cognitively but also modeled change.	7) Administration expected others to change while little change could be observed in administrative behavior.
8) Objectives were clear and agreed upon by all who would be affected. This required that criteria, procedures, needed resources and time lines be specified.	8) Objectives were vague and sometimes nonexistent. Agreement on objectives seldom practiced.

	Greatest Change		Least Change
9)	Existing organization norms supported change.	9)	Existing norms suggested maintenance was a higher priority, e.g., low trust, insulated from the outside, decisions made by persons in positions of authority – often lacking adequate data, organizational problems disowned by members, competition high-collaboration low, same problems reoccurring.
10)	The larger system made provisions to accommodate the change processes and outcomes of the subsystem. (project and related departments and schools).	10)	Subsystems struggled to develop adequate influence to induce change where needed.
11)	An objective person(s) assisted in mediating very difficult change issues.	11)	Persons in positions of authority collected information from individuals and then made decisions based on their own analysis.
12)	Persons to be affected by the change viewed the change as increasing relevance and effectiveness.	12)	Persons to be affected by the change formed counter-dependent groups to resist the change objectives even after agreeing on them.
13)	Recognition that change is slow and often conflict producing.	13)	Wanted immediate change and with little or no conflict. Perceived conflict as unnatural and harmful.
14)	Dissatisfaction with the present situation is identified, defined and modified.	14)	What we have has worked for us in the past – why should we change.
15)	Commitment to people and to the purpose of the organization.	15)	Loyalty to the organization and to selected people.
16)	Rewards based on performance related to agreed-on job definition.	16)	Rewards based on personal relationships, traditional criteria or unreliable data.
17)	Higher level administrators recognized distorted information and required clarity.	17)	Higher level administrators did not recognize distortions, or if recognized, did not require clarification.
18)	Nonstandard problems were accepted as part of the change process.	18)	Nonstandard problems were considered disruptive to a smooth, conflict-free organization.
19)	Interdependence of units is encouraged, although conflict producing at times.	19)	Dependence on the organization and independent work was rewarded.
20)	Group problem solving was a recognized norm of the organization.	20)	Problems were avoided and undefined, many remained unsolved.
21)	Importance of working as a unit is recognized and time priorities are made.	21)	Important meetings difficult to schedule due to individual personal schedules.
22)	While in a committee or work group, members want to know the full meaning of all issues, even those which they may not want approved by the group.	22)	Members are active when their own issues are being worked on and passive during work time on issues not personally interesting or rewarding.
23)	Personal relationships are important at all levels of the organization. No personal gains can be linked to these personal relationships, however.	23)	Personal relationships with decision makers gain personal favors from them.

From this brief commentary it can be inferred that the school and university are more similar than different in their approach to self-renewal. There are, however, a few unique differences which we feel were important factors to this and other change-oriented projects.

In some ways, trying to describe our experience with the university is an awesome task. First, a long history and tradition of change is associated with higher education in America. This history reports that change is slow, usually resisted, and often not systematically planned. Our experience supports these statements generally, but not uniformly, since some institutions or departments within institutions are more oriented toward planned change methodologies.

The most persistent obstacle we found was linked to the ideology which treats the academic faculty as independent professionals. If members of a faculty wanted the proposed change, they could volunteer to become involved. If instead, faculty wanted things as they presently existed, they would passively resist change by teaching the same courses in the same way with students

reporting the same complaints. The point here is that the university departments and units with which we worked were not noted for their ability to be innovative and responsive, but were better known for their past accomplishments. And even though some departments were currently in need of renewal, they continued to see the present in terms of the past, when what they were doing had been relevant. Hence, their frame of reference was in the past more than the present or future. The administration seemed to support the best departments and ignore the weaker ones. Maybe it was anticipated that they would become so bad that students would no longer enroll, which rarely happens, or become self-renewing, which also rarely happens.

We did not find any organized, faculty-approved approach to faculty renewal training, curriculum renewal or organizational renewal. Most *curriculum* renewal was due to motivation and commitments of individual faculty who were occasionally supported by the institution; most *faculty* renewal occurred either through self-direction or through replacements due to retirements and mobility (neither of which are currently viable processes); most *organizational* renewal was created by administration. We did find a high number of administrators, faculty, and students who desired to improve the present situation. But the history of most of the units implied that no planned change program existed which was highly supported, even though most of the universities had several funded and nonfunded change programs in process.

Since we represented one of these change processes, we were subject to the same resistance factors as any other change project. The degree of support we were able to gain was dependent on a number of variables. If the institution was highly fragmented and diffuse, we found it next to impossible to bring people together and reach agreement on a common set of objectives which would be approved and supported. However, if the needs, motivations, and readiness to change were present, and the timing of the project was very closely associated with the needs of the university, then pre-entry and entry stages with these institutions were easier than with institutions that were not feeling the press to change. Top administrators were more available, special planning sessions were easily scheduled, and once commitments were agreed on, they were more likely to be carried out according to the conditions agreed on. Another variable we found to be a reliable predictor of potential support was the faculty members' knowledge about change, and how they conceptualized planned change. As was mentioned in the introduction, if one group perceived change from a human relations point of view (focusing on self, feelings, values, and process) and another group perceived change from a planned change point of view (change as a rational process requiring an organized plan of operation), resistance occurred which needed to be clarified. While some faculty and/or administrators follow a negotiating-bargaining approach, others follow a more rational-planned approach, and still others follow the collegial approach of trust and reciprocity.

Certain methods and approaches to entry worked better than others. We found it important to find faculty who were stable, permanent members of the unit. These people tended to know the characteristics of the system. Next it was important to demonstrate how the change would improve what existed, rather than suggest that what existed was faulty. Where this approach was followed, it became important to secure each gain before going on to the next step. If too much imbalance was created, time was needed to allow the change to be accepted before pushing ahead into new areas. We learned not to become disenchanted with the realization that objectives once agreed upon sometimes need to be renewed or revised. It is better to rewrite some of the objectives, or drop some out, than to continue with partial commitment; and if objectives are modified or dropped, it is equally important to make the changes known. Generally we found that it is better to experience success on a few objectives than to fail because of over-extension of staff and institution.

There is probably no one closing statement to adequately summarize this report. However, if one reflects on the inexactness of science and industry, psychology, education, and even medicine, one can easily understand the extreme variance which can emerge in a planned change project such as this. Even with the "state of the art" of planned change in education, three factors seem to emerge repeatedly as being necessary for change to take place. First, change programs will succeed only if the people involved are concerned about helping other people. Second, the objectives to be accomplished should be clear, understood, accepted, and supported by the change agents, those to be changed, and the change agent system. Lastly, personal commitment, persistance and patience are required by all.

We are extremely grateful to the literally hundreds of people, including community persons, school personnel, university faculty, staff and administration, U.S. Office of Education personnel, State Department personnel, students, spouses, friends, and all other helpers, who contributed to this project. No change-oriented project such as this one can make its impact felt unless a high level of commitment exists in all associated parties.

We hope this document will serve as more than the standard "final report" for you and hopefully will contribute to your future efforts toward meeting the primary goal of any change-oriented project, which is *to improve the quality of life for human beings.*

The Center Staff

MIDWEST CENTER/SATELLITE: GOALS, OBJECTIVES, AND PROGRAM WORKSHEETS

The purpose of this packet for specifying objectives and programs is to explicate what the Midwest Center/Satellite is doing. Given the 12 goals as stated in the Center/Satellite proposal (distributed at last governance board meeting), our job is to operationalize these goals by specifying the objective and program components of the Center and all satellites. The specification of objectives should be an attempt to clearly state in writing what your satellite "would like to do" or is doing. The objective should state concrete products, processes, or organizational changes which reflect what your satellite believes to be important to the training of the "new professional." For example, a concrete objective might be:

> To appoint two "community professors" to university positions as a legitimate component of the educational community by June 1, 1972.

The program components would suggest what activities the satellite will undertake to achieve the objective, such as: making proposals to education faculty, having group decisions, and setting a selection process. A less desirable objective because of its lack of concreteness would be:

> To initiate discussions with education faculty to assess the feasibility of "community professors."

This objective is less desirable because it only specifies an activity and not an outcome. Moreover, the results of the latter objective cannot be evaluated, while the former objective can easily be evaluated along with the activities that were undertaken in working toward the objective.

To aid you in beginning this process you will find enclosed a "Satellite Program Objectives" sheet and a tape by Ron Baker. These two aids are related to the abstracting sheets. In addition, you will find a sheet which specifies the objectives and programs for the Center goal of "Developing a Monitoring and Communication Procedure." If you should need additional clarification or help, feel free to call Rick Beebe at the Center.

Time Lines:

The Center would like the packets with objectives and programs for each of the 12 goals returned either before or at the Policy Board meeting in Louisville on January 14, 1972. This packet will become the basis for satellite monitoring and visitations.

Midwest Center/Satellite

SATELLITE PROGRAM OBJECTIVES - Content Outline

Prepared by: Ronald D. Baker, Associate Professor
Department of Counseling and Guidance
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How are the terms "goal" and "objective" used?

Goal - A general intention for a program.

Goals are built upon beliefs and values which reflect a position. Often the words used in the statement of the goal imply some wish, opinion, or belief about the intended program;

E.g., To improve the qualifications of the trainers *who are committed to* the preparation of new professionals.

Objective - An operationalized statement of a goal.

Objectives are descriptions of program activities in observable terms. Program objectives need to include two elements. (1) the name of an observable, recordable activity and (2) the people who will receive that activity,

E.g., (1) *To teach the differences between inner-city dialects and standard English to* (2) university trainers.

Who specifies goals and objectives?

Ideally, the people involved in the total program write these statements. In the present situation the goals have been set for the immediate future in the Center/Satellite project contract. The program objectives, however, are open to each satellite to define according to its own plans.

Why specify objectives?

Objectives tell what you intend to do in *order to teach or approximate some goal.* Stating objectives is one - but crucial step in solving an educational problem. By describing what changes or programs for change are intended, one also implies that the changes can be demonstrated. Dependent upon the statement of the program objectives, then, are the issues of program assessment, evaluation, and public accountability. Additionally, the ability of the Center to bring to bear resources to aid the satellites depends upon the descriptions of program intentions.

Are there "right" goals and objectives?

No, no more than there are absolutely right or wrong values and beliefs. Goals say something about beliefs and wishes, objectives tell what is planned to achieve the goals. Both are changeable depending upon the people involved, facilities, resources, etc. The relationship between goals and objectives is largely one of preference and logic by the writers of the statements. Hence, objectives are linked to goals by reason or argument, not by external rule. Different satellites, for example, are likely to achieve project goals in different ways; consequently, they will state different objectives and different numbers of objectives.

How can you test the quality of your program objectives?

If a program objective is properly written, it can be:

1. Stated differently for different individuals in the program.
2. Stated as specifically as the decision-making task at hand demands.
3. Demonstrated to be pertinent to the project goals.
4. Stated in terms of recordable performances.

What information will be needed initially for objective, systematic monitoring? (Refer to the Abstracting Sheet)

The information requested is:

1. A listing of objectives related to each goal, and for each objective cited.
2. A narrative description of the program related to implementing that objective. That is, what is your plan for getting to that objective?
3. A description of activities involved in your program plan. What methods will you use to conduct your planned program?
4. A designation of persons responsible for conducting the activities. Who will teach, supervise, administer, etc.?
5. A calendar of time guidelines for your program activities. When will you start, and evaluate, etc., your program activities?
6. A list of resources needed to accomplish your program. What resources have you now; what may you need?
7. A description of expected outcomes. What will occur for the people or institutions receiving your program, if you accomplish your intentions?

ABSTRACTING SHEET FOR MIDWEST CENTER/SATELLITE

Goal # 1: To *improve the qualifications* of the trainers (university) who are committed to the preparation of new professionals.

Goal # 2: To *improve the qualifications* of the supervisors (school) who are committed to the preparation of new professionals.

Goal # 3: To *recruit* minority group persons as trainers (community, school, university) who will prepare the new professionals.

Goal # 4: To *prepare* minority group persons as trainers (community, school, university) who will prepare the new professionals.

Goal # 5: To *prepare* new professionals (entry or renewal) *to develop* programs which contain collaborative *planning* arrangements among the university, school, State Department of Public Instruction, and related communities and community agencies (educational community).

Goal # 6: To *prepare* new professionals (entry or renewal) *to develop* programs which contain collaborative *evaluation* arrangements among university, school, State Department of Public Instruction, and related communities and community agencies (educational community).

Goal # 7: To *develop* programs which prepare the new professionals *to train* other members of the educational community.

Goal # 8: To *prepare* new professionals *to design* training programs which are appropriate for low income area schools.

Goal # 9: To *prepare* new professionals *to implement* training programs which are appropriate for low income area schools.

Goal # 10: To *prepare* new professionals *to evaluate* training programs which are appropriate for low income area schools.

Goal # 11. *To bring about* organizational change in the institutions that prepare new professionals *to facilitate* achieving the concept of a collaborative educational community for meeting goals 1 - 10.

Goal # 12: *To bring about* organizational change in the systems in which new professionals function *to facilitate* achieving the concept of a collaborative educational community for meeting goals 1-10.

Abstracting Sheet for Midwest Center/Satellite

Goal # 1: To improve the qualifications of the trainers who are committed to the preparation of new professionals.

List the satellite objectives and Program components related to Goal # 1.

SAMPLE WORK SHEET

Objective A for Goal # 1:

Program:

Activities:

Person(s) responsible:

Time Lines:

Resources needed:

Expected outcomes:

Objective B for Goal # 1:

Program:

Activities

Person(s) responsible:

Time Lines:

Resources needed:

Expected outcomes:

APPENDIX B

DESIGN AND RATIONALE FOR MODIFICATION OF MIDWEST CENTER/SATELLITE RELATIONSHIPS

INTRODUCTION

The ideas contained in this draft copy represent the thinking of a Midwest Center Ad Hoc Committee. The Ad Hoc Committee was composed of one person from each satellite directorship, one person from the community component of each satellite, and Center staff.

Convened by the Midwest Center, the committee met on July 27 and 28, 1972 in Indianapolis for the purpose of solving problems in the area of relationships among satellites and between satellites and the Midwest Center. Subsequent to this ad hoc problem-solving committee meeting, a second meeting was held on August 7, 1972, in Columbus, Ohio. This second meeting involved three persons from the first meeting (one person from the Center, one satellite director, and one person from the project's community component). Their mission was the pulling together of ideas generated during the first meeting. This draft represents their efforts at fulfilling that mission.

RATIONALE

During the past few months, the Midwest Center/Satellite program, in accord with its overall mission, has been moving toward what might be called its second phase of development that is, implementation of Plans of Operation designed to attain the following broad objectives:

1. To modify existing Pupil Personnel Services training programs and develop additional components necessary for entry and renewal training (Program Development);
2. To provide staff development related to demands of newly established programs (Staff Development), and
3. To reorganize existing structures appropriate to meeting program goals (Organization Development).

These broad objectives are undergirded by the prime objective related to all of the above - that is, to help improve the quality of education of low-income, low-achieving students through the preparation and training of new professionals (particularly minority group persons) who in turn teach others in the new interprofessional model of service delivery.

The Midwest Center and satellites, as a consortium of human resources committed to the realization of the objectives stated above, have been linked together through the Midwest Center Policy Board. This board has functioned in the following areas of the project operation:

1. Formulated the general policy which has guided the total operation of the Center/Satellite project with respect to its overall goals.
2. Advised and made recommendations to the Center on criteria and procedure in the development of operational policy.
3. Served as a resource body for the overall planning and evaluating of the Center/Satellite project relative to established goals and objectives.

In addition to these achievements, the Policy board has experienced ongoing difficulties which it is now attempting to resolve through a modification of the relationships between Center and satellites as well as the relationships among satellites. It is the intent of this statement to specify the need for modification of these relationships, and the means by which the needed changes might take place.

BACKGROUND

The use of competency-based programs which employ multi-level planning and implementation has caused many difficulties in assuring that a multi-faceted, conglomerate, and diverse board can operate effectively and efficiently. This has been true in almost all cases throughout the country (poverty boards, Economic Opportunity Commission Boards, community action boards, Model Center Boards, etc.). The Midwest Center/Satellite as it began its operation 15 months ago, found several factors to be quite evident:

1. The usual product evaluation becomes extremely difficult to identify.
2. The cognitive and affective growth of such a disparate body is extremely difficult to measure.
3. The desirable "spill-over" effect is not always easily recognizable.
4. The identification of variables which affect the accomplishment of goals and objectives on a multi-level board is unusually difficult to locate and control.

In spite of the complexities of measurement, control, and knowledge of efficiency, it is desirable to utilize a diverse membership and/or complex board since this (1) more accurately represents the complications of the real world, (2) offers opportunities for a more humanistic and democratic approach to decision making, and (3) provides a greater chance for personal investment and commitment to decisions which are made.

The Midwest Center/Satellite consortium felt it imperative to begin testing the multi-level, multi-dimensional parity board as a decision-making body. The board was referred to by some as "advisory" and by others as "governance." However, the clear

intent was for the board to make decisions, approve policy, and assist in program development. The three areas of focus were never fully operationalized within the board. It appeared that this was due to several discrete factors:

1. A lack of understanding by various members concerning the function of the board.
2. A question about who controls or who has power.
3. A lack of clarity on administration and policy functions.
4. A fear on the part of individual board members to fully utilize the "board" as a change agent.
5. A concern on the part of board members for utilizing conflict as a growth-producing strategy.

The initial phase of the relationship between Center and satellites entailed the search for commonly shared goals and subsequent formation of a policy structure that was to insure the attainment of project goals. While this form of relationship was adequate for the beginning of the relationship between satellites and Center, it has not provided sufficient support to the attainment of our current programmatic thrust.

THE CURRENT PICTURE

The stated functions of the Midwest Center/Satellite Policy Board were, in general terms, to formulate broad statements of policy that would determine programmatic direction.

While the U.S. Office of Education established a policy that each Center/Satellite operation was to establish some means of handling the question of policy determination, each Center was left to establish its own devices as to how it would organize to accomplish its goals. In other words, the Center/Satellite itself is an experimental design that provides for decentralization and flexibility in terms of functions within the Center/Satellite consortium.

Within the Midwest Center/Satellite consortium there were, perhaps, two main sets of functions served by the Policy Board organization:

1. The formulation of broad policy for the Midwest Center/Satellite programs, and
2. The informal, unstated benefits of supportive relationships among colleagues committed to similar change goals in the area of Pupil Personnel Services.

THE PROBLEMS INHERENT IN THE CENTER/SATELLITE STRUCTURE

1. *Competition (Inter-Institutional)*
The U.S. Office of Education has in the past routinely awarded grants to individual institutions who carried out their institutional missions in accord with their own best judgments. The Center/Satellite funding structure, perhaps for the first time, has required institutions of higher education and their various constituents (school systems, communities) to work cooperatively toward mutually shared change goals. The issues of control and autonomy that formerly existed between the U.S. Office and the individual university were now manifested in the relationship between Center and satellites.

2. *Program Differentiation*
The Center/Satellite structure requires a creative approach to a need for linkage between Center and satellites and among satellites. The questions of power and control emerged repeatedly as individual satellites attempted to synchronize programs within the broad framework of the overall programmatic goals.

Mutually determined policy (Center/Satellite) tended to submerge individual institutional needs for autonomy and highlight the need for shared decision making around overall policy related to programmatic goals. Thus, individual satellites were able to maintain autonomy for local programs and yet allow for complementarity between differing programs and overall Midwest Center/Satellite goals.

3. *Proximity*
The spatial arrangement between Center and satellites has required additional efforts in the area of maintaining linkages between the varying parts of the change system. From time to time, both satellites and Center have experienced problems in synchronizing local programmatic operations with the overall needs of the Midwest Center itself.

Arranging for all participants to meet at the same place at the same time has been costly as well as time consuming. For example, the pulling together of the entire consortium in intervals that are too close together could be destructive to local program operations.

4. *Differentiation of Policy and Administration*
Understandings of policy and administration were lacking among some board members. For example, policy was often misconstrued to mean implementation instead of general or specific guidelines as to how satellites would be governed or guided toward intended goals. These misunderstandings of policy made it impossible to deal with overall purposes and direction within the board. A specific example of a policy decision as compared to an administrative decision might be the following:

Policy. Each satellite will allocate five (5) percent of its total budget to program activities related to its community component (to be determined by board).

Administration. The way the policy will be carried out by the respective satellite operations (to be determined by satellite administrators).

The second phase of development might best be described as the thrust that will enable the Midwest Center and satellites to operationalize and further develop their Plans of Operation for the academic year 1972-1973. It is felt that a significant amount of policy related to the various programs in the Midwest Center/Satellite consortium has been developed and that the primary need at this time and over the next few years will be in the area of developing and maintaining supportive linkages among satellites and between satellites and the Midwest Center. In order to accomplish such linkages, it is felt that a modification in form and function of the Midwest Center/Satellite Policy Board will be required.

THE NEED FOR MODIFICATION IN THE MIDWEST CENTER/SATELLITE RELATIONSHIP

The above items refer to the ongoing problems related to the organization of the change consortium. The following statements are a reporting of the means by which the Midwest Center/Satellite project will attempt to handle these problems in the future through the formation of three (3) Midwest Center/Satellite strategy and problem-solving committees.

The three committees (Strategy Committees) are to be organized around three main Midwest Center/Satellite strategies.

A. *The Strategies*

1. *Program Development*
   Program development is seen as the strategy or the design by which individual satellites attempt to formulate plans and carry out their respective missions related to modification of existing Pupil Personnel Services training programs.

2. *Staff Development*
   Once programs are, in fact, designed, it becomes necessary to assess the respective satellite staff capabilities for implementing the designs. At times, this assessment may indicate a need for input to the staff in the way of increased knowledge, skills, or competencies.

   Staff development as a planned ongoing process was not clearly evident in the Midwest Center/Satellite structure throughout the past year. For example, when problems arose within the Center/Satellite organization, a good object lesson might have been presented as the disquieting influences were worked through toward a healthier organization.

   There were several other evidences of the need for staff development (proposal writing, evaluation, communication skills, etc.).

3. *Organization Development*
   As a strategy, this area of activity is related to the organization of the change team itself as well as the organization of the various component systems which are comprised within the respective Satellite Task Forces. This strategy speaks to the question of whether the existing Pupil Personnel Services training resources are organized in a manner in which they can be effectively utilized for change.

   Several specific issues which have assisted the Midwest Center/Satellite in arriving at its current position include the clear indications that:

   1. Individual and group role expectations were not clarified.
   2. Responsibilities were not spelled out and agreed upon.
   3. Reward systems were not built into the change strategy.
   4. Sub-units did not understand their relationship (dependence/independence).

B. *Modification of Policy Board Arrangement to the Strategy and Policy Committee Arrangement*
In reality, the three strategy committees are seen as complementary to the three main goals of Midwest Center/Satellite operation. They do not in any way supplant the organization of the Policy Board. The essential changes are as follows:

C. *Functions (General)*

1. The Policy Board will convene on an as needed basis, not on a routine basis.

2. When there is a need for policy around certain programmatic issues, policy recommendations will emerge from the three Strategy Committees in written form and then be added to an agenda upon which the Policy Board will meet to deliberate.

3. The entire membership of the Midwest Center/Satellite community of resources will meet quarterly for the following purposes:

   a. To realize the benefits of interaction among the various change team colleagues regarding similar change goals in Pupil Personnel Services.

b. To solve mutual problems related to the implementation of program, the development of staff, and the development of change within Task Force systems (i.e., community, State Department, university, school).

D. *Functions (Specific)*

1. Specific Functions of the Policy Board (Quarterly Meetings)

   a. Information sharing (inter-satellite; satellite-Center)
   b. Internal and external evaluation
   c. Sharing of satellite Plans of Operation
   d. Problem-solving–generating strategy proposals
   e. Policy recommendations (as needed). (The agendas for quarterly mettings should be formulated and shared *no later than two weeks* prior to the date of the meeting).

2. Specific Functions of the Three Strategy Committees

   a. Identification of needed resources in the strategy area (i.e., consultants, reading materials)
   b. Assessment of progress toward planned objectives
   c. Plan and schedule work sessions that deal with one or both of the following:
      i. Individual satellite needs
      ii. Needs common to each satellite
   d. Assist in formulating quarterly meeting agendas based on the activities engaged in during regular Strategy Committee meetings. These activities should be reported in the form of written and oral reports.

4. Specific Functions of the Midwest Center

   Throughout the life of the Center/Satellite structure, the Center will serve as an administrative unit.

   The major purpose of the Center will be to serve as:

   a. i. A resource component (fiscal and human) for satellites;
      ii. A communication facilitator for satellites;
      iii. An advocate for satellites; and
      iv. A linkage with the U.S. Office of Education and other Centers.
   b. Carry out policies as established by Midwest Center/Satellite Policy Board
   c. Serve as legal agent for the U.S. Office of Education/Satellites
   d. Keep records and dissemination of information to satellites and other Centers (e.g., newsletter)

MEMBERSHIP

It is strongly recommended that each satellite select persons for Strategy Committee membership on the basis of the resources the person might lend to the efforts of the respective Strategy Committees. It is felt that the benefits accruing to each satellite will be directly related to the adequacy of the participation of its committee members. However, if within the context of the following broad guidelines, individual satellites are able to come up with better formulas, they are encouraged to do so.

A. One community person each satellite, each committee.

B. One satellite member (school system, State Department, university) each satellite, each committee.

C. One Center person each committee.

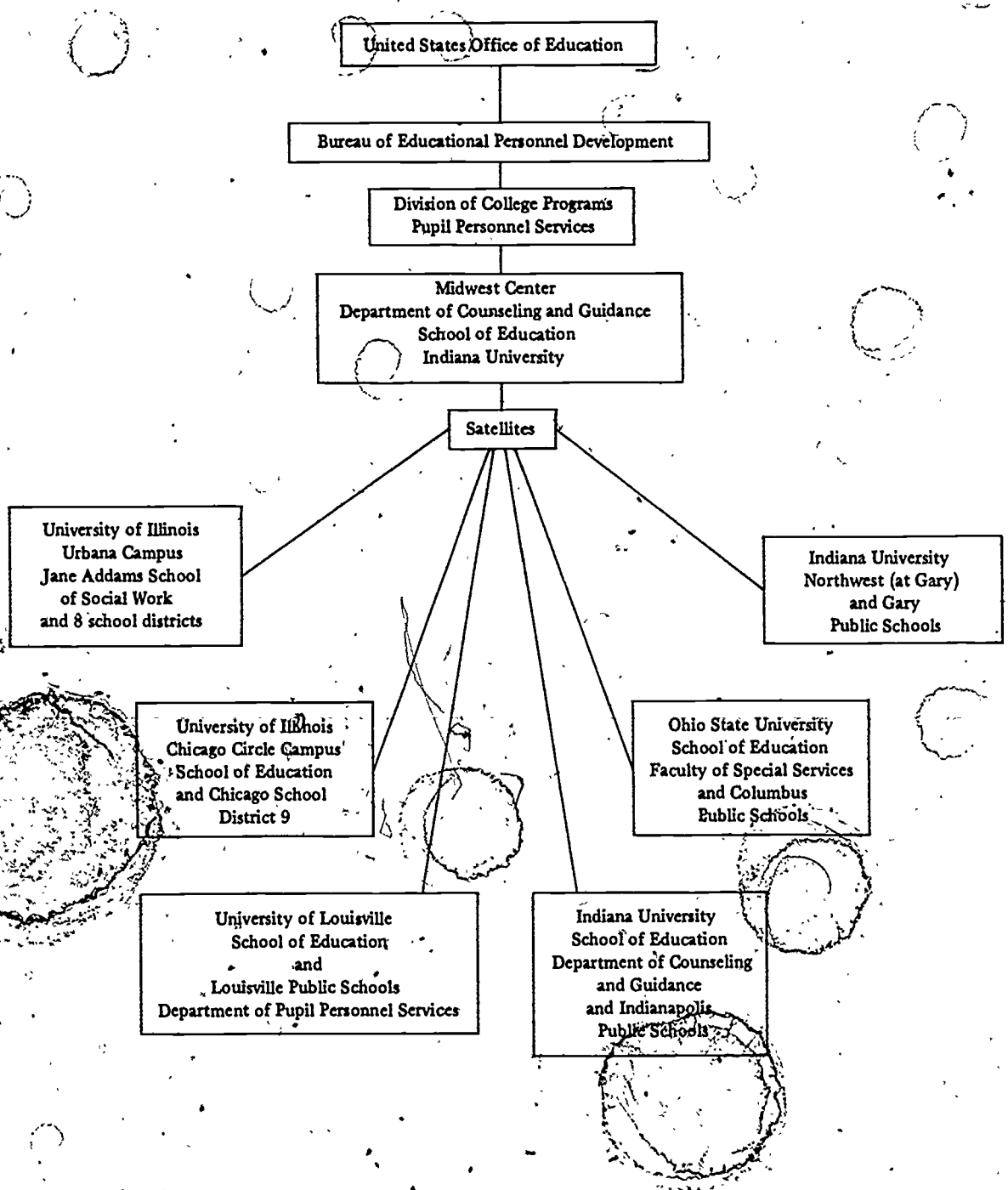
SOME BENEFITS OF MODIFICATION

1. *Increased Community Involvement*
   As it is proposed in the section on membership, the community component of the project is to have membership on each Strategy Committee from each satellite. This would mean that each satellite would have three persons from each of its communities as additional resources to their programmatic activities and a total of 15 for the Midwest Center. Although these members might be involved at present in local Task Force activities, it is felt that combining local involvement with central involvement on Midwest Center/Satellite Strategy Committees will enhance and facilitate more active participation.

2. *Resource Utilization*
   Bi-monthly meetings of smaller work groupings can provide for maximum input of the various human resources present. In the past, various members have not felt they have had an ample chance to participate during lengthy meetings of large groupings.

3. *Communication and Linkage*
   Although much of the strategy work will be conducted during the bi-monthly meetings, there are still provisions for the interaction among all project components during the quarterly work sessions. The design and agenda for these meetings will be pulled together based upon the activities and desires of the smaller committees.

ORGANIZATIONAL STRUCTURE
FOR MIDWEST CENTER/SATELLITE CONSORTIUM



4. *Coordination*

The planned interaction of project components around program issues will allow satellites and Center to coordinate local program activities with overall Midwest Center/Satellite activities. The convening of smaller bi monthly work sessions will allow local program activities to continue, since all key human resources will not be drawn away from local programs at the same time. The quarterly meetings that will require the presence of most of the satellite resources can be better planned when dates, times, places, and agendas are specified well in advance of the meetings.

NEXT STEPS

It seems evident that in order to mobilize our efforts towards a program of modification of our existing relationships, the members of the ad hoc problem-solving committee who participated in the development of the ideas contained in this draft will need to assume primary responsibilities in the following areas:

A. Reviewing the draft prepared by the subcommittee of three.

B. Sharing any input or suggestions regarding changes or rewording of the draft.

C. Utilizing the draft copy to begin the process of identifying committee members.

The selection process might include a variety of methods, depending upon local satellite organization makeup and decision making methods. However, it is anticipated that satellite staff and Task Force members who were not involved in the process of formulating these ideas will need an opportunity to create input before they are able to provide needed assistance in achieving their local programmatic goals. As soon as the local identification and selection process is completed, it is anticipated that committee members will need to gather data regarding their satellite needs in each of the strategy areas. This information will provide the three committees with a point of departure for their activities during the coming year.

APPENDIX C

OBJECTIVES FOR CENTER 1973-74

OBJECTIVES FOR
THE 1973-1974 PLAN OF OPERATIONS
FOR THE MIDWEST CENTER

This document, along with the earlier document "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project," is a statement of Center's responsibilities to the U.S. Office of Education and to the satellites associated with this project. This plan is based on our interpretation, which we hope to clarify further, of the role of the Center vis a vis the satellites.

The Center has the responsibility to perform two basic functions in this project. One is the leadership function, the other, the research and dissemination function.

Leadership Function

We believe the leadership function is being served whenever an individual assumes the responsibility and takes action in concert with the goals of the project. This definition implies no specific individual. Thus, any individual who is a part of the project, either from Center or satellite, can perform this leadership function. We would like to make that implication explicit. We believe that leadership can and should be provided by many people.

Therefore, when we say that a major part of our job is to attend to the leadership function, it should not be taken to mean that Center has assumed "the mantle of leadership", it only means that it is Center's ultimate responsibility to see that leader ship is provided by someone.

The Two Aspects of Leadership

In this Statement of Objectives for Center we have identified two aspects of the leadership function, or to make it more operational, we have identified two kinds of actions that are taken when performing in the leadership role. One lends *support*, the other gives *direction*. For the latter we have adopted the term *guidance*.

The Two Phases in the Project Year

In specifying our objectives, we have conceptualized the project year into a planning and an implementation phase. In labeling the objectives in this plan we have specified those objectives that support guidance objectives in both the planning and the implementation phases.

To help clarify the organization of this plan we have shown a skeletal outline:

Center Terminal Leadership Objectives
(Enabling Objectives Relating to the Leadership Function)

Enabling Objective PS-1 (Planning - Support)
" " PS-2
" " PS-3
" " PS-4

Enabling Objective PG-1 (Planning - Guidance)
" " PG-2
" " PG-3

Enabling Objective IS-1 (Implementation-Support)
" " IS-1-1
" " IS-2
" " IS-3

Enabling Objective IG-1 (Implementation-Guidance)
" " IG-1-1
" " IG-1-2
" " IG-1-3

Objectives Relating to the
Research and Dissemination Function

Research and Dissemination Terminal Objectives

Enabling Objective R & D-1

R & D-2

The Center Terminal Leadership Objective

To have satellites accomplish the terminal objectives that have been mutually agreed to by Center and satellite.

Criteria

Criteria as specified in "A Plan to Assist. . . ," except that addenda may be adopted by mutual agreement between Center and satellite.

Data

Specified in the document "A Plan to Assist. . . ."

Enabling Objectives Relating to the Leadership Function in Planning

Enabling Objective *PS-1* (Planning-Support)

To have trust relationships established and maintained with satellite staff so that actions taken by Center will not be viewed by satellite staff as benefiting Center at the expense of satellite.

Criteria

Center expectations for the project are explicated in written documents that are free of ambiguities. There is openness in dealing with each other. Information is exchanged freely. When questions of information or of feelings are aksed of Center, they are answered directly.

Any questions relating to the intent of Center with respect to expectations for satellite shall be answered directly.

Data

Documents originating from Center that deal with Center expectations.

Center Documents. *A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project*
Guidelines for 1972-1973 Final Report
Guidelines for 1973-1974 Plan of Operation
Critique of Final Reports and Plans of Operation
The 1973-1974 Plan of Operation for the Midwest Center

Minutes or reports from Center/Satellite meetings called for the purpose of reaching agreements on 1973 1974 Plans of Operation.

Enabling Objective *PS-2*

To have mutual agreement between Center and satellite on specific kinds of action Center will take during the project year to assist satellites.

Criteria

Commitments will be made at the beginning of the contract year with the understanding that they can be changed by mutual agreement. Center actions to initiate and make suggestions for actions which they believe meet general needs of all satellites.

Data

Minutes or reports of meetings between satellite and Center called for the purpose of agreement on Plans of Operation for 1973-1974.

Enabling Objective *PS-3*

To provide information to each satellite relative to the institutional support that exists for the local project within the associated university and the department with which satellite staff is affiliated and the local school associated with the project.

Criteria

Information to be obtained by trained interviewers utilizing an interview schedule which is based on the EPDA rationale.

Interviewees will be determined by mutual agreement between Center and satellite.

The information obtained in the interview will be shared with satellites. The confidentiality of faculty respondents will be maintained.

Data

Center will have the data summarized for the convenience of satellite, however, raw data will be made available if requested.

Enabling Objective *PS-4*

To have Center and satellite staff believe that objectives adopted in the 1973-1974 Plan of Operation for their satellite mutually benefit both satellite and Center.

Criteria

Stated in objective.

Data

Interview or questionnaire data from staff, communications, written or verbal, relating to the rationale for specific objectives.

Enabling Objective *PG-1* (Planning-Guidance)

To have each satellite staff prepare a plan of operation for 1973 1974 which is in substantial conformity to guidelines.

Criteria

The guidelines as specified except for changes that are reached in mutual agreement between Center and satellites. The common objectives for all satellites which Center has stated may be rejected or modified if there is agreement between Center and satellite that situational factors or special constraints make the adoption of an objective unrealistic or inappropriate for that satellite.

Data

The accepted Plan of Operation.

Enabling Objective PG-2

To have a statement of objectives of the Center Plan of Operation for 1973-1974 which is shared with satellites prior to final agreement on Satellite Plan for 1973-1974.

Criteria

For each objective criteria and data will be specified.

Data

This document.

Enabling Objective PG-3

To have Center and satellite reach agreement on the information needs of the satellite (data that satellite will collect) before Plans of Operations for 1973-1974 are finalized.

Criteria

Mutual agreement by Center and satellite. Data will come from multiple sources and/or multiple methods. Data will relate to implementation of Plan of Operation *and* to results of the implementation.

Data

A written agreement which details the kind of data to be collected, the time lines for this collection of the data, and who is responsible for collecting, analyzing, and reporting the data.

Enabling Objective *IS-1* (Implementing-Support)

To have a *Center Support Program* developed that is composed of activities which are financed in part by the Center and which contributes to the work of the individual satellite as well as the total project.

Criteria

The program will be based on mutual needs and commitments of Center and satellite made at the time of adoption of the 1973-1974 Plan of Operation.

Data

The plans of action for each element of the support program.

Enabling Objective *IS-1-1*

To have a planning procedure established for the Support Programs in order to work out implementation plans for each of the major activities.

Criteria

The planning will be cooperative, final plans to be mutually agreed on by Center and satellite. However, Center shall be willing to accept a greater share of the planning responsibility as they have more resources for this.

Data

Written description of the plan.

Evaluation of support activities.

Enabling Objective *IS-2*

To have Center establish regular communication with satellites in the form of a "Co Directors' Report" and/or an "Evaluation Report" with the purpose of keeping satellites informed of Center activities on a bi-weekly basis.

Criteria
To be determined with the help of satellites.

Data
Reports made.

Enabling Objective *IS-3*

To have Center establish a monthly information bulletin - "New Ideas on Change in Urban Schools", "New Ideas in Urban Counseling", new books of interest, ideas tried in other satellites, want ads from satellites for needed resources, etc.

Criteria
Content based on satellite need.

Data
The Bulletin.

Enabling Objective *IG-1* (Implementation-Guidance)

To have Center and satellite Plans of Operation implemented except when data have been collected which suggest that changes are needed.

Criteria
Stated in objective.

Data
Evaluation data collected as the project is implemented.

Enabling Objective *IG-1-1*

To have in each component of the project, Center, and each satellite a person (or persons) who has the responsibility to collect information about the ongoing activities, identifying successful accomplishments, and discrepancies between the Plan and the implementation, and where discrepancies are noted calling them to the attention of the appropriate program staff person.

Criteria
Data collected shall be summarized at least monthly and will become part of the total data that will be collected on implementation.

The person collecting the data will either be an outside consultant (this is preferable) or a staff member who has no program responsibilities.

The person collecting the information will have skills in observation, interviewing, research design, data analysis, and data feedback.

Enabling Objective *IG-1-2*

To have evaluation reports that relate to the major enabling objectives of Center and satellite shared between them in order that each be informed, encouraged by successes, and alerted to problems that may be developing.

Criteria
Specified in objective

Data
The evaluation reports and its Plan of Operation.
Monthly reports on data utilization.

Enabling Objective *IG-1-3*

To have agreements on general procedure for sharing information which had been agreed to at the time of adoption of 1973-1974 Plans (see PG-3) operationalized.

Criteria
The Plans of Operation and the original agreement.

Data
A written document indicating the agreed on procedures and time lines.

Objectives that Relate to the Research and Dissemination Function

R & D Terminal Objective

To have written information on the Midwest Center/Satellite EPDA Program that will contribute to present knowledge on program development carried out within operating systems of the educational community.

Criteria

Reports and papers that represent this research effort should meet the criteria normally associated with academic research papers. They shall be written with clarity, that is, the ideas are organized to illustrate the central theme and are presented in a logical order in clear and concise language.

The findings reported should be related to a conceptual framework which is well grounded in research and practice. The rationale should include citations to document-related developmental work and societal and institutional conditions that bear on the development effort. Conclusions shall be supported by valid data, preferably from multiple sources. Interpretational analysis shall be included and shall be relevant to the data presented.

Criteria

Commitments shall be made early enough to permit work to be carried out. Entering into agreements will be strictly voluntary on the part of satellites, as Center must assume the major share of the work and the responsibility for Research and Dissemination.

Data

Enabling Objective *R & D-2*

To have a written natural history of the Midwest Center/Satellite project.

Criteria

Information for this history will be gathered and written by a faculty-level person provided by Center. This person will be skilled in the methodology associated with anthropological research and will obtain information through the examination of existing documents, through interviews over the project year, and through on-site observations to learn of the developing history of the present year.

This history will attempt to document the development of each project. the constraints, problems, and conflicts, both internal and external; and the accomplishments, both intended and unintended.

All information gathered from a satellite will be shared with that satellite. It is the intent that this effort will not only contribute to the writing of the history of the Midwest Projects, but that information on present history, fed back as soon as it can be written up, will be useful to the local project.

The perspective from which this history will be written is one which seeks to discover the perceptions of the people active in the project.

Data

The written history.

APPENDIX D

GUIDELINES FOR 1973-1974 PLANS OF OPERATION

GUIDELINES
FOR 1973-1974 PLANS OF OPERATION

The purpose of the guidelines is to assist the program staff and their organizations in developing a third year Plan of Operation which will act as a structured resource toward meeting stated program objectives.

In reviewing the overall purpose of the EPDA projects, the three original areas of development, i.e., program, staff, and organization, remain as prime factors in preparation for the third year. During the past two years these three areas stimulated activities such as. 1) forming a competent staff who supported the EPDA rationale and inner-city needs, 2) developing an organizational structure to surface and solve problems in relation to the EPDA rationale and inner-city needs, and 3) developing a program of study relevant to the purposes, goals, and objectives of the project.

In order to maintain continuity, the same three developmental areas will be followed in the guidelines for 1973-1974. Since these developmental areas represent only general statements of need, the "Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project," including objectives, criteria, and needed data will also be followed.

As you know, this document was mailed to each Satellite Director on April 27, 1973, along with the "Guidelines for Final Program and Financial Reports, 1972-1973." Even though the 1972-1973 final reports and the 1973-1974 Plans of Operation are separate and distinct documents, there is potential for conjoint relationships between selected portions of the two products.

This year, and for the first time, all subcontracts must be approved by the U.S. Office of Education. Because of this, your Plan of Operation will need to represent the complete program, staff, organizational structure, evaluation methods, and plan for institutionalization. We anticipate a critical analysis from the Office of Education on each Plan of Operation. This review from the Office of Education is probably related to many questions, but the most often mentioned are:

1. Does the practice of extended funding pay off; i.e., are there measurable developmental gains over the three-year period which were based on client needs and which would not have occurred if funding from OE had not been available?
2. Educational resource utilization is being critically reviewed at all levels due to educational economics.
3. The Center/Satellite projects have been and will continue to be reviewed to determine their impact on a new way of conceptualizing the training and retraining of professionals and paraprofessionals in education.

INTRODUCTION TO PROGRAM OBJECTIVES
FOR 1973-1974 PLANS OF OPERATION

The meaning of "program" used here follows the ideas stated in the minutes of the Program Development Strategy Committee, that is, a program is the structure developed to provide learners the kinds of experiences necessary to prepare them for a set of generally known future functions and relationships.

The discussion that follows will focus on program only, even though in a few cases there will be overlap with the other primary areas, e.g., staff, institutionalization, and evaluation. As mentioned, the guidelines stem from the program definition statements and objectives followed during the 1972-1973 project year. Therefore, Terminal Objective I will be restated here, followed by Terminal Objectives II, III, and VI.

TERMINAL OBJECTIVE I
TO HAVE EACH SATELLITE PREPARE A PROSPECTIVE NEW DEGREE PROGRAM OR SPECIALIZATION WHICH COULD BE ADOPTED IN THEIR UNIVERSITY AND WHICH WOULD QUALIFY AS A TRAINING PROGRAM FOR THE "NEW PROFESSIONAL" AS DEFINED IN THE EPDA RATIONALE.

Terminal Objective I encompasses the total array of experiences entry level trainees will encounter while enrolled in your program in preparation to function as Pupil Personnel workers in inner-city schools. As you have noticed, Terminal Objectives II, III, and VI are integral parts of your program area and provide special support for its development.

TERMINAL OBJECTIVE II states:
TO HAVE EXPERIMENTAL OR PILOT COURSES DEVELOPED BY THE SATELLITE STAFF WHICH LOGICALLY RELATE TO THE EPDA RATIONALE, AND HAVE BEEN PROVEN EFFECTIVE IN TEACHING THE SKILLS, CONCEPTS, AND ATTITUDES THE COURSES SEEK TO PROVIDE.

Stated here are the criteria and data selected out with special emphasis for the development and testing of experimental or pilot courses which logically relate to the EPDA rationale. (See Enabling Objectives under Terminal Objective II.)

Also in support of program development is Terminal Objective III which states. TO HAVE EACH SATELLITE DEVELOP PILOT COURSES OF INSTRUCTION WHICH ARE CLOSELY RELATED TO THE PRACTICAL PROBLEMS THAT FACE INNER-CITY SCHOOLS.

In reviewing the supporting enabling objectives, criterion statements, and data needed to make decisions, the reason for selecting out Terminal Objectives II and III are clarified. (See Enabling Objectives under Terminal Objective III.)

Also specifically related to the program area, as well as to the total third-year plan, is *TERMINAL OBJECTIVE VI:*

TO HAVE EACH SATELLITE BE ABLE TO SUPPORT THE DECISIONS IT HAS MADE WITH VALID DATA. TO HAVE IT SECURE EVIDENCE OF THE RESULTS IT HAS ACHIEVED AND EVIDENCE OF THE EFFECTIVENESS OF ITS STRATEGIES.

Following Terminal Objective VI, the first three Enabling Objectives, i.e., E.O. VI-1, E.O. VI-2 and E.O. VI-3 are closely linked to your program definition.

As mentioned in the introduction, these combined objectives form the nucleus for the three original areas for third-year plans. Terminal Objectives IV and V will follow under the separate heading of Institutionalization.

SPECIFIC GUIDELINES FOR 1973-1974

A. *Program Definition*

1. Included here are the courses, modules, processes, and other elements and components related to your new degree program or specialization.
   a. List the complete title of each course a degree-seeking entry level trainee will be enrolled in and/or exposed to in your new degree program.
   b. Include a complete syllabus for each course as an appendix to your 1973-1974 Plan.
   c. Other data:
      1) For each course indicate if this is an old course (initiated prior to September 1971) or a new course (state initiation dates).
      2) Present data which support continuation of old courses.
      3) Present data which support that the new courses were needed and should continue.
      4) State the objectives of each course listed under "a" above.
         NOTE: State objectives for all new courses in behavioral terms.
      5) List factors related to the purpose of each course such as:
         – Facts to be learned
         – Attitudes to be changed
         – Skills to be mastered
      6) Places of Instruction
         – University classroom
         – School classroom
         – Community center
         – Computer center
         – Video laboratory
         – Private home
         – Other
      7) How will enrollee achievement related to facts learned, attitudes changed, and skills mastered be measured? (i.e., class tests, written reports, observations by professors, observations by peers, self-report, etc.)
      8) Is there an expectation that students will practice what they have learned during the course?
      9) Is there an expectation that an evaluation will be made to determine what student achievements in the course can be applied in the field setting? That is:
         a) Problems to be solved
         b) Conditions to be changed
         c) Programs to be changed
      10) For the evaluation of 8 and 9 above, indicate the measures that will be used and the manner in which comparisons will be made.
2. Expected help to host schools
   This section refers to the help satellite programs will offer to host school's (s') problems (needs) in which instruction given will continue to be related to the new program area.
   a. Description of needs assessed. Use findings from 1972-1973 final reports to infer third-year needs. Areas to consider are: program - staff - organization - evaluation - diffusion and adoption.
   b. Expectations of school for:
      1) Service
      2) Development
   c. Expectations of university for:
      1) Service
      2) Development
   d. State course, module, workshop, consultation, etc. designs which will incorporate meeting school and university expectations for service and development.
   e. Results expected of meeting host school needs. (See E.O. III-2, III-2-1.)
3. Enrollee data
   a. List criteria for 1973-1974 admission to your program area.
   b. List criteria for successful completion of your program.
   c. State recruitment practices to be followed.
   d. List total number of enrollees planned for during 1973-1974 academic year as follows on page 104.

	FULL-TIME ACADEMIC YEAR	PART-TIME ACADEMIC YEAR	FULL-TIME SUMMER 1974	PART-TIME SUMMER 1974
SEX	F _____ M _____	F _____ M _____	F _____ M _____	F _____ M _____
RACE	Black _____ White _____ Other _____	Black _____ White _____ Other _____	Black _____ White _____ Other _____	Black _____ White _____ Other _____
DEGREE SEEKING	AA _____ BA _____ MS _____ dr _____ Other _____	AA _____ BA _____ MS _____ dr _____ Other _____	AA _____ BA _____ MS _____ dr _____ Other _____	AA _____ BA _____ MS _____ dr _____ Other _____
STIPENDS	Number _____ Sex: F _____ M _____ Race: Black _____ White _____ Other _____ Amount _____ Period _____ to _____	Number _____ Sex: F _____ M _____ Race: Black _____ White _____ Other _____ Amount _____ Period _____ to _____	Number _____ Sex: F _____ M _____ Race: Black _____ White _____ Other _____ Amount _____ Period _____ to _____	Number _____ Sex: F _____ M _____ Race: Black _____ White _____ Other _____ Amount _____ Period _____ to _____
ROLES	Present _____ Future _____	Present _____ Future _____	Present _____ Future _____	Present _____ Future _____
TOTAL ENROLLEES	_____	_____	_____	_____

Summer session 1974—report only planned for enrollments which are in addition to Academic Year enrollments.

B. *Program Staffing*

Program staffing includes the total group of professionals, assistants, and paraprofessionals who directly influence the preparation of the new professional. Since some courses may be taught in departments other than your own, and since their names will appear on their course syllabus, list only persons who are in your department or who are affiliated with your department program.

1. Program staffing for 1973-1974
   a. Name
   b. Title
   c. Functions to be performed
   d. Percent of full-time and related dates
   e. Percent of payment from EPDA monies
   f. State special contributions to be made by this person, publications, and other relevant data which support the objectives of your program.
   g. Temporary or permanent faculty position.
2. Program staffing for 1974-1975
   Where there are no changes from 1973-1974, state only the person's name.
   a. Name
   b. Title
   c. Functions to be performed
   d. Percent of full-time
   e. State special contributions to be made by this person, publications, and other relevant data which support the objectives of your program.
   f. Temporary or permanent faculty position
3. Program coordinator for 1973-1974
   a. Name
   b. Title
   c. Functions to be performed
   d. Percent of full-time and related dates
   e. Special contributions to be made by this person, publications, and other relevant data which support the objectives of your program.
   f. Temporary or permanent faculty position
4. Program coordinator for 1974-1975
   Where there are no changes from 1973-1974, state only the person's name.
   a. Name
   b. Title
   c. Functions to be performed
   d. Percent of full-time and related dates
   e. Special contributions to be made by this person, publications, and other relevant data which support the objectives of your program.
   f. Temporary or permanent faculty position.
5. Consultants (Please state consultants you are expecting to use. If names are not known, state areas where outside assistance will be needed.)
   a. Name
   b. Title
   c. Position
   d. Amount of time to be used
   e. Special contributions made by this person
   (See Terminal Objective III, E.O. III-2-5.)
6. Graduate Assistants and other assistants needed for your program during 1973-1974.
   a. Name
   b. Title
   c. Functions to be performed
   d. Percent of full-time to be employed, dates, amount and type of payment
   e. Special contribution which this person brings to the program
7. Graduate Assistants and other assistants needed for your program during 1974-1975
   a. Name
   b. Title
   c. Functions to be performed
   d. Percent of full-time to be employed, dates, amount and type of payment
   e. Special contribution which this person brings to the program

C. *Program Organizational Structure*

This section should be developed in a way to provide information and guidelines for all role groups affiliated with or influenced by the program being developed and adopted.

1. State the new degree program *title* approved by your department for 1973-1974.
   a. If program title will change for 1974-1975, please enter title proposed by your department.
2. Evidence of program support for 1973-1974 from the *university* (The Midwest Center will also collect information related to this item.)
   a. Administrative support from department head, associate dean, or other persons in decision-making positions (See E.O. I-4.)
   b. Faculty support for continuation and adoption
   c. Enrollee support from 1972-1973 students for continuation and adoption
   d. Community support for continuation and adoption
3. Evidence of program support for 1973-1974 from the public school
   a. [redacted] schools in which presently working
   b. [redacted]nts to continue from:
   c. [redacted] agreements describing the relationship to continue should be included in the Appendix. Give only a [redacted]arrative statement here.)
      1) Central Administration
      2) School level
         – principal
         – PPS staff
         – teachers
         – parents
         – students
         – paraprofessionals
         – other
         (See E.O. III-1.)
4. Evidence of State Department support for adoption of your 1973-1974 program
5. Present your organizational design for:
   a. Problem identification, problem solving and decision making for 1973-1974 in relation to:
      1) Program components remaining to be developed
      2) Staff selection, training, and recruitment
      3) Enrollee recuitment, training, and placement
      4) School-based and school-related instruction
      5) School-university relationship
      6) Mutually beneficial services exchanged between school, university, and State Department
      7) Materials to be developed
      8) Data to be collected, analyzed, and utilized (See separate section on Evaluation Design.)
      9) Additional resources to be acquired
      10) Dissemination practices to be followed
      11) Time lines to be met (See separate section on Time Lines.)
      12) Other
   b. PLEASE NOTE:
      1) All of the Terminal Objectives relate to this section, however, the following are directly related.
         a) T. O. I - to prepare a proposal for the adoption of the new degree program
            i. E.O. I-1 - staff committed to development
            ii. E.O. I-2 - knowledgeable staff
            iii. E.O. I-3 - written plan for adoption process (See Institutionalization.)
            iv. E.O. I-4 - administrative support
         b) T. O. V - adoption by State Department (See Institutionalization.)
            i. E.O. V-1 - SEA commitment
            ii. E.O. II-2 - form planning committee
         c) T. O. VI - data-based decision making
            i. E.O. VI-1 - staff committed to data-based decision making
            ii. E.O. VI-2 - data collected, analyzed, and available
            iii. E.O. VI-3 - data utilized to support third-year plan

D. *Institutionalization.*

The word institutionalization takes on many different meanings depending upon the perceptions of the persons involved. We are using the term in this context to mean "adoption."

Clark and Guba* state the adoption process as representing three stages. These are *trial, installation,* and *institutionalization.* They further state that the purpose and final stage of adoption is to incorporate the "invention into a functioning system." It is this definition which is most relevant to the programs developed by the Midwest Pupil Personnel Services Project.

Terminal Objectives IV and V are developed primarily to focus on the adoption process. Enabling Objective IV-2 is a restatement of Terminal Objective I-3 (note paging error - E.O. IV-1 and IV-2 should follow T.O. IV. Also E.O. IV-2 should

*Further reading on this topic may be found in abstract form in *Planning for Innovation Through Dissemination and Utilization of Knowledge* by Ronald G. Havelock.

restate E.O. I 3 and not I-4 as presented on page 25.) i.e., to have each Satellite develop a written plan for the adoption process of the new degree program. Also supporting the adoption process is E.O. V-2 which states:

To have the satellite form a planning committee with representation from each satellite within the same state, the Center, an SEA liaison person, and other appropriate persons, to meet and formulate a plan to modify the certification requirements.

These two objectives suggest the development of a written plan to describe the adoption process. The plan will be for university and school adoption as well as for State Department certification.

Included in the adoption plan should be strategies that attend to issues related to how "soft monies" are utilized to develop "hard programs." Common issues related to program adoption are included in various preceding sections of your 1973-1974 Plan of Operation, however, because of the high priority of this section, a specific and complete-as-possible *Plan for Institutionalization* should be developed. Included in the Plan should be:

1. Program components to be adopted. (State titles only with reference to syllabi where needed.)
2. Statements describing staffing commitments and/or needs related to continuation of the program after funding.
3. Enrollee data supporting need for continuing the program after funding.
4. Statements describing existing and future consumer needs to be met which support continuation of the program after funding.
5. Specification of other resources committed or needed to continue the program after funding.
6. Statements describing the organizational structure which you will follow in developing and implementing your adoption plan. Areas to consider are:
   a. Organizational structure and criteria which currently exist in your university for adopting new programs.
   b. Organizational structure and criteria existing outside the university that could assist in institutionalizing the programs.
   c. Planned meetings with significant groups and individuals who will assist in the adoption process.
   d. Relevant information that will be organized and exchanged between persons, groups, and organizations.

APPENDIX E

PROFILING FORMS

The purpose of this packet is to gather information from each of the Midwest Center satellites and disseminate this information back to all the satellites. The development of this survey is a response to the planned surveys filled out by the participants in the Accountability/Evaluation workshop (see Flowchart, Function A) and developed to be consistent with the guidelines and goals of the Midwest Center proposal.

Hopefully, this packet will be a part of the communication system (Flowchart, Function 2) and will be field tested (Flowchart, Function 3) with you in the next two weeks.

The makeup of this packet includes several important components:

1. Flowchart describing the communication model including the gathering and disseminating information.
2. Information-Dissemination
   - A. Section on information to be disseminated. For example, a Center/Satellite calendar of upcoming important events, Satellite Newsletters, reports of satellite workshops, training programs, and communications from the Center.
3. A. Satellite Monthly Report including a monthly calendar for that satellite's events. (Form A of this will be included monthly).
   - B. Chart (Satellite Personnel Profile) to be filled out stating satellite personnel and their functions, an explanation and example precede the report form. (Forms B-E included this month only.)
   - C. Task Force Questionnaire and form (Task Force Profile) to show the makeup of the Task Force.
   - D. Form (University Profile) for reporting the makeup of the university component.
   - E. Form (Satellite Communications Profile) to describe the communications patterns within the satellite.
4. Evaluation form for packet to be evaluated.

We would expect that after this initial report form, Section III, Item A will be the only standard form and Items B-E, Section III will be reduced and/or changed.

In using the report form, it would be most helpful if the Task Force would complete each form. However, it would be appropriate and desirable to include any *publications, memos, minutes of meetings, and other communication to supplement or substantiate* the information in the completed packet. There are three copies of the instrument included in the packet. one work copy, one copy for your files, one copy for the Center. The Center would like the instrument returned to it, c/o Rick Beebe, by October 25, 1971. Upon receipt of the report, relevant information will be abstracted from the data and disseminated to all satellites by the approximate date of November 1, 1971.

1. Communication Model

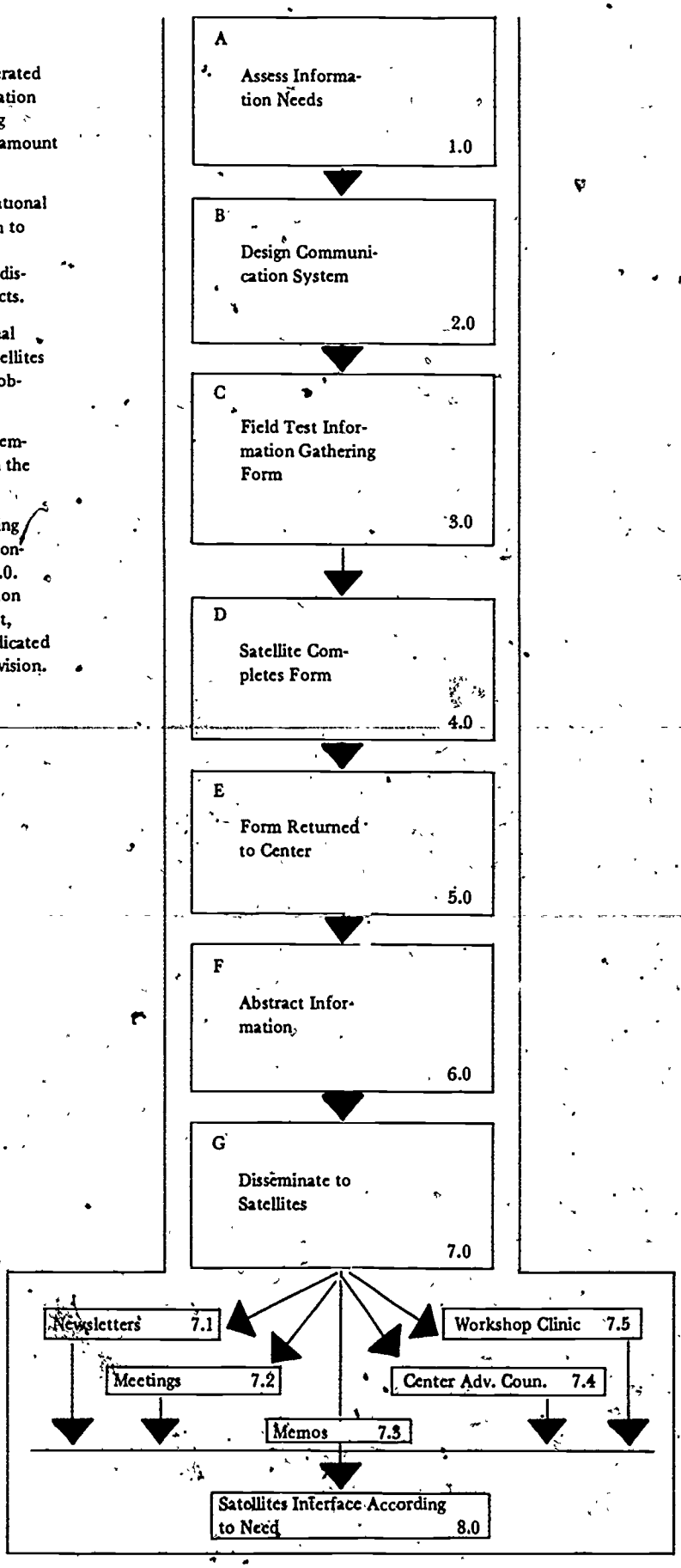
Traditionally, attempts at innovation in education have operated in a relative information vacuum. Lacking adequate information about other successful or unsuccessful attempts at achieving similar objectives, many projects have spent a considerable amount of their resources upon "rediscovering the wheel."

One response to this was the setting up of the ERIC (Educational Resources Information Center)Network. Another approach to the problem was assigning the Center, in a Center/Satellite project, the task of information gathering and information dissemination among its satellites and with other similar projects.

The product of the above activity would enable an individual satellite to bring the cumulative experience of the other satellites to bear upon the achievement of their own local goals and objectives.

To meet the Center goals of information gathering and dissemination, the Center has formulated the process identified in the Flowchart.

The figure at the right indicates steps to be taken in gathering information and returning it to you. The enclosed packet constitutes the information gathering form indicated in Step 4.0. We would sincerely appreciate, in addition to the information requested, your comments as to the adequacy of the packet, the information gathering and dissemination process, as indicated to the right, and any suggestions you may have for their revision.



2. After you return the enclosed packet, the Center will abstract the information and disseminate it among the satellites through one of the means indicated in Step 7.0.

3. A. Satellite Monthly Report. This form is utilized as a monitoring device to note progress, activities, needs, and sources of inter-satellite help. Feel free to add a sheet for answers taking more space than is provided here.

NOTE. Please enclose any published materials, memos, or descriptions of events which illustrate and/or support your answers to these questions.

1. Describe any projects or programs of the satellite during the past month.

2. Describe any planned projects, programs, workshops, etc. for the coming two months. Give dates.

3. What is the progress of the training program? Describe activities of the trainees during the past month.

4. Describe relations with the community and degree of community cooperation and participation.

5. How is the program being received by the school personnel? By the administration of the school system? By the state education officials? By the university, particularly people concerned with public school education? By the trainees? Are you having any problems with acceptance of the program in any of these areas?

6. Evaluate the general progress of your program so far.

7. List any of your satellite's activities or programs which might be useful to other satellites.

8. What special issues or problems has your satellite encountered (organizationally, programmatically, personnel)? What strategies have you used to confront these issues and problems? What were the outcomes?

9. Describe any satellite needs with which the Center or other satellites might be able to offer assistance.

10. Please enclose a calendar of your satellite programs, activities, and dates of important events.

3. B.1.

Directions for completing *Satellite Personnel Profile*

a. *Name* - Please write in full name (Mr./Miss/Mrs.). Indicate highest degree held.

b. *Institutional Role* - Indicate institutional affiliation and role played in that institution prior to or concurrent with involvement with satellite, i.e., parent, P.S. 72, Associate Professor of Education, I.S. University; Guidance Counselor, P.S. 72.

c. *Full, 2/3, 1/2, 1/4 time* - If individual has salaried position within the satellite, indicate whether it is a full- or part-time position. If individual is not salaried, please indicate *n.s.* If individual is trainee, indicate whether he or she is a full- or part-time student. If trainee is receiving scholarship or fellowship support through the university or satellite, please indicate *stipend.*

d. *Date of Appointment* - Indicate date when salaried personnel were appointed. For non-salaried personnel involved in satellite, indicate date of their initial involvement with satellite program. For trainees, indicate the date training commenced.

e. *Means of Recruitment* - Indicate how person was recruited into the satellite program.

f. *Race/Nationality* - Indicate ethnic classification of person.

g. *Functions* - Indicate major activities for which the person is responsible.

h. *Abbreviations* - Abbreviations and acronyms must be used due to space limitations in this form. To assist interpretation of the form, please use the following abbreviations:

I.P.S. - Ithaca Public Schools (mythical)

I.S.U. - Ithaca State University (mythical)

G.A. - Graduate Assistant

C.A.P. - Community Action Program

O.E. - Office of Education

T.F. - Task Force

C.C. - Community Council

B.3. Satellite Personnel Profile (Page 1 of 2)

Name of Person Completing Profile _____

NAME	B) INSTITUTIONAL ROLE	C) FULL, 2/3, 1/2, 1/4 TIME	D) DATE OF INVOLVEMENT/ APPOINTMENT	E) MEANS OF RECRUITMENT	F) RACE/ NATIONALITY	G) MAJOR FUNCTION(S)
Director(s)						
Community Reps.						
School Personnel						
Other Staff						

A) NAME	B) INSTITUTIONAL ROLE	C) FULL, 2/3, 1/2, 1/4 TIME	D) DATE OF INVOLVEMENT/ APPOINTMENT	E) MEANS OF RECRUITMENT	F) RACE/ NATIONALITY	G) MAJOR FUNCTION(S)
Trainer(s)						
Trainees						
State Dept.						

NAME OF PERSON COMPLETING FORM _____

3. C.1. Task Force Questionnaire

1. (a) How many times did (or will) your Task Force meet in these months, and
   (b) Where did (or will) it meet? (e.g., u=university; s-school; c=community; other - specify)

1971:	June	a.	July	a.	August	a.	September	a.	October	a.	
		b.		b.		b.		b.		b.	
	November	a.	December	a.							
		b.		b.							
1972:	January	a.	February	a.	March	a.	April	a.	May	a.	
		b.		b.		b.		b.		b.	

Comments:

2. How is agenda determined?

3. Who chairs Task Force meetings?

4. How are decisions regarding your satellite made?

5. What criteria are used in assigning responsibilities to Task Force members?
   a. Availability
   b. Expertise
   c. Past performance
   d. Revolving roles

6. Does Task Force work as a whole, through subcommittees, as individuals, other groupings determined by task? Example?

7. Are there Task Force products presently available? (Monographs, proposals, curricula guides, training guidelines - please attach copy.)

Name of Person Completing Form _____

C.2. Task Force Profile

A) NAME – TASK FORCE MEMBER	B) ROLE OTHER THAN TASK FORCE MEMBERSHIP	C) % TIME SATELLITE PARTICIPATION	D) DATE OF APPOINTMENT	E) MEANS OF RECRUITMENT	F) RACE/ NATIONALITY	G) MAJOR FUNCTION

Name of Person Completing Form _____

5. University Profile

A) NAME - SATELLITE PARTICIPANT FROM UNIVERSITY	B) ROLE IN SATELLITE	C) % TIME SATELLITE PARTICIPATION	D) DATE OF APPOINTMENT	E) MEANS OF RECRUITMENT	F) RACE/ NATION-ALITY	G) MAJOR FUNCTION: DEPARTMENT, COURSES

5. E.1. Satellite Communication Profile. This form can be utilized to observe the flow of information and components of decision making in a satellite. This information will be useful to your own satellite and to the Center in identifying successful procedures by which satellites can make each decision. These procedures can be disseminated on demand by satellites having decision-making problems. The profile also attempts to show how people involved in satellites are kept informed about satellite activities.

COLUMN A lists the communications or messages that might be produced by satellite participants, i.e., minutes, newsletters, reports, etc. At the bottom of the column is space for you to add other communications or message, such as this profile.

COLUMN B asks who is responsible for initiating and preparing the message. Since more than one person or group may be involved in this activity, you are asked to write in "R" under those who are "Responsible" for the initiation and preparation of the message, "C" for those satellite participants who are "Consulted" in the preparation, and "I" for those who are "informed" that the message is being initiated or prepared.

FIGURE I indicates that the directors were responsible for preparing and initiating Message 1, the contract with the center. It also indicates that the Pupil Personnel Services professionals in the client schools were consulted about the contract, and that community representatives were informed that the contract was being initiated and/or prepared.

The Task Force, Trainer, and Trainee's boxes are empty. This may reflect the fact that the Task Force was not formed and trainers and trainees were not hired until after the contract was written.

FIGURE II indicates what those columns might look like when filled in.

COLUMN C asks to whom the message is available, or who else has the right to see the message. For instance, the contract with Center has budgetary information. Is this document available to the community, to the Task Force? Column C asks a little more, for if the message is available, in what form is it made available—in written form, verbal form, or by telephone.

For instance, a community representative requests to see the contract. The reply "a copy is not available, but I can tell you what's in it" is indicated with a "V" for "Verbal" under community in Column "C" (see Figure II). If a written document is available for members of the Task Force, a "W" for "Written" would be placed under Task Force. Figure II indicates what Column G might look like if filled in.

COLUMN D asks: For whom was the message prepared? It would be possible to simply place a check (✓) in the box to indicate who was to receive the message. Instead of a check, we'd like to know what form the message was in. By writing in "W," "V," or "P," we know not only who received the message, but also in what form the message was received. See Figure II for example.

COLUMN E is provided in case you care to make a comment about the message.

4. Feedback on the Information Gathering Packet

At this point, we would appreciate your comments on the components of this packet. We would also like your comments on the process as indicated in the Flowchart on Page 2. Please assist us in being responsive to your concerns about this packet. An indication of dissatisfaction should be accompanied by specific comments and, if possible, suggestions for revision or alternatives. Please feel free to indicate satisfaction, too!

1. a. Do you understand the Flowchart on Page 2? YES NO (circle one)

   b. Which part or relationship indicated by the Flowchart is unclear to you?

   c. Why is it unclear to you?

   d. Have you any suggestions for the revision of the process? If so, what are they?

2. a. Do you feel that the packet and information process is an adequate means of getting at the information desired? YES NO (circle one)

   If yes, have you any suggestions for its improvement?

   If no, what do you feel is wrong with it and how do you suggest it be revised or replaced?

Figure I

A Messages	B Preparation and Initiation of Messages R = Responsible C = Consulted I = Informed W = Written V = Verbal						
	COMMUNITY	TASK FORCE	DIRECTOR "A"	DIRECTOR "B"	TRAINERS	PPS SCHOOLPERSONS	TRAINEES
1 Contract with Center	W		W	W		C	
2 Minutes of Satellite Directors' Meeting			R				

Figure II

A Messages	C Persons to Whom Message is Available W = Written V = Verbal P = Phone				
	COMMUNITY	TASK FORCE	DIRECTOR "A"	DIRECTOR "B"	TRAINERS
1 Contract with Center	V	W	W	W	P
2 Minutes of Satellite Directors' Meeting		W	W	W	

Figure III. E.2.

Satellite Communication Profile

A. Messages	B. Preparation and Initiation of Message (R = Responsible, C = Consulted, I = Informed): Community	Task Force	Director - who?	Director - who?	Trainers	PPS Schoolpersons	Trainees	Parents	Center	School Board	State Department	University Div.?		C. Persons to Whom Message is Available (W = Written, V = Verbal, P = Phone): Community	Task Force	Director - Who?	Director - Who?	Trainers	PPS Schoolpersons	Trainees	Parents	Center	School Board	State Department	University Div.?		D. Direct Recipient(s) of Message (W = Written, V = Verbal, P = Phone): Community	Task Force	Director - who?	Director - who?	Trainers	PPS Schoolpersons	Trainees	Parents	Center	School Boards	State Department	University Div.?		E. Comments
1. Contract with Center																																									
2. Agenda and Minutes of Satellite Meeting																																									
3. Agenda and Minutes of Task Force Meetings																																									
4. Statement of Program's Goals and Objectives																																									
5. Annual Report/Proposal/ Plan of Action																																									
6. Evaluation of Training																																									
7. Development of Satellite Activities																																									
8. Satellite Newsletter																																									
9. Financial Reports																																									
10. Other - Specify																																									
11. Other - Specify																																									
12. Other - Specify																																									
13. Other - Specify																																									

b. Are the directions for the information packet: (circle one)

Adequate Confusing Inadequate Unnecessary

Comments:

c. Who would be responsible for filling out this form in your satellite?

d. What information requested on this form might be difficult to obtain? Why?

e. Is the time allowed to complete this form adequate? YES NO (circle one)
If not, why? (i.e., inadequate staff, people with information out of town, don't know how or where to get information, etc.)

Thank you for taking the time to complete this packet. We'll make every effort to make your part in this job pay off in helping your satellite attain its goals and objectives.

APPENDIX F

EMS REPORTS

Educational Management Services, Inc.

Minneapolis, Minnesota

A REPORT ANALYZING THE SECOND-YEAR FINAL REPORT OF THE CHICAGO SATELLITE EPDA PROJECT IN TERMS OF FINAL REPORT GUIDELINES DEVELOPED BY THE MIDWEST CENTER/SATELLITE PROJECT

Introduction

This report is an analysis of the Final Report of the Chicago EPDA project in terms of the guidelines for final reports disseminated by the Midwest Center/Satellite Project located at Indiana University, and in terms of these guidelines as they are further explicated in the document titled, "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project." This report will include three sections. a general statement concerning the final report, a detailed analysis of the final report in terms of the six Terminal Objectives included in the guidelines, and finally, a statement of discrepancies observed in order of priorities for improvement.

Statements throughout this report indicating a lack of achievement of Terminal and Enabling Objectives should be interpreted as discrepancies between the project as described in the final report and the original project design as defined in the EPDA rationale and the "Plan to Assist in Problem Solving and Decision Making."

General Statement

The Chicago EPDA project is aimed at the development of "new professionals" who will function as instructional leaders trained to improve the education of students attending the school by increased responsiveness to their needs and trained to make the school organization a more responsive community agency. The program has been conducted at Crane High School, District # 9, Chicago. It has involved extensive community and university expertise. Involvement of the State Department of Education as a member of the educational team is not apparent. This program, as defined in the Final Report, is almost entirely consistent with the EPDA philosophy outlined in the general rationale, and is admirably suited to the needs of inner city education, particularly as they exist in the decentralized Chicago model.

The Final Report was very well written and very consistent with the Guidelines for Reports and the task analysis broken out in the "Plan To Assist." Those discrepancies which do exist, as discussed in the succeeding section of this report, are generally not very significant.

Analysis of the Six Terminal Objectives

Terminal Objective I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in their university and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

The Chicago Satellite Project for the training of instructional leaders is one of five components of a new Chicago Circle graduate program leading to a Master of Arts in Education. The other components include work in the areas of administration, counseling, early childhood education, and special education. Although specific courses in the latter four areas of concentration are not listed, it would appear that this combination is well suited to the development of the new professional described in the EPDA rationale. It must be concluded that the Chicago Satellite has accomplished Terminal Objective I.

The single question which is not clarified in the report is whether the Crane program participants are applying credits earned to such certification as well as to improved positions on the salary schedule.

Sub-questions related to Terminal Objective I are adequately addressed in subsequent sections of the final report.

Terminal Objective II. To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

Three courses were developed and taught at Crane High School relevant to the general program philosophy. One or two other courses are being developed, Education 439, an internship, and Education 430, a follow-up to the Education 330, "Curriculum, Instruction, and Evaluation in Urban Education." It is not clear if the courses 430 and 439 are to be taught as second-year work to the first year student participants in the coming year. If so, it is not clear if the participants are also taking the courses suggested in Objective I pursuant to an M.A. degree.

The various types of objectives and assignments are very well written and logically interrelated. It is clear that a large number of non-satellite faculty participated in the instructional process. Enabling Objectives II-3 and II-4 appear to have been achieved. However, it is possible that a discrepancy exists in terms of Enabling Objective II-2 which requires courses dealing with cultural awareness, planned system change, and data-based decision making. While the latter two elements seem to be covered in some depth, no specific mention is made of cultural awareness. Given that 21 of the participants were black, and the fact that all of the school students are also black, it may be that such instruction was unnecessary. It may also be implicit in the objectives dealing with improved communication skills. In the absence of such information, it cannot be determined whether this important element is being addressed.

The section dealing with course evaluation was well done and directly related to the objectives. Implications for change are stated and appear to be based on information. Not all evaluative data were reported, however, and it is not clear if additional evaluation instruments were used. Therefore, it is not possible to make many judgments about the validity of the evaluation data. The final examination which was included has face validity in terms of the course objectives. It would be interesting to know what criteria were used in the evaluation of the oral reports delivered by participants of the students' proposals for

change. These problems are relatively minor, however, given the logical application of data-based decision making to the general evaluation of the courses.

Terminal Objective III. To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools.

Letters exchanged between the university personnel and Crane School are included as appropriate documentation of the achievement of Enabling Objective III 1. In addition to meeting the criteria specifying statements of mutual expectations, the amicable tone of the letters may be illustrative of a particularly good working relationship.

One of the ultimate objectives of the project is the development of a comprehensive Diagnostic Learning Center. The implementation of this center will apparently rest on the staff development activities which occured in the past year and the pilot programs to be tested in the coming school term (Fall 1973). Therefore, beyond the staff development courses, it appears that the major activities to help the school have been assessing needs as perceived by staff, students, and community to which programming can be addressed. In addition, preliminary work in student assessment procedures and improving instructional materials seems to have taken place. These activities have been directly related to the training of the instructional leaders. It is not clear if the preceding is an accurate representation of everything that took place. If so, the ultimate success of the program development component will rest upon procedures which are yet to be fully implemented. No judgments of the effectiveness of this strategy can be made at this time.

An extensive list of involved community and host school persons is presented. The personnel generally seem to meet the criteria specified in Enabling Objective III-2-5. The activity in which these people participated was appropriate and well received, albeit somewhat limited. Data presented in other sections of the final report suggest that Enabling Objective III-2-2 and III-2-3 have also been achieved.

Some needs assessment information is included in the attachments. Forms used in the survey were presented but the results of the survey were not. The instruments seem to be related to the program but, without results, the appropriateness of the relationship cannot be verified. The student assessment instruments were interesting, but given the description of the school, it might be that these were too long, the format too complex, and the reading level too high. From the attachment list it would appear that appropriate groups were approached. However, instrumentation and results for all groups are not presented. In the absence of results the appropriateness of programming cannot be determined.

Terminal Objective IV. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change.

As has been observed in discussion of Terminal Objectives I and II, it appears that the pilot courses do incorporate the elements listed in this objective (with the possible exception of cultural awareness) and that these courses have been adopted by the university as part of a program leading to the Master of Arts degree. Therefore, it is concluded that Objective IV has been achieved. However, the discussion of this objective suggests that a document titled "Summary of Course on Change" which explains the results of adoption procedures is included in the report. It was not possible to identify this document which may include information contradictory to the aforementioned conclusion. In the absence of this information it is possible a discrepancy exists.

Terminal Objective V. To have the State Department of Education (SEA) adopt the requirement that a course that deals with cultural awareness, planned system change, and data-based decision making be required for certification in PPS and school social work for inner-city work.

Objective V has not been achieved. The accompanying rationale that this project does not require changes in certification requirements seems to be logical and valid. If the involvement of the state department as one of the four components of the total satellite project is important, however, a discrepancy probably exists. There is no evidence of any state department involvement in the Final Report.

Terminal Objective VI. To have each satellite be able to support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

Generally, this satellite approaches most closely Terminal Objective VI of all those reviewed thus far. The Final Report is good evidence of the achievement of the objective. The final section begins with a position paper which is the current definition of the program. Since no data such as that described in Enabling Objective VI 2 are included, it is assumed that no major changes in project definition have occurred. A discrepancy may exist, but it seems unlikely. The several guideline components listed for Terminal Objective VI will be summarized below.

a. Client population d. Entry Behavior. The Final Report includes a comprehensive statement of participant characteristics and the significance of such characteristics for the program. In one respect, these characteristics may be discrepant from the EPDA philosophy. That rationale suggested that training of such PPS specialists ought to have a "multiplier" effect. To the extent that these trainees were selected in part because of potential longevity in the school, this effect may not occur. On the other hand, if the "multiplying" is to come through the university faculty, this experience has probably improved the "trainer" abilities of that faculty.

It is also not clear as to how many participants were involved. In some places, 39 participants were indicated, in others it would appear there were 33. This would not seem to be a serious problem. Entry behavior is not addressed separately. If such behavior represents baseline data it should be specified.

b. Identification of staff and competencies, and (g) staff functions. An adequate narrative fulfills this requirement. It is clear how the competencies possessed by the staff relate to the functions they perform.

e. Sequence of program objectives. This requirement is referenced to the future and generally not addressed. Given the logical framework for the program, this may not be significant. However, many times the sequence of objectives provides an appropriate timetable for measuring student competencies. This matter should be investigated further.

f. Statement indicating administrative supports, facilities, materials, and equipment. An adequate description of administrative support to faculty members is provided. The potential for adequate rewards is logical and appropriate. Supportive documentation provides additional evidence about the cooperative nature of this project.

h. The timeline reports events in project life in some detail. Lacking clearer specifications in the Guidelines, it may be an appropriate format.

i. Statement of Objectives. Ultimate, terminal, and enabling objectives are reported within the categories specified under VI-2-a,b,c, i.e., program development, staff development, and organizational development. It is not clear if these statements are directly related to needs assessment data. The objectives are written in an acceptable format and are philosophically consistent across the three categories.

A Discussion of Discrepancies Observed in Order of Priorities for Improvement

This report is of exceptionally fine quality and generally consistent with the guidelines. With the exception of some types of evaluative data, it is thoroughly and appropriately documented. The discrepancies which have been noted are, for the most part, not very significant. There are two areas in which the report may have been improved.

First, a clear statement describing the activities and objectives of the past year in relation to the ultimate objectives of the project is missing. At times, it is difficult to ascertain just what has been accomplished and what remains to be done. It could be that these relationships will be more clearly defined in the forthcoming "Plan of Operation."

Secondly, the possibility that cultural awareness may not be emphasized is significant. This requirement seems eminently appropriate in the training of inner-city PPS specialists. It is possible that related content may exist in the pilot courses or in other components of the degree program, but without additional information this is impossible to determine.

A REPORT ANALYZING THE FINAL REPORT OF THE SECOND-YEAR GARY SATELLITE EPDA PROJECT IN TERMS OF FINAL REPORT GUIDELINES DEVELOPED BY THE MIDWEST CENTER/SATELLITE PROJECT

Introduction

This report is an analysis of the Final Report of the Gary EPDA project in terms of the guidelines for final reports disseminated by the Midwest Center/Satellite Project located at Indiana University, and, more specifically, in terms of these guidelines as they are further explicated in the document titled, "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project" which the Gary Satellite followed very closely. This report will include three sections: a general statement concerning the final report, a detailed analysis of the final report in terms of the six Terminal Objectives included in the guidelines, and finally, a statement of discrepancies observed in order of priorities for improvement.

Statements throughout this report indicating a lack of achievement of Terminal and Enabling Objectives should be interpreted as discrepancies between the project as described in the final report and the original project design as defined in the EPDA rationale and the "Plan to Assist in Problem Solving and Decision Making."

General Statements

The Gary Satellite is fulfilling the EPDA PPS philosophy by means of developing Human Relations Specialists (HRS). The training is provided to both Gary Public School personnel and Indiana University Northwest undergraduate education majors. It consists of two basic parts: courses or modules in which all participants engage and practical application of the skills learned in the courses to classrooms and to small groups of problem children. This laboratory training occurs in one elementary school.

Although very lengthy, the Final Report was relatively easy to evaluate because the "Plan to Assist" followed very closely. If it is possible to get an impression of the atmosphere of an action program from written materials, the Gary Program would have to be characterized as a "happy" project coordinated by a staff who must communicate with each other very regularly, who share the same humanistic philosophy, and who are dedicated to the concepts embodied in the program. With considerable experience in the affective domain of education, this reviewer frankly admits a bias in favor of this type of program and an admiration for the way the Gary Satellite has conceptualized its goals in workable training packages. The following sections of this report should be reviewed with an awareness of this bias, although the evaluator has made every effort to maintain objectivity.

Analysis of the Six Terminal Objectives

Terminal Objective I. To have each satellite prepare a proposal for a new degree program or specialization which could be adopted in its school, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

The Gary Satellite has developed a new degree "endorsement" program which consists of three "blocks" of study which, in turn, include eight modules which are to be developed. These modules are defined in terms of course hours applicable to a teaching degree with an HRS endorsement. What is not clear is how these hours are apportioned to the modules. For example, one module consists of five one-hour sessions while another included more sessions and longer hours. It is also not clear if all teachers and all university students participated in all of the modules.

While specific modules will be addressed in the discussion of Terminal Objective II, some generalizations may be appropriate here. In the first place, almost all of the modules were very well written in terms of clearly defining what the course was intended to develop, how this could be done, and what types of behaviors would indicate achievement. Secondly, the courses are very closely interrelated as to the skills and attitudes they seek to instill. However, while many of them are mutually complementary, it seems that in some instances the content is redundant. Specifically, this seems to be the case in Self Understanding and Self-Evaluation, Communication, elements of Parent Involvement, and Human Interactions in Group Procedures. Since many of the module evaluations indicated insufficient time as a significant problem, perhaps some of these courses could be combined for modules of greater length and depth. One approach could be combining much of the content of the aforementioned modules into a larger course dealing with communications, while others such as Parent Teacher Conference, Parent Involvement and Community Study might be joined, at least for training of the undergraduates.

There is one discrepancy in the course outline section which is probably not significant. That is, the courses listed in the report narrative and again in one Appendix are not identical with the modules included in another Appendix. Specifically, the former do not include a course on Parent Involvement although that course is included in the Appendix.

Most of the criteria specified for Terminal Objective I seem to have been met. However, there is a vague area which may be a significant discrepancy with T.O. I, E.O. II-2 and the Philosophy of the program description. That is, while the general impression of this project seems to be consistent with the general EPDA rationale, it seems to be less consistent with the three basic thrusts of cultural awareness, data-based decision making and planned systems change. A course on Black Culture in another department is part of the basic curriculum, but none of the modules seems to place a great deal of emphasis on such concepts as relating to and/or appreciating other cultures. Two notable exceptions to this statement are the modules of Community Study and the Parent Teacher Conference.

More importantly, the project seems to have implemented the other two elements in a rather unique way. It is true that the model has changed the organization of Bethune School and has developed a scheduling plan by which potential HRS could function within a school. It is also true that each module and the total program were systematically evaluated. (The content of this evaluation will be discussed later.) However, in the opinion of this reviewer, these efforts, while necessary for project success, are not consistent with the spirit of these requirements. It has been the understanding of this evaluator that the *participants,* as well as the staff, were to develop skills and techniques necessary for data-based decision making and also that participants were to develop an understanding of organizations and techniques by which such organizations can be brought to better serve the needs of children. While the course to be developed on evaluation may remedy this first discrepancy, there is no evidence that the latter is being or will be addressed.

Based on the staff roster, the "statement of belief" and the course contents, it can be stated that E.O. 1 1 has been achieved. The special skills and backgrounds of these individuals are never presented, however, therefore, it is not clear whether the related enabling objectives I-1, II-1, and III-2-5 have been achieved.

The staff seems to have misunderstood Enabling Objective I-3, therefore, it has not been achieved. If such a plan had been developed, it is possible that more progress toward the achievement of Terminal Objectives IV and V would have been made.

Enabling Objective I-4 has been achieved and the requirements for T.O. I presented in the guidelines have been met.

Terminal Objective II. To have experimental pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

Enabling Objective II-1 essentially has been met. The only discrepancies appear to be in the areas of staff competencies (no specific statement is included) and timelines. One very general timeline is included in the 1972 73 proposal. These do not seem to be significant discrepancies in light of other information included in the program. It would have been an improvement, however, if either in reference to this objective or T.O. I, a clearer definition of the relationship of the degree program to the clients would have been presented. It is clear that an education minor in HSR is available to IUN undergraduates, but the program and participants for the A.A. degree are not well defined.

Given that E.O. II, the course in cultural awareness, planned systems change and data-based decision making seems to be so central to the entire Midwest EPDA project, it is strange that the staff plans to incorporate it "in toto" only this year. This issue was discussed at some length in the preceding section and will not be dealt with here except to say that there would appear to be some basic differences in the interpretation of the overall rationale between this satellite, the other satellites and the Center. As has been observed, the Gary project seems to be consistent with the EPDA rationale, but not necessarily with the Midwest Center definition.

Enabling Objective II-3 has been achieved with the possible exceptions of cultural differences and organization change. There is not enough data to determine whether a discrepancy exists. The criteria for this objective have been met. Some of the course descriptions (most notably Self-Awareness and Self-Evaluation and the Community Learning modules) are exemplary in the rational framework employed, including overall goals, objectives to be achieved which are further defined by means of

skills and activities designed to foster the achievement of the skills. All of the course descriptors were superior to most of the others thus far reviewed. This is especially laudable given the difficulty of conceptualizing and defining the affective domain in such a manner. Enabling Objective II-4 has been achieved.

Assuming that the preceding statements are accurate, it is surprising that the report response to E.O. II-5 appears so defensive. This reviewer has consistently interpreted this sub-objective to mean that each course should be evaluated rather than that each instructor must actually conduct the evaluation himself. Actually, each course was evaluated as was the total program. While the evaluations are not precisely in terms of the reports required in the guidelines, the format in which they are presented (course by course with an overall evaluation at the end) seems more appropriate to this report. Given the state of the art in affective evaluation, the effort was quite good. There are pitfalls, as no doubt the Gary evaluators are well aware, in this type of evaluation. In the first place, paper and pencil surveys have very limited validity given the instability of the affective data. Secondly, a person's perceptions of how well he has learned something are not necessarily accurate. Third, it is not always clear how some of the instruments relate to the objective. Perhaps the Satellite should consider additional measures, such as structured observations based on course criteria and/or peer ratings. These are, of course, casual suggestions, but the recommendation is that the evaluation design employ a variety of measures which may produce more reliable cross trait-cross method data. Finally, the recommendations for changes in the courses are more often related to procedural matters (e.g., more time) than to the "hard" evaluation data. If students are to be assured that they have achieved the objectives during and at the end of each course, more specific skills/attitudes referenced measures should be developed which allow for alternative or remedial learning strategies.

Terminal Objective III. To have each satellite develop pilot courses of instruction which are closely related to the practical problems which face inner-city schools.

The Gary project provides community service primarily by means of including parents in some of the modules (e.g., Parent Involvement), by increasing the ability of participants to work with parents (e.g., the Parent-Teacher Conference), by increasing positive attitudes toward and understanding of the community through modules, and by providing the in-service affective training to school practitioners as well as to university trainees.

Enabling Objective III-1 may no longer be appropriate for this satellite. Clearly, a working relationship has been established and documentation is supplied in the appendices. Whether this relationship reflects the expectations of the school system cannot be ascertained.

The activities listed above, along with the other modules, were developed in response to the results of a needs assessment conducted in previous years. To the extent that a variety of groups (including the Bethune community) were polled during this assessment, it can be stated that sub-objectives III 2-1 and III 2-4 have been achieved. The only needs assessment data included in the report are the community survey questions. These questions do not seem to be very consistent with the content of the modules. The results tend to indicate that while parents were interested in being more involved with the school, their priorities seemed to be informational (e.g., grades, testing, special education). Relatively low percentages of parents indicated an interest in how their children behave in school or how the teachers feel about their children (Appendix III, p. 94). Therefore, a discrepancy *may* exist between the stated needs of the community and the program as it has been implemented. However, assessment data from other groups were not included and the community survey was not especially precise in terms of the tentative 1971 plans; therefore, this may not be an important discrepancy if it does exist.

While specific data relating to III-2-2 were not included, and the response to this objective included in the narrative was not appropriate, it would appear that this objective has been achieved (see T.O. I).

The project staff indicated an inability to comprehend the requirement for 75% minority participants. The arguments for not meeting this objective were that such a mix would statistically be improbable, given the population of the IUN campus and that such a requirement is undemocratic. While practically achieving such a requirement may be difficult, if not impossible, it is the opinion of this reviewer that specific action plans to promote the inclusion of minorities are important. This opinion is based, among other things, upon the EPDA philosophy which emphasizes service to low-income, disadvantaged students and which specifies as an objective "to recruit and train members of minority groups as pupil personnel specialists" and further indicates that this objective is seen as pervasive throughout all of the EPDA PPS programs. In the interests of accountability and civil rights, it is recommended that the Gary satellite reconsider its position on this issue. It may well be that the staff has interpreted the requirement too narrowly and has not taken into account the racial composition of *all* participants, including school practitioners.

A number of community persons are listed in response to E.O. III-2-5. The competencies and/or activities of these people are not described in terms of the criteria suggested for this sub-objective. It is not clear if a discrepancy exists.

Terminal Objective IV. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, data-based decision making and planned system change.

AND

Terminal Objective V. To have the State Department of Public Instruction adopt the requirement that a course that deals with cultural awareness, planned system change and data based decision making be required for certification in PPS and School Social Work for inner-city work.

In response to both of these objectives the Final Report refers to the discussion of E.O. II-2. That objective has been discussed previously in this report in terms of a possible misperception by the satellite staff and as to what elements of the objective

do appear to exist in the project. However, while the report responses to these two objectives are inadequate and inappropriate, it is not absolutely clear that a discrepancy exists from the institutionalization intent of Terminal Objective IV and V. Appendix II is a letter apparently to an official of the State Department which indicates an attempt to institutionalize the program. There is a statement in the letter suggesting that IUN has accepted the endorsement program. It is not clear if liaison has been established with the Department of Public Instruction. In addition, there are statements in reference to T.O. VI that plans will be developed this summer in response to these objectives.

While it would appear a serious discrepancy may exist in terms of these two objectives, this is not certain. If this is so, one thrust of the third project year should be toward institutionalizing this program at the university and within the department. It is possible that such efforts might be more successful, at least in terms of DPI, if the laboratory base of the project were expanded in some way, perhaps to include a secondary school. This reviewer does not accept the statement in the project rationale that most PPS candidates would choose to work in an elementary school.

Terminal Objective VI. To have each satellite be able to support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

As in other sections of the Final Report, this section adhered to the "Plan to Assist" rather than to the abbreviated guidelines. Most of the information requested in the guidelines has been discussed previously. Much of the discussion in this section of the Final Report relates to the participation of the Gary Satellite in the total project strategy meetings. It would appear that the Gary Satellite staff is not wholly enchanted with these meetings or with Center cooperation. The validity of these observations is beyond the scope of this report and probably better left to the evaluation of the Center staff.

Also, in response to this objective, this Satellite included a list of program objectives with a discussion of each of these. Based on the evidence provided in the appendices it would seem that the Gary project has accomplished the first three of these objectives and has plans to meet the final two objectives. This appropriate distinction between broader program objectives and behavioral module objectives along with their enabling objectives is unique in the final reports. In this respect, this Final Report is exemplary.

A Discussion of Discrepancies Observed in Order of Priorities for Improvement

The most serious potential discrepancy in this report relates to the capacity and/or intent of this project to train specialists with knowledge in the areas of cultural awareness, data-based decision making and planned system change. All of the evidence points only to a tangential involvement with these concepts, especially in the area of organizational change. The Center and the Satellite should consider seriously whether these elements are vital to the PPS rationale, if so, whether they are being addressed in the project; and third, how these should be best defined.

A second concern has to do with the content of the modules which, while an admirable addition to teacher training, may be somewhat repetitious. Institutionalization may become more feasible, at least at the State Department level, if new training requirements were presented more concisely.

The third major concern of this reviewer is related to the somewhat cavalier response in the Final Report to the requirement for minority recruitment and training. This was discussed at length in conjunction with Terminal Objective III.

While the aforementioned concerns seem most significant to this reviewer, the Final Report and perhaps the project would have been improved if staff competencies had been described more completely, if the relationships between degree programs, modules, and participants had been stated more succinctly, and if the evaluation had been based directly on the module objectives as previously discussed. None of these latter are so significant as the first three concerns.

A REPORT ANALYZING THE SECOND-YEAR FINAL REPORT OF THE IU-IPS SATELLITE EPDA PROJECT IN TERMS OF FINAL REPORT GUIDELINES DEVELOPED BY THE MIDWEST CENTER/SATELLITE PROJECT

Introduction

This report is an analysis of the Final Report of the IU-IPS Satellite in terms of the guidelines for final reports disseminated by the Midwest Center/Satellite Project located at Indiana University, and in terms of these guidelines as they are further explicated in the document titled, "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project." This report will include three sections. a general statement concerning problems encountered in the review of the Final Report, a detailed analysis of the Final Report in terms of the six Terminal Objectives included in the guidelines, and finally, a statement of discrepancies observed in order of priorities for improvement.

Statements throughout this report indicating achievement or lack thereof of Terminal and Enabling Objectives should be interpreted as discrepancies between the project as described in the final report and the original project design as defined in the EPDA rationale and the "Plan to Assist in Problem Solving and Decision Making."

General Statements

The IU-IPS Satellite made a decision to combine the Final Report with the plan for operation for the coming project year. Among the statements included as rationale for this decision were the following. parts of the final report and the plan are the same, therefore combining them avoids redundancies, program linkages can be better explicated, it is important to have the plan done early; and one report cuts down preparation time.

The 250-page report resulting from this procedure has the following characteristics. a plethora of nearly useless rhetoric, numerous repetitions (some three and four-page sections included verbatim more than once), a multiplicity of detailed forms either not completed at all or filled incompletely and a wealth of not very significant documentation. It is extremely difficult to analyze this report in terms of the guidelines because they were disregarded. To accomplish this type of evaluation it is necessary to re-read a great many pages and still be unsure if discrepancies exist. Given these problems the following sections may or may not be an accurate analysis of discrepancies. It is the opinion of this reviewer that a report of much better quality and at a considerable economy of time could have been produced had the guidelines been followed. Pages 30 through 100 presumably represent the Plan for Operation. These plans will be discussed in a subsequent report. Consequently, the Final Report will not be returned to the Midwest Center until that time.

Analysis of the Six Terminal Objectives

Terminal Objective I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in its school, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

The IU-IPS project seems to consist of four components. cultural awareness (a practicum for counseling and guidance master's level students), simulation and protocol materials development, management by objectives training for doctoral students who also develop laboratories for school practitioners; and community outreach services.

Because the client population is specified in terms of these components it is not clear who is involved in the new degree program. It may be the master's level counseling students, the doctoral students involved with the MBO component, counseling paraprofessionals working toward an A.A. degree, or perhaps all of these. This information must be clarified before judgments can be made about whether the satellite actually has a new degree program.

Objectives and skills to be developed are specified (somewhat inconsistently) in several places throughout the report in terms of the four components. Some of these describe behaviors, but none of them meet the criteria established in Enabling Objective II-4. If one intent of the EPDA rationale is to establish training models, these objectives should be revised. Perhaps the most significant discrepancy relative to objectives is the lack of a conceptual framework which links the several objectives of the four components in a logical manner.

The entry behavior of clients is mentioned in some places in the appendices. Usually this behavior is in terms of appropriate prerequisites. Once again, it is not clear to which participants these prerequisites apply. Statements of prerequisites generally do not lead to an appropriate evaluation design in that no assessment of client attainments due to the effect of the program is possible other than course completion.

A careful review of both the text and the appendices indicates that most of the criteria specified for T.O. I. are being dealt with in the program. The possible exception may be "diagnosis of learning difficulties and their causes."

There is no direct information relating to any of the Enabling Objectives attached to T.O. I. A lengthy discussion of governance tends to indicate a lack of consensus as to where program leadership rests. This may be evidence that Enabling Objectives I-1, I-3, and I-4 have not been achieved. There is no information regarding Enabling Objective I-2.

In summary, until such time as the project can conceptualize the four components as a training program with specific objectives for a clearly defined clientele, it is not possible to judge whether a new degree program exists.

Terminal Objective II. To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

As has been discussed, the IU-IPS Satellite project consists of four components. With the exception of the materials development component, these generally relate to the elements specified in Enabling Objective II-2. It is not clear if these components are courses. The component descriptions are almost completely discrepant from the guidelines suggested for T.O. II-1. The course evaluations are also discrepant from the guidelines for T.O. II-2, a, b, c. Narrative recommendations for change are included in the text and may partially meet the requirements for evaluation report type "c." These recommendations are not supported with data in the report; therefore, it ca not be assumed that they are appropriate.

Each of the components are addressed separately in the following paragraphs.

A major component of the training program was a "course" or "module" called Cultural Awareness. It was offered as a year-long practicum to Indiana University students apparently pursuing M.A. degrees in Counseling and Guidance.

The purposes of the course are listed in several places in the report as "skills" to be acquired by the trainees. In addition, there is a list of objectives included in Appendix A. While these lists are similar, they are not identical. It is difficult to ascertain which list the course was based on. None of these skills and/or objectives are directly measurable, although several of them are discussed in behavioral terms. None of them meet the criteria specified in Enabling Objective II-4.

Much emphasis is placed on "competency based" training. However, the evaluation design and the results do not directly relate to such an approach. This may be due to the fact that the skills were generally stated in unmeasurable terms. Three types of evaluation data were gathered. observations (including video tapes) of the trainees, indirect evaluative measures on the students with whom the trainees worked, and narrative self-evaluations written by the trainees at the end of the course. The first two types of data were not included, therefore, it cannot be determined whether these data were directly related to the competencies or whether the objectives were achieved. Judging by the self-evaluations and the evaluative summary included

in the report, certain skills were not developed, specifically classroom management and simulation and protocol. There is little data relating to certain other cultural awareness objectives. Most of the students rated themselves as doing "A" work, a few declined to assign themselves grades. Overall, the evaluation aspects of this part of the training were incomplete and not clearly related to the skills. A discrepancy probably exists but there is not enough evidence to conclude this.

The subjective recommendations for course improvement were generally insightful and adequate. One of them had to do with changing the course title from "Cultural Awareness" to "Communications." Because the community is not clearly described, it is not obvious whether this change represents a serious discrepancy from Enabling Objective II-2. The content of the proposed "Communications" course should be examined closely to insure emphasis on minority culture and educational needs as discussed in the EPDA rationale.

A second course in simulation and protocol materials was offered. It is not clear how this course fits with the EPDA rationale. It is at least somewhat discrepant from the criteria specified in both Enabling Objectives II-2 and II-3.

This component of the total program was evaluated by its coordinator as unsuccessful because only one simulation was requested. As a result, it is recommended on pages I6 and B-2 that this program be discontinued in the next project year. On page B-5, however, recommendations are made to improve dissemination and increase involvement. It is not clear which of these will be implemented. It would seem that the former recommendation is the more logical.

A third component of the program relates to Management by Objectives training. As it is described, it clearly relates to that element of Terminal Objective II which specifies developing skills in data-based decision making. The MBO training was composed of three parts. an MBO seminar for four doctoral level interns, four mutual development laboratories developed to assist school system practitioners, and inter-component consultation. It is not clear how these three parts relate. For example, one of the MDLs was a "Teacher Rap Group"; another had to do with the use of television in the classroom. It may be that these labs were structured by the leaders in terms of MBO guidelines, but this is not evident.

The fourteen trainees listed as participants in "Cultural Awareness" are also listed as MBO trainees. It is not apparent in which aspect of the MBO component these individuals participated.

Recommendations for change found in the text are said to be based upon evaluative data. This data is not available in the report, so it is impossible to make judgments regarding the quality of the evaluation and the relationship between the data and the recommendations. It is possible that a discrepancy exists.

The fourth component was related to a community relations training model. Apparently, this was the vehicle through which community persons participated as both trainers and trainees. Parents took part in such events as a fashion show and teaching sessions where they learned to tutor their children in math. It is not clear if the trainers in the latter were also participants in the other project components. This work may be a part of the A.A. degree program for counselor aides. It is not evident which project participants would be pursuing such a degree.

To summarize. Enabling Objective II-1 has not been achieved, E.O. II-2 may have been achieved but there is not enough evidence to decide, E.O. II-3 may have been achieved but there is not evidence that these achievements meet the specified criteria, particularly in regard to non-satellite faculty feedback, clarity of statements and internal consistency of objectives, E.O. II-4 has not been achieved, and E.O. II-5 as explicated in the guidelines has been achieved only minimally.

Terminal Objective III. To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools.

The IU-IPS Satellite has limited involvement to one elementary school and its community. Recommendations are made in the report to expand this involvement to include at least one junior high school and one senior high school. If this recommendation is implemented, it would seem that the project would more closely approximate the EPDA rationale.

No documentation related to Enabling Objective III-1 is provided. It does not appear that any mutual expectations agreements exist. Given the discussion on governance, it would seem that total Satellite communication is limited and this is detrimental to the project. It is probably important that this discrepancy from E.O. III-1 be remedied.

The school seems to have been helped in the following ways. assistance to counselors and some teachers provided by the M.A. counseling trainees, mutual development laboratories provided by the MBO participants, and some community involvement provided by the community relationships component. At least the first of these appears to be consistent with Enabling Objective III-2. The sub-objectives relating to this Enabling Objective may have been achieved with the exception of the sub-objective specifying 75% minority participation. It appears that the project is making an effort to remedy this situation.

Enabling Objective III-2-5 and guideline III-4-a, b, c have generally been disregarded. There is no way to ascertain the extent or type of community human resources who are involved in the program. General statements in some portions of the report indicate that various groups participate in a number of activities both as trainers and trainees. These groups may include community resources. More precise information on this aspect of the project is needed to determine if this significant requirement is being fulfilled.

A context evaluation was conducted the first year of the project. A list of competencies required by PPS personnel was generated. The program components developed in the second year are related to these needed skills. There is limited evaluative data by which achievement can be measured. The cultural awareness component is most directly related to the identified com-

petencies. There is no discussion of the needs assessment methodology, therefore, its appropriateness cannot be evaluated. However, since this was a first-year thrust upon which succeeding developments were contingent, it may be possible to assume that the methodology was appropriate.

Terminal Objective IV. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change.

This objective is not addressed directly in the final report. There are several difficulties in assessing progress toward this objective. In the first place, there is little evidence that the pilot programs have enunciated and/or achieved objectives related to these three elements. Clarification is needed to ascertain that courses with such objectives and achievements do exist. Secondly, it is not clear if all project "components" are synonymous with courses which could be adopted by the university. Finally, although much is written about the significance of university involvement, it is never clearly defined. The most definitive evidence relating to this terminal objective can be found in the appendix relating to the cultural awareness component, where the response to "Has (the course) been accepted by your department for inclusion in its regular course offerings?" was "Yes."

With such limited information, it is suspected that this objective has not been achieved.

Terminal Objective V. To have the State Department of Public Instruction adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and School Social Work for inner-city work.

Thus far, this terminal objective along with the two Enabling Objectives has not been achieved. A considerable portion of the rhetoric in the report is devoted to the importance of the Department of Public Instruction in an effort of this sort, but there is limited evidence that any action has been taken to have DPI institutionalize these training requirements. Apparently, someone in the Department was interviewed in regard to the Satellite project. The result was a list of questions and recommendations for action which would have to be dealt with before the Department could make changes. It may be that these matters will be considered in the last project year since the project seems to view institutionalization as a high priority. A discrepancy exists at this time.

Terminal Objective VI. To have each Satellite be able to support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

In the broadest sense this objective has not been achieved. Important documentation and evaluation evidence is missing from the report. In its place are included a variety of forms relating to each component. These forms have been completed inconsistently for the several components. Evaluative narratives included in the text do not include data and are not directly related to specific behavioral objectives. A consistent and detailed evaluation design must be developed before any summative evaluation can take place. The guideline requirements VI a-h will be summarized below:

a. Identification of the client population (s):
A variety of participants, including M.A. students, doctoral students, A.A. students, parents, and school practitioners were mentioned throughout the report. It was never made clear what aspects of the program each of these groups participated in nor which of these groups are actually project clients.

b. Identification of the staff and the competencies they possess:
Staff were identified by name only. Clarification as to who are trainers and trainees in the several project activities is necessary.

c. Statement of objectives:
Skills and objectives were listed in several places. These were not stated in measurable terms. The objectives for the several components were not logically related. Enabling Objectives are never mentioned.

d. Entry behavior of clients:
Behaviors are described in general terms such as course prerequisites and location in the community. It would not be possible to assess change with only these parameters for baseline data.

e. Sequence of program objectives:
Since goals were enunciated only by component and not by the program, this requirement is not fulfilled. Some mention of three training phases is made but it is not clear how these phases were implemented.

f. Statement of administrative supports, facilities, materials, and equipment:
Audio-visual equipment is discussed at some length in the appendices. This may partially fulfill this information requirement. The rest of this requirement is insufficiently completed.

g. Description of staff functions:
They were not specifically addressed. It is not clear who many of the staff people were. What they did can be interpreted only indirectly.

h. Timelines of last year's events:
The appendix includes some form pages relating to time schedules. The significance of these forms is indeterminable.

No needs assessment data were included in this report. First year context evaluation results were discussed.

A Discussion of Discrepancies Observed in Order of Priorities for Improvement

Considering the EPDA rationale, the original project design, and the significance of developing replicable models, there appear to be two very important discrepancies which should either be clarified or remedied.

First, it would seem to be important that the Satellite staff carefully examine its program in terms of the interrelationships between components, objectives, and the EPDA rationale. Unless a more precise definition of a training program can be developed, there would seem to be limited opportunities for institutionalization or replication. In line with this type of conceptualizing it would be appropriate to clearly define. precisely what a new degree program would include, the program clientele, and how such a program could be institutionalized. Given this type of clarification, it would then be important to develop consistent objectives meeting the requirements of Enabling Objective II-4 and to develop an adequate evaluation design. It would also seem to be important that Cultural Awareness receive emphasis somewhat beyond the development of counseling techniques in a school which happens to have many minority students.

The second important discrepancy relates to Terminal Objectives I, IV, and V. Much discussion is devoted to the importance of institutionalization, but thus far very little seems to have been accomplished. The staff should develop a precise degree program, a plan for having it accepted, and working relationships with the appropriate personnel at Indiana University and the Department of Public Instruction.

A REPORT ANALYZING THE SECOND-YEAR FINAL REPORT OF THE LOUISVILLE EPDA PROJECT IN TERMS OF FINAL REPORT GUIDELINES DEVELOPED BY THE MIDWEST CENTER/SATELLITE PROJECT

Introduction

This report is an analysis of the Final Report of the Louisville EPDA Project in terms of the guidelines for final reports disseminated by the Midwest Center/Satellite Project located at Indiana University, and in terms of these guidelines as they are further explicated in the document titled, "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project." This report will include three sections. a general statement concerning problems encountered in the review of the final report, a detailed analysis of the final report in terms of the six Terminal Objectives included in the guidelines, and finally, a statement of discrepancies observed in order of priorities for improvement.

General Statement

The most serious difficulty encountered in the review of this final report was the lack of a conceptual framework which effectively links the six major components. It is not clear whether the course of study leading to an undergraduate degree in counseling is a part of the EPDA Satellite Project, or whether that project is only the practical course in parent-teacher-community agency counseling which was conducted in fourteen Louisville schools. This lack of clarity is reflected in the numerous sets of objectives and the several descriptions of the client population included throughout the report. Statements included in the following analysis of the six project components should be interpreted in light of this confusion.

Analysis of the Six Terminal Objectives

Terminal Objective I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in their school, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

A program of study has been developed at the University of Louisville leading to a baccalaureate degree in counseling. The courses recommended for this certification are listed in the first addendum to the report. The second addendum includes recommendations to the State Department as to the respective public school roles of baccalaureate and master's level counselors. It is indicated in the latter document that the emphases in these courses of study should be on career education and child development. This new degree program has been accepted.

The major discrepancy in this program component is that while a "prospective new degree program" has been developed and institutionalized, it does not appear to be a degree training the "new professional" as defined in the EPDA rationale. For instance, none of the course titles suggest content related to the three elements of cultural awareness, data-based decision making, or planned systems change. Additionally, the course titles do not provide evidence that the criteria for Terminal Objective I, specifying courses covering remediation of communication difficulties, community involvement and organization, diagnosis of learning difficulties, and collaboration and teaming, have been met. These statements are speculative, however, in that no further definition of the course of study is provided beyond the list of course titles. If these elements are not part of the course requirements, it must be concluded that the requirement for a new course of study embodied in Terminal Objective I has not been met. If, on the other hand, this new degree program is not a part of the EPDA Satellite Project, there is no evidence that Terminal Objective I is being achieved in any way other than the single course of study addressed in Terminal Objective II. It does not seem to be logical that a single course would be sufficient for certification as a new PPS professional degree.

The clientele identified for the new bachelor's degree in counseling would seem to be consistent with the EPDA rationale. The statement on the entry behavior of these clients is very loosely constructed, including criteria such as being "open and accepting of minorities." It is difficult to guess how qualities as amorphous as "openness" and "acceptance" are determined. If this requirement to specify entry behavior was intended as a sort of baseline measure of participants against which achievements can be measured, the entry behaviors probably should be restated.

The terminal objectives for the new degree program do describe exit behaviors to some extent, but are too general to be measurable. For example, Objective I says, "Upon completion of the program the trainees will be functioning effectively in the affective domain as evidenced by the perceptions of the clients they serve." This statement may qualify as a "goal," but to be classified as a "yardstick" behavioral objective, the following terms would have to be precisely defined. "functioning," "effectively," "affective domain," "evidenced," and "perceptions."

It is not clear if the program staff possesses the competencies defined in Enabling Objective I-2. The data required as evidence of E.O. I-2 are not included. Given the specifications of this objective, it is probable that a discrepancy exists, but there is no information by which judgments can be made. Enabling Objective I-3 is no longer relevant, as the new course of study has been adopted. The staff seems to be satisfied that they are receiving administrative support, but there is no documentation to support this assumption.

Terminal Objective II. To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

One course has been developed in relation to this objective. Education 705 - Consulting with Parents, Teachers, and Community Agencies. This course is a graduate level course for pupil personnel workers employed in fourteen city schools. It is not a part of the degree requirements listed for the "new degree" discussed under Terminal Objective I. It is not clear whether this course is the total EPDA project.

While the course does seem to be compatible with the EPDA rationale describing the "team" approach and community outreach, it does not appear to include the course elements specified in E.O. II-2. cultural awareness, data-based decision making, and planned system change.

The course objectives are not behaviorally stated and do not meet the criteria specified in E.O. II-4. Most of the objectives are too generally phrased to be measurable, e.g., Objective 4, "To help counselors have more effective feelings in dealing with parents and staff." These objectives will probably have to be rewritten if a measure of program impact is desired at the end of the project. The activities described are consistent with the general objectives, but precise definitions of what is to be learned in each activity are missing.

The reading list seems to be appropriate for the Terminal Objectives listed for the new degree program described for Terminal Objective I. As has been observed, the relationship between this course and that degree program is not clear.

There is no evidence to determine whether E.O. II-3 has been achieved. Of special concern is the lack of data suggesting the incorporation of non-satellite faculty feedback.

Enabling Objective II 5 has not been achieved because the evaluation was not complete at the time of the writing of the final report. Given the lack of achievement of E.O. II-4, however, it may be anticipated that the forthcoming evaluation data will be discrepant from the criteria established for the evaluation enabling objective. The final addendum to the report included 25 opinionnaires describing the best and worst features of the program with recommendations for improvement. There is no indication whether these statements are included as evaluative data, nor is there a description of the respondents. Until these matters are clarified, these data cannot be used to support or refute any statements in the report. It would also be helpful if these statements were summarized in some way.

Terminal Objective III. To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools.

A statement to the effect that written agreements between program participants (T.O. II course) incorporating the expectations of both school personnel and participants have been developed. There is no documentation substantiating this statement.

Needs assessment data from surveys conducted in the EPDA secondary schools are included in an addendum to the final report. These data include student achievement information revealing that the reading and math scores of a large majority of the student population are generally two years or more below expected grade level achievement, sample parent surveys generally indicating satisfaction with the education their children are receiving, staff surveys suggesting that half or more of the staff members have neutral or negative perceptions of most facets of the educational programs in their schools, and student surveys and interviews showing that most students feel school is "okay" or "all right" and that they are generally satisfied with the education they are receiving. While there is no indication of who conducted the needs assessments, the techniques are generally acceptable. The data revealed interesting discrepancies between actual achievement and student-parent satisfaction with the system, and among the attitudes expressed by staff, students, and parents.

Although the information collected is interesting, it is not clear how these data relate directly to instruction and services which may be a potential function of a course such as Education 705. A rather large discrepancy exists between the assessment data gathered and the course activities described under Terminal Objective II. A clearer statement of how the schools are helped and how these methods are incorporated into the training program should be made. Therefore, while sub-objectives III-2 1 and III 2-4 have been achieved, it is not evident whether E.O. III 2 has been achieved. There were no data relevant to sub-objectives, III-2-2 and III-2-3; therefore, achievement or lack thereof cannot be indicated.

From the lists of involved human resources and the narrative description of how the program functions in the school, it appears that E.O. III 2 5 has been achieved. A more firm conclusion could be reached if the competencies of the listed resource persons were stated.

Terminal Objective IV. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change.

Since the course described under Terminal Objective II does not specifically address the three elements listed above, it is difficult to come to any conclusion other than that Objective IV has not been achieved.

A rationale describing the integrated nature of the counseling and guidance staff, the university's commitment to community involvement, and mention of a course on race consciousness is presented. This rationale does not seem to provide valid explanation as to why this Terminal Objective is essentially ignored.

It may be true that cultural awareness content occurs in many courses, but given that no mention is made anywhere in the final report of data-based decision making or planned system change, it must be concluded that a large discrepancy exists between the Louisville program and the total project philosophy as enunciated in the EPDA rationale and the description of the Midwest Center/Satellite Project.

Terminal Objective V. To have the State Department of Public Instruction adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and school social work for inner-city work.

Appropriate liaison between the Louisville project and the State Department of Education does exist. However, the conclusion stated in this report regarding Terminal Objective IV seems to apply in this instance also. Since no such course exists, it clearly cannot be adopted by the State Department. Further, the work of the five-man state-wide guidance and counseling committee responsible for charting the course of guidance of the state does not appear to be emphasizing the role of new PPS professionals. Finally, the addendum recommending new counselor roles emphasizes training in career education and child development rather than those concepts specified in this objective. Therefore, it must be concluded that Terminal Objective V has not been met and there is little evidence that this situation will change in the near future.

Terminal Objective VI. To have each satellite be able to support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

Many of the information needs listed in the guidelines in conjunction with this objective have been discussed elsewhere in this report. The following will summarize that information:

1. Definition of the Satellite Program

a) Identification of the client population. The clients in this program are PPS workers in 14 city schools, including parents, teachers, and principals. It is not clear if these people are enrolled in the new degree program or the course, Education 705.

b) Identification of project staff. The identified staff includes university faculty and Louisville public school employees. Their qualifications seem appropriate, but specific competencies are not stated.

c) Statement of Terminal and Enabling Objectives in behavioral terms. The objectives are phrased as activities to be pursued by existing program participants. They are not behaviorally stated and no distinction is made between Terminal and Enabling Objectives.

d) Entry level behaviors are described in terms of positions held, a lack of necessary counseling skills (which are not specified) and the presence in interpersonal conflicts. There is no clear relationship between these behaviors and many of the Terminal Objectives. The behaviors are stated in nonmeasurable terms.

e) Program objectives are listed sequentially under "c" above.

f) The statement of administrative support is general, with no supporting evidence. More specific documentation may be presented in the budget component of the Final Report.

g) Staff functions are not described other than in the qualifications statements included in "b" above.

h) A tentative class outline is provided in fulfillment of the timeline requirement. It is not clear if the "tentative" schedule was adhered to; data requirements defined for E.O. VI and VI-2 have not been met.

2. Needs Assessment Addendum

The needs assessment addendum provided in the final report has been discussed previously. It is not clear whether these needs assessment data fulfill the requirements for the area of organization development, program development, staff development, all of these, or none of these. There is no evidence that the criteria specified in E.O. VI 1 through VI 1-4 have been considered.

A Discussion of Discrepancies Observed in Order of Priorities for Improvement

There are two major discrepancies which have been observed throughout the course of this report. Both of these are significant if the project is to be consistent with EPDA rationale, the description of the Midwest Center/Satellite Project, and the "Plan to Assist Problem Solving and Decision Making."

The first of these has to do with the review problem described in the second section of this report, that is, the scope of the EPDA Project in Louisville is not clear. If the project encompasses both the new degree program discussed in Terminal Objective I

and the pilot course described in Terminal Objective II, the objectives are inconsistent with each other. Two client populations exist and the requirements for a course dealing with cultural awareness, planned system change and data-based decision making are not being met. If the new degree program is *not* a part of the EPDA project, then Terminal Objective I has not been achieved. In either case, the Louisville project philosophy does not appear consistent with the EPDA philosophy emphasizing systems change and data-based decision making. To a somewhat greater degree, the project gives some indication of concern with cultural awareness. As a result of this philosophical discrepancy, Terminal Objectives IV and V have not been achieved and there is little evidence that achievement will occur in the next project year. To the extent the program seems to have institutionalized the degree program and the pilot course, it may be termed "successful" as a change in counselor training.

The second major discrepancy has to do with the absence of supportive data and documentation, as well as a lack of rationales supporting the discrepancies discussed above. This lack of information may be a result of unfamiliarity with appropriate evaluation techniques and objectives-referenced measurement. The project should be conceptualized more precisely along the lines suggested in the "Plan to Assist Problem Solving and Decision Making." Without such precision and appropriate evaluation, it will be extremely difficult to ascertain the impact of the project on clients, the host schools, the community, and the university.

These two major discrepancies underlie many less significant discrepancies observed in the analysis of the six Terminal Objectives. At least one of these lesser discrepancies deserves reiteration here. As has been stated, an adequate needs assessment was conducted in many of the project schools. However, it is not clear how the information gathered in the assessment has been or will be used in the training program. Direct relationships between assessment information, help to host schools and the training program should be defined.

Statements throughout this report indicating achievement or lack thereof of Terminal and Enabling Objectives should be interpreted as discrepancies between the project as described in the Final Report and the original project design as defined in the EPDA rationale and the "Plan to Assist in Problem Solving and Decision Making."

A REPORT ANALYZING THE SECOND-YEAR FINAL REPORT OF THE OHIO SATELLITE EPDA PROJECT IN TERMS OF FINAL REPORT GUIDELINES DEVELOPED BY THE MIDWEST CENTER/SATELLITE PROJECT

Introduction

This report is an analysis of the Final Report of the Ohio Pupil Personnel Specialist Satellite in terms of the guidelines for final reports disseminated by the Midwest Center/Satellite Project located at Indiana University, and in terms of these guidelines as they are further explicated in the document titled, "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project." This report will include three sections. a general statement about the Ohio project and review problems associated with the final report, a detailed analysis of the final report in terms of the six terminal objectives included in the guidelines, and finally, a statement of discrepancies observed in order of priorities for improvement. Statements throughout this report indicating a lack of achievement of Terminal and Enabling Objectives should be interpreted as discrepancies between the project as described in the final report and the original project design as defined in the guidelines and the "Plan to Assist" document.

General Statement

Some activities have occurred in the Columbus Satellite which are related to the overall philosophy of the EPDA program. These activities include four pilot courses dealing with planning, cultural awareness, and organizational structure, and extensive in-school work within the Linden Project schools. While it does seem that something is happening, it was extremely difficult to determine precisely what that is from the Final Report. Given that the project does not claim to be achieving Terminal Objective I, no definition of the participants was provided. Terminal Objective VI lists a variety of persons as participants, but it is never clear what it is these people participate in. the university courses, the on-site work, both, or neither. Additionally, confusing references are made throughout the report to "staff," "teachers," "participants," "students," and a "task force." In reviewing specific objectives, it is impossible to decide just which "staff" and/or "students" and/or "teachers" are participating.

Finally, because of numerous errors in grammar, punctuation, and typing, most of the report was very difficult to read and some parts were uninterpretable. For example, the following description of the field-based instruction for one of the courses was provided. "Class enrollees initiated and participated held interviews with some counselors, teachers, parents, and students are working in predominately Black schools."

As a result of these problems, statements in the subsequent sections of this report may be less than totally accurate to individuals who are more familiar with the project.

Analysis of the Six Terminal Objectives

Terminal Objective I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in their school, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

Thus far the Ohio Satellite has not adopted this objective as a primary thrust of its program. No explanation is provided in regard to this matter. Statements are made in reference to Objectives I and IV that preliminary departmental changes are underway which suggest that this type of training program may be adopted by the summer of 1974. Specifically, it is stated that "the soil for such roots do appear to have already been deposited." There is no documentation provided which permits evaluation of these assumptions. Therefore, it must be concluded that a discrepancy exists at this time between the work thus far completed and this project objective. There is no way to decide if this situation will change in the next year.

Because of this position, none of the Enabling Objectives was addressed. Consequently, it is not possible to know of what the degree program would consist if it were adopted.

Terminal Objective II. To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and which have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

Four pilot courses have been developed. It is not clear if these courses are for graduates or undergraduates, if they are taught in conjunction with the Linden Project, if they would be the core of the new degree program if it should be adopted, or who the students are. These four courses are Program Planning, Counseling in a Black Setting, Considerations in Organizational Development for Counselors, and Community Organization for School Workers in a Black Community.

The objectives for these four courses were included in the final report. Only one or two objectives were listed for each course. To some extent the objectives describe behaviors, but not in terms precise enough to be measured. The addition of discrete, measurable enabling objectives might improve this situation. In one instance, the course related to Community Organization in a Black Community, the [redacted] objectives which are listed might be adequate enabling objectives, but in the absence of terminal objectives, one wonders to what end these objectives are included. Syllabi are included in the addendum for each of the courses except Program Planning. None of these syllabi expand upon the objectives stated in the main report section. They do include reading lists which seem to be appropriate. Instructional procedures employ a variety of methods with emphasis on practical experience in the community. However, it must be concluded that the report is discrepant from the guidelines as specifically defined in Enabling Objective II-4.

From the limited descriptions provided, it appears that the courses deal to some extent with most of the elements suggested in Enabling Objective II-2. Cultural awareness seems to be emphasized. The courses in organizational study may relate to planned system change, and Program Planning may include elements related to data-based decision making. Without additional information, it is impossible to judge whether or not a discrepancy exists.

Although Enabling Objective II-3 is not specifically addressed, it is possible to get a general impression from reading the addendum and parts of the report. While there is no evidence to judge whether specific courses have been developed to meet the criteria specified in this objective, it appears that experiences do exist in all of the areas with the possible exception of diagnosis of learning difficulties and their causes. More evidence is needed to evaluate this sub-objective.

The major discrepancy related to Terminal Objective II has to do with evaluation. No evaluative data are provided for any of the four pilot courses, therefore, none of the specifications listed in the guidelines under T.O. II 2-a, b, c have been met. Given the nature of the objectives as discussed previously, it might be predicted that any data which might exist would be discrepant from the criteria suggested in Enabling Objective II-5.

There is a considerable amount of evaluative data in the addendum relating to the activities implemented in the Linden Project. Most of these data are adequate in terms of methodology and include feedback information which could be useful when implementing similar activities in this or other projects. There is no evidence that the data have been used in improving subsequent activities. As has been stated, it is not clear how these Linden activities related to the pilot courses or a possible course of study.

There is one major exception to most of the discrepancies discussed above. The addendum includes the syllabus for a course titled Education 406, Child Guidance. This course description includes measurable goals and objectives for both the cognitive and affective domains with a mastery type of evaluation for the cognitive objectives. No summative data are presented for the cognitive objectives. Extensive evaluative data are presented for the affective objectives, but these data are not summarized in terms of possible changes in the course. Nevertheless, this syllabus comes closest to meeting the requirements expressed in Enabling Objectives II-4 and II-5 and the evaluation component of the guidelines. What is not clear, though, is how this course fits with the EPDA project. It is not listed as one of the pilot courses or as part of the Linden Project and the course content is not consistent with the thrust of Terminal Objective II or the "new professional" philosophy expressed in the EPDA rationale.

In summary, the Final Report is clearly inconsistent with the evaluation aspects of the guidelines and objectives, and may be discrepant from the philosophy indicated in Enabling Objectives II 2 and II-3, but there is not sufficient information to make a judgment.

Terminal Objective III. To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools.

The vehicle used to accomplish this objective is the Linden Project, a combination of elementary, junior, and senior high schools apparently located in an area of Columbus with a large concentration of minority people. The report states that written agreements have been developed and maintained with the participating schools and that all concerned parties agreed to the PPS proposal. No documentation is provided so it cannot be determined if such written agreements do exist or if the agreements meet the criteria established in Enabling Objective III-1. A discrepancy may exist.

Program participants apparently have assisted in the identified schools in a "helping" capacity which seems to be consistent with roles usually performed by counselors. It is stated that emphasis has been placed on the use of community agencies and involvement with the parent community. The school staff seems to have been involved in an in-service capacity, primarily designed to improve interstaff communication, staff involvement with the community, and in developing staff leadership abilities. The university faculty has conducted a number of workshops related to the aforementioned goals. Specific objectives for this aspect of the total project are not stated, therefore, the success of the activities is difficult to ascertain, although

evaluative data in the addendum relating to the workshops are generally positive. It is not clear if these activities comprise a university course or if they are aspects of the pilot courses described in Terminal Objective II. If they are parts of a course or courses, it is confusing as to who is receiving credit and to what type of certification such credits may be applied. It is not explained whether or not non-satellite staff are involved in the instructional program. Confusing terminology is most apparent in this section of the report, for example, on page 10. "Increased capacity for sensing student needs on the part of the school staff, teachers and administrators." It might be assumed that "students" are the school students and not the trainees. It is not at all clear who are school staff and who are teachers. The extent of the previously described involvement is not specified in terms of how many schools and/or teachers participated. At one point it appears that elementary schools were to be involved, but most of the related addenda material suggests that the focus was primarily on secondary schools.

A list of human resources with their expertise is included. These persons seem to be consistent with the general philosophy of the project, but the ways in which these persons function within the project are described only in general terms. This is not a serious discrepancy.

Needs assessment information is included within the body of the Final Report. A staff survey was conducted prior to the beginning of the year which resulted in a list of fourteen or fifteen needs which might be addressed by the PPS program. Additional needs were generated informally throughout the year from other sources including the unidentified "Ohio Task Force." The final list includes 19 or 20 needs with great variability in scope. Most of the identified needs seem to be consistent with the EPDA philosophy for the types of activities in which PPS participants might appropriately engage. The general description of the program and the activities described in the addendum are related to many of the needs listed. However, because the assessment data is not quantified, it cannot be determined if the program is meeting the needs of highest priority. The survey instrument is not included, therefore, the adequacy of the methodology cannot be evaluated.

In summary, it appears that Terminal Objective III is being achieved in a way generally consistent with the EPDA philosophy. This is only an assumption, however, because of the lack of clarity and evidence in the final report. The link between the Linden Project and the university courses should be specified, the objectives clearly stated and the client/participant population defined.

Terminal Objective IV. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making, and planned system change.

This objective has not been achieved to date. However, statements are made to the effect that revisions in the programming of the Faculty of Special Services are such that the elements of this Terminal Objective will become a part of a program offering as they exist in the four pilot courses. (See discussion of Terminal Objective II.) It is anticipated that these courses will be adopted in 1974.

This section also includes a discussion of the course Education 406 previously described. It is still not apparent how this course is consistent with the overall project philosophy.

No supporting documentation is provided, therefore, anticipated institutionalization remains speculative.

Terminal Objective V. To have the state department of public instruction (SEA) adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and school social work for inner-city work.

This objective has not been achieved in the narrowest interpretation of the parameters. That is, no single such course exists, and those pilot courses which may relate to the elements embodied in the objective have not been accepted either by the university or the state department.

A description of recommendations for changes in the training program for school and for community social workers is provided. These recommendations are, to some extent, consistent with the overall EPDA philosophy in that interdepartmental fluency is suggested as well as an emphasis on increased field work in training and on work in the inner city. The adoption of such recommendations may produce a climate conducive to the adoption of this objective, but as yet is quite a ways removed. No documentary support is included.

Based on the information provided, it seems that achievement of this objective will be quite some time in the future, if at all.

Terminal Objective VI. To have each satellite support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

On the basis of the information included in the final report, it does not appear that this satellite has achieved this objective. There is little or no evidence of results or of strategy effectiveness. A discrepancy may exist, but the information is inconclusive. the specific information needs listed in the guidelines will be summarized below.

1. Definition of the Program:
   a) Identification of the client population. This section of the report is the only place in which participants are identified. It is not clear in what elements of the program these people participate. The list suggests that Enabling Objective III-2-2 has been achieved. There is no indication whether the requirement specifying 75% minority participation has been met.

   b) Identification of staff and competencies. The described staff appears to be well qualified with specific competencies appropriate to the program. The staff also includes representatives of the host school and the community.

c) A behavioral statement of objectives (terminal and enabling)
d) Sequence of the objectives and
e) A timeline.

These three elements are presented simultaneously in tabular form. The terminal objectives are acceptable as a major outline of the project. The enabling objectives do not meet the criteria embodied in Enabling Objective II-4 and are unmeasurable in terms of student/participant achievement. Only measures of an "occurred-did not occur" variety could be applied. Data-based decision making would not be based on enabling objectives of the "activity" variety suggested here. It is not clear whether the timeline was appropriate, or if, in fact, it was the schedule which was followed.

f) Entry behavior of clients. As has been found in other final reports, the entry behavior is described in loose and general terms. This may be appropriate if the intent of the guideline requirement is *not* to provide baseline data against which student achievements can be measured. If the latter *was* the intent of the requirement the entry level behavior descriptors would have to be refined.

g) Statement of administrative supports, facilities, materials, and equipment. The supporting paragraph is adequate as a general statement, but is not an adequate base for the allocation of funds. This information may be more detailed in the budget component of the Final Report. It would also not qualify as a comprehensive list of necessary "pre-conditions" as described in Robert Stake's evaluation model, among others.

2. Needs Assessment Addendum.

No addenda were attached related to needs assessment. The results of the assessment were embodied in the text as discussed previously. Without such information statements related to the guideline requirements cannot be made. A discrepancy probably exists.

A Discussion of Discrepancies Observed in Order of Priorities for Improvement

The major discrepancy in this report is the failure to achieve, to any meaningful degree, Terminal Objective VI. There are almost no documentation or quantifiable evaluation data in the report. Without such information no assessment of program achievements or program impact can be made. If such evidence is available it should be examined in light of the discrepancies or possible discrepancies observed throughout this report. If it is not available it would seem to be important to develop an appropriate and comprehensive evaluation design for the next project year. Such a design should specify terminal project objectives, course objectives, and participant objectives. These terminal objectives should be accompanied with measurable enabling objectives and appropriate activities. A variety of measures and methods should be employed.

Given the problems created by this major discrepancy, all other discrepancies are only possibilities which may or may not be accurate. These have been observed throughout this report and will not be repeated. However, there is another significant problem with the Final Report which deserves additional comment.

The project and/or the Final Report lacks a clearly defined conceptual framework. Table I approximates such a framework in a very general way. The several project components should be described in such a manner that direct relationships can be easily observed. Additionally, the participants in each component should be defined. These exercises seem to be a minimal requirement for the establishment of a new degree program consistent with the EPDA philosophy.

In summary, the Ohio Satellite appears to be conducting a number of activities which may very well be related to the total EPDA program. If the Final Report had adhered more closely to the spirit of the guidelines and the "Plan to Assist" document, it would be much easier to assess the significance of the effort.

A REPORT ANALYZING THE SECOND-YEAR FINAL PROGRESS REPORT (1972-73) OF THE JANE ADDAMS GRADUATE SCHOOL OF SOCIAL WORK IN TERMS OF FINAL REPORT GUIDELINES DEVELOPED BY THE MIDWEST CENTER/SATELLITE PROJECT

Introduction

This report is an analysis of the 1972 73 Final Progress Report from the Jane Addams Graduate School of Social Work Satellite in terms of the final report guidelines defined by the Midwest Center at Indiana University and further explicated in the document titled "A Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project." This report will include general statements concerning the final report, a detailed analysis of the report in terms of the six terminal objectives and finally, an evaluation of the significance of the discrepancies observed in the detailed analysis.

General Statements

The Jane Addams Satellite Final Report reveals several strengths as a project involved with the training of graduate students. Most notably, these include an apparently sincere effort to modify traditional school social work training in such a manner as to produce professionals with new role definitions and skills as outlined in the EPDA rationale describing new pupil personnel specialists. Secondly, the attempt to acquaint students with the need for evaluation and data-based decision making, particularly in sensitive social service professions, is to be applauded. Finally, student involvement in planning, executing, and evaluating their own curriculum in "real world" settings is a fine technique for a program of study designed to develop student skills in each of these areas.

Unfortunately, impressive as such activities appear to be on paper, there is no way to judge whether or not they actually exist. The overriding discrepancy in the report is the almost complete absence of evaluative data. This lack of quantifiable data pervades the entire report and leaves most statements regarding discrepancies somewhat in the realm of speculation. That is, statements in the report indicating achievement of the several objectives may well be accurate, but lacking evidence there is no way of judging.

This lack of evidence may stem from a failure of program staff and students to appreciate the value of objectives-referenced planning and decision making. With a few exceptions, the objectives stated in several components of the project are not behaviorally stated, and therefore lack appropriate indicators of achievement. The writing of objectives is too often viewed as an academic exercise only tangentially related to activities and performance. How unfortunate, however, is the graduate placed in a school district who discovers to his dismay that while he "passed" the courses, he really does not know the skills necessary for his profession. Had such discrepancies been noted during the course of his training, remedial or alternative activities could have been attempted to provide him with the necessary skills, understandings, and attitudes. While the subjective analyses of student achievements generally practiced by educators are oftentimes accurate, it is beyond the ability of any single instructor to remember and analyze all of the strengths and weaknesses of his many students over time in order to properly evaluate and plan with them. Systematic data collection referenced to specific objectives is necessary not only to the orderly development of a total program but a means of ethically providing clients with the training and education they rightfully expect.

Analysis of the Six Terminal Objectives.

Terminal Objective I. To have each satellite prepare a prospective new degree program or specialization which could be adopted in its school, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

One of the difficulties in assessing progress toward the achievement of this objective is a result of the data requirements specified in the guidelines. It would seem that while identification of the client population, entry behaviors, and a behavioral statement of terminal objectives are clearly important aspects of a prospective new degree program, these are not adequate definitions of the program. It might be appropriate to require a listing of courses, objectives, and their sequence such as that required for terminal objective VI, Part I, C and E in conjunction with Terminal Objective I. This would provide an overview of the prospective program consistent with the criteria specified in the detailed "Plan to Assist."

Given the requirements specified in the guidelines, the Jane Addams Project provided related, if not adequate, data.

The identified client population funded with OE stipends includes seven blacks and three whites apparently fulfilling, at least partially, the requirement for 75% minority participation. These numbers are confusing, however, in that another section of the final report suggests 12 student participants and in yet another place, 40 student participants, 12 of whom are black.

It is not clear whether entry behavior is limited to the criteria so specified (page 4) or whether the suggested grade point averages (3.75 out of 5) are also part of entry behaviors. Probably the most serious deficiency in this area is the statement of student characteristics which are loosely defined as several sorts of "willingness" (e.g., "willingness to deal with obstacles and resistances"), an open-ended phrase generally viewed as unmeasurable. If specifications of the type of students who should be involved in the program are important, it is suggested that more discrete and observable characteristics be defined.

The terminal objectives listed on pages 4 and 5 would not usually be considered behaviorally stated program objectives. As they are stated they appear more like job qualification statements. If these objectives are to be individual *student* objectives, they must be defined in terms of discrete and measurable student achievements. If these objectives are intended to define *program* expectations, they should relate more directly to what the program intends to provide with indication of expected results. Program objectives are exceedingly difficult to conceptualize, but unless specific means are related to specific ends, there is no valid way of determining whether the program has achieved what it intends.

If the program is to be properly evaluated in a summative fashion, a clarification or restatement of these objectives would seem to be mandatory.

Terminal Objective II. To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

A series of courses to be completed by students over a two-year period and leading to certification as a school-community-pupil social worker has been developed. The first year consists primarily of background courses with some practicum experience, while the second year is a twelve-month internship in a community.

The courses are described in terms of objectives, reading lists, and activities. There is no specific course dealing with cultural awareness, data-based decision making and planned system change.

It appears from the course contents that data-based decision making and planned system change are dealt with rather extensively, but it is not clear to what extent these courses deal with cultural awareness. None of the 22 stated objectives deal with this topic specifically. Reading lists include some material related to cultural awareness and optional courses outside of those developed for this project deal specifically with such topics as Afro-American relations. In addition, it was stated that a course dealing with Afro-American Issues and Intervention Strategies is being developed. While no rationale was presented as to why a course such as that described in Enabling Objective II-2 has not been developed, it would appear that content appropriate to such a course will be adequately dealt with, especially if the prospective course mentioned above is developed.

The most serious discrepancy related to Terminal Objective II is the lack of behaviorally stated course objectives and the consequent absence of evaluative data. With the exception of the objectives for the course on program evaluation, objectives are too generally stated and unmeasurable. None of the objectives meets the criteria suggested in Enabling Objective II-4. This problem would not seem to be difficult to remedy. Many courses do specify activities, tasks, and guides (e.g., "Guide for Team Meetings") which could be useful in the clarification of specific objectives. Additionally, the objectives for the course on Program Evaluation could serve as an appropriate guide.

Given the measurable format of the objectives for the Program Evaluation course, it is surprising that this course (as well as the others) provided no data in response to the guidelines for Terminal Objective II, Part 2. Some of these included statements to the effect that certain attitudinal evaluations had been conducted in the course with generally positive results. In the absence of data, however, no statements can be made about the success of the courses and certainly no information-based plans for change are provided.

In terms of Enabling Objective II-3, which describes additional courses to be provided by the satellite, it is not clear from the course descriptions whether or not the following topics are being addressed: definition and remediation of communication difficulties, cultural differences, and diagnosis of learning difficulties and their causes.

a. Enabling Objective II-1 has generally been met, but the data needs considerable refinement, particularly in terms of behaviorally defining expected outcomes and measures thereof.

b. Enabling Objective II-2 has been met by means of a variety of courses providing information about data-based decision making and planned system change. It is not clear that cultural awareness has received the emphasis indicated in the terminal objective, but plans seem to be developing to remediate this problem.

c. Enabling Objective II-3 has been partially achieved with the exceptions noted above. These exceptions may be accurate or may be a function of limited information in the final report.

d. Enabling Objective II-4 has not been met. The most "advanced" course, in terms of specifying behavioral objectives, is that one dealing with Program Evaluation.

e. Enabling Objective II-5 has not been accomplished in any meaningful way.

Terminal Objective III. To have each satellite develop courses of instruction which are closely related to the practical problems that face inner-city schools.

Enabling Objective III-1 specifies that each satellite shall establish a relationship with a public school, giving the satellite an opportunity to conduct field-based instruction and to receive input from the school. This final report indicates that relationships have been established with participating districts. A detailed arrangement between one student and the Champaign district was included in the appendix. Danville and Peoria wrote letters accepting interns. The status of Urbana is not clear. That is, there is conflicting data throughout the report as to whether Urbana is a participating district or not. While the Champaign agreement appears to specify mutual goals rather clearly, the other two do not. To the extent that working arrangements have been agreed upon, this enabling objective has been achieved. However, "form" acceptance letters which do not incorporate the district's expectations for a unique internship program may result in a district absorbing the intern as a traditional school social worker, thus losing the concept of the pupil personnel specialist. It would seem to be important to document this new arrangement in the other two districts.

Enabling Objective III-2 indicates that faculty members in each satellite should give instruction which utilizes identified needs in a public school as a method for demonstration and teaching. The evidence presented in the Final Report suggests that this type of instruction exists only at the second year-internship level. It is questionable whether intern supervision can be directly equated to "instruction." There is no data showing that this type of instruction exists at the first year course-practicum level.

Enabling Objective III-2-1 says that the Satellite faculty will conduct a needs assessment in the host schools. A rationale is presented in this final report that the task of such a needs assessment is more properly a part of the training of the interns. This argument seems logical and appropriate. There is some evidence in the appendices that assessments of this nature did occur in at least Champaign and Danville. There is no data regarding any aspect of the program in Peoria and Urbana. The resulting list of needs developed in Champaign and Danville appears to be consistent with the team approach stressed in the project rationale. Needs were identified which traditionally have been the purview of unrelated specialists, including counselors, nurses, social workers, administrators, and special educators. It would be appropriate for the new specialists to attempt to meet these needs by means of the team framework.

It is difficult to judge whether the data from which the list of needs was generated meet the criteria suggested in E.O. III 2 1, as no information about the needs assessment sources or processes was presented.

Enabling Objective III-2-2 indicates that one aspect of community involvement is the instruction of teachers and counselors from the host schools along with graduate students. Statements appear throughout the final report suggesting that such instruction, primarily in the form of workshops, has occurred. No data regarding class enrollments was included in the report, therefore, it is impossible to judge whether this sub-objective has been achieved.

Enabling Objective III-2-3 has been addressed in the discussion of Terminal Objective I. If the sub-objective is to apply only to those PPS clients funded by the project, the Jane Addams project has achieved this objective.

Enabling Objective III-2-4 suggests that each satellite consult with parents in identifying needs in the host schools. The data requirement (reports detailing parent involvement) has not been met. There is some indication in the student reports that comprise the appendices that the interns have been involved with parents. Because these reports were not written for this objective and because they do not represent the entire satellite program, it is not possible to determine the extent and type of communication with parents.

Questions III-2 and III-3 in the guidelines ask how the schools have been helped in the resolution of the identified problems and how these methods of helping have been incorporated into the training of the interns.

Evidence is available for only five of the interns. This information is in the form of narrative descriptions by these students about their internship activities. While the information is generally not quantified and formal evaluations are not available, it would appear from these reports that the interns did become involved in a variety of ways with the community and the school appropriate to the EPDA guidelines. However, the possibility of premature specialization exists, and the success of their efforts cannot be accurately determined because of a lack of objectives-referenced data. It is not possible to determine the impact of the total program on the host schools because of limited information.

Enabling Objective III-2-5 specifies a list of human resources involved in the training program. This final report includes a description of a community task force involved with the Satellite staff. This advisory board includes people who meet the criteria specified for E.O. III-2-5. In addition, lists of resource persons from the host schools are also included. These people are exclusively school personnel and therefore do not meet the criteria as well as the members of the community task force. There is no indication that any of the resource people have been involved in the instructional process.

Terminal Objective IV. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision-making and planned system change.

No *single* course dealing with the three topics listed above has been developed. However, a *course of study* required by the students in the School-Community-Pupil Program incorporates these elements. In addition, as mentioned previously, a course dealing with Afro-American Issues and Intervention Strategies is being developed. Therefore, the spirit, if not the letter, of Terminal Objective IV seems to be met. Because of lack of data, it is not clear whether the criteria specified in Enabling Objective IV-3 have been met, particularly those criteria specifying involvement of non-Satellite staff during the development and feedback stages.

Terminal Objective V. To have the State Department of Public Instruction adopt the requirement that a course that deals with cultural awareness, planned system change, and data-based decision making be required for certification in PPS and School Social Work for inner-city work.

Terminal Objective IV has not been achieved, but the accompanying rationale appears logical and adequate. The Satellite faculty has coordinated efforts with liaison persons in OSPI and one member of the Satellite staff is a member of the state advisory board for the training of school social workers. The state department is moving in the direction of guidelines specifying that the tools related to planned system change, data-based decision making and cultural awareness are appropriate for school social workers. However, to date, the SEA has not specified courses for certification in school social work, presumably because of political pressures from state social workers.

As has been observed, it seems that the Satellite faculty has moved in the direction outlined by this objective, but that the problems encountered are somewhat beyond their ability to influence. There is no documentation to verify that the foregoing rationale is accurate.

Terminal Objective VI. To have each satellite be able to support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

Because much of the preceding report has focused upon the lack of valid data, including many of the information requirements designated in the guidelines for Terminal Objective VI, this section of the report will briefly summarize the report in terms of the eight listed descriptions.

a. Identification of the client population. These are primarily master's degree students and secondarily school personnel workers. This is apparently appropriate since each satellite has the freedom to designate its clients. There is no documentation as to numbers and types of school-based clients. Numbers of degree candidates appear inconsistently throughout the report.

b. Identification of staff and competencies: information appears to be adequate and appropriate.

c. Statement of terminal and enabling objectives. The point has been made repeatedly throughout this paper that the objectives are not behaviorally stated and probably are non-quantifiable. The enabling objectives listed here would more appropriately be termed activities.

d. Entry behavior of clients: See discussion relating to Terminal Objective I.

e. Sequence of program objectives. Information is consistent with "enabling activities," but not directly related to "terminal objectives."

f. Administrative supports statement. Information appears to be adequate, but documentation is absent.

g. Description of staff functions: Information is basically adequate.

h. Timelines. It is not clear if these timelines are consistent with predicted schedules. Additionally, the timelines are not related to the terminal objectives in any way other than course completion.

The addendum provides information which is generally inappropriate to the specifications of the guidelines. The problems with the data provided have been discussed previously.

Evaluation of the Observed Discrepancies

It is no doubt obvious from the preceding discussion that the overriding significant discrepancy in the Jane Addams final report is the absence of appropriate evaluation. This discrepancy probably stems from a lack of behaviorally stated objectives with accompanying enabling objectives, activities, timelines, and measures. To fully evaluate the impact of the program on trainers, clients, and host schools, more precision in thought, casting the program in a measurable conceptual framework, is mandatory. This would entail a restatement of the terminal objectives, an analysis of appropriate enabling objectives (probably stemming from precise course objectives) and clearly related evaluative measures, including testing, observation, documentation, etc.

Unless the project develops such a framework for the final year, it will probably become no more than another exercise in faculty established course requirements for certification. Subjectively, it appears that interns *are* functioning in the field in a manner related to the PPS rationale, but program improvement in terms of strengthening trainee competencies will be difficult, if not impossible, without more information. The program, as it appears in the final report, could not be said to rest on data-based decision making.

While the above raises the discrepancy of greatest significance in the opinion of this reviewer, certain other issues may be very significant if additional information cannot be provided. These discrepancies are listed in order of perceived significance to program success.

First, it is not apparent in what ways this program varies from traditional school social work training. Specifically, it is difficult to determine the extent of involvement with community resources (including parents) and the extent of developmental work with pupil personnel workers in host schools. If this type of involvement does exist it is important to know to what extent, with whom, and what is the impact.

Secondly, it is not clear to what extent the program focuses on cultural awareness. This issue has been discussed at length in other sections of this report.

Third, it is not clear that the suggested course contents described in the criteria for Terminal Objective II are being provided.

Finally, if the focus of the training is to develop professionals who work with inner-city or rural disadvantaged, it is not clear if the internship sites provide appropriate training experiences.

Other less significant discrepancies have been noted throughout this report. Most of these relate to the overriding difficulty in evaluating a final report which is deficient in evaluative data.

APPENDIX G

A PLAN TO ASSIST PROBLEM SOLVING AND DECISION MAKING

MIDWEST CENTER/SATELLITE OBJECTIVES

The statement of objectives which follows has been constructed from the EPDA rationale and the previous Center proposals submitted to the Office of Education. There has been no attempt to be all inclusive and state every objective which must be met if the project is to be successful. We have stated only those objectives which seem to be most basic to the intent of this project. We interpret this basic intent to be to change the training programs in universities which prepare pupil personnel workers.

The objectives stated here are directed toward achievement of that goal in the universities associated with the Center. In order to have a department in a university adopt a new program or modify an existing one, it is necessary to have the proposed new program outlined in detail. Thus, we have stated a terminal objective that satellites have the prospective program described.

To help assure that this program will be adopted at some future time, we have stated objectives that satellites develop a *plan* that can be followed in having the new degree program adopted, that Satellites develop, test, and have incorporated into their present programs a course that deals with cultural awareness, decision making and planned system change. Further, we have stated as an objective that the State Departments of Education require that this course be taken by students who will be certified to work in inner-city schools.

We believe also that if this degree program is going to be relevant to the needs of minority students that community people from the inner city and school staffs in inner-city schools should be involved in the development of this new program. Thus, we have stated objectives that call for this involvement.

We believe that if programs which are developed and tested are to have validity, they must be planned and systematically carried out and they must be evaluated. Thus, we have stated an objective that satellites will be able to support their decisions with valid data.

We believe that a strength of the Center/Satellite consortium is in the sharing of common problems and drawing on our multiple resources. To utilize this strength, organization, staff, and program strategy committees were created. Thus, we have stated objectives which are related to systematic work by these strategy committees.

The following pages include statements of Terminal and associated Enabling Objectives. There are six Terminal Objectives. They are:

Terminal Objective I

To have each satellite prepare a prospective new degree program or specialization which could be adopted in their university, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

Terminal Objective II

To have *experimental or pilot courses developed by the satellite staff* which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

Terminal Objective III

To have each satellite *develop pilot courses of instruction* which are closely related to the practical problems that face inner-city schools.

Terminal Objective IV

To have the university component of each satellite *incorporate into its present degree program a course* that deals with cultural awareness, decision making, and planned system change.

Terminal Objective V

To have the State Department of Public Instruction (SEA) *adopt the requirement* that a course that deals with cultural awareness, planned system change, and data-based decision making be required for certification in PPS and School Social Work for inner-city work.

Terminal Objective VI

To have each satellite be able to support the decisions it has made with valid data, to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

To expand on these objectives we will now restate the Terminal Objectives with their associated Enabling Objectives. We have also indicated the criteria that will be used to determine level of achievement and data that will be collected to measure achievement.

TERMINAL OBJECTIVE I

To have each satellite prepare a proposal for a new degree program or specialization which could be adopted in its university, and which would qualify as a training program for the "new professional" as defined in the EPDA rationale.

CRITERIA

Inclusion of courses which singly or combined deal with the following: individual and group problem solving; planned system change; consultation theory and practice; definition and remediation of communication difficulties; cultural differences, community involvement, and organization; diagnosis of learning difficulties and their causes; and the concept of collaboration and teaming.

Compatibility of program definition with support conditions or existing programs.

Clarity of statements.

Internal Consistency of objectives with each other and EPDA goals.

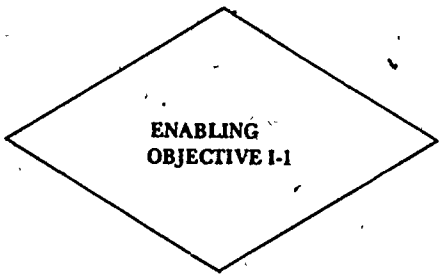
DATA

The written document.

1. Identification of the client population.
2. A behavioral statement of terminal objectives.
3. Entry behavior of clients.

COURSE CRITERIA

Individual problem solving - to be specified.
Planned system change - to be specified.
Consultation theory and practice - to be specified.
Definition and remediation of communication difficulties - to be specified.
Cultural differences - to be specified.
Community involvement and organization - to be specified.
Diagnosis of learning difficulties - to be specified.
Collaboration and teaming - to be specified.



To have a program staff in each satellite who is committed to developing a new degree program or specialization that prepares the new PPS professional.

CRITERIA

Belief that this kind of program is needed.
Belief that it is possible.
Commitment to work for its acceptance.

DATA

Interview with program staff.

ENABLING OBJECTIVE I-2

To have a program staff of each satellite who are knowledgeable in the concepts of problem solving, planned system change, consultation theory and practice, communication difficulties, community involvement and organization, collaboration and teaming; who possess an understanding of cultural differences; and who can teach these concepts and skills.

DATA

Course syllabus, position papers, needs assessments on staff development, self-evaluation reports, direct observation by Center staff.

ENABLING OBJECTIVE I-3

To have each satellite develop a written plan for the adoption process of the new degree program.

CRITERIA

Provision for early and continuous lines of communication between satellite and non-satellite faculty. Specification of the means by which the communication will be maintained and the work of getting ideas adopted will be carried out.

Includes a needs assessment for counselors in inner-city schools.

DATA

The written plan with all revisions.

ENABLING OBJECTIVE I-4

To have the administration in host universities (department head and/or dean) establish rewards for satellite staff that are perceived by project staff as fair and appropriate, i.e., commensurate with their contribution to program development.

CRITERIA

Satisfaction by the project staff that they are receiving administrative support.

DATA

Interview with satellite staff to determine their perception of the climate for program change, of the rewards they do receive or might receive if the program is successful.

TERMINAL OBJECTIVE II

To have *experimental or pilot courses developed by the satellite staff* which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts, and attitudes the courses seek to provide.

ENABLING OBJECTIVE II-1

Each satellite will develop an initial plan of action.

CRITERIA

Compatibility of program definition with support conditions or existing programs.

Clarity of statements.

Internal consistency of objectives with each other and EPDA goals.

DATA

A written document which includes:

- identification of the client population
- identification of the staff of the project and the competencies they possess
- a behavioral statement of terminal objectives
- a behavioral statement of the major enabling objectives
- entry behavior of clients
- sequence of objectives
- administrative supports, facilities, materials, and equipment
- description of staff functions
- establishment of time lines for the events of the program

ENABLING OBJECTIVE II-2

To have *each* satellite provide instruction in cultural awareness, data-based decision making, and planned system change.

CRITERIA

Instruction and practice in procedures of systematic problem solving, problem identification, specifying objectives, data collection and analysis, and evaluation.

Gives emphasis to a change model based on needs assessment, development and maintenance of trust, and collaboration and conflict resolution.

DATA

A list of courses being taught as pilots with course description, objectives, reading assignments, project assignments, theories, and concepts taught; evaluation reports regarding implementation.

ENABLING OBJECTIVE II-3

To have each satellite develop courses of instruction in one or more or the following areas: consultation theory and practice, definition and remediation of communication difficulties, cultural differences, community involvement and organization, diagnosis of learning difficulties and their causes, and the concept of collaboration and teaming.

CRITERIA

Obtain feedback during development from satellite and non-satellite faculty.

Inclusion of courses which singly or combined deal with the following: individual and group problem solving; planned system change; consultation theory and practice; definition and remediation of communication difficulties; cultural differences, community involvement and organization; diagnosis of learning difficulties and their causes; and the concept of collaboration and teaming.

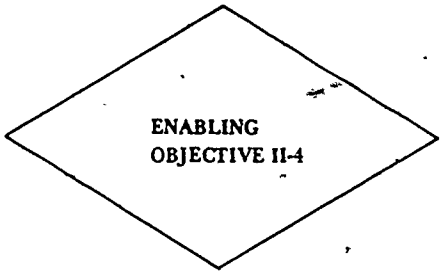
Compatibility of program definition with support conditions or existing programs.

Clarity of statements.

Internal consistency of objectives with each other and EPDA goals.

DATA

Course descriptions, course objectives, syllabi, project assignments, theories and concepts taught, evaluation reports regarding implementation.



To have each satellite faculty who develops a pilot course or learning module state the objectives of the course in behavioral terms.

CRITERIA

Objectives should include the behavior to be achieved in the following areas:

Facts to be learned
Attitudes to be changed
Skills to be mastered
Problems to be solved
Conditions to be changed
Programs to be changed

DATA

The statement of the objectives of the course.

ENABLING OBJECTIVE II-5

To have each satellite faculty who teaches a pilot course evaluate the course to determine the degree of achievement of the course objectives and the changes that are needed.

CRITERIA

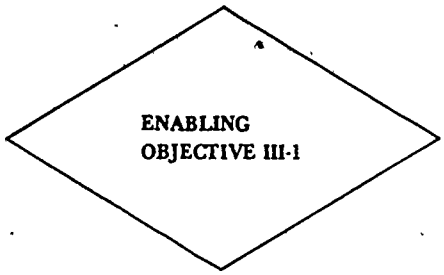
The evaluation is based on objectives stated before the course was taught and on unintended consequences. Recommendations for change should be based on evidence.

DATA

Evaluation report with accomplishments and recommendations for change.

TERMINAL OBJECTIVE III

To have each satellite *develop pilot courses of instruction* which are closely related to the practical problems that face inner-city schools.



To have each satellite establish a relationship with a public school which gives the satellite the opportunity to conduct field-based instruction and receive input from counselors and teachers.

CRITERIA

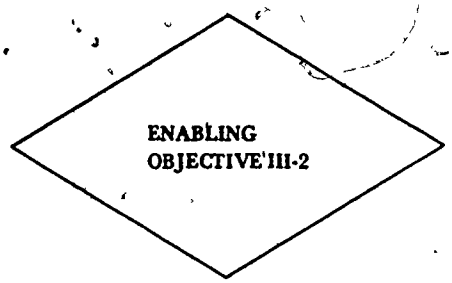
Agreement by principal and teachers to invite satellite.

Satellite help on current problems (needs) of the host school(s) will be related to the instruction given.

Written agreement will state conditions under which work in the school(s) will be conducted. It will list the expectations the school(s) has and the expectations of the university.

DATA

Written agreement between the satellite and the school(s) with which relationship has been established.



To have faculty members in each satellite give instruction which utilizes identified needs in a public school as a method for demonstration and teaching.

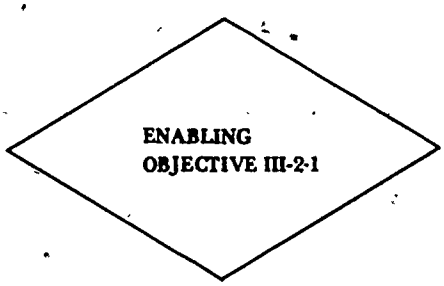
CRITERIA

Course design allows for input from needs assessment.

DATA

Description of course design. Evaluator's report verifying implementation as called for in the design.

Report on the results of the needs assessment.



To have satellite faculty conduct a needs assessment in host schools.

CRITERIA

Data gathered from multiple sources and/or through the use of multiple methods.

DATA

A report from each giving dates of needs assessment and the needs identified.

ENABLING OBJECTIVE III-2-2

To have each satellite give instruction that involves graduate students and teachers and counselors from the host school(s).

CRITERIA

Graduate students are enrolled in degree or certification program.

Teachers and counselors shall have enrolled on their own initiative.

DATA

Class enrollments indicating occupational status of enrollees.

ENABLING OBJECTIVE III-2-3

To have people of color represent at least 75% of the total number of university students who are working toward a degree in PPS in each satellite project.

CRITERIA

(Specified in objective.)

DATA

Enrollments designating race.

ENABLING OBJECTIVE III-2-4

To have each satellite consult with parents in identifying school needs in the host school(s).

CRITERIA

Consultation shall have been made before needs assessment is conducted.

DATA

Reports from satellite detailing parent involvement.

ENABLING OBJECTIVE III-2-5

To have each satellite identify and utilize in its pilot training program the human resources that are presently available in the communities or host school (s).

CRITERIA

Important resources to be identified:

- persons with knowledge of strategies of organizing action groups in the community
- persons with knowledge of strategies for increasing the level and quality of communication between the school and the community.
- persons with knowledge of the ways to assist the community to articulate its needs
- persons with knowledge of the ways to identify the available human resources in the community.

Use of the human resources in training program:

- community involvement when instruction is planned.
- community persons instruct and/or consult trainers and trainees.

DATA

Names of community persons identified and the expertise they contribute to the program.

Description of the training activities which involve community persons.

TERMINAL OBJECTIVE IV

To have the university component of each satellite *incorporate into its present degree program a course* that deals with cultural awareness, decision making, and planned system change.

ENABLING OBJECTIVE IV-1

Achievement of Enabling Objective II-1 (to have each satellite develop and test a course in cultural differences, data-based decision making, and planned system change).

ENABLING OBJECTIVE IV-2

Achievement of Enabling Objective I-4 (to have each satellite develop a written plan for the adoption process of the new degree program).

ENABLING OBJECTIVE IV-3

To have the satellite staff take its adoption plan for a new degree program and apply it to the adoption of the course on cultural awareness, data-based decision making, and planned system change.

CRITERIA

Each aspect of the plan was attempted or a reason given why it was not implemented.

1. Existence of a plan which specifies the steps to be taken in adopting the course.
2. Involvement of non-satellite staff during development.
3. Obtaining feedback from non-satellite staff during development.
4. Soliciting suggestions for change during development.

DATA

Written report noting dates of implementation of each aspect of the plan and the results of the activities.

TERMINAL OBJECTIVE V

To have the State Department of Public Instruction (SEA) *adopt the requirement* that a course that deals with cultural awareness, planned system change, and data-based decision making be required for certification in PPS and School Social Work for inner-city work.

ENABLING OBJECTIVE V-1

To have a person within each SEA who has some responsibility in certification of PPS or social workers accept the idea that a course on cultural awareness, data-based decision making, and planned system change should be included in certification requirements.

CRITERIA

Belief that this kind of program is needed. Belief that it is possible, commitment to work for adoption.

DATA

Interview with liaison person in each SEA.

ENABLING OBJECTIVE V-2

To have the satellite form a planning committee with representation from each satellite within the same state, the Center, an SEA liaison person, and other appropriate persons to meet and formulate a plan to modify the certification requirements.

CRITERIA

Important interest groups are represented on the committee. Arrange meetings so as to encourage full participation by all representatives.

DATA

Written document noting committee membership and dates of meetings.
Reports of meetings and decisions made.
Written document detailing the plan adopted.

TERMINAL OBJECTIVE VI

To have each satellite be able to support the decisions it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.

ENABLING OBJECTIVE VI-1

To have a satellite staff committed to the idea that its programs should be developed, that decisions should be made on the basis of feedback obtained while implementing its program (s).

CRITERIA

Data as described above are offered freely and openly to Center and other interested and legitimate parties such as other satellites, host schools, and university departments.

DATA

Reports that show in detail what satellites propose to do, what they did, what they accomplished, what they changed, and the evidence which caused them to make decisions about change.

ENABLING OBJECTIVE VI-2

To have each satellite gather and analyze data which relate to the implementation of the program as defined.

CRITERIA

Inclusion of statements that explain the reasons for changing the definition. Changes will be the result of discrepancy data collected.

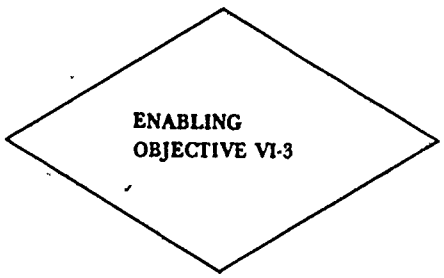
(Refer to criteria and data used in II-1 when writing this document.)

DATA

A data collection schedule with records of actual data collected.

A written document noting informal observations which led to changes made in the original program definition.

A written document noting all the changes made in the original definition.



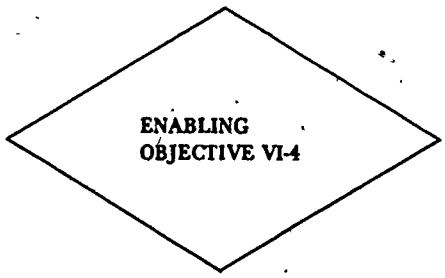
To have the satellite faculty gather and analyze data on the interim results of the program objectives, and on the activities which were implemented to accomplish program objectives.

CRITERIA

Reports of accomplishments will be based on empirical evidence and will be systematic, i.e., data will be gathered from multiple sources and/or using multiple methods, and data will be relevant to stated program objectives.

DATA

A written document indicating the present status of each satellite objective with respect to degree of accomplishment, the relationships between activities implemented, and achievements and changes in program objectives and/or program activities.



To have committees in the three strategy areas of program development, staff development, and organization development formed with decision makers from all satellites represented on each committee.

CRITERIA

Representation from each satellite on each committee - one professional person and one community person.

DATA

Committee membership lists.

ENABLING OBJECTIVE VI-4-1

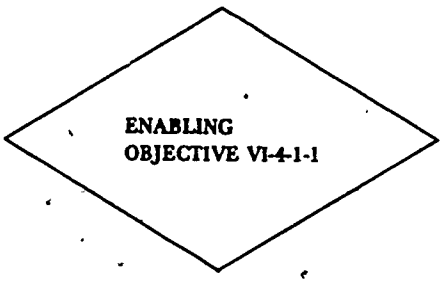
To have the Strategy Committees meet bi-monthly and function as a consulting body to individual satellites on problems which have been identified by the satellite.

CRITERIA

A supportive work climate will be established - mutual support of each other provided by committee members - willingness to discuss problems back home.

DATA

Committee minutes.
Evaluation reports by Center.



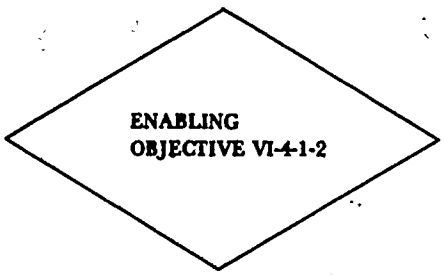
To have the committee members of the Program Development Strategy Committee identify discrepancies between their satellite program objectives and its achievements.

CRITERIA

The need(s) identified in the report will be the result of a systematic investigation, i.e., records examined, interviews or questionnaires, or observations systematically made. (A "feeling" that a discrepancy exists between an existing and a desired condition is not a needs assessment; rather, it is the starting point for conducting one.)

DATA

Written report from each satellite presented to the appropriate Strategy Committee indicating needs that have been identified.



To have the committee members of the Staff Development Strategy Committee identify discrepancies between the existing competencies (skills, knowledge, and attitudes) and desired competencies on their staff.

CRITERIA

The need(s) identified in the report will be the result of a systematic investigation, i.e., records examined, interviews or questionnaires, or observations systematically made. (A "feeling" that a discrepancy exists between an existing and a desired condition is not a needs assessment; rather, it is the starting point for conducting one.)

DATA

A needs assessment.

ENABLING OBJECTIVE VI-4-1-3

To have the Organization Development Strategy Committee identify discrepancies between existing and needed administrative supports, mutual trust and collaboration of satellite staff, understanding of role relationships among satellite staff, decision-making policies and procedures, descriptions of staff functions, establishment of time lines for the events of the program, and other matters pertaining to the organization of the satellite for achieving its objectives.

CRITERIA

The need(s) identified in the report will be the result of a systematic investigation, i.e., records examined, interviews or questionnaires, or observations systematically made. (A "feeling" that a discrepancy exists between an existing and a desired condition is not a needs assessment; rather, it is the starting point for conducting one.)

DATA

Needs assessment.

ENABLING
OBJECTIVE VI-4-1-4

To have committee members in each Strategy Committee conduct a needs assessment for their strategy area in their satellite in preparation for each Strategy Committee meeting.

CRITERIA

The need(s) identified in the report will be the result of a systematic investigation, i.e., records examined, interviews or questionnaires, or observations systematically made. (A "feeling" that a discrepancy exists between an existing and a desired condition is not a needs assessment; rather, it is the starting point for conducting one.)

DATA

Written report from each satellite presented to the appropriate Strategy Committee indicating needs that have been identified.

ENABLING
OBJECTIVE VI-4-1-4-1

Achievement of Enabling Objective II-1 (to have each satellite develop a comprehensive definition of its program).

ENABLING OBJECTIVE VI-4-2

To have each Strategy Committee utilize the needs and resource assessments in work sessions in which alternative solutions to identified problems will be explored and a plan developed to implement back home.

CRITERIA

Process Criteria

High task orientation, lack of speech making expounding on personal theories not related to the problem under discussion.

Leadership is distributed, chairman is assisted in keeping the committee on the subject, in evaluating the progress of the group, in initiating ideas, and in supporting other members, encouraging their participation.

Communication level is high - with all members attending to the discussion on the floor. Frequent use of paraphrasing is evident, alternative points of view (relevant to the subject under discussion) are presented.

For each problem that is presented, the committee makes a recommendation; either suggesting a solution to the identified problem, or suggesting a course of action for the satellite to take in conducting a further search.

At the conclusion of the meeting, the decisions made and the conclusions reached will be reiterated.

A post-meeting reaction form will be utilized to generate a short discussion.

Outcome Criteria

Alternative solutions suggested will be practical, i.e., can be implemented with the resources and time available to the satellite.

Suggested solutions are consistent with EPDA rationale and the objectives of the satellite.

Suggested solutions which indicate a high priority of success are supported by research and/or combined experiences of committee members.

DATA

Minutes of each Strategy Committee meeting. Completed observation schedule for each meeting indicating the accomplishments of the committee and the process by which these were made.

ENABLING OBJECTIVE VI-5

To have a committee composed of the members of all three Strategy Committees meet at least quarterly and reach decisions on matters placed before them which are responsive to the operational problems of the Strategy Committees, which are consistent with the purposes of the Strategy Committee (as defined by the document which was developed by the special committee for reorganization), and which promote the objectives of the Midwest Center/Satellite consortium.

CRITERIA

Stated in the objective.

DATA

Written requests for action as defined in Enabling Objective VI-6-1. The minutes of quarterly meetings indicating the decisions made by the committee.

ENABLING OBJECTIVE VI-5-1

To have committee chairmen of each Strategy Committee meet prior to the quarterly meeting and plan an agenda for the meeting which is relevant to operational problems within each committee.

CRITERIA

Agenda will include items requested by the above, provided they are appropriate for the Strategy Committees to consider in the quarterly meeting.

DATA

The agenda that was prepared.

Discrepancy information between the agenda planned and the agenda followed.

Resolutions passed by the Strategy Committees calling for action by the quarterly committee.

Written requests from individual satellites calling for action by the quarterly committee.

Written requests from the Center calling for action by the quarterly committee.

ENABLING OBJECTIVE VI-5-2

To have discussions within the quarterly meeting that are relevant to the point under consideration, that follow the agenda, and that are free and open with broad participation by Strategy Committee members.

CRITERIA

High task orientation, lack of speech making expounding on personal theories not related to the problem under discussion.

Leadership is distributed, chairman is assisted in keeping the committee on the subject, in evaluating the progress of the group, in initiating ideas, and in supporting other members, encouraging their participation.

Communication level is high - with all members attending to the discussion on the floor. Frequent use of paraphrasing is evident, alternative points of view (relevant to the subject under discussion) are presented. For each problem that is presented, the committee makes a recommendation, either suggesting a solution to the identified problem or suggesting a course of action for the satellite to take in conducting a further search. At the conclusion of the meeting, the decisions made and the conclusions reached will be reiterated.

A post-meeting reaction form will be utilized to generate a short discussion.

DATA

Observation reports by Center staff.
Post-Meeting Reactions

APPENDIX H

OPERATION RECAP

January 10, 1974

To: Program Coordinators

From: The Midwest Center

Subject: OPERATION RECAP

Operation Recap as conceived by the Midwest Center is part of the Center's ongoing efforts to provide support to satellite programs and satellite program personnel during this final project year.

In essence the idea of Operation Recap emerged from our felt needs to insure the probabilities that the products developed during the past three years are not lost during the final stages of the many processes originated to bring them into being. Our rationale for establishing a plan to combat this potentiality is twofold.

A. First we anticipate that during the final stages of our development activities strong forces will exist that direct our efforts more toward the continuation of the developmental activities than toward the necessary but perhaps disruptive integrative and summarization activities.

B. Secondly, we think it is possible to integrate these two activities given the appropriate allocation of human and fiscal resources.

Our strategy is as follows:

1. The Midwest Center for the Development of Urban Pupil Personnel Services Programs has established two (2) grants for the purpose of achieving the objectives of Operation Recap. The first grant is a stipend of $4,000 which has been established for the training of a program writer at each site. This person will work parallel with program staff to learn the special skills of defining a program which includes conceptualizing, integrating, summarizing and reporting the program.

   The second grant is made up of three $1,000 salaried positions for each site to support final definition and summarization of your total program.

Elaboration

These two positions are closely linked to the existing guidelines and Plans of Operation. The primary need for these two additional efforts is supported by the high demands already placed on project staff and the importance placed on the final project activities of summarizing, reporting and disseminating. It is felt that the program writer-trainee will gain many needed skills in these activities and therefore expand the resources remaining at the close of the project.

The stipended person should be selected according to the Office of Education guidelines (See Appendix I) and upon completion of the training should be able to:

1. Conceptualize program elements and components into a framework congruent with the guidelines of the overall Midwest PPS project as well as the specific objectives stated in your Plan of Operation.
2. Integrate the overall program into a written form for review and adoption.
3. Become a member of the final product team for completing the final program report.

The second grant is for the formulation of a final product team. This team should include. (1) the stipended program writer trainee who has developd special skills in conceptualizing, integrating, summarizing, and reporting the program. (2) the program coordinator who has provided the primary leadership for program definition, and (3) the program evaluator.

Each member will receive $1,000 in salary for a short term session at Indiana University. These sessions are referred to as "Intensive Sessions" and are two weeks in length. The exact dates are to be set in the near future, but the general time period will be during May and June. The purpose of the team is for each satellite to develop a summarization of its program activities, products, and processes during the past three years and have this summarization constitute the final program report.

Finally, the team of three must be willing to conduct their culminating activities on the Indiana University campus at Bloomington.

Guidelines

There are three primary guidelines to assist in meeting the above-stated objectives. These are (1) Satellite Proposals and Plans of Operation, (2) the Guidelines for 1973-74 Plan of Operation for the Midwest Pupil Personnel Services Project and (3) the Plan to Assist Problem Solving and Decision Making Related to the Midwest Center/Satellite Project. These three combined formulated the guide for overall program definition for the final year and therefore will be followed in a similar manner for final program reports. The user will only need to change the verb tense in each statement to allow for the time distinction.

The last reference which should provide substantial assistance in the activities stated above are the most recently collected needs assessment data.

APPENDIX I

SAMPLE DISSEMINATION PLAN

DISSEMINATION PLAN FOR THE IU-IPS INNER CITY COUNSELOR TRAINING PROGRAM

I. Personnel

Alexander L. Brown, Coordinator - Frederick Harris, Assistant Coordinator
Dr. Ronald Baker, Dr. Darine Brown, Dr. Thomas Froehle, Inner City Advisory Committee
Carolyn Gould McCarl, editor/writer

II. Purpose

The IU IPS Inner City Counselor Training Program will fulfill its obligations and the proposed objectives of the Midwest Center by disseminating information and materials based on the program's three years of operation in order to develop effective and efficient pupil personnel services. This dissemination plan will be directed to interested people involved in pupil personnel services, especially in inner-city schools (specifically, Title I urban schools), on the local and national levels. Such a dissemination effort will not only increase the amount of experiential information available to pupil personnel but also help to communicate the aims, successes, and findings of the IU-IPS Counselor Training Program.

III. Objectives

Promoting the results of the IU-IPS Inner City Counselor Training Program, encouraging the usage of its techniques, and receiving feedback about the adaptability of the program to other inner-city schools are the main objectives of the dissemination plan. Dissemination, therefore, will consist of the presentation of papers at local and national conferences, the conducting of Mutual Development Laboratories on the Indiana University Bloomington campus or at host sites, and the development of a monograph series. The far-ranging objectives of the dissemination plan include aiding the implementation of the model for a new pupil personnel professional and effecting the institutionalization of specific pupil personnel services.

IV. Procedures

During the first semester of the 1974-75 school year, we will develop a monograph series that will consolidate information presented in the Final Report of the IU IPS Inner City Counselor Training Program, outline the program's history, describe some of the experiences of the program's daily operation, and explain the theoretical and practical considerations that formed the program's basis. What follows are brief descriptions of suggested essays for dissemination.

A. Introduction to the IU-IPS Satellite Program, the Inner City Counselor Training Program

This essay should inform the reader of the objectives of the IU-IPS Satellite, School # 63, and the subsequent training sites. It should provide a brief history of the program's three years of operation and should summarize the parts of the program that have been (or will be) institutionalized. Throughout the essay, care should be taken to briefly define such concepts as Competency Based Learning, Mutual Development Laboratories, the conflict between service and training functions, etc., so that this essay can head a monograph which incorporates more specific essays.

Length: 15 pages.

B. A Model for a "New Professional" in Pupil Personnel Services

This essay should not only define the need for a new professional, it should also promote the services that a new professional can provide prospective employers. In addition to summarizing the competency areas mastered by the trainee, this essay should stress the professional self-awareness and cultural sensitivity that each trainee developed during his participation in the program.

Length. 5-7 pages. It should be short enough so that it can be included in dissemination packages or be presented to an employer.

C. An Approach to Needs Assessment

This essay would function as a guide to institutions that are attempting to evaluate a community's needs. It should stress the idea of collaboration, methods of enfranchising a variety of community interest groups, and problems of entering a community. This theoretical material should be supported by specific examples from the IU-IPS Satellite program, including a description of how School # 63's needs were identified (incorporate material from the dissertation, observations, and the consultancy services rendered at the beginning of the program), how programs were developed to meet those needs, and a list of programs that were generated from the needs assessment.

Length: 15 pages.

D. Mutual Development Laboratories

In order to clarify the flexibility of the Mutual Development Laboratories, this essay should examine how this program met the needs of the various people within the educational community (parents, faculty, students, trainees, etc.). It should also include some information about how the program originated, a detailed description of a sample MDL, a listing of the Mutual Development Laboratories held, and an evaluation of how Mutual Development Laboratories satisfy the concept of competency-based learning.

Length: 15-20 pages.

E. Competency-Based Counselor Education

This essay should summarize the concept of competency-based learning as developed in the sixties as well as discussing how these concepts were implemented in the IU-IPS Satellite. It should include information about how this program contributes to the preparation of inner-city counselors and how the technique of "learning by doing" is uniquely fitted to field-based education. This essay would probably incorporate monographs one and two of the proposed monograph series on Competency Based Counselor Education. For more detailed information, the reader could be referred to that series.

Length: 20-25 pages.

F. Solving Specific Problems: Two Programs Implemented by the IU-IPS Satellite

Besides providing descriptions of the Training Center and Token Economy Program at School # 63 and the Human Development Program at Arsenal Tech and School # 101, this essay should summarize the history of the development of these programs, their relationship to the concepts of competency-based learning, and their success at solving the identified problem.

Length: 15 pages.

G. Institutionalized Programs Generated by the IU-IPS Satellite

This essay should describe the various programs which are (or will be) a part of Indiana University, the State Board of Education, and the Indianapolis Public Schools. It should include problems encountered during the attempt to institutionalize a specific program, how co-governance eased problems of institutionalization, and ways that these programs can be adapted for other situations. This essay would also include the development of the Counseling Center at the Black Culture Center, requirements for a Master's Degree or a Doctorate in Counseling and Guidance with an inner city emphasis, and the recruiting and hiring of people from minority backgrounds who are interested in the Inner City experience (specifically, the recruiting of Black students in urban counseling and the hiring of a Black faculty member for the Indiana University School of Education and the Satellite program).

Length: 25 pages.

H. Formative and Summative Evaluation Procedures

Since the idea of constantly evaluating a problem, projecting the findings of that evaluation as needs, and creating new methods to meet those needs seems to characterize the IU-IPS Satellite Program, an essay which analyzes the ways these evaluation procedures can be used in a competency-based learning model (as suggested by Monograph # 10) or in any of the programs developed by the Satellite would be very helpful.

Length: 15 pages.

During the second semester, we will focus our attention on disseminating the results of the IU-IPS Inner City Counselor Training Program by means of personal contact. We are planning to present papers and conduct Mutual Development Laboratories at various state conferences (e.g., IGPA) and at a few national conferences (e.g., APGA and the Michigan State Conference on Counseling Minorities and the Disadvantaged). But the main thrust of our effort will be inviting a number of pupil personnel service workers to attend Mutual Development Laboratories at Indiana University or, as convenience dictates, traveling to Title I school districts and to universities in order to hold Mutual Development Laboratories at host sites.

V. Participant Consumers

The dissemination effort will be aimed at the following consumers:

A. Title I Counselors from selected Indiana urban school districts to be identified through negotiations with the assistant director of the State Department of Compensatory Education.

B. Pupil Personnel Services directors from local school districts.

We have chosen urban Title I counselors because they are directly involved with inner city students who, in fact, have special needs--needs which our program has sought to satisfy.

VI. Time Lines

A. Monograph Series

Working drafts of the monographs will be completed by December 14, 1974, the projected completion date of the series is March 1, 1974.

B. Mutual Development Laboratories

Approximately three to six Mutual Development Laboratories will be held during March and April of 1975 at Indiana University or at host sites.

VII. Evaluation Approach

A. Monograph Series,

Since it is difficult to establish a method of evaluating written materials, we will assess the success of our monograph series by means of its distribution, by any responses received from consumers, and by professional evaluations of its content.

B. Mutual Development Laboratories

Implicit in the Mutual Development Laboratory concept is the "Design-Implement-Evaluate Cycle." As stated in the "Demand Characteristics of a Mutual Development Laboratory," "such a procedure entails the precise specification of intended outcomes

of the MDL, a description of the method of measurement of the performance involved, a criterion or standard of minimally acceptable terminal performance of the MDL participants and a step-by-step blueprint of the instructional strategy to be employed." Other methods of evaluation—questionnaire, etc.—will also be considered.

APPENDIX J

SUMMER WORKSHOPS

September 20, 1971

Dear Summer Participants of the Midwest
Center/Satellite Project:

The attached materials represent a summary of the summer activities in which you participated. While they are generally easy to understand, I do want to write a brief statement.

The number participating in summer training totaled approximately 150. The satellite directors and several other persons attended more than one workshop. The evaluations of each workshop are enclosed, but the outcomes were generally as follows.

1. Persons who were active participants tended to rate their experience higher.
2. Early conflict has transferred into cooperation and strength.
3. Expectations were set too high for many participants to reach. Often awareness of need was the issue rather than skill building.
4. As the summer progressed, participants were more certain of their relationship and function with their satellite project, as well as the total Midwest Center/Satellite consortium.
5. The Organizational Development workshop received the highest ratings.
6. Perhaps the Community workshop has made the greatest impact in the area of awareness.
7. Additional training needs have been discovered. Some of these are specific to certain satellites.

A follow-up evaluation is being designed to assess the impact of summer training on project success. The prime factor to follow up is what activities are observable in the satellites which relate to the specific topics of summer training.

I personally feel that several outcomes not previously stated as goals are already observable. Perhaps the most noticeable is the interdependent behavior emerging between community persons, schools, and universities.

I want to personally express my appreciation to each of you for your efforts in launching a very complex but important training project. Since we are in the very early stages of development of the project, I feel confident, as do many others, that this project could make a major impact in the area of educational reform for poverty people.

Best regards,
DeWayne J. Kurpius
Director
Midwest Center

Enclosures: This document includes the following:

1. List of tapes from workshops
2. Materials from *Community workshop*
3. Materials from *Behavioral workshop*
4. Materials from *Consulting workshop*
5. Materials from *Family workshop*
6. Materials from *Organizational Development workshop*
7. Addresses of satellite staff
8. List of workshop consultants
9. List of workshop participants by satellite with expenses
10. Additional Center summer expenses

A SAMPLE AGENDA • WORKSHOP ON "THE COMMUNITY"

Workshops

I. Community: Culture, Impact, Needs, Power, Resources, Development

A. Dates: July 5-9

B. The Midwest Center Community Council has been organized and has been active in developing this workshop. Barbara Farrar has offered primary assistance. The focus of the workshop will be to identify four community persons to function as trainees and trainers, as well as becoming leader-trainers in the back-home community activities. In addition, the six Community Council members (one from each satellite) will assist in the delivery of the workshop.

C. Sample mix of participants from one satellite:

1. Professors - two
2. School persons - two
3. State Department person - one
4. Community persons - four
5. Community Council member - one

D. Goals for Community Workshop

1. To provide each person in attendance with a better understanding of the other person's needs, role, values, and behaviors.
2. To provide a setting and process where certain attitudes, knowledge, and skills may be acquired so as to be better able to assist communities of people.
3. To develop a proposal using the resources within and among satellites and Center to initiate or extend back-home community impact on schools, universities and State Departments of Public Instruction.

E. Agenda

1. July 5:

   a. 1:00 p.m. to 2:00 p.m. - registration - Main Lobby, Poplars Hotel
   b. 2:00 p.m. - begin - Carl Hollander
      Carl Hollander is a psychodramatist from the Evergreen Institute at Denver, Colorado. He will be presenting the awareness phase of the workshop. He will work with professors, school, community, and State Department persons to assist in understanding each other's role, need structure, value systems, and the way people act upon these.

2. July 6:

   Hollander continued

3. July 7:

   a. Gordon McAndrew
      Gordon McAndrew is Superintendent of Gary Public Schools, Gary, Indiana. Awareness and sharing of ideas in relation to the importance of community involvement as seen from top-level management. Discussion follows.

   b. John Brown
      John Brown, Chairman, Urban Education Department, Indiana University. Director of the Urban Education component of the Pupil Personnel Services project. Importance of community involvement as seen from the university.

   c. Marion Williams - dual role: administrator and community person.

   d. Owners of the End Product:
      1. Mamie Porter - Gary leadership
      2. Doris Reed - parent
      3. Rosalee McGriffin - teacher/parent

   e. Community Council input

4. July 8: Hollander

   a. Morning - Integration of first three days and introduction to development of back-home programs.

   b. Afternoon - Free time for satellite development of back-home community program with community, school, and State Department persons and professors involved.

5. July 9:

   a. Presentation of "Back-Home" Satellite programs

   b. Summary of Workshop

   c. Close - Noon

II. Behavioral Paradigm (A Sample Agenda)

A. Dates: July 6-9 (Participants may wish to attend the Community Workshop for the first day (July 5) only and then begin with this.)

B. Goals for Workshop

1. To assist each participant to understand the basic structure upon which behavioral theory and practice is based.
2. To present school-related behavioral programs which are models for future use.
3. To assist in the development of behavioral programs which are applicable to your specific back-home function.
4. To follow up with additional training at a later date, if necessary.

C. Agenda

1. July 6:

   a. 1:00 p.m. - begin - Ron Baker

      Ron Baker is Associate Professor of Psychology, Iowa State University. Behavioral observation and specifying objectives.

2. July 7: Baker and Beth Sulzer

   Beth Sulzer is Professor of Education, Southern Illinois University at Carbondale, Illinois.

   a. Morning - conditions for specifying objectives

   b. Afternoon - application and supervision of Behavioral Observations and Behavioral Objectives in classroom and counseling.

3. July 8: Behavioral model - what it is, how it is applied, etc.

4. July 9:

   a. Review

   b. Application - "Back-Home"

   c. Noon - Close (Baker will be available all afternoon for individual rap.)

APPENDIX K

ADDRESSES FOR OBTAINING PROJECT DOCUMENTS

Midwest Center:
DeWayne J. Kurpius
H. L. Smith Center for Research in Education
Indiana University
2805 East 10th Street
Bloomington, Indiana 47401
(812) 337-1631 or 337-9010

Chicago Satellite:
George Giles, Associate Dean of the College of Education
University of Illinois at Chicago Circle
Box 4348
Chicago, Illinois 60680
(312) 996-5641

Indiana Satellite: (Inner City Program)
Alexander Brown
2805 East 10th Street, Room 180
Indiana University
Bloomington, Indiana 47401
(812) 337-7654 or 337-9010

Louisville Satellite:
William Kelly
Department of Educational Psychology
University of Louisville
Louisville, Kentucky 40208
(502) 636-6333

Ohio Satellite:
Richard C. Kelsey
The Ohio State University
Arps Hall, Room 163
Columbus, Ohio 43210
(614) 422-0963

Urbana Satellite: (School-Community-Pupil Program)
Lela B. Costin
Jane Addams School of Social Work
University of Illinois
1207 W. Oregon
Urbana, Illinois 61801
(217) 333-2259

Other Available Publications

The following monographs on pertinent program-related topics are also available upon request. Please write to the host satellite named next to the monograph title.

A Collaborative Approach to Competency-Based Counselor Education (Indiana Satellite)
by Thomas Froehle
Alexander Brown

Accepting Cooperation Between School Districts and Universities. A Case Study and Guidelines (Chicago Satellite)
by Emanuel Hurwitz
Edward Wynne
Ward Weldon
Thelma Y. Merchant

Social Services and the Public Schools (Urbana Satellite)
by Lela Costin
Ione D. Vargus

The Definition, Functions, and Preparation of the Psychoeducational Consultant (Midwest Center)
by DeWayne Kurpius

An Evaluation of the Diagnostic and Skills Development Component of the Midwest Center/Satellite Project - A joint research project by the University of Illinois at Urbana and Chicago Circle
R. Stewart Jones, Director
Richard P. Lipka
Richard Sorensen
Colin Power
Kalil Sannoh