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## ABSTRACT

The document contains the final report of the Technical Assistance Development System (TADS), a program which provided technical assistance (TA) services to 53 Handicapped Children's Early Education Program (HCEEP) demonstration projects and 13 State Implementation Grants (SIGs). The evaluation report is divided into five sections. Section 1 outlines, in table form, the evaluation plan for 1980-81. The plan is broken down according to evaluation questions, evaluation tasks, criteria, data sources, data responsibility, and reports. Section 2 reports the services delivered to HCEEP demonstration projects in the areas of needs assessment, agreements services, infant health care/education workshop services, and print products. Overall effectiveness of TADS technical assistance projects is reported in terms of change in the status of the TA needs identified at the beginning of the year, impacts on the organization of the projects, impacts on programmatic aspects of the projects, and overall satisfaction with all the TA provided. Section 3 reports data collected on TA services to SIGs. Section 4 describes other TA services (such as the 1981-82 Demonstration Project Orientation Conference and the health care/education relationship workshop) and cites client reactions to the services. A final section provides a summary of the data, a discussion of their meaning, and a series of recommendations for future TADS' operation. It is concluded that there were many positive impacts of TADS' technical assistance on its clients and their programs for young handicapped children and their families. (SW)

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TADS Final Evaluation Report (1980-81)

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Appendix S

THE 1980-81  
FINAL EVALUATION REPORT

Contract Number 300-80-0752

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November, 1981

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Tanya Suarez  
Pat Vandiviere  
Chris Scroggs

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## Technical Assistance Development System

### Evaluation Report for 1980-81

#### INTRODUCTION

This report is submitted by the Technical Assistance Development System (TADS) pursuant to its contract #300-80-0752 with the Special Education Programs (SEP). It contains a summary of the evaluation findings related to TADS' delivery of technical assistance services to fifty-three Handicapped Children's Early Education Program (HCEEP) demonstration projects and thirteen State Implementation Grants (SIGs) in the eastern United States which were funded by SEP for 1980-81. Supplementary information also is provided which describes services to other clients, such as newly funded projects and SIGs or outreach projects.

The primary purpose for developing the report is to provide information concerning the accomplishments of TADS to the funding agency--SEP. The report will also be useful to TADS by providing information which can be used to improve future services to its clients.

Evaluation activities for the 1980-81 contract year included two additional special endeavors. An evaluation study comparing three types of needs assessments for demonstration projects was completed. The final report of this study has been submitted separately. Also, the first year of a three-year case study of TA provided to demonstration projects was conducted during 1979-80. A report was prepared for the first year, and data collection for

the second year was completed. The results of this second year of the study will be described in a separate report.

This evaluation report is divided into five sections. The first one provides a description of TADS and the evaluation plan. It provides background information to assist the reader in interpreting the results which follow. The second and third sections present evaluation findings related to services delivered to the 1980-81 HCEEP demonstration projects and SIGs, respectively. A fourth section provides information on services that TADS provided to other clients. The final section presents a summary and discussion of the overall results of the evaluation.

## SECTION I: BACKGROUND

### TADS' Workscope for 1980-81

The proposal to SEP which outlined TADS' work for this contract period specified five broad goals:

- (1) To assist eastern HCEEP demonstration projects in developing a program of exemplary services for young handicapped children and their families that can be demonstrated and institutionalized effectively in their community and state.
- (2) To assist eastern state education agencies in stimulating and implementing programs for comprehensive services to young handicapped children and their families.
- (3) To communicate and disseminate information about early childhood, special education, and technical assistance issues, concerns, and programs as they relate to demonstration projects, states with implementation grants, and other designated targets.
- (4) To provide systematic program evaluation services to HCEEP demonstration projects, states with implementation grants and TADS.
- (5) To provide an administrative and management system that effectively and efficiently guides and monitors contract performance.

These broad goals were further delineated into activities under a series of long- and short-term objectives and accompanying activities. These objectives and activities form the base from which the evaluation plan and data collection procedures were developed.

### The Evaluation Plan

The TADS' evaluation plan (Figure 1) provided for two major documentation and data collection efforts. The first of those, provided through quarterly progress letters, answered the question, "Has TADS fulfilled the provisions

Evaluation Questions	Evaluation Tasks	Criteria	Data Sources	Data Responsibility	Reports
<p>I. Has TADS fulfilled the provisions of its contract with the Special Education Programs? If not, why not?</p> <p>A. Have the short-term objectives of the TADS contract been met? If not, why not?</p>	<p>A. Compare work completed to date on short-term objectives with contract provisions in the workscope. Document activities, results of activities, and deliverables</p>	<p>A. Work completed as specified and/or modified</p>	<p>A. TADS filing system (copies of all specified deliverables, letters, reports from clients, etc.)</p>	<p>A. Each section of TADS</p>	<p>A. Quarterly reports</p>
<p>II. How effective has TADS been in providing services to its clients?</p> <p>A. What have been the characteristics of the services delivered, i.e., number of services, type of TA, content area, TA provider, number of days, number of people involved?</p> <p>B. Has TADS provided the services specified in the Technical Assistance Agreements?</p> <p>C. Has TADS provided other services not specified in Technical Assistance Agreements, e.g., conferences, needs assessments, newsletters, etc.?</p>	<p>A. Maintain records describing TA delivered</p> <p>B. Compare actual service with scheduled service delivery in TA Agreements</p> <p>C. Maintain records of other services delivered</p>	<p>A. N/A</p> <p>B. 90% of TAA scheduled services delivered</p> <p>C. Services delivered as specified (and/or modified) in the contract</p>	<p>A. TA monitoring forms</p> <p>B. TA monitoring forms</p> <p>C. TADS filing system</p>	<p>A. TA coordinators, Evaluation section of TADS</p> <p>B. TA coordinators, Evaluation section of TADS</p> <p>C. TADS staff, Evaluation section of TADS</p>	<p>A. Quarterly and end-of-year report</p> <p>B. End-of-year report</p> <p>C. Quarterly and end-of-year report</p>

Evaluation Questions	Evaluation Tasks	Criteria	Data Sources	Data Responsibility	Reports
D. What additional services not specified in the contract or Technical Assistance Agreements has TADS provided?	D. Maintain records of additional technical assistance provided	D. N/A	D. Additional TA forms, TADS filing system	D. TADS staff, Evaluation section of TADS	D. Quarterly and end-of-year report
III. How satisfactory have been the services provided to clients by TADS?					
A. Were the direct services, i.e., conferences, on-site and off-site consultations, small group TA, review and critiques, visitations, information services etc. perceived by clients to be of high quality?	A. Obtain appropriate evaluation data for direct service activities	A. Mean ratings of "good" or higher in each service delivery area	A. TA event evaluation forms	A. TA coordinators, Evaluation section of TADS	A. End-of-year report
B. Were the indirect services, i.e., newsletter, publications, etc. perceived to be useful to clients?	B. Obtain opinions of usefulness of indirect TA services	B. Mean ratings of "good" or higher in each area	B. Surveys designed to assess usefulness of indirect services	B. Publications coordinator, Evaluation section of TADS	B. End-of-year report
C. Were the clients satisfied with the services delivered by TADS?	C. Obtain ratings of client satisfaction for all direct service TA activities	C. Mean ratings of "good" or higher in each area	C. Technical assistance event evaluation forms; end-of-year survey	C. TA coordinators, Evaluation section of TADS	C. End-of-year report

Evaluation Questions	Evaluation Tasks	Criteria	Data Sources	Data Responsibility	Reports
IV. What has been the impact of TADS' Technical Assistance on its clients?					
A. Has progress been made in areas targeted for technical assistance?	A. Assess and compare status of identified technical assistance needs prior to and after services have been delivered	A. Significant difference ( $p \leq .05$ ) between status of needs before and after technical assistance	A. End-of-year survey	A. Evaluation section of TADS	A. End-of-year report
B. What were the organizational and programmatic impacts of TA?	B. Obtain ratings of identified impacts	B. N/A	B. End-of-year survey	B. Evaluation section of TADS	B. End-of-year report
C. Were the impacts of the technical assistance on clients positive?	C. Assess and compare positive and negative impacts of the technical assistance on projects	C. 95% of impacts indicated to be positive	C. End-of-year survey	C. Evaluation section of TADS	C. End-of-year report

of its contract with the Special Education Programs?" A summary of the accomplishment of contract objectives which was submitted in the fourth quarterly progress letter is provided in Figure 2. The second evaluation effort consisted of the administration of a variety of evaluation forms to answer the three remaining evaluation questions regarding the quantity and quality of the technical assistance provided by TADS. The results of these data collection activities are presented in the next three sections of the report.



Figure 2

Accomplishment of Workscope Short-Term Objectives for 1980-81

Technical Assistance to Projects

STO 1.1.1	Needs Assessor Orientation . . . . .	Completed
STO 1.1.2	Needs Assessments . . . . .	Completed
STO 1.1.3	Technical Assistance Agreement Development . . . . .	Completed
STO 1.1.4	Technical Assistance Monitoring . . . . .	Completed
STO 1.1.5	Technical Assistance Delivery . . . . .	Completed
STO 1.1.6	Small Group TA Meetings . . . . .	Completed
STO 1.1.7	Orientation Workshop - 1981 . . . . .	Completed
STO 1.2.1	Cultural/Ethnic Minority Activities . . . . .	Completed
STO 1.2.2	Topical Workshop . . . . .	Completed
STO 1.2.3	Consortium Liaison . . . . .	Completed

Technical Assistance to States

STO 2.1.1	Orientation Meeting - 1981 . . . . .	Completed
STO 2.1.2	Needs Assessments . . . . .	Completed
STO 2.1.3	Technical Assistance Agreement Development . . . . .	Completed
STO 2.1.4	Technical Assistance Monitoring . . . . .	Completed
STO 2.1.5	Technical Assistance Delivery . . . . .	Completed
STO 2.1.6	Small Group TA Meetings . . . . .	Completed
STO 2.2.1	Information Sharing . . . . .	Completed
STO 2.2.2	Information File and Consultants List . . . . .	Completed
STO 2.2.3	Two Short Awareness Papers . . . . .	Completed

Communication/Dissemination

STO 3.1.1	EMPHASIS . . . . .	Completed
STO 3.1.2	Publications . . . . .	In Progress
STO 3.2.1	TA Technology . . . . .	Completed
STO 3.2.2	Two Presentations . . . . .	Completed
STO 3.3.1	HCEEP Overview and Directory . . . . .	Completed

Evaluation

STO 4.1.1	Technical Assistance Delivery . . . . .	Completed
STO 4.1.2	Small Group TA Meetings . . . . .	Cancelled
STO 4.2.1	Internal Evaluation . . . . .	In Progress

Administration and Management

STO 5.1.1	Organization and Staffing . . . . .	Completed
STO 5.1.2	TADS Director Review of STOs . . . . .	Completed
STO 5.1.3	Communication with SEP and WESTAR . . . . .	Completed
STO 5.1.4	Staff Development Program . . . . .	Completed
STO 5.2.1	Quarterly Progress Letters . . . . .	Completed
STO 5.2.2	Monitoring of Financial Activities . . . . .	Completed
STO 5.2.3	Quarterly Meeting TADS/SEP/WESTAR . . . . .	Completed

## SECTION 2: TECHNICAL ASSISTANCE TO HCEEP DEMONSTRATION PROJECTS

### Services Delivered

Fifty-three (53) demonstration projects were funded in the TADS' service area by SEP from July 1, 1980 through June 30, 1981. Of these, twelve were in their first, twenty-one were in their second, and twenty were in their third year of demonstration funding.

As indicated in its contract and quarterly progress letters, TADS offered a variety of services to the projects. These included: (a) a comprehensive, programmatic needs assessment; (b) individualized services outlined in a memorandum of agreement between TADS and each project; (c) additional, informal services in response to project requests; (d) a topical workshop on issues in the health care/education relationship in working with infants; and (e) print products consisting of three newsletters and seven publications.

Forty-four of the fifty-three projects chose to participate in the TADS' needs assessments. Of these, three projects, as the result of the needs assessment, determined that they did not need external technical assistance. As the year developed, four of the projects that had not participated in a needs assessment requested assistance related to needs identified later in the year. Needs were identified and memoranda of agreement were, therefore, developed for forty-five projects. These received all services listed in the previous paragraph, with the exception of the topical workshop, in which

fifteen projects participated, three as part of their Memorandum of Agreement services and twelve as a supplement to these services. All projects received copies of newsletters and publications.

In order to describe services delivered to projects, several types of information were gathered and are reported here. The first consists of the frequency with which the various types of services were provided to projects. Additional information was collected to determine and report the number of project related personnel who participated in the technical assistance and the number of days of technical assistance provided. Finally, data were gathered to allow an identification of the person or persons who provided the technical assistance. In this and following portions of this part of the report, the description of services delivered will include information related to each of these areas.

#### Total Services

During 1980-81, TADS provided a total of 910 technical assistance services to demonstration projects--an average of 17.17 services per project (Table 1). Of these, 44 were needs assessments, 119 were services outlined in the Memoranda of Agreement, 58 were other services and 689 were print products.

A total of 786 instances of demonstration project staff involvement in TA were recorded, or an average of 3.56 staff members involved per each TA event involving a direct interaction between the projects and a TADS staff member or representative (Table 2). The highest level of staff involvement was recorded for the needs assessments and on-site consultations in the content areas of Staff Development and Services for Children.

**Table 1**  
**TADS TECHNICAL ASSISTANCE SERVICES DELIVERED**  
**TO PROJECTS FUNDED FOR 1980-81<sup>a</sup> (N = 53)**

Type of TA	TA CONTENT AREA							TOTAL	AVERAGE
	Child Services	Parent Services	Staff Devt.	Demo/Dissem.	Evaluation	Admin. & Mgt.	All Areas		
1. <u>Needs Assessments</u> (N = 53)							44	44	0.83
2. <u>Memorandum of Agreement Services</u> (N = 45) <sup>b</sup>									
On-Site Consultation	10	1	8	17	13	9	-	58	1.29
Off-Site Consultation	4	1	-	6	2	1	-	14	0.31
Review and Critique	2	2	-	3	1	-	1	9	0.20
Information Service	3	3	2	5	2	3	-	18	0.40
Visitation	3	1	2	-	-	1	-	7	0.16
Small Group TA	-	-	-	5	-	5	-	10	0.22
Other	3	-	-	-	-	-	-	3	0.07
Total	25	8	12	36	18	19	1	119	2.64
3. <u>Other Services</u> (N = 53)									
Additional TA	6	6	-	7	16	5	6	46	0.87
Topical Workshop	12	-	-	-	-	-	-	12	0.23
Total	18	6	-	7	16	5	6	58	1.10
4. <u>Print Products</u> (N = 53)									
Newsletter <sup>c</sup>	-	-	-	-	-	-	318	318	6.00
Publications <sup>d</sup>	265	-	-	53	-	-	53	371	7.00
Total	265	-	-	53	-	-	371	689	13.00
<b>ALL SERVICES (N = 53)</b>	<b>308</b>	<b>14</b>	<b>12</b>	<b>96</b>	<b>34</b>	<b>24</b>	<b>422</b>	<b>910</b>	<b>17.17</b>

- a - The table does not include the orientation workshop for 1st year projects, which was reported in the 1979-80 evaluation report, nor the August, 1981 orientation workshop for 1981-82 projects.
- b - Nine projects did not participate in needs assessment. Four of these identified needs later in the year and received technical assistance. Three projects received needs assessments but did not request direct technical assistance. The numbers listed above describe direct technical assistance services described in the Memorandum of Agreement and provided to forty-five projects.
- c - Represents two copies of three editions of the newsletter EMPHASIS sent to all projects.
- d - Represents all other publications developed by TADS and distributed during this contract period.

Table 2

**TOTAL AND AVERAGE NUMBER OF PROJECT STAFF PARTICIPATING  
DIRECTLY IN TECHNICAL ASSISTANCE ACTIVITIES**

1980-81

Type of TA	TA CONTENT AREAS							TOTAL <sup>a</sup> AVERAGE <sup>c</sup>
	Child Services	Parent Services	Staff Devt.	Demo/ Dissem.	Evalu- ation	Admin. & Mgt.	All Areas	
<u>Needs Assessment</u>							301 6.84	301 6.84
<u>Memorandum of Agreement Services</u>								
On-Site Consultation	69 6.90	3 3.00	87 10.88	51 3.00	63 4.85	31 3.44	-	304 5.28
Off-Site Consultation	10 2.50	2 3.00	-	9 1.50	4 2.00	2 2.10	-	27 1.33
Review and Critique	2 1.00	2 1.00	-	5 1.67	1 1.00	-	3 3.00	13 1.44
Information Service	8 2.67	8 2.67	7 3.50	9 1.80	3 1.50	5 1.67	-	40 2.22
Visitation	4 1.33	3 3.00	4 2.00	-	-	1 1.00	-	12 1.72
Small Group TA	-	-	-	6 1.20	2 -	6 1.20	-	12 1.20
Other	9 3.00	-	-	-	-	-	-	9 3.00
<u>Total</u>	128 4.28	18 2.25	98 8.17	80 2.22	71 3.94	45 2.37	3 3.00	417 3.50
<u>Other Services</u>								
Additional TA	6 1.00	7 1.17	-	7 1.00	17 1.06	5 1.00	8 1.33	50 1.08
Topical Workshop	18 1.50	-	-	-	-	-	-	18 1.50
<u>Total</u>	24 1.33	7 1.17	-	7 1.00	17 1.06	5 1.00	8 1.33	48 1.17
<b>ALL SERVICES</b>	126 2.83	25 1.79	98 8.17	87 2.02	88 2.59	50 2.08	312 6.22	786 3.58

AVERAGE NUMBER OF PROJECT RELATED PERSONNEL PER PROJECT RECEIVING DIRECT TA (N = 53)

14.83<sup>d</sup>

- a - Represents the total number of project staff from all projects who participated in the activity listed.  
 b - Represents the average number of all project staff who participated in the activity.  
 c - Represents the average number of participants per project for all services. Individuals were counted each time they participated in a TA service.

A total of 354.91 days, or an average of 6.70 days of direct TA per project, were provided (Table 3). The greatest length of time spent in TA, on the average, was in the content areas of Services for Children and Demonstration/Dissemination and in the TA services of off-site consultations and reviews and critiques. On the average, each TA event lasted approximately a day and one-half.

Overall, the majority of TA services were provided by the TADS' staff or its consultants (Table 4). TADS' staff conducted most of the needs assessments and information services and provided all of the additional TA. TADS' consultants conducted most of the on- and off-site consultations, reviews and critiques and visitations. A variety of persons from SEP, WESTAR, HCEEP projects and other consultants contributed to the small group TA meetings and the topical workshop.

### Specific Services

Needs Assessment. Needs assessment, as defined and conducted by TADS, includes a comprehensive review of a project's program, an identification of areas in which the project will need to focus its efforts during the year, and an identification of those areas in which the project would benefit from technical assistance from TADS. This year TADS provided two types of assessments: on-site and self-assessment. On-site assessments were conducted with all first year projects and those second and third year projects that requested or, on the basis of TADS' and the project's opinion, needed an on-site assessment. The remaining second and third year projects conducted self-assessments.

Three-hundred and one project related personnel participated in the needs assessment, an average of 6.84 at each project site. On the average, fourteen

Table 3

TOTAL AND AVERAGE NUMBER OF DAYS OF DIRECT  
TECHNICAL ASSISTANCE PROVIDED TO PROJECTS<sup>a</sup>

1980-81

Type of TA	TA CONTENT AREAS							TOTAL <sup>b</sup> AVERAGE <sup>c</sup>
	Child Services	Parent Services	Staff Dev't.	Demo/ Dissem.	Evalu- ation	Admin. & Mgt.	All Areas	
<u>Needs Assessment</u>							74.88 1.70	74.88 1.70
<u>Memorandum of Agreement Services</u>								
On-Site Consultation	23.13 2.32	2.00 2.00	16.63 2.00	46.25 2.22	31.00 2.33	15.00 1.07	-	134.01 2.32
Off-Site Consultation	11.38 2.88	2.50 2.50	-	23.00 2.23	1.63 0.82	0.50 0.60	-	39.01 2.22
Review and Critique	4.50 2.25	4.00 2.00	-	5.75 1.22	3.00 3.00	-	11.00 11.00	28.25 3.24
Information Service	1.50 0.50	1.00 0.33	1.00 0.60	4.00 0.60	1.25 0.63	2.88 0.26	-	11.63 1.68
Visitation	8.88 2.22	1.00 1.00	3.50 1.75	-	-	-	-	15.38 2.20
Small Group TA	-	-	-	6.50 1.30	-	7.50 1.50	-	14.00 1.40
Other	5.25 1.75	-	-	-	-	-	-	5.25 1.75
<u>Total</u>	54.44 2.12	10.50 1.31	21.13 1.76	85.50 2.38	38.88 2.08	27.88 1.47	11.00 11.00	247.53 2.58
<u>Other Services</u>								
Additional TA	1.63 0.27	2.75 0.48	-	2.13 0.30	3.13 0.20	0.63 0.13	1.25 0.21	11.50 0.26
Topical Workshop	21.00 1.76	-	-	-	-	-	-	21.00 1.76
<u>Total</u>	22.63 1.28	2.75 0.48	-	2.13 0.30	3.13 0.20	0.63 0.13	1.25 0.21	32.50 0.68
<u>ALL SERVICES</u>	77.27 1.80	13.25 0.95	21.13 1.76	87.63 2.04	40.00 1.18	28.51 1.29	87.13 1.71	354.91 1.81
AVERAGE NUMBER OF DAYS OF DIRECT TA PER PROJECT (N = 53)								6.70

- a - This does not include time spent by TADS staff in facilitating TA. It does, however, include preparation time for the TA provider, i.e., TADS staff and/or consultants.
- b - Represents the total number of days in which project staffs participated in TA.
- c - Represents the average number of days in which project staffs participated in TA.



Table 4

**TYPE OF TA PROVIDER  
DEMONSTRATION PROJECTS  
1980-81**

Type of TA	PROVIDER					
	TADS Staff		TADS Consultant		Other	
	N	% <sup>b,c</sup>	N	%	N	%
<u>Needs Assessment</u>	34	77	10	23	-	-
<u>Memorandum of Agreement Services</u>						
On-Site Consultation	9	16	49	84	-	-
Off-Site Consultation	2	14	10	71	2	14
Review and Critique	1	11	8	89	-	-
Information Services	16	89	2	11	-	-
Visitation	-	-	7	100	-	-
Small Group TA	-	-	-	-	10	100
Total	28	24	76	66	12	10
<u>Other Services</u>						
Additional TA	46	100	-	-	-	-
Topical Workshop	-	-	-	-	1	100
Total	46	98	-	-	1	2
<b>ALL SERVICES</b>	<b>108</b>	<b>52</b>	<b>86</b>	<b>42</b>	<b>13</b>	<b>6</b>

a - Includes services provided by TADS and WESTAR, SEP, and/or consultants.

b - Percentage of all services provided.

c - This particular percentage includes TADS' responsibilities for 26 self assessments, i.e., preparing materials and answering questions posed by projects. When self assessments are not counted, TADS' staff conducted 8 needs assessments representing 18% of the services provided.



hours were spent by the project and TADS in completing each needs assessment.

On-site needs assessments were conducted either by TADS' staff or trained consultant/needs assessors. Self-assessments were conducted by the projects using a comprehensive manual prepared by TADS.

A total of one-hundred twenty (120) needs, or two-to-three per project, were identified and included in Memoranda of Agreement for TA. The greatest number of needs were in the content area Demonstration/Dissemination (36%) (Table 5). Fewest needs were identified in the area of Services to Parents (7%).

When viewed from the perspective of the type of assistance the projects needed, most of the needs were for some type of information (44%) (Table 5). These typically were needs for specific examples of products or an overview of the latest developments in an area, e.g., assessment of parent needs. Needs were also often expressed for assistance in planning and revising or refining aspects of project operation or specific plans or products.

During the year, needs were changed as a result of changes in the projects. Seven needs were added when project staff contacted TADS to request direct assistance in an area. Eighteen needs were cancelled during the year. Of these, seventy-eight percent or 14 were cancelled at the request of the projects themselves. Twenty-two percent or 4 were cancelled by TADS or by TADS and the project staff. The results related to technical assistance in this report are therefore based on services designed to meet one-hundred and nine (109) project needs.

Memorandum of Agreement Services. As needs assessors and project personnel

Table 5

**FREQUENCY AND PERCENTAGE OF NEEDS IDENTIFIED BY  
CONTENT AREA AND TECHNICAL ASSISTANCE NEEDED  
DEMONSTRATION PROJECTS  
1980-81**

		Project Year of Funding			
Type of Need		1st yr. (N=40)	2nd yr. (N=53)	3rd yr. (N=27)	Total (N=120) <sup>a</sup>
CONTENT AREA					
Services for Children	f %	9 22	8 15	1 4	18 15
Services for Parents	f %	5 12	3 6	0 0	8 7
Staff Development	f %	4 10	6 11	6 22	16 13
Demonstration/Dissemination	f %	7 18	19 36	17 63	43 36
Evaluation	f %	7 18	9 17	3 11	19 16
Administration/Management	f %	8 20	8 15	0 0	16 13
TECHNICAL ASSISTANCE NEEDED					
Decision-making	f %	1 2	1 2	1 4	3 3
Planning	f %	10 25	10 19	5 18	25 21
Information	f %	18 45	28 53	7 27	53 44
Skills/competencies	f %	4 10	3 6	5 18	12 10
Product Development	f %	2 5	1 2	3 11	6 5
Revisions/refinement	f %	2 5	9 17	6 22	17 14
Program Development	f %	3 8	1 2	0 0	4 3

<sup>a</sup> - N = number of needs specified in original Memoranda of Agreement.

identified needs for technical assistance they also determined the type of technical assistance services that would best meet the identified need. The needs and services identified were reviewed by the TADS' staff for their appropriateness and feasibility. The needs and services were described in detail in a Memorandum of Agreement which specified the activities to be accomplished by TADS and the project to meet the project's individual needs. Reflecting the needs identified, most of the 119 services delivered from the individualized Memorandum of Agreement were in the content areas of Demonstration/Dissemination (36), Services for Children (25), Administration/Management (19), and Evaluation (18). The most commonly used type of service delivery (49%) was the on-site consultation in which the project director and/or staff worked directly with one or more consultants.

Over four hundred (417) persons from projects participated in the services specified in the agreements--an average of almost four participating in each event. By far the greatest number of staff (304) participated in on-site consultations. Most, on the average, participated in TA provided in the content areas of Staff Development (8.17), Services for Children (4.08), and Evaluation (3.94). Fewest people per project, on the average, participated in small group TA meetings (1.20) and reviews and critiques (1.44) and in the content areas of Services for Parents (2.25) and Demonstration/Dissemination (2.22).

The lengthiest TA services, on the average, were the off-site (2.79 days) and on-site (2.31 days) consultations and in the content areas of Demonstration/Dissemination (2.38 days) and Services for Children (2.19 days). (The average for reviews and critiques was inflated by one which required 11 days. Without this event the average for reviews and critiques was 2.15 days.) Those of shortest duration, on the average, were information services (.65 days) and

those services which covered Administration/Management (1.47 days) and Services for Parents (1.31).

Most services specified in memoranda of agreement were provided by TADS' consultants (66%). The remainder were provided by the TADS' staff (24%), and the TADS' staff and others (10%).

Other Services. In addition to the services provided in the Memoranda of Agreement, TADS' staff provided individualized assistance to projects, within given time and resource constraints, upon request. These were called additional TA and were provided most often in the content area of Evaluation. No additional TA was provided in the area of Staff Development.

Fifty project persons were involved in the additional TA. Most, on the average, were involved in the content area of Evaluation.

On the average, requests for additional TA were prepared in 2 hours (.25 days). All additional services were provided by the TADS' staff.

Infant Health Care/Education Workshop. A workshop for demonstration projects, SIGs, and outreach projects working with infants with special needs and their families was held in March 1981 in New Orleans. It was conducted by TADS and WESTAR, with the assistance of additional resource consultants. A total of fifteen projects from TADS' service area were represented. In addition, eastern outreach projects, and western projects, SIGs, and outreach projects attended representing HCEEP; and additional interested professionals were invited, for a total participation of approximately 120 persons.

Print Products. All projects were sent two copies of three issues of the TADS' newsletter Emphasis and seven publications developed by TADS or with others: (a) the 1980-81 HCEEP Overview and Directory; (b) the 1980 Minority Leadership Workshop Proceedings: Program Strategies for Cultural Diversity; (c) Finding and Evaluating the High-Risk and Handicapped Infant;

(d) Planning Services for Young Handicapped American Indian and Alaska Native Children; (e) The Young Black Exceptional Child; (f) the Rural Conference Proceedings: Serving Young Handicapped Children in Rural America; and (g) A Practical Guide to Institutionalizing Educational Innovations.

### Project Reactions to Services

Reactions of project personnel to all TA services with the exception of "additional TA" were gathered.

#### Needs Assessment

Project staff were asked to rate two major aspects of the needs assessment: (a) the extent to which the criteria for a needs assessment had been met; and (b) aspects of their satisfaction with the needs assessment. Overall average ratings indicated that all criteria were met with the development of a list of TA needs and accompanying activities being most often completed (Table 6). Satisfaction with the needs assessment was "good" (4.68 on a 6 point scale) with regard to meeting project staffs' expectations and approached "excellent" for the remaining items. For all items, on-site needs assessments were more highly rated than self-assessments.

#### Memoranda of Agreement Services

Clients reacted favorably to the services provided in relation to their Memoranda of Agreement. For all TA content areas the ratings of overall quality of the service and ratings of client satisfaction with the service were "good" or better (Table 7). Highest ratings of quality (above "excellent")

Table 6

**MEAN RATINGS OF PROJECT OPINIONS  
OF 1980-81 NEEDS ASSESSMENTS**

<u>Item</u>	<u>On-Site Assessments</u> (N=16 <sup>a</sup> ) [95%]	<u>Self Assessment</u> (N=26) [89%]	<u>Overall Mean</u> (N=42) [100%]
<b>I. The Needs Assessment Process</b>			
1. Provided comprehensive review	5.00	4.69	4.81 <sup>b</sup>
2. All needs identified	5.06	4.88	4.95
3. List of TA needs developed	5.19	4.92	5.02
4. TA activities identified	5.12	4.92	5.00
5. Roles and responsibilities clarified	5.00	4.71	4.82
<b>II. Satisfaction with the Needs Assessment</b>			
1. NA met expectations	4.94	4.50	4.68 <sup>c</sup>
2. Usefulness of needs assessment	5.19	4.76	4.93
3. Quality of needs assessment	5.25	4.68	4.90
4. Overall satisfaction	5.31	4.60	4.88

a - Describes the number of surveys used in the analysis where N = the number of surveys, and [\_\_%] = the percent of all needs assessments for which surveys were available.

b - Means derived from ratings on a six-point scale, where 1 = criterion not met, 3 = criterion met partially, 5 = criterion met completely, and 6 = exceeded stated criterion.

c - Means derived from ratings on a six-point scale, where 1 = unsatisfactory, 3 = average, 5 = excellent, and 6 = exceptional.

Table 7

EVALUATIONS OF INDIVIDUAL TA EVENTS BY TA CONTENT AREA<sup>a</sup>  
DEMONSTRATION PROJECTS

1980-81

Area Evaluated	TA CONTENT AREAS						TOTAL (N = 94) [81%]
	Child Services (N = 14) <sup>b</sup> [64%]	Parent Services (N = 7) [88%]	Staff Devt. . (N = 12) [100%]	Demo/ Dissem. (N = 26) [60%]	Evalu- ation (N = 16) [89%]	Admin. & Mgt. (N = 19) [100%]	
<u>Overall Quality of the Events</u>							
Mean	5.00	4.00	5.38	5.29	4.88	5.15	5.06
Standard Deviation	0.76	0.82	0.65	0.46	0.81	0.67	0.74
<u>Overall Client Satisfaction</u>							
Mean	4.93	4.14	5.23	5.29	4.81	5.25	5.05
Standard Deviation	0.70	1.07	0.73	0.46	0.83	0.64	0.75

a - Ratings obtained on a six-point scale, where 6 = Exceptional, 5 = Excellent, 4 = Good, 3 = Average, 2 = Below Average, and 1 = Unsatisfactory. The sixth point was used to obtain greater discrimination in the usually favorable ratings.

b - Describes the number of surveys used in the analysis where N = the number of surveys, and [%] = the percent of all services in that content area for which surveys were available.

were given to services provided in the areas of Staff Development, Demonstration/Dissemination, and Administration/Management. Ratings of quality were lower for those services related to Parents ( $\bar{X} = 4.00$ ). Client satisfaction was rated highest (again above "excellent") in the areas of Demonstration/Dissemination, Administration/Management, and Staff Development. Again, lower ratings of satisfaction were given to Services for Parents ( $\bar{X} = 4.14$ ).

When viewed from the perspective of the types of TA services, ratings of quality of TA were "excellent" or better for all services with the exception of reviews and critiques and information services (Table 8). Highest ratings of quality ("excellent" or above) were given to visitations, on- and off-site consultations and small group TA meetings.

Client ratings of satisfaction with the various types of TA mirrored those of quality, with visitations, on- and off-site consultations and small group TA meetings receiving the highest ratings. Ratings of "good" were received for information services and reviews and critiques.

#### Topical Workshop/Print Products

Because these two types of services were provided to several types of projects, e.g., demonstration projects, SIGs and outreach projects, reactions to their quality are provided in Section 4, Other Services and Results, of this report.

#### Overall Results

In order to determine the overall effectiveness of TADS' TA to projects, information was gathered regarding four areas: (a) change in the status of the TA needs identified at the beginning of the year; (b) impacts on the organization of the projects; (c) impacts on programmatic aspects of the



Table 8

EVALUATIONS OF INDIVIDUAL TA EVENTS BY TYPE OF TA<sup>a</sup>  
DEMONSTRATION PROJECTS

1980-81

Area Evaluated	TYPE OF TA						TOTAL (N = 94) [81%]
	On-Site Consult. (N = 53) <sup>b</sup> [91%]	Off-Site Consult. (N = 7) [50%]	Review/ Critique (N = 7) [78%]	Info. Service (N = 10) [56%]	Visitation (N = 7) [100%]	Small Group TA (N = 10) [100%]	
<u>Overall Quality of the Event</u>							
Mean	5.10	5.00	4.71	4.70	5.67	5.00	5.06
Standard Deviation	0.73	0.00	0.95	0.95	0.71	0.45	0.74
<u>Overall Client Satisfaction</u>							
Mean	5.12	5.00	4.57	4.70	5.44	5.10	5.05
Standard Deviation	0.77	0.00	0.79	0.95	0.73	0.54	0.75

a - Ratings obtained on a six-point scale, where 6 = Exceptional, 5 = Excellent, 4 = Good, 3 = Average, 2 = Below Average, and 1 = Unsatisfactory.

b - Describes the number of surveys used in the analysis, where N = the number of surveys and [%] = the percent of all services of that type for which surveys were available.

projects; and (d) overall satisfaction with all of the TA provided. This information was gathered in an end-of-year survey sent to all projects. Forty-three surveys, representing 81% of the projects and 93 of the 109 needs (85%), were returned and provide the basis for the information in the following sections.

#### Change in the Status of TA Needs

Projects were asked to assess, retrospectively, their state of development in relation to identified needs prior to receiving technical assistance and to assess their status after all TA had been delivered. Figure 3 presents the ratings before and after TA in graphic form. The projects reported that they had not begun to plan work prior to TA in 29 of the 93 need areas (31%) and had planned but not begun to implement work in 32 (34%) of the need areas. After technical assistance, the status of the need areas had moved considerably beyond the original status with 59 needs (63%) at the stages of being implemented or completed.

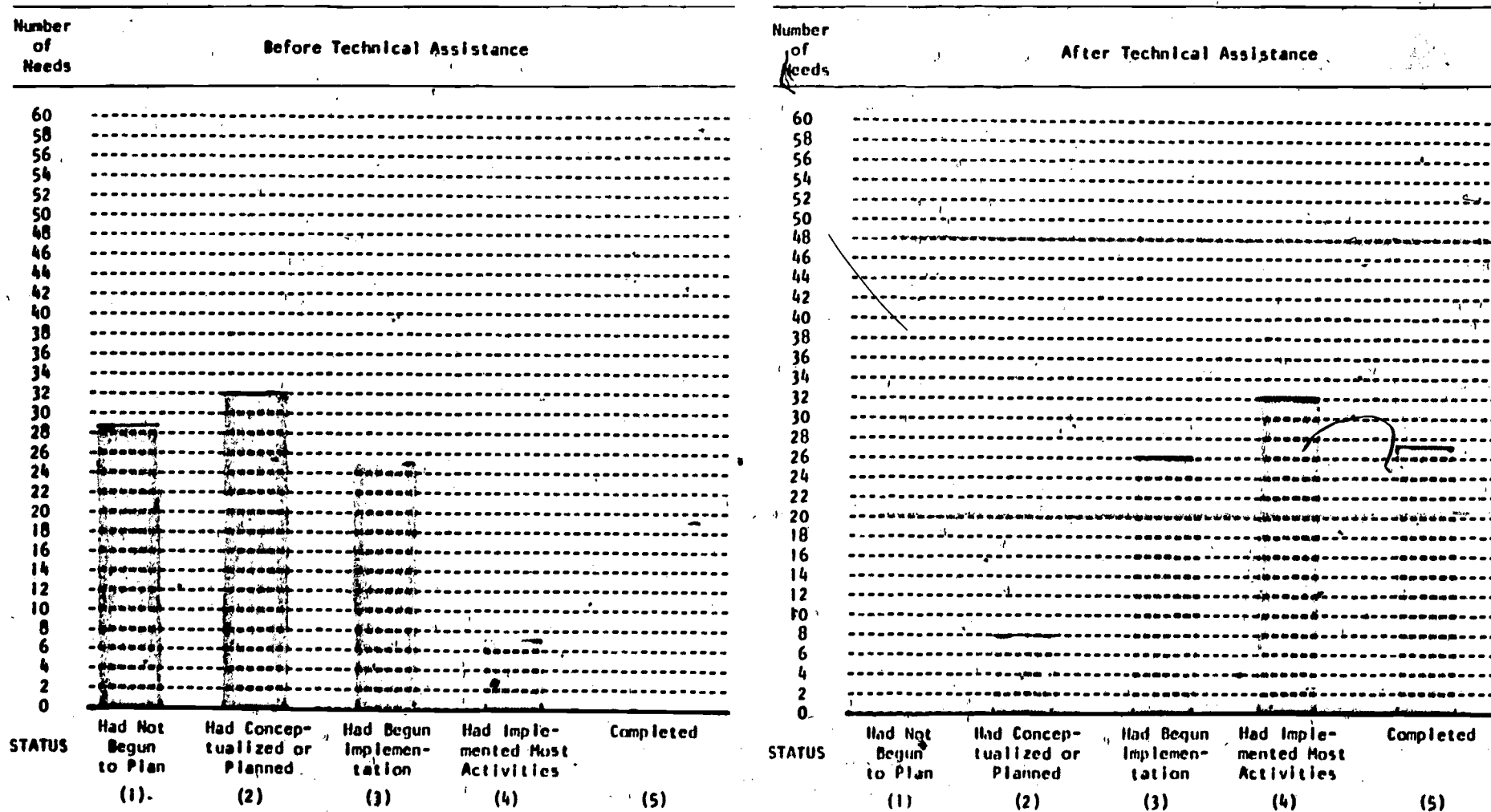
To determine whether the change in status as reported on the end-of-year survey was statistically significant, a correlated t-test was conducted. The mean of the status of projects prior to technical assistance (1.87) was compared to the mean of the status after technical assistance (3.40). The result was a t-value of -14.38 (significant at the .0001 level) indicating that the status after TA was significantly greater than the status prior to TA.

Finally, a series of questions was asked to gather three types of information regarding the needs. They related to assistance provided to the project in the specified need area by persons or organizations other than TADS and project perceptions of the extent of TADS' contribution to their progress (Table 9).

Figure 3

STATUS OF PROJECT NEEDS BEFORE AND AFTER TECHNICAL ASSISTANCE  
(Total Number of Needs = 108)

1980-81



- Represents the number of TA needs for projects responding to the survey.

Table 9

INFORMATION RELATED TO CHANGE IN STATUS OF NEEDS  
DEMONSTRATION PROJECTS

1980-81

1. Did you receive outside assistance other than from TADS during the year?		Yes		No	
		N	%	N	%
First Year		9 <sup>a</sup>	25	27 <sup>a</sup>	75
Second Year		5	14	30	86
Third Year		7	32	15	68
TOTAL		21	23	72 <sup>a</sup>	77

2. From whom did you receive the assistance? (If yes to 1)		Individual Consultant		An Agency		Other	
		N	%	N	%	N	%
First Year		5	56	2	22	2	22
Second Year		3	60	1	20	1	20
Third Year		3	43	1	14	3	43
TOTAL		11	48	4	17	8	35

3. How much assistance did you receive (as compared with TADS)?		Less Than TADS		Same as TADS		More than TADS	
		N	%	N	%	N	%
First Year		5	56	3	33	1	11
Second Year		2	40	3	60	-	-
Third Year		-	-	4	57	3	43
TOTAL		7	33	10	48	4	19

4. What did TADS contribute to your progress?		(1) Nothing		(2) Some		(3) A great deal		Average Contribution
		N	%	N	%	N	%	
First Year		-	-	7	19	29	81	2.81
Second Year		1	3	7	21	25	76	2.73
Third Year		-	-	6	27	16	73	2.73
TOTAL		1	1	20	22	70	77	2.76

<sup>a</sup>N = Number of TA needs for which services were provided and data were available.

Twenty-three percent of the projects received assistance in a need area from persons or organizations other than TADS. Third-year projects received the most additional assistance (32%) while second-year projects received the least (14%).

When additional assistance was provided, it was by individual consultants, agencies and other persons or organizations with individual consultants most often used. The assistance provided was more often the same amount or less than that provided by TADS.

To obtain an indication of the effect of additional assistance, a t-test was conducted comparing the change in status of needs means of those projects that received additional assistance ( $\bar{X} = 1.57$ ) with those that worked only with TADS ( $\bar{X} = 1.78$ ). There was not a significant difference in change in status between the two.

Most projects (77%) believed that TADS contributed a great deal to their progress in the need area.

#### Organizational and Programmatic Impacts.

In order to obtain an indication of the impacts of technical assistance on the projects, projects were asked on the end-of-year survey to rate a series of items describing potential organizational and programmatic impacts.

Organizational impacts were defined as those areas which influenced a project's overall organization and operation. They were not areas in which technical assistance is often applied directly but rather areas which technical assistance for program development, such as needs assessments, might affect. For this instrument, twenty-seven items were categorized into the seven areas of: (a) administration (decision-making, policy changes, program analysis); (b) staff (roles, knowledge/awareness, skills, attitude/

morale); (c) program clarification (organization/clarification, goals, refinement); (d) program operation (resource identification, planning, implementation, documentation, product development); (e) program support (administrative, recognition, funding); (f) benefits to non-staff persons (children, parents, other participants); and (g) relations with other programs or agencies (interagency, assistance to others, information sharing).

Programmatic impacts were defined as those specific content areas or activities which characterize an HCEEP demonstration project. As in TADS' descriptions of all of its services, the 26 items were categorized into the content areas of: (a) services for children (identification, diagnosis/assessment, instruction, other agencies, determining effectiveness); (b) services for parents (introduction, involvement, direct services, other agencies, determining effectiveness); (c) staff development (introduction, implementation, determining effectiveness); (d) demonstration/dissemination/continuation (planning, developing products, implementation, determining effectiveness); (e) administration/management (personnel, planning, finance, records/reports, advisory board, interagency coordination); and (f) evaluation (planning, implementation, communicating/using results).

Unlike organizational impacts, programmatic impacts encompassed content areas in which direct technical assistance was provided. The assistance was individualized for each project in the services outlined in the Memoranda of Agreement and in other direct services such as needs assessments, additional TA and the infant health care/education workshop. Percentage of impact must be interpreted with the knowledge that TA services in the areas listed were provided only if a specific need for TA in the area was identified. For most, if not all, of the items, therefore, TA was provided to a percentage, not all, of the projects.

For each item, projects were asked to indicate the type of impact TADS' TA had on their work by choosing one of the following:

- 3 = significant negative impact
- 2 = moderate negative impact
- 1 = limited negative impact
- 0 = no impact
- 1 = limited positive impact
- 2 = moderate positive impact
- 3 = significant positive impact

To report and interpret the overall results, two sets of figures were computed.

The first was the percentage of impacts designated at any level, i.e., any rating other than zero. The second was the average or mean of the ratings for those projects indicating an impact. For purposes of interpretation, a mean greater than 1.50 and less than 2.00 was defined as a "greater than limited" impact. A mean greater than or equal to 2.00 and less than 2.50 was defined as an "obvious" impact. There were no means greater than 2.50 for the general areas of impact for projects. (See Table 10 for the percentages and Appendix A for a table of the precise means for projects.)

As indicated, the areas of greatest organizational impact were program clarification and staff. Impacts of technical assistance were indicated by slightly less than half of the projects on items relating to external support for the program and benefits to non-staff persons. When impacts were indicated, they were strongest in the areas of program clarification ( $\bar{X} = 2.11$ ) and program operation ( $\bar{X} = 2.03$ ). The greatest number of impacts was reported by first year projects, while the greatest degree of impact was reported by third year projects.

There were somewhat fewer incidences of impact in programmatic areas. As mentioned previously, technical assistance was provided to projects in only those programmatic areas in which technical assistance needs were identified.

The area of greatest impact, in terms of incidence, was that of evaluation.



Table 10

PERCENTAGE AND LEVEL OF IMPACTS OF  
TECHNICAL ASSISTANCE AS INDICATED  
BY DEMONSTRATION PROJECTS

1980-81

TYPE OF IMPACT	PROJECT YEAR			
	First (N=11)	Second (N=16)	Third (N=16)	Total (N=43)
<b>I. ORGANIZATIONAL</b>				
A. Administration	84% <sup>a,b</sup>	55%**	61%**	65%**
B. Staff	98%**	73%**	73%**	79%**
C. Program Clarification	94%**	71%**	79%**	80%**
D. Program Operation	78%**	56%**	74%**	68%**
E. External Support for Program	52%**	38%**	50%**	46%**
F. Benefits to Non-Staff Persons	58%**	42%**	50%**	49%**
G. Relations with Other Programs or Agencies	42%**	42%**	65%**	50%**
<b>II. PROGRAMMATIC</b>				
A. Services for Children	64%**	30%**	38%**	41%**
B. Services for Parents	58%**	30%**	39%**	40%**
C. Staff Development	76%**	40%**	60%**	57%**
D. Demo/Dissem/Continuation	52%**	70%**	76%**	59%**
E. Administration/Management	53%**	36%**	44%**	43%**
F. Evaluation	73%**	65%**	52%**	62%**

<sup>a</sup>The percentage figure represents the percent of projects indicating there to be an impact on the items in each category.

<sup>b</sup>Asterisks indicate the degree of impact FOR THOSE PROJECTS INDICATING AN IMPACT. A single asterisk (\*) indicates more than a limited impact, i.e., +1.50 to +1.99 on a scale where +1 = limited impact; 2 = moderate impact; and 3 = significant impact. A double asterisk (\*\*) indicates an obvious impact, i.e., 2.00 to 2.49 on the same scale. (See Appendix A for a table of the actual means.)



Other areas in which impacts were noted quite often were demonstration/dissemination/continuation and staff development. Fewest incidences of impact were noted in the area of Services for Parents (40%), Services for Children (41%) and Administration/Management (43%). While the incidence of impact was low, those who reported an impact in Services for Children indicated it to be an obvious impact ( $\bar{X} = 2.01$ ).

In order to synthesize and interpret the results for individual items, additional criteria were established. Items which were rated as being an area of impact by 70% or more of the projects were designated as areas of high impact. Those which received 30% or fewer impact ratings were designated as areas of low impact. As indicated in Table 11, high incidences of organizational impact were evident in the areas of administration, staff, program clarification and program operation. There were no instances of low impact according to the criteria.

Programmatic areas in which individual items were categorized as high impact areas were demonstration/dissemination/continuation and evaluation (Table 12). All high impact items were related to aspects of planning. The programmatic areas where the incidence of impact was classified as low were in obtaining services for children and parents through other agencies.

#### Overall Project Satisfaction with TA

The final question on the end-of-year survey sought to determine overall project satisfaction with the technical assistance received from TADS during the contract year. Two different scales were used. For first and second year projects a six-point scale, identical to that used to assess satisfaction with individual services, was used. For these groups, first year projects were more satisfied with all of the TA they received than second year projects

Table 11

**AREAS OF HIGH AND LOW ORGANIZATIONAL IMPACT  
DEMONSTRATION PROJECTS 1980-81**

General Area (Number of Items)	High Impact Items	Low Impact Items
I. Administration of the Program (5)	1. Decision Making (78%) 2. Program Analysis (82%)	
II. Staff (5)	1. Staff Knowledge and Awareness (95%) 2. Staff Skills (83%) 3. Staff Attitude/Morale (83%) 4. Staff Understanding of HCEEP (78%)	
III. Clarification of the Program (3)	1. Program Organization (86%) 2. Clarification of Goals (81%) 3. Program Refinement (80%)	
IV. Operation of the Program (5)	1. Resource Identification (86%) 2. Documentation/Record Keeping (72%)	
V. Support for the Program (3)		
VI. Benefits to Non-Staff Persons (3)		
VII. Relations with Others External to the Program (3)		
		(No items met the criteria to be considered on area of low impact)

<sup>a</sup>The percentage of projects that indicated that the item was an impact of TADS' technical assistance. To be considered high at least 70% of the projects had to have indicated the item to have been an impact. To be labeled low the percentage used was 30% or less.

Table 12

AREAS OF HIGH AND LOW PROGRAMMATIC IMPACT  
DEMONSTRATION PROJECTS 1980-81

General Area (Number of Items)	High Impact Items	Low Impact Items
I. Services for Children (5)		I. Services from Other Agencies (22%)
II. Services for Parents (5)		I. Services from Other Agencies (29%)
III. Staff Development (3)		
IV. Demonstration/Dissemination/ Continuation (4)	I. Planning for Demonstration, Dissemination and/or Continuation (74%)	
V. Administration/Management (6)		
VI. Evaluation (3)	I. Planning for Evaluation (72%)	

<sup>a</sup>The percentage of projects that indicated that the item was an impact of TADS' technical assistance. To be considered high at least 70% of the projects had to have indicated the item to have been an impact. To be labeled low the percentage used was 30% or less.

( $\bar{X}$  = 5.27 for first year projects;  $\bar{X}$  = 4.87 for second year projects).

Both means, however, were close to the scale rating of 5 or "excellent."

For third year projects a different scale was used. It was a seven point scale ranging from -3 for extremely dissatisfied to +3 for extremely satisfied. This scale was used to allow the data to be used in a special study of technical assistance. (The scale had been used for the previous two years and was needed to allow comparisons of overall satisfaction across three years of project operation.) Resulting mean ratings for third year projects were also quite high ( $\bar{X}$  = 2.53).

Comments received from individual project staff members on TA event evaluation forms provide additional information and insights into some of the factors relating to project satisfaction with TADS' services. Most comments were very positive. A few negative or instructive comments also were made. A sampling of these for each type of TA follows.

Many very positive comments were received concerning on- and off-site consultations:

- (the consultant) was extremely well prepared and organized. It made it very easy to cover all the work that needed to be done.

- the consultation was extremely task oriented, organized, and helpful. (The consultant's) high level of advertising knowledge and experience greatly contributed to problem solving the overall demo/dissem. needs of the project and putting the plan into action. He generated real enthusiasm with all project staff to participate in the demo/dissem. plan. Excellent facilitating.

- (the consultant's) ability to focus on the important factors in the project and to suggest ways of analyzing the data contained in these areas was very helpful and useful. (the consultant) was very pleasant, informative and helpful. In addition to the useful suggestions for the project, she made suggestions that were practical and likely to be implemented for our total infant program.

.(the consultant) is a most genteel and sensitive person. Both members of the staff served by his consultation felt that this was one of the most productive two days ever spent.

.(the consultant's) expertise in audiovisual product development was especially important to us at this stage of our dissemination year. She was able to focus on aspects of our product that we had not considered. Her input assisted us in our decision making process. She was well received by our team. She was an outstanding group facilitator who modelled beautifully how to get the most from the creative resources of the team--since our need was focused on working with adults, she was perfect--she trained us by providing a model.

.(the consultant) was an objective evaluator. His expertise in program evaluation facilitated our awareness of options previously unknown. He also provided a candid appraisal of our current procedures, which increased our insight regarding other evaluation procedures. I recommend him as a competent professional, and would assume that other HCEEP projects could benefit from his knowledge.

.the presenter was knowledgeable of the population served, and was able to refer to examples from her own experiences, which helped staff to understand the content of the workshop presented.

.explored and listed various avenues for D/D and ultimate continuation funding. Strengthened, greatly, staff's understanding of D/D--who to contact, how, when, where beyond that which was known. All aspects of the consultation were excellent and very useful. All was presented in a very interesting and pleasant manner! Excellent!!!

.this evaluation sounds like the halo-effect has taken control. I assure you that the assistance was outstanding in every aspect and I'm not generally so positive.

Projects also pointed out ways in which consultations could have been improved. Although very much in the minority, the following suggestions and comments were provided to TADS:

.he was not that sensitive to the possibility of effective intervention using behavioral methods based on developmental principles.

. I found the consultation useful and helpful but in retrospect, it did not focus on the clearly spelled out objective of reviewing rigorous evaluation designs for determining child progress. I would have liked readings on design issues rather than on focusing and utilizing evaluation, and a discussion of this.

. time could have been utilized more effectively had the presenter been more familiar with our program.

Comments received from participants in small group TA meetings were almost universally positive. Some typical examples follow:

. good meeting--well organized--sensitivity to individual program needs.

. provision of an "array" of resource persons--affording a comprehensive approach--different ideas for approaching task.

. each of the consultants had a special contribution to the group, both in materials and style that was useful. It turned out to be even more helpful than I anticipated--the time (number of days) and procedures seemed just right.

. the individual conferences with the consultant were particularly useful. He understands the unique continuation problems we have, did a thorough job of reviewing all possibilities, was low key but well organized and directed. The meeting was well organized, the consultants well prepared for the consultation, and obviously "knew their stuff." As usual, I was impressed by the competence, flexibility and warmth of all of the TADS group.

Suggestions for change regarding small group TA meetings included the following:

. possibly more review of other project's products with a critique, positive and negative, so that we could avoid common mistakes and emphasize good points, etc.

. It might have been useful to use a complete case study of a project: cost analysis plan, identifying target audiences, showing analysis and final products--all the pieces were presented and could well be pulled together in that way. The first morning session covered materials sent for suggested pre-meeting reading. We could have moved through that material a bit more rapidly as that was an "up-time" in terms of energy.

Comments received for review/critiques were also primarily positive:

- .the followup phone call was appreciated and helped clarify some vague areas of the written response.
- .very specific recommendations were provided. Her examples were also very helpful.
- .all of the information was extremely pertinent and useful.

This comment provided information which may be useful to TADS in improving the review/critique process:

- .instruments were critiqued, pointing out shortcomings which have also been troublesome to me--I would have found this critique more helpful if the consultant had suggested alternative instruments that she felt would be more satisfactory--I plan to telephone her to obtain additional input from her in this regard.

Visitations to other programs for training or information received the following typical positive comments:

- .the project director and her staff were exceptionally helpful. They structured our visit to our needs. We left their center with a great amount of information. The trip was definitely profitable.
- .I was overwhelmed by the interest and helpfulness of their staff. I came back feeling less anxious about what I don't know and more confident about what I do know.
- .the staff at the site were extremely helpful and willing to share information with me. A great deal of thought and time was spent in organizing my visit enabling me to get the most out of it. I have enclosed a copy of my schedule to show you.

No suggestions for change in visitations were received this year.

Information services received a mixture of positive and negative comments. On the positive side:

- .information forwarded eliminated need for project to spend hours to research material. Material sent was direct, concise, and extremely pertinent to project needs.



.the variety of materials and formats represented by the sample materials sent to us was most helpful. We were able to observe organization, attractiveness of package as a whole, language of the packages.

.information service was provided promptly. Materials were well selected for relevancy of use.

On the negative side:

.there were some questionnaires that were inappropriate for our purpose; however, they were all useful in giving us some guidelines.

.In general the staff felt that the results of this information service was good and valuable. TADS information system searches appear to not have the resources to go far beyond the HCEEP network, however. Often project staff is at least vaguely familiar with available information within the system. Developing some accesses to wider channels of information search might be additionally helpful.

Comments from the end of year survey provide a glimpse of the project reactions to all of TADS' services, including publications, additional TA, and ongoing interactions with TADS' staff. The following comments represent typical positive comments drawn from the survey.

.we have been most impressed by TADS' selection of need assessors, consultants, their thorough knowledge of the field of available personnel and institutional resources, as well as with their flexibility, interest, courtesy and efficiency in handling all transactions.

.the assistance provided through TADS to our project this year was invaluable. In addition to the technical assistance specified in the Memorandum of Agreement, our project benefited from an "informal" type of assistance. TADS personnel were always responsive to requests for information covering a variety of topics. The linkages we made as a result of TADS information have been helpful in our project development.



.our site-visit from (the consultant) was particularly useful in terms of the stated need, but also gave us the opportunity to analyze other areas such as: team functioning, definition of roles & tasks, staff development needs. Appropriately, we functioned more autonomously in our second year, but were very well supported by TADS. If our circles are not all "exceptional", it is not a criticism of the assistance available, but of our growing security. Thank you!!

.the TADS people have been wonderfully supportive of my role in this first year and helped ease my transition into the directorship. The consultants they provided were excellent and have made a significant difference in the operation of the project. I have appreciated their role and look forward to another year of association with them.

.limited assistance was at our choice this year, but I am extremely impressed with TADS. You've given support & service when needed & your help has been excellent! I especially like your books and newsletters that are sent to us. Keep up the good work.

Projects also provided TADS with specific suggestions for change, as exemplified by the following survey comments.

.consultants should have much more practical information and familiarization with project prior to arrival.

.my comments about this year's consultant are extremely positive; however when I look at the year as a whole I am disappointed in what I received from TADS this year... I missed having a consultant come on site in the fall to guide us in the needs assessment process. We completed the self-assessment this year, and it would have been much more valuable to our staff (and to me) if an outside consultant had been the group facilitator of that. I had 8 new staff members out of 12 on the team, & the TADS-conducted assessment could have helped the new staff recognize the difference between model development and service delivery. \*\*\*\*I recommend that TADS drop the self-guided assessment procedure and suggest that 3rd year projects have an outside consultant, too--

One project director summed up her reactions to TADS' TA in the third year of funding and its impact over the three year life of the project.

although I have circled no impact frequently on this evaluation, I am not implying any negative results in working with TADS this year. Staff were always friendly and helpful & my project was included in many TADS activities. I was disappointed however, that my needs were not addressed more fully. I realize that my needs fell under a category of refinement & not development & so I can see how they were not prioritized. To end on a positive note, I realized in going through the form, that the reason TADS had "no impact" on many of these measures is because during the first two years of this demonstration project TADS had a "significant impact" in most areas & helped the project become what it is today. I very much appreciate being included by TADS in their recommendations to other projects & consulting with them as well as providing information for your future publications. It was a meaningful three years.

### SECTION 3: TECHNICAL ASSISTANCE TO HCEEP STATE IMPLEMENTATION GRANTS

#### Services Delivered

Thirteen states in the TADS service area received funding from SEP for State Implementation Grants (SIGs) from September 1, 1980 through August 31, 1981. Eight were in their first or only year of funding and five were second-year SIGs.

TADS provided a variety of technical assistance activities to the SIGs, as specified in the contract with SEP and described in quarterly progress letters. These included: (a) a comprehensive program review to determine program status and needs for technical assistance; (b) development of Memoranda of Agreement and provision of technical assistance as outlined in the agreements; (c) additional technical assistance in response to unexpected SIG needs and requests; and (d) the provision to SIGs of the newsletter Emphasis and other publications.

As was done for demonstration projects, services delivered to SIGs were categorized as Needs Assessments, Memorandum of Agreement Services, Other Services and Print Products. Data were gathered regarding the number of services provided, the number of SIG related staff participating in the technical assistance, the length of the technical assistance service and the person(s) who conducted the service.

#### Total Services

A total of 238 technical assistance services were provided to SIGs with an average of 18.31 services provided per SIG (Table 13). Of these,

Table 13

**TADS TECHNICAL ASSISTANCE SERVICES DELIVERED  
TO SIGS FUNDED FOR 1980-81<sup>a</sup> (N = 13)**

Type of TA	TA CONTENT AREA						TOTAL	AVERAGE
	Program, Devt/Mgmt.	Evalu- ation	Personnel Training	Inter- agency	Comm/ Dissem.	All Areas		
1. <u>Needs Assessments</u> (N = 13)	-	-	-	-	-	13	13	1.00
2. <u>Memorandum of Agreement Services</u> (N = 13)								
On-Site Consultation	6	3	5	3	6	-	23	1.77
Off-Site Consultation	2	2	2	-	1	-	7	0.54
Review and Critique	3	-	1	1	2	-	5	0.38
Information Service	9	1	4	2	2	-	18	1.38
Visitation	1	-	-	1	-	-	2	0.15
Small Group TA	5	-	-	2	3	-	10	0.77
Conference-Workshop Presentation	-	-	-	8	2	-	10	0.77
Other	-	-	-	1	-	-	1	0.08
Total	26	6	20	12	12	-	76	5.86
3. <u>Other Services</u> (N = 13)								
Additional TA	6	-	4	3	6	-	19	1.46
Total	6	-	4	3	6	-	19	1.46
4. <u>Print Products</u> (N = 13)								
Newsletter <sup>b</sup>	-	-	-	-	-	39	39	3.00
Publications <sup>c</sup>	78	-	-	-	-	13	91	7.00
Total	78	-	-	-	-	52	130	10.00
<b>ALL SERVICES (N = 13)</b>	<b>110</b>	<b>6</b>	<b>24</b>	<b>15</b>	<b>18</b>	<b>65</b>	<b>238</b>	<b>18.31</b>

a - This table does not include the orientation workshop held in September 1981 for 1981-82 SIGs, or the September 1980 orientation workshop, which was reported in the 1979-80 evaluation report.

b - Represents three editions of the newsletter EMPHASIS.

c - Represents all publications developed and distributed during this contract period.

thirteen (13) were needs assessments, seventy-six (76) were services outlined in the Memoranda of Agreement, nineteen (19) were additional TA and one-hundred thirty (130) were print products.

A total of 347 instances of SIG staff and other related personnel involvement in individualized TA were recorded, with an average of 3.54 staff involved per individualized event (Table 14). An additional 275 persons were involved in large conference or workshop presentations, making a total of 622 SIG-related staff involved in TADS' technical assistance. This represents an average of 47.85 staff/clients per direct technical assistance event, including large conference or workshop presentations. The largest involvement was in the content areas of Personnel Training, Interagency Coordination, Program Development/Management and Communication/Dissemination and the services of Conference/Workshop presentation and on-site consultation.

A total of 159.04 days of technical assistance were provided to SIGs, for an average of 12.23 days of technical assistance per SIG and 1.47 days per each direct TA event (Table 15). The greatest length of time per event was spent in technical assistance in the content area of Evaluation and in the TA services of off-site consultations and a special service provided by NASDSE to a SIG (labeled "Other").

The technical assistance was provided primarily by members of the TADS' staff and consultants (Table 16). TADS' staff members conducted all but one of the needs assessments and provided all information services and additional TA. Consultants provided the majority of on- and off-site consultations, visitations and conference presentations.

#### Specific Services

Needs Assessment. Needs assessments for SIGs include a comprehensive

Table 14

**TOTAL AND AVERAGE NUMBER OF SIG STAFF AND OTHERS  
PARTICIPATING DIRECTLY IN TECHNICAL ASSISTANCE ACTIVITIES**

**1980-81**

Type of TA	TA CONTENT AREAS						TOTAL <sup>a</sup> AVERAGE <sup>b</sup>
	Program Devt/Mgmt.	Evalu- ation	Personnel Training	Inter- agency	Comm/ Dissem.	All Areas	
<u>Needs Assessment</u>						25	25
						1.92	1.92
<u>Memorandum of Agreement Services</u>							
On-Site Consultation	64 10.67	9 3.00	40 8.00	17 5.67	39 6.50	-	169 7.38
Off-Site Consultation	6 3.00	8 4.00	2 1.00	-	1 1.00	-	17 2.43
Review and Critique	3 1.00	-	1 1.00	4 4.00	-	-	8 1.60
Information Service	46 5.11	1 1.00	8 2.00	3 1.50	2 1.00	-	60 3.33
Visitation	1 1.00	-	-	1 1.00	-	-	2 1.00
Small Group TA	7 1.40	-	-	2 1.00	4 1.33	-	13 1.30
Conference Work- shop Presentation	-	-	230 26.75	45 22.50	-	-	275 27.50
Other	-	-	-	1 1.00	-	-	1 1.00
<u>Other Services</u>							
Additional TA	8 1.33	-	12 3.00	7 2.33	25 4.17	-	52 2.74
<u>TOTALS</u>							
<u>Individualized Services</u>	135 4.22	18 3.00	63 3.93	35 2.69	71 3.94	25 1.92	347 3.84
<u>Conference Work/ shop Presentation</u>	-	-	230 26.75	45 22.50	-	-	275 27.50
<u>All Services<sup>a</sup></u>	135	18	293	80	71	25	622
<u>AVERAGE<sup>b</sup></u>	4.22	3.00	12.21	5.33	3.94	1.92	5.76
<b>AVERAGE NUMBER OF SIG RELATED PERSONNEL RECEIVING DIRECT TA (N = 13)</b>							<b>47.55<sup>c</sup></b>

a - Represents the total number of SIG staff from all SIGs who participated in the activity listed.

b - Represents the average number of all SIG staff who participated in the activity.

c - Represents the average number of participants per SIG for all services. Individuals were counted each time they participated in a TA service.

Table 15

TOTAL AND AVERAGE NUMBER OF DAYS OF DIRECT TECHNICAL  
ASSISTANCE PROVIDED TO SIGS<sup>a</sup>

1980-81

Type of TA	TA CONTENT AREAS						TOTAL <sup>b</sup> AVERAGE <sup>c</sup>
	Program Devt/Mgmt.	Evalu- ation	Personnel Training	Inter- agency	Comm/ Dissem.	All Areas	
<u>Needs Assessment</u>						14.13 1.09	14.13 1.09
<u>Memorandum of Agreement Services</u>							
On-Site Consultation	13.75 2.25	15.00 5.00	15.25 2.55	6.25 2.08	20.25 3.35	-	70.50 3.27
Off-Site Consultation	4.63 2.32	11.00 5.50	9.88 4.24	-	0.63 0.63	-	26.14 3.73
Review and Critique	4.50 1.50	-	0.75 0.75	1.00 1.00	-	-	6.25 2.25
Information Service	4.38 0.48	0.50 0.50	1.63 0.41	0.50 0.25	0.75 0.38	-	7.76 1.43
Visitation	1.75 1.75	-	-	2.00 2.00	-	-	3.75 1.25
Small Group TA	9.00 0.20	-	-	1.63 0.82	5.63 1.68	-	16.25 2.83
Conference/Work- shop Presentation	-	-	3.13 0.33	3.50 1.75	-	-	6.63 0.88
Other	-	-	-	3.50 3.50	-	-	3.50 3.50
<u>Other Services</u>							
Additional TA	1.50 0.25	-	0.88 0.22	0.75 0.25	1.00 0.17	-	4.13 0.22
TOTAL <sup>b</sup> AVERAGE <sup>c</sup>	39.51 1.23	26.50 4.42	31.52 1.31	19.13 1.28	28.25 1.67	14.13 1.09	159.04 1.47
AVERAGE NUMBER OF DAYS OF TA PER SIG (N = 13)							12.23

a - This does not include time spent by TADS staff in facilitating TA. It does, however, include preparation time for the TA provider, i.e., TADS staff and/or consultants.

b - Represents the total number of days in which SIG staffs participated in TA.

c - Represents the average number of days in which SIG staffs participated in TA.



Table 16  
TYPE OF TA PROVIDER  
SIGS  
1980-81

Type of TA	PROVIDER					
	TADS Staff		TADS Consultant		Other <sup>a</sup>	
	N	% <sup>b</sup>	N	%	N	%
<u>Needs Assessment</u>	12	92 <sup>b</sup>	1	8	-	-
<u>Memorandum of Agreement Services</u>						
On-Site Consultation	4	17	15	65	4	17
Off-Site Consultation	-	-	7	100	-	-
Review and Critique	3	60	2	40	-	-
Information Services	18	100	-	-	-	-
Visitation	-	-	2	100	-	-
Small Group TA	2	20	-	-	9	60
Conference Work-shop Presentation	1	10	7	70	2	20
Other	-	-	-	-	1	100
Total	28	37	33	43	16	20
<u>Other Services</u>						
Additional TA	19	100	-	-	-	-
ALL SERVICES	59	55	34	31	15	14

a - Includes services provided by combinations of groups such as NASDSE, TADS, WESTAR, SEP and/or consultants.

b - Percentage of all services provided.



review of the goals and objectives of the grant, identification of areas which require major attention during the current year, and identification of ways in which TADS' TA might help the SIG reach its objectives. All thirteen SIGs received needs assessments. On the average, almost nine hours were spent by the needs assessor and SIG staff in completing the needs assessment. On the average, two SIG staff members and/or other related personnel were involved in the process.

A total of 44 technical assistance needs were identified during the needs assessments. The majority of needs were in the content areas of Program Development and Management and Personnel Training (Table 17). SIG staffs most often needed information and assistance in planning.

During the year eight needs were cancelled and two needs were added. Technical assistance services, therefore, were provided to address thirty-eight (38) needs.

Memorandum of Agreement Services. Services provided to SIGs under the Memoranda of Agreement included on- and off-site consultations, review/critiques, information services, visitations, small group technical assistance meetings and conference/workshop presentations. Seventy-six such services were provided, with the most common types being on-site consultations and information services. By contrast, the services labeled "other," visitations and review/critiques were provided infrequently. Consistent with the TA needs identified during the needs assessment, a large number of services were in the content areas of Program Development and Management (34%) and Personnel Training (26%).

A total of 270 SIG staff members and/or other related personnel were involved in the services specified in the agreements, for an average of 3.55

Table 17

FREQUENCY AND PERCENTAGE OF NEEDS IDENTIFIED BY  
CONTENT AREA AND TECHNICAL ASSISTANCE NEEDED (N = 13)  
SIGS

1980-81

Type of Need	Frequency and Percentage	
CONTENT AREA		
Program Development/Management	$\frac{f}{\%}$	14 <sup>a</sup> 32
Evaluation	$\frac{f}{\%}$	3 7
Personnel Training	$\frac{f}{\%}$	16 36
Interagency	$\frac{f}{\%}$	6 14
Communication/Dissemination	$\frac{f}{\%}$	5 11
TECHNICAL ASSISTANCE NEEDED		
Decision-making	$\frac{f}{\%}$	- -
Planning	$\frac{f}{\%}$	10 23
Information	$\frac{f}{\%}$	19 43
Skills/competencies	$\frac{f}{\%}$	2 5
Product Development	$\frac{f}{\%}$	8 18
Revisions/refinement	$\frac{f}{\%}$	1 2
Program Development	$\frac{f}{\%}$	4 9

a - N = number of needs.

staff members and related personnel per service. (These figures do not include conference/workshop presentations in which large numbers of persons from a state were in attendance.) The greatest number of personnel were involved in on-site consultations (7.35 staff per event), with the highest number involved in events related to Program Development and Management, Personnel Training and Communication/Dissemination.

The lengthiest TA services were off-site consultations (3.73 days), the special services provided by NASDSE (3.50 days) and on-site consultations (3.07 days). Those of shortest duration were information services (.43 days) and conference/workshop presentations (.66 days).

Most services specified in Memoranda of Agreement were provided by TADS' staff (37%) or consultants (43%), with the remainder (20%) provided by NASDSE or combinations of resource people.

Other Services. TADS provided an average of 1.46 instances of individualized additional TA per SIG, or 19 services. This additional TA involved an average of 2.74 SIG related persons per event, and took an average of approximately two hours to complete. The majority of additional TA was provided in Program Development and Management and Personnel Training, and TADS' staff members were always the providers.

Print Products. All SIGs were sent three issues of Emphasis and the seven publications sent to demonstration projects (see the list in Section 2).

#### SIG Reactions to Services

As was true for projects, data were gathered to obtain the reactions of SIG personnel to TADS' direct technical assistance services. (Additional TA was not evaluated. The reactions of SIG clients to Emphasis and other publications are reported in Section 4 of this report.)

### Needs Assessment

All SIG needs assessments were conducted with a needs assessor who was a current or, in one case, former member of the TADS' staff. Three were conducted at the September orientation meeting. Nine were conducted on-site or in the TADS' offices. One was conducted by phone. Needs assessments were evaluated in three primary content areas: (a) the extent to which the criteria for a needs assessment were met; (b) the needs assessor; and (c) general satisfaction with the process.

Table 18 presents a summary of the results of this evaluation. Overall, SIGs reacted very positively to all aspects of the needs assessment. Especially high ratings were obtained for the identification of TA needs and activities and the flexibility and interpersonal skill of the needs assessors. All mean ratings were 5.15 or higher indicating that SIGs viewed the needs assessment in a very positive fashion.

### Memorandum of Agreement Services

Clients rated the quality of TA services near or above "excellent" in all content areas, with total means ranging from 4.75 to 5.60 (Table 19). The highest mean quality ratings were obtained in the content areas of Communication/Dissemination (5.60), Personnel Training (5.31), and Program Development and Management (5.30). The total mean quality rating was 5.24, or above a rating of "excellent." Ratings of satisfaction with TA were similar to the quality ratings, ranging from 4.71 to 5.60. Again, the highest ratings were obtained in Communication/Dissemination (5.60) and Personnel Training (5.31). The total mean satisfaction was 5.16, or again above "Excellent."

The client reaction was also analyzed according to types of memorandum of agreement TA services, as shown on Table 20. Information services,

Table 18

MEAN RATINGS OF SIG OPINIONS OF 1980-81  
NEEDS ASSESSMENTS (N = 13)

<u>Item</u>	<u>Mean<sup>a</sup></u>
<u>The Needs Assessment Process</u>	
1. Provided comprehensive review	5.15
2. All needs identified	5.23
3. Technical assistance needs specified	5.62
4. Technical assistance activities identified	5.54
5. Roles and responsibilities clarified	5.46
<u>The Needs Assessor</u>	
1. Preparedness	5.42
2. Expertise	5.31
3. Organization	5.38
4. Flexibility	5.77
5. Ability to relate to staff	5.62
<u>Overall Satisfaction<sup>L</sup></u>	5.46

a - Ratings obtained on a six-point scale, with 6 being the most positive

Table 19

EVALUATIONS OF INDIVIDUAL TA EVENTS BY TA CONTENT AREA<sup>a</sup>  
SIGs

1980-81

Area Evaluated	TA CONTENT AREAS					TOTAL (N = 49) [56%]
	Program Devt/Mgmt. (N = 20) <sup>b</sup> [77%]	Evalu- ation (N = 4) [67%]	Personnel Training (N = 13) [65%]	Inter- agency (N = 7) [64%]	Comm/ Dissem. (N = 5) [42%]	
<u>Overall Quality of the Events</u>						
Mean	5.30	4.75	5.31	5.00	5.60	5.24
Standard Deviation	0.73	1.26	0.95	0.82	0.55	0.83
<u>Overall Client Satisfaction</u>						
Mean	5.20	4.75	5.31	4.71	5.60	5.16
Standard Deviation	0.83	1.26	0.95	0.76	0.55	0.87

a - Ratings obtained on a six-point scale, where 6 = Exceptional, 5 = Excellent, 4 = Good, 3 = Average, 2 = Below Average, and 1 = Unsatisfactory. The sixth point was added to obtain greater discrimination in the usually favorable ratings.

b - Describes the number of surveys used in the analysis where N = the number of surveys, and [\_\_\_\_%] = the percent of all services in that content area for which surveys were available.

Table 20

EVALUATIONS OF INDIVIDUAL TA EVENTS BY TYPE OF TA<sup>a</sup>  
SIGs  
1980-81

Area Evaluated	TYPE OF SERVICE							TOTAL N = 49 [56%]
	On-Site Consult. N = 15 <sup>b</sup> [65%]	Off-Site Consult. N = 4 [57%]	Review/ Critique N = 2 [40%]	Info. Service N = 13 [72%]	Visitation N = 3 [100%]	Small Group TA N = 4 [40%]	Conference Presentation N = 8 [80%]	
<u>Overall Quality of the Event</u>								
Mean	5.20	5.50	4.50	5.54	5.00	5.25	5.00	5.24
Standard Deviation	0.94	0.58	0.71	0.66	0.00	0.96	1.07	0.83
<u>Overall Client Satisfaction</u>								
Mean	5.07	5.50	4.50	5.62	4.33	5.00	5.00	5.16
Standard Deviation	0.96	0.58	0.71	0.65	0.58	0.82	1.07	0.87

a - Ratings obtained on a six-point scale, where 6 = Exceptional, 5 = Excellent, 4 = Good, 3 = Average, 2 = Below Average, and 1 = Unsatisfactory.

b - Describes the number of surveys used in the analysis, where N = the number of surveys and [%] = the percent of all services of that type for which surveys were available.

on- and off-site consultations and small group TA meetings received the highest ratings of quality, while reviews and critiques were rated somewhat below the "Excellent" scale point. Ratings of satisfaction were similar to quality ratings for most services with the exception of those for visitations which were somewhat lower.



### Overall Results

This portion of the report presents information obtained from an end-of-the-year survey distributed to SIGs as TA was completed. Information was requested concerning the status of the SIGs' TA needs, TADS' contribution to their progress in the TA need areas, TADS' impact on organizational and programmatic aspects of their program and their overall satisfaction with TADS' TA. Information is presented in this section for the nine SIGs (69%) responding to the survey as a group since the N's by year of funding were too small to allow meaningful interpretations of the results.

#### Change in the Status of TA Needs

SIG clients were asked to assess the status of each TA need by rating, retrospectively, the status of the need before TA and then rating the current status. The left-hand side of Figure 4 displays the frequency of ratings obtained for beginning status. Twenty-six percent of the identified twenty-seven TA needs for which data were available were in the pre-planning stage when the needs assessment was conducted. The majority of the needs (56%) related to tasks that had been planned but not yet implemented. The remaining needs (17%) were for assistance in implementation.

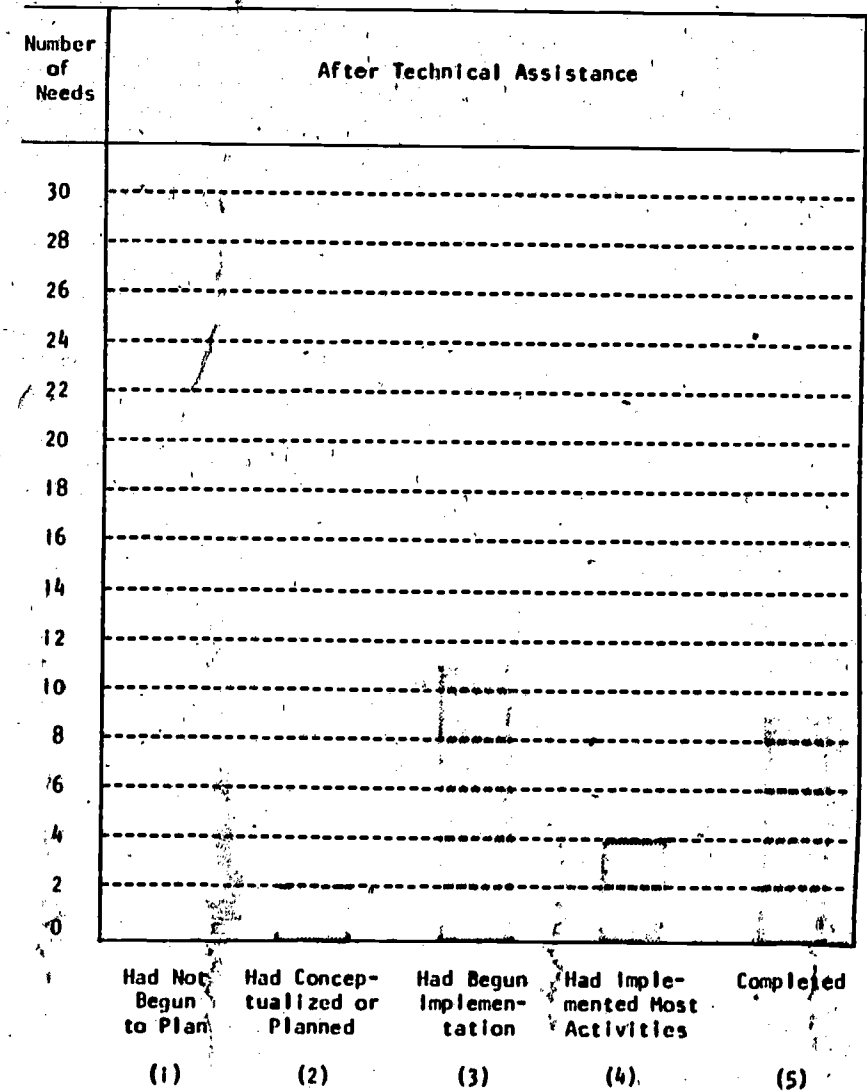
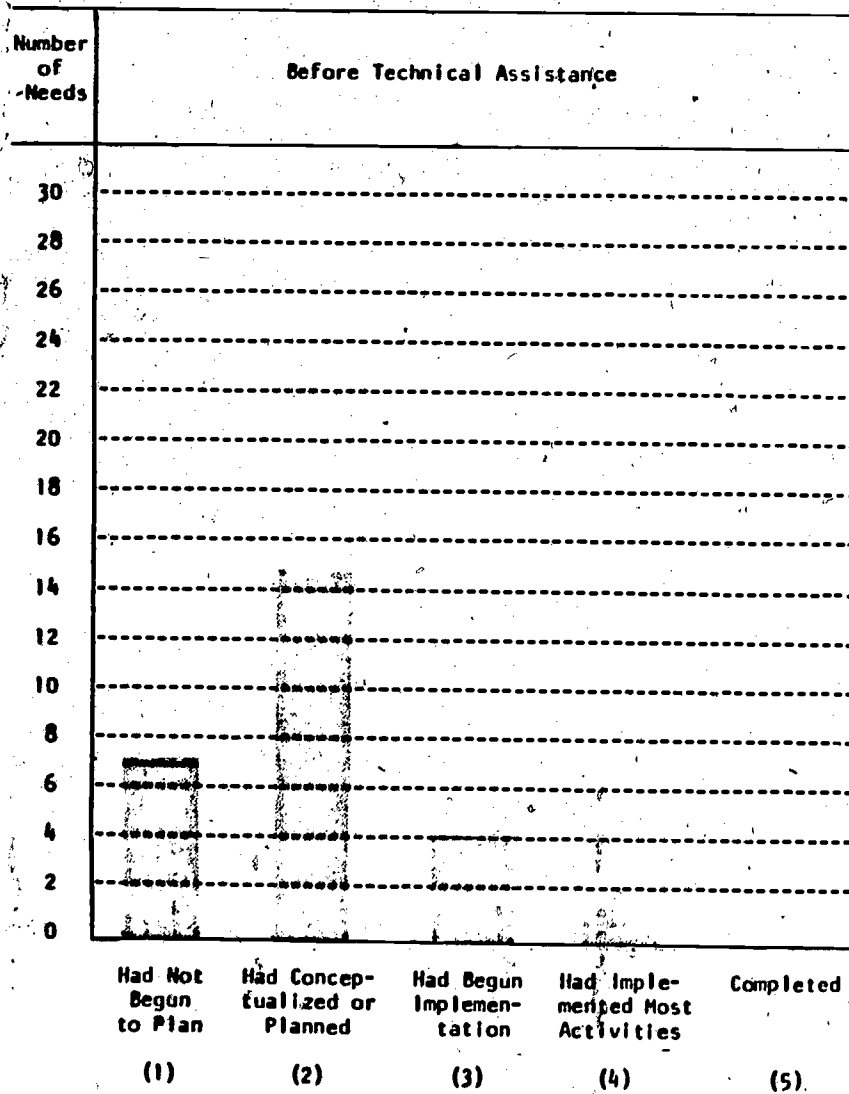
Progress toward completion of the tasks identified as TA needs is displayed on the right-hand side of Figure 4. Half of the needs had either been completed or had most activities implemented. Activities in the remaining need areas had been planned or were in the beginning implementation phase.

To determine whether the change in the need status was statistically

Figure 4

STATUS OF SIG NEEDS BEFORE AND AFTER TECHNICAL ASSISTANCE  
(Total Number of Needs = 31)

1980-81



a - Represents the number of TA needs for SIGs responding to the survey.

significant, a correlated t-test was conducted comparing the mean of the status of SIG needs prior to technical assistance ( $\bar{X} = 1.77$ ) to the mean of the status after technical assistance ( $\bar{X} = 3.27$ ). The result was a t-value of -6.71 which was significant at the .0001 level.

So that we might understand the information about need status more clearly, a series of questions was asked related to other assistance the SIGs received and TADS' contribution to their progress. The results for these questions are presented in Table 21.

TADS was the only provider of outside assistance for half (14) of the TA needs during 1979-80. For those thirteen need areas where other outside assistance was used, outside consultants and other unspecified resources were used. Additional sources usually provided less assistance to SIGs than that provided by TADS.

In order to obtain an indication of the effect of additional assistance, a t-test was conducted which compared the change in status of needs means for SIGs obtaining other outside assistance ( $\bar{X} = 1.85$ ) with SIGs working only with TADS ( $\bar{X} = 1.69$ ). The results ( $t = -.3602$ ) indicated that there was not a significant difference in progress related to needs between those receiving other assistance and those working only with TADS.

When asked how much TADS had contributed to overall progress in the TA need areas, SIGs indicated that TADS' contribution had been substantial for 85% of the needs, and that TADS had made some contribution to progress in the remainder of the needs.

#### Organizational and Programmatic Impacts of Technical Assistance

In previous years, in order to determine the organizational and programmatic impact of TADS' TA on SIGs, SIG staffs were asked to rate, on an end-of-year survey, a series of items similar to those sent to demonstration

Table 21

INFORMATION RELATED TO CHANGE IN STATUS OF NEEDS  
SIGs  
1980-81

1. Did you receive outside assistance other than from TADS during the year?		Yes		No	
		N	%	N	%
First Year		8 <sup>a</sup>	62	5 <sup>a</sup>	38
Second Year		5	36	9	64
TOTAL		13	48	14	52

2. From whom did you receive the assistance? (If yes to #1)		Individual Consultant		An Agency		Other	
		N	%	N	%	N	%
First Year		1	12	-	-	7	77
Second Year		1	20	-	-	4	80
TOTAL		2	15	-	-	11	85

3. How much assistance did you receive (as compared with TADS)? (If yes to #1)		Less Than TADS		Same as TADS		More Than TADS	
		N	%	N	%	N	%
First Year		5	83	-	-	1	17
Second Year		2	40	1	20	2	40
TOTAL		7	64	1	9	3	27

4. What did TADS contribute to your progress?		(1) Nothing		(2) Some		(3) A great deal		Average Contribution
		N	%	N	%	N	%	
First Year		-	-	3	23	10	77	2.77
Second Year		-	-	1	7	13	93	2.93
TOTAL		-	-	4	16	23	86	2.85

<sup>a</sup>N = Number of TA needs for which services were provided and data were available.

projects. Comments from SIG staffs over the past three years have tended to suggest that the format and number of items were too cumbersome and that many of the items were not appropriate to the variations in SIGs and the TA they received. For these reasons, the format was changed to an open-ended one. SIG staffs were asked to describe positive and/or negative impacts of TADS' TA on: (a) their SIG program and staff; (b) their State Education Agency; and (c) other individuals, agencies or groups. A summary of SIG comments is provided in Table 22. As shown, the greatest area of impact was in program clarification and operation (67% of those responding). Other high areas of impact (over 50%) were the support given to SIG programs and their staffs, the enhancement of planning efforts, and the enhancement of the SIG's effectiveness.

#### Overall SIG Satisfaction with TA

The final item on the SIG survey asked SIGs to rate, on a six-point scale, their overall satisfaction with all of the technical assistance they had received from TADS. The overall mean rating was 5.58, indicating that SIGs were, on the average, very satisfied with the TA they received from TADS in 1980-81.

A review of the comments on TA event evaluation forms from SIG clients provides additional information to support this level of satisfaction with TADS' services. Following is a sampling of positive and instructive comments.

On- and off-site consultations were generally very positively received by SIG clients, who commented as follows:

the ten-point issue/task approach resolution was particularly helpful to participants in clarifying direction and scope of the task. (The consultant), as usual, was superb! His group leadership skills and ability to put everyone at their ease while getting a task accomplished is excellent. He really listens to what folks are saying!

Table 22  
 IMPACTS OF TADS TECHNICAL ASSISTANCE  
 ON SIGS  
 1980-81

Impact (frequency) N = 9 [69%]	Examples
<u>On the SIG and Its Staff</u>	
Program Clarification and Operation (6)	Clarified federal guidelines, clarified tasks to complete, helped in the delineation of staff roles and responsibilities
Support to the SIG Program and Staff (5)	Enhanced morale, increased staff confidence
Enhanced Planning Efforts (4)	Helped in the development of a plan, helped delineate planning strategies, helped develop planning skills
Provided the SIG with a Source of Assistance (3)	Provided an accessible source of assistance, provided responsive assistance
Provided Useful Materials (2)	Provided useful and helpful publications
<u>On the State Education Agency</u>	
Enhanced Planning Efforts (3)	Provided information and assistance in planning, helped in the development of an early childhood plan
Facilitated Cooperation (3)	Aided in the development of interdepartmental linkages, resulted in a more positive relationship between the SEA and institutions of higher education
Enhanced Interagency Efforts (2)	Provided in-service training in interagency communication, resulted in the development of interagency cooperation
<u>On Other Individuals, Agencies or Groups</u>	
Enhanced SIG Effectiveness (4)	Increased project participation at the local level, resulted in broader dissemination of project activities and materials
Provided Useful Materials (3)	TADS' publications were useful to LEAs, publications were used in local information dissemination
Enhanced In-Service Training (2)	Provided a positive in-service experience for many, made possible in-service training for regional interagency teams

.the visit proved to be very timely. The consultants' expertise and technical advice came at a crucial moment in the dynamics of the groups' organization structuring and search for information.

.I feel that the workshop was very well planned, organized and managed. I compliment the TADS staff involved, and look forward to seeing the completed product.

.(the consultant) displayed the same high degree of professionalism in her associations with our staff and with the materials that she prepared for us. I enthusiastically recommend her as a fine graphic arts consultant.

Among the suggestions for change which were received are:

.I think that it might have been more productive to schedule more actual working time--to leave the workshop with the information/document completed (or at least the participants' portions).

.(the consultant) was not very directive. He waited for us to take the initiative in the consultation which sometimes slowed us down.

The SIG small group technical assistance meeting generated the following typical positive response:

.sharing concerns/strategies with other SIGs; level of expertise shared by consultants were useful. Excellent meeting--most useful, relevant and energizing!

No negative comments were received for small group meetings.

Information services received only positive comments, of which the following are typical:

.it is an excellent service. In the southeast, it is ~~difficult to quickly pull together educational re-~~ sources and this service was extremely helpful.

.this information is most appreciated. It would have taken our staff much time to put this together.

.as usual, the prompt service and thoroughness of the search reinforced the TADS reputation of meeting TA needs excellently.



The visitations also were well received, as exemplified by the following comment:

.we appreciated the openness and willingness of staff to share information which was relevant and useful due to the many similarities in service delivery needs between our two states.

Conference/workshop presentations received primarily positive comments, such as:

- .method of presentation was varied; involved participants. Many different curricula were introduced.
- .I feel that the communication to the 2 audiences was very good. It provided an opportunity to exchange thoughts, ideas, and information.

On the other hand, clients were willing to let us know when they were dissatisfied:

- .I feel that the actual presentation could have been much stronger.

Comments from the SIG end-of-year surveys cover the broad range of technical assistance provided, and describe its effects. The following comments are typical:

.as usual, TADS provided our SIG with an excellent resource for information, materials and consultants to assist in completion of grant objectives. (The TA Coordinator) is great and we enjoyed working with her this year. We look forward to another year of technical assistance and working with the cooperative, resourceful staff at TADS.

.exceptional flexibility on part of TADS liaison; productive small group planning session; excellent link to other state ed. agencies; excellent and prompt responses to requests for information. Thank you for helping to make this year productive and exciting!

.as usual, the assistance was excellent, timely, and extremely useful. The information search provided a broad knowledge base of approaches and definitions for the sub-committee to use in refining their task.



The on-site consultation provided an excellent forum for issue-resolution, scheduling the remainder of the work and assigning work responsibilities and beginning work on the actual task-developing guidelines for local operation of our coordination programs. I only wish we could have carried through on the other planned TA activities, which had to be cancelled through no fault of TADS.

The Early Childhood Unit of the State Department of Education has benefited immensely from its relationship with TADS. From the very outset of HCEEP activities when the TA coordinator came for a planning session, TADS' services have been delivered in a most punctual, efficient, and cooperative manner. A highlight of our staff's association with TADS occurred during February 9-11, 1981, when two of us were afforded the opportunity to attend a TADS-sponsored workshop in Chapel Hill and to meet members of the TADS' staff. Their helpful, cordial attitudes made our visit most productive and pleasant. Your efforts have given validity and credibility to the concept of technical assistance.

#### SECTION 4: OTHER TECHNICAL ASSISTANCE SERVICES

This section of the report describes services which were provided to newly-funded demonstration projects and SIGs during 1980-81 and also describes services to Outreach Projects, Research Institutes, Consortia, HCEEP projects in the West and other early childhood special education professionals. Brief summaries of client reactions to the 1981-82 project and SIG orientation workshops and the Topical Conference are provided as are the results of two surveys of reactions to TADS' publications.

##### Technical Assistance Services

##### 1981-82 Demonstration Project Orientation Conference

An Orientation Workshop for newly-funded demonstration projects conducted by SEP, TADS and WESTAR was held August 17-20, 1981 in Washington, D.C. It was attended by fourteen representatives of eleven eastern projects.

##### 1981-82 SIG Orientation Conference

Newly-funded SIGs were provided with an orientation to HCEEP at a workshop conducted by SEP, WESTAR and TADS on September 14-16, 1981, in Washington, D.C. Thirteen persons attended representing eight eastern SIGs. Needs assessments with two of the SIGs were conducted immediately prior to and during the workshop. Two additional needs assessments were conducted later in September.

##### Health Care/Education Relationship Workshop

As described in Section 2, a topical workshop on the Health Care/Education Relationship in working with special needs infants and their families was conducted in March, 1981. Of the approximately 120 projects, 9 represented Outreach

projects (4 from the East) and 1 was from a SIG. In addition to these and the 15 eastern demonstration project representatives, 77 other professionals representing western demonstration projects, former HCEEP projects and other programs and agencies were in attendance.

#### TA Technology Planning

A preliminary TA technology planning meeting was initiated by TADS, involving three SEA special education directors, other TA providers, and members of the TADS' staff. The one-day workshop was held in September 1981 and resulted in a list of potential future activities leading to the dissemination of the TA technology developed by TADS.

#### SEA Planning Meetings

Two small group meetings for SEA personnel involved in early childhood/special education were held in Chapel Hill in July and August. The meetings were designed to allow an exchange of ideas and plans for increasing services to young children, and involved four representatives of different state education agencies at each meeting.

#### Consortia

TADS, along with WESTAR and SEP, has been involved in the continued support of four HCEEP consortia: INTER-ACT, the Minority Leadership Consortium (MLC), the Urban Consortium, and The Rural Network. A TADS' staff person has served as an ex-officio member of the planning committee (or advisory board) that has provided leadership for each group. Each planning committee met two or more times in planning the activities of their respective groups. A designated TADS' staff member participated in those planning meetings, and also served as a consultant and technical advisor to the chairperson and/or coordinator of each committee throughout the year via the telephone and mails. TADS' staff attended twelve such planning meetings and provided between 8 and 12 telephone consultations to the groups each month. In addition, TADS' staff

participated in three consortium sponsored workshops and helped review and/or develop six to eight consortium publications. To facilitate communication about and among the consortia, TADS added a regular feature to its newsletter, Emphasis, which described recent and upcoming consortium activities.

### Publications

The three issues of Emphasis and seven publications sent to eastern demonstration projects and SIGs were also sent to the eastern outreach projects (20) and research institutes (2) as well as the western demonstration projects (47), outreach projects (27), SIGs (10) and research institutes (2). A total of 1362 TADS' print products were sent to these HCEEP clients.

A number of publications were also sent to 29 new eastern and western demonstration projects:

- . The HCEEP Overview and Directory (1980-81 edition)
- . Infant Education
- . Identifying Handicapped Children
- . Planning for Evaluation: Documentation
- . Teaching Parents to Teach
- . Social and Emotional Development: The Preschooler
- . Early Education in Spanish Speaking Communities
- . Perspectives on Measurement
- . Serving Young Handicapped Children in Rural America
- . Resources for Early Education Programs for Children with Handicaps

In addition, copies of the three 1980-81 editions of Emphasis were provided.

In addition to its eastern HCEEP clients, TADS provided copies of its print products to other early childhood special education professionals. Three-hundred thirty-two (332) publications and 1047 copies of the three issues of Emphasis were sent to groups such as western HCEEP projects, SEP, state directors of special education, early childhood special education coordinators in SEAs, and TADS' consultants.

## Client Reactions to Other Services

### 1981-82 Demonstration Project Orientation Workshop

The Orientation Workshop for new demonstration projects was evaluated by WESTAR in a report which has been submitted by them to SEP. The evaluation was conducted using a seven-point scale, with seven being the most favorable rating.

Ratings received from participants in the TADS' service area indicated that the eight workshop goals were accomplished.

The eleven workshop sessions for all participants were viewed on a usefulness scale as being generally "very useful." The highest ratings were received for the time management session ( $\bar{X} = 6.8$ ) and the introduction to TA session ( $\bar{X} = 6.6$ ).

The eastern participants were pleased with the arrangements of the workshop, providing ratings of 6.6 or higher for all items related to the conference structure and accommodations.

### 1981-82 SIG Orientation/Planning Workshop

Aspects of the meeting were rated on a five-point scale with "5" being the most favorable rating. All average ratings of the meeting were in the average ("3") to good ("4") range. Participants rated most highly the organization of the meeting ( $\bar{X} = 4.2$ ), the consultants who conducted the meeting ( $\bar{X} = 4.5$ ), and the ideas and activities presented ( $\bar{X} = 4.2$ ). Less highly rated was the extent to which the meeting met its objectives. This was perhaps due to the problem solving nature of the meeting--something which the participants did not seem to be expecting.

### Health Care/Education Workshop

The topical workshop on Health Care/Education Relationships was also evaluated by WESTAR. Responses from 60 of the participants on a seven-

point scale indicated that participants were satisfied with the workshop ( $\bar{X} = 5.63$ ), that the objectives of the workshop were achieved (all means above 5.5) and that 15 of the 19 sessions were of high quality and useful (means of 5.00 or higher). The positive aspects of the workshop were listed as the information provided and opportunity to share ideas with other professionals. Recommendations were made to increase the time allotted for topical sessions.

#### SEA Planning Meetings

Responses from 7 of the 8 participants in the two SEA Planning Meetings indicated that the meetings were quite successful. On a six-point scale, respondents indicated that the quality of the meetings, i.e., presentations, consultants, opportunities for sharing, organization, etc. was excellent ( $\bar{X} = 5.10$ ). Satisfaction with the meetings, from the participants' view, was somewhat higher ( $\bar{X} = 5.18$ ). Those who attended were very complimentary. They particularly liked the opportunity to share their concerns and successes and the organization and helpful, collegial nature of the meetings. The only suggestion for improvement was that more time be allotted to the meetings.

#### Publications

During 1980-81 TADS conducted two surveys to gather client opinions of its print products. In February a survey was conducted to gather information regarding six of the books and monographs that had been sent to clients the previous fall. A proportional, stratified random sample of 102 eastern and western demonstration projects, SIGs and outreach projects was selected to receive the survey. Surveys were received from 74 HCEEP clients representing 40 demonstration projects, 15 SIGs and 19 outreach projects. The response rate, therefore, was 72%.

In the survey respondents were first asked to indicate if they had

received the publication. If their response was "yes," they were then asked if they had reviewed the publication. If they had reviewed the publication they were then asked to rate its quality and usefulness. Table 23 presents the survey results.

As in previous years, quite a few respondents indicated that they had not received TADS' publications. Again, we are not sure if this is due to problems with the postal service, the addresses we have for projects, changing personnel or failure of project staff to recognize that received publications are from TADS.

With the exception of Planning Services for Young Handicapped Indian and Alaska Native Children, a book that addresses the needs of some but not all projects, over 60% of respondents who received publications reviewed them.

The quality of all publications was rated as good (a rating of "4") or better. The most highly rated book was Finding and Educating the High-Risk and Handicapped Infant. Publications for specific children or circumstances were rated as being of good quality but less useful to the total group than those which addressed more general concerns and issues.

TADS attempted a telephone survey during August 1981 to obtain reactions to Emphasis and the 1980-81 Overview and Directory. A 25% random sample of eastern and western demonstration projects, SIGs and outreach projects was drawn. Due to project and SIG funding schedules, project staff vacations and project personnel changeover, only fifteen surveys were completed, after numerous attempts. This is not a sufficient number to use the numerical data with confidence. However, the comments which were received do provide useful information.

Regarding Emphasis, reactions were positive, and several useful suggestions were received. Sample comments were:



Table 23

HCEEP CLIENT OPINIONS  
OF TADS PUBLICATIONS

1980-81

N = 74

	Received		Reviewed		Quality	Usefulness
	N	%	N	%	$\bar{x}^a$	$\bar{x}^a$
1. <u>Finding and Educating the High-Risk and Handicapped Infant.</u> Ramey, Trohanis, Eds.; Meyer, Managing Ed.	52	70%	48	92% <sup>b</sup>	4.92	4.49
2. <u>The Young Black Exceptional Child: Providing Programs and Services.</u> Jackson, Ed.	51	69%	34	67%	4.56	3.91
3. <u>Planning Services for Young Handicapped American Indian and Alaska Native Children.</u> Johnson, Ramirez, Trohanis, Walker; Eds.	55	74%	25	45%	4.68	3.17
4. <u>Serving Young Handicapped Children in Rural America.</u> Black, Gilderman, Jackson, Woodard, Eds.	50	68%	39	78%	4.77	3.90
5. <u>Program Strategies for Cultural Diversity.</u> Jackson, Karp, Eds. TADS and WESTAR	34	46%	21	62%	4.67	4.50
6. <u>A Practical Guide to Institutionalizing Educational Innovations.</u> Lambour, Rostetter, Sapir, Taha, Eds.	37	50%	25	68%	4.76	4.31

a - A mean of respondent ratings on a six-point scale with a rating of "6" being most favorable

b - This is the percentage of those who both received and reviewed the publication



.It is helpful--suggest you use more project news which doesn't get out of date. "Dates" column is useless by the time I receive it.

.I would like to see it published more often.

.I always share it with others. Would like you to include proposal deadlines.

.Please continue the consortia column.

.It is useful--I squeeze out time to read it.

.Format and size are good--wouldn't want to see it larger or longer.

Regarding the Overview and Directory, comments were universally positive.

All project personnel reported that it was useful, and that it was of high quality and helpful in locating resources.

## SECTION 5: SUMMARY AND DISCUSSION

A large quantity of data has been presented in the previous sections of this report. It is the purpose of this section to: (a) summarize the data presented; (b) provide a discussion of their meaning from our perspective; and (c) offer a series of recommendations for the upcoming year of TADS' operation.

The evaluation plan for TADS contains the questions to which this evaluation was focused and the criteria for judging the adequacy of the results. In order to provide a conclusion to this report, the findings will be discussed in relation to these questions and criteria.

Has TADS fulfilled the provisions of its contract with Special Education Programs? If not, why not?

As indicated in Figure 2 (pg. 8), most short-term objectives which comprise the TADS' contract with SEP were met during the contract year. One objective regarding the evaluation of TADS is met with the completion of this report. The remaining unmet objective concerns the development of publications. One remaining monograph (Infant Curricula) has been written but has not yet been edited and printed. When it is completed, this objective will also have been met.

In reference to the evaluation question, TADS did not complete all of the objectives of its workscope by September 30, 1981. It did, however, meet 94% of them and, more importantly, met all of the objectives which dealt with the provision of services to its clients. Those which were not completed were

due to reasons of necessity, i.e., an evaluation report cannot be written until all services have been provided and documented, and the scope and time consuming nature of the task, i.e., the development of many publications written by a variety of authors during one year.

How effective has TADS been in providing services to its clients?

The following statements provide an overview of the services that were provided by TADS to clients in 1980-81.

- TADS provided a total of 1148 services to its 66 1980-81 primary clients (eastern demonstration projects and SIGs) for an average of 17.39 services to each client.
- For demonstration projects, the greatest number of direct services were provided in the areas of All Areas (51)<sup>1</sup>, Services for Children (43), Demonstration/Dissemination (43) and Evaluation (34). For SIGs, the greatest number of direct services were in the areas of Program Development and Management (32) and Personnel Training (24).
- The most used form of direct service delivery was the on-site consultation (81 in specific content areas; 97 with the inclusion of on-site needs assessments). This was followed closely by the additional TA provided by the TADS' staff (65).
- Without workshop/conference presentations, in which participation was unusually large, 1133 client related personnel were involved in the TA for an average of 17.17 persons per individual project or SIG for the year. Including the presentations, 1408 persons participated in the TA.
- Without including the workshop/conference presentations, an average of approximately 3 persons from the projects or SIGs participated in each direct service provided by TADS.
- Most demonstration project staff were involved, on the average, in services provided in the content areas of Staff Development (8.17) and All Areas (6.12). Most SIG staff, on the average, were involved in services provided in the areas of Program Development and Management (4.22), Communication and Dissemination (3.94) and Personnel Training (3.93) (again excluding presentations).

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<sup>1</sup>"All Areas" includes the 44 needs assessments that were conducted for demonstration projects.

-Most demonstration project staff, on the average, were involved in TA when the form of service delivery was the needs assessment (6.84) or on-site consultation (5.24). Most SIG related persons, on the average, were involved in conference presentations (27.50) followed by on-site consultations (7.35).

-A total of 513.95 days of TA were provided to clients for an average of 7.79 days of TA per demonstration project or SIG. Of these, 354.91 days of TA were provided to demonstration projects ( $\bar{X} = 6.70$ ) and 159.04 days were provided to SIGs ( $\bar{X} = 12.23$ ).

-The lengthiest TA services, on the average, were consultations and other specialized services. Most time, on the average, was spent in the content area of Demonstration/Dissemination (2.04) for demonstration projects and Evaluation (4.42) for SIGs.

-Most of the TA services were delivered by TADS' staff members and TADS' consultants. The others were delivered by TADS' staff and/or others such as WESTAR, SEP and NASDSE.

-TADS provided 560 services to other eastern HCEEP projects, i.e., 1981-82 first year demonstration projects and SIGs, outreach projects, the early childhood institutes and the HCEEP consortia. One-hundred and seventy of these were direct services while 390 were publications.

-TADS provided 1245 services to others. These included western HCEEP projects and other early childhood special education professionals. The 92 direct services were in the form of workshops and resource identification. The remaining 1153 were TADS' print products.

-TADS provided a total of 1708 services to all eastern HCEEP programs. Four-hundred and ninety-nine (499) were direct services and 1209 were publications.

The criteria for judging the effectiveness of this effort was that services specified in the contract and individual Memoranda of Agreement be delivered. All services in the Memoranda of Agreement with the exception of those few cancelled by the client and/or TADS due to scheduling problems were delivered. Other contracted for services, i.e., workshops and distribution of publications, were also delivered. In addition, TADS provided many services for information

or documents in response to requests from clients and the field. We conclude, therefore, that TADS has been quite effective in delivering services to its clients.

How satisfactory have been the services provided to clients by TADS?

A review of the findings indicates the following to be evidence to answer this question:

- On the whole, client reactions to the technical assistance provided by TADS were well above average and surpassed "excellent" for a majority of the services provided.
- Needs assessments were highly rated by both client groups. On-site assessments for demonstration projects were more highly rated than self-administered assessments.
- For demonstration projects, the highest ratings of quality and satisfaction were given in the content areas of Staff Development, Demonstration/Dissemination and Administration. For SIGs, highest ratings were given to services in the areas of Communication/Dissemination, Personnel Training and Program Development and Management.
- Above average, but somewhat lower, ratings were given by projects in the area of Services for Parents. The same was true for evaluation services delivered to SIGs.
- On-site consultations and visitations were the highest rated services by projects and SIGs.
- Ratings of quality and satisfaction for reviews and critiques were well above average but somewhat lower than other services.
- Overall ratings for workshops were "good" or better.
- TADS' publications were rated, on the average, as being good and useful. Highest ratings were given to those topics which addressed needs of the majority of the clients. Somewhat lower, but above average, ratings were given to those topics which addressed the needs of subgroups of the clients.
- Numerical data and client comments indicate that clients, on the whole, are satisfied with their technical assistance and with the TADS organization.

Criteria for this question required that clients, on the average, perceive TADS' technical assistance to be "good" or higher for each type of TA.

Findings indicate that all services were rated, on the average, as "good" and that most services were perceived to be "excellent" or better. Clearly, these criteria were met and surpassed.

What has been the impact of TADS' technical assistance on its clients?

Several types of information were gathered to determine the impact of TADS' technical assistance on clients. Summarized, they reveal the following:

- Significant progress toward completion of work in identified need areas was made by both demonstration projects and SIGs.
- On the average, similar progress was made by SIGs (1.50) and demonstration projects (1.53). Differences in means of status before and after TA were statistically significant ( $p = .0001$ ) for both groups.
- Thirty-one percent (31%) of the demonstration projects and SIGs received assistance from other persons or organizations in addition to TADS in addressing their needs.
- There were not significant differences in the amount of progress made with regard to needs for those clients who did nor did not received additional assistance.
- For 84% of the needs of demonstration projects and SIGs, TADS was reported as having made a substantial contribution to their progress.
- With the exception of two clients' ratings on a total of 6 of the 53 items, all organizational and programmatic impacts reported by demonstration projects were positive.
- For demonstration projects, the greatest percentages of impacts reported were organizational.
- For both demonstration projects and SIGs, the organizational area of greatest impact was in program clarification.
- Other organizational areas in which there was a high level of impact for demonstration projects were effects on staff administration and program operation. For SIGs, relations with other programs or agencies and the effects on staff were high impact areas.
- Highest programmatic impacts for demonstration projects were in the areas of evaluation, demonstration/dissemination and impacts on staff. For SIGs, there were impacts in personnel training and interagency relations/linking.

-Areas of least impact for demonstration projects were those which included persons, agencies or events external to their program. Impacts were also less in the programmatic area of Services for Parents and Staff Development.

In regard to the extent to which tasks relative to identified technical assistance needs were accomplished, the criteria required that there be a significant ( $p \leq .05$ ) difference between the initial status of identified technical assistance needs and the status at the end of the year. For both demonstration projects and SIGs this was the case. The criterion, therefore, was met for both client groups.

For impacts of technical assistance, the plan stated that 95% of the impacts would be judged by the clients to be positive. The findings revealed that 97% of the impacts for demonstration projects and 100% of the impacts for SIGs were perceived to be positive. Furthermore, all clients indicated that there were impacts of TA on their programs and there were impacts in each area assessed by the instruments.

We conclude, therefore, that there were many positive impacts of TADS' technical assistance on its clients and their programs for young handicapped children and their families.

#### Recommendations

On the basis of the results of this evaluation, we offer the following recommendations for consideration by SEP and TADS.

1. TADS SHOULD CONTINUE TO REFINE ITS PROCEDURES AND PROVIDE TA IN THE GENERAL FRAMEWORK AND MANNER IN WHICH IT WAS PROVIDED IN 1980-81.
2. TADS SHOULD EXAMINE SERVICES IN THOSE FEW AREAS WHICH WERE NOT AS HIGHLY RATED AS OTHERS AND TAKE STEPS TO IMPROVE THEM. THESE AREAS ARE:
  - A. SELF-ADMINISTERED NEEDS ASSESSMENTS, TA IN THE CONTENT AREAS OF SERVICES FOR PARENTS AND EVALUATION AND INFORMATION SERVICES AND REVIEWS AND CRITIQUES FOR DEMONSTRATION PROJECTS.
  - B. TA IN THE CONTENT AREAS OF EVALUATION AND REVIEWS AND CRITIQUES FOR SIGS.

3. THE TADS' EVALUATION PLAN, SHOULD, BE REFINED TO ACCOMPLISH THE FOLLOWING:

A. SPECIAL STUDIES OR EXPANDED DATA COLLECTION IN AREAS REQUIRING EXPLANATION IN THIS REPORT.



APPENDIX A

**MEANS OF ORGANIZATIONAL AND PROGRAMMATIC  
IMPACTS OF TECHNICAL ASSISTANCE  
DEMONSTRATION PROJECTS**

**1980-81**

IMPACTS	YEAR OF FUNDING			TOTAL
	1	2	3	
Organizational				
1. Administration	1.93 <sup>a</sup>	2.07	1.94	1.98
2. Staff	2.20	1.84	1.91	1.98
3. Program Clarification	2.06	2.12	2.13	2.11
4. Program Operation	1.95	1.98	2.14	2.03
5. Program Support	1.53	1.50	1.83	1.64
6. Benefits to Non-staff Persons	1.53	1.60	1.96	1.71
7. Relations with Others	1.64	1.60	2.03	1.82
Programmatic				
1. Children	1.97	2.04	2.03	2.01
2. Parents	1.50	1.75	1.71	1.64
3. Staff	1.76	1.89	2.14	1.95
4. Demonstration/Dissemination	2.09	1.76	2.07	1.96
5. Administration/Management	1.83	1.86	1.74	1.80
6. Evaluation	2.21	1.71	2.04	1.96

a - These means were derived from data for those projects reporting any impact on an item. Projects reporting "no impact" were excluded from the analysis for each item and for the totals.