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ABSTRACT
                The Mississippi State Department of Education
Dissemination Program undertook a five-year plan from 1980-1985 to
develop a coordinated, comprehensive statewide dissemination system
for public school improvement throughout the state. The major
objectives of the project were to develop the following: (1) a system
for collecting, storing, retrieving, and delivering information to
Mississippi local education agencies through State Department of
Education linking agents and local school media specialists, and (2)
a system for discovering the sources of information of all kinds that
would be valuable to Mississippi educators as they make decisions
that lead to improved educational practices and programs. This
document describes the Mississippi dissemination plan in the three
key areas of leadership, linkage, and information resources. The
first part of the report, "Program Narrative," provides introductory
material on this threefold approach, and concludes with a
year-by-year overview of the plan in these three areas for each of
the five years. The second part lists and describes program
accomplishments and activities in each of the three areas. A brief
summary of objectives and accomplishments follows and the report
concludes with eight short statements on the institutionalization of
the project. (TE)

FINAL REPORT

PROJECT NO. 9-1566

GRANT NO. NIE-G-80-0020

MISSISSIPPI STATE CAPACITY BUILDING PROJECT:

MISSISSIPPI DISSEMINATION PROGRAM - LINKING MISSISSIPPI EDUCATORS

CLYDE J. HATTEN, PROJECT COORDINATOR

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APRIL 8, 1985

MISSISSIPPI

STATE DEPARTMENT OF EDUCATION
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ABSTRACT

The Mississippi State Department of Education Dissemination Program, operated under a grant from the National Institute of Education's State Dissemination Grants Program (new capacity building grant), was concerned with building a coordinated, comprehensive statewide dissemination system for public school improvement in Mississippi. This program was administered in the Mississippi State Department of Education by the Office of Planning, Evaluation, and Dissemination. Later, administration of the program was moved to the Office of Educational Media Services, Division of Instruction.

The major objective of the project was to develop a coordinated, comprehensive statewide dissemination system that includes: (1) a system for collecting, storing, retrieving, and delivering information to Mississippi LEAs through State Department of Education linkers, and local school media specialists, and (2) a system for discovering the sources of information of all kinds that would be valuable to Mississippi educators as they make decisions that lead to improved educational practices/programs.

The decisions that teachers and administrators make will determine the course of education in Mississippi in future years. Having access to a broad spectrum of information resources facilitates the decision-making process.

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PROGRAM NARRATIVE

INTRODUCTION

Mississippi had the lowest economic base in the United States accor-
ding to 1977 figures. In 1977, Mississippi's per capita income was $5,027,
which was $1,999 below the national average of $7,026.[1] In addition to
the low economic base, Mississippi public schools have a large percentage
of minority pupils, with many districts having an enrollment of over
fifty percent.[2]

The Mississippi Legislature, during a national period of fiscal
restraint, had not added new programs nor increased the services of the
State Department of Education; no new positions were being funded at
the Department by the Legislature. The above factors indicated the need
for a coordinated, comprehensive dissemination program in Mississippi
that would lead to improved educational programs/practices.

The Mississippi dissemination program was planned to operate on
the following assumptions: (1) the terms "dissemination" and "diffusion"
are so interrelated that placing them into distinct categories would
be not only impossible but self-defeating, (2) the definition of dissem-
ination which guided the development of the Mississippi program was that
dissemination included a variety of activities from spreading informa-
tion to implementing improved educational programs and practices, (3)
the dissemination program would facilitate the movement from spread,
to exchange, to choice, to implementation; provide the resources neces-
sary at each step, and coordinate the process of linking resources to
clients, and (4) the dissemination program would be established and
integrated with existing Department structures. All staff linking local
school district personnel to the information resources were consultants
and field supervisors in the State Department of Education. There were
no "add on" information consultants in this dissemination program.

The Mississippi dissemination program was devised with these key
elements in mind:

1. Organization and leadership would be emphasized in the first year.

2. The dissemination program would start from a small, specialized
base. A small number of school districts containing a large percentage

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[1] Personal Income by Major Sources, 1972-77. Bureau of Economic
Analysis (unpublished data), April, 1979.

[2] 1977-78 Statistical Data, Mississippi State Department of Education,
Jackson, Mississippi.

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of minority and disadvantaged pupils would be linked through instruction consultants to the state's information resources in one basic skills area. This base would be expanded to include more districts and more instructional areas each year.

3. This plan provided for the development of a five-year dissemination program that assured institutionalization of the leadership, information resources, and linkage functions.

APPROACH

Berman and McLaughlin stated that "SEAs are best suited to influence and to provide opportune assistance to school districts."[3] The Mississippi Department of Education strongly believed that the state agency with its various resources and knowledge of the local districts could be more effective in disseminating information, materials, and products/practices to the LEAs than any other body. Therefore, the Mississippi SEA focused on leadership at the beginning of the dissemination project.

Secondly, the Mississippi SEA focused on linkage. An operational two-way dissemination network involving SEA linkers and local school officials was initiated in selected school districts for the improvement of practice in selected basic skills areas. The network was established first in districts having a large percentage of minority and disadvantaged pupils. This linkage network was then expanded to other school districts and to other instructional areas.

Thirdly, the Mississippi SEA focused on information resources. The professional library in the Division of Instruction already had extensive information holdings. The Mississippi SEA concentrated on expanding its information resources and providing better access to information resources through SEA linkers.

By coordinating the dissemination activities of the Department, by developing a linkage system in selected basic skills areas and expanding the sytem to other instructional areas, and by providing better access to the state's information resources, the Mississippi SEA effected a coordinated, comprehensive statewide dissemination system for public school improvement in Mississippi.

OVERVIEW

The table on the following page contains an overview of the Mississippi dissemination plan in the areas of leadership, information resources, and linkage.

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[3]Paul Berman and M. W. McLaughlin, "Federal Programs Supporting Educational Change, Volume VIII: Implementing and Sustaining Innovations," U.S. Office of Education, May, 1978, p. 44.

OVERVIEW OF THE MISSISSIPPI DISSEMINATION PLAN BY AREA

Year (1)	Leadership (2)	Linkage (3)	Information Resources (4)
1	Operational	Status Study and Needs Sensing	Status Study and Indexing
2	Revision/Refinement and Validation	Operational	Planning and File Building
3	Continued Operation/ Refinement	Refinement	Operational
4	Continued Operation/ Refinement	Continued Operation/ Refinement	Refinement
5	Institutionalization	Institutionalization	Institutionalization

INITIAL OBJECTIVES

YEAR 1

Leadership

1. To coordinate the dissemination activities of the State Department of Education.

2. To survey the Department in order to identify, classify, and catalog the dissemination services of the Mississippi State Department of Education.

3. To conduct awareness activities for selected SEA staff.

4. To determine the basic skills area of emphasis and the pilot school distrcts that would be linked to information resources through the SEA instructional consultants.

Linkage

1. To identify linkers in the State Department of Education and to assess their dissemination activities.

2. To conduct needs sensing in the approximately ten pilot school districts to determine the most effective methods of linking clients in these schools to needed information resources.

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Information Resources

    1.   To assess the current status of the Department's information resources.

YEAR 2

Leadership

    1.   To develop a process for identifying and validating effective programs in Mississippi schools.

    2.   To operationalize the policies and procedures that were developed by the Internal Advisory Committee and approved by the State Superintendent of Education.

    3.   To conduct awareness activities for the ten pilot school districts.

Linkage

    1.   To train SEA linkers in linkage skills.

    2.   To link information resources in one basic skills area to the ten pilot schools using SEA instructional consultants (as linkers).

Information Resources

    1.   To continue to index the information resources available to the SEA.

    2.   To continue to assess and determine the need for an ERIC capacity.

    3.   To make resources available to the ten pilot schools through in-house linkers.

    4.   To begin an information resources file in the second basic skills area.

    5.   To conduct needs sensing in twenty (20) new school districts to determine their information resources needs.

YEAR 3

Leadership

    1.   To review and assess the policies and procedures of the Mississippi dissemination program.

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2. To conduct awareness activities for the twenty (20) new school districts.

3. To pilot the validation process.

Linkage

1. To train linkers in the ten pilot schools in communication skills and information utilization.

2. To link the twenty new school districts to information resources in two basic skills areas through in-house linkers.

3. To conduct needs sensing in the remainder of the state.

Information Resources

1. To begin to develop a promising practice file in Mississippi.

2. To make information resources in two basic skills areas available to the twenty new school districts through in-house linkers.

3. To build information resources file in additional subject areas.

4. To conduct needs sensing in the remainder of the state to determine their information resources needs.

YEAR 4

Leadership

1. To institutionalize the validation process.

2. To conduct awareness activities for the remainder of the state.

3. To begin dissemination of validated programs.

4. To begin recruiting other sources of funds.

Linkage

1. To train linkers in the twenty new school districts in communication skills and information utilization.

2. To begin linking the remainder of the state to information resources in three basic skills areas through in-house linkers.

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Information Resources

1. To institutionalize the promising practice file in
   Mississippi.

2. To make resources available statewide through in-house
   linkers.

3. To continue to build information resources file in addi-
   tional subject areas.

YEAR 5

Leadership

1. To continue dissemination of validated program;.

2. To institutionalize all aspects of the Mississippi dissem-
   ination program.

3. To continue the development of other sources of funds.

Linkage
1. To train linkers in the remainder of the state in communi-
   cation skills and information utilization.

2. To institutionalize the linker training programs and to
   perform linker training yearly as needed.

Information Resources

1. To institutionalize information resources to the LEAs
   in Mississippi.

In retrospect, Mississippi's plan for a coordinated, comprehensive
statewide dissemination program systematically interrelated the three
major functions—leadership, linkage, and information resources—of the
dissemination program and provided for the institutionalization of the
project when federal funding ended.

PROJECT ACCOMPLISHMENTS AND ACTIVITIES

The overall mission of this project was to develop a comprehensive
dissemination program for public school improvement in Mississippi.

By establishing the dissemination project within the SEA, by indexing
the publications of the SEA, by conducting dissemination awareness activi-
ties and by determining the dissemination needs of the selected LEAs,

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the state agency provided an operational two-way dissemination network involving SEA linkers and local school officials for the improvement of educational programs/practices.

In the first year of the program, the dissemination project was to become operational in leadership; the project was to study the status of our linkage and information resources to determine needs. The first year of the project put into place mechanisms for connecting Mississippi educators to needed information resources. These three goals have been realized. Project activities are delineated by leadership, linkage, and information resources.

LEADERSHIP

1. The dissemination project, called the Mississippi Dissemination Program (MDP), was established within the Office of Planning and Evaluation of the Mississippi SEA by the State Superintendent of Education. The goals and objectives of the MDP were incorporated into the SEA's Management by Objectives. Later, the administration of the program was moved to the Office of Educational Media Services, the location of the SEA's professional collection of resources.

2. Members of the Internal Advisory Committee on Dissemination were appointed by the Assistant State Superintendent in conjunction with the project director. This committee was composed of SEA personnel who were directly involved in disseminating resources to LEAs; this committee had 50 percent representation of minorities and women. Seven of these members visited the dissemination projects in Kansas, Oklahoma, Alabama, and Florida to determine the various dissemination functions in those states. Those SEAs were chosen because their organization structure and delivery of services were similar to Mississippi's.

3. The MDP was committed to identifying, classifying, and cataloging the dissemination activities of the SEA. The dissemination project published a directory of publications of the SEA. This directory was sent to LEAs, SEA personnel, and other state agencies. With the publication of this directory, Mississippi educators were able to share research, materials, and information about promising programs/practices in Mississippi.

4. The Mississippi Dissemination Program (MDP) held a dissemination awareness conference for SEA personnel and selected LEA superintendents. The purpose of this conference was to acquaint Mississippi educators with the goals and activities of the MDP. Three outside consultants discussed dissemination from national, regional, and state/local perspectives and presented a demonstration of on-line educational data searches.

5. Two staff members from the SEDL/RX conducted an awareness workshop with selected SEA administrative personnel. Basic dissemination

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theory and regional and national R & D networks were the principal topics addressed.

Governor William Winter appointed a Special Committee on Public School Finance and Administration to study school finance and governance in Mississippi. The Project Director discussed the dissemination services that are available to these legislators and businessmen. The MDP conducted research requests for these committee members, utilizing SEA and Project CITE (Texas) resources.

6. Other dissemination awareness activities included an article concerning the MDP in Education in Mississippi, published quarterly by the SEA; a radio presentation for the Office of Communication Services (Mississippi SEA); and a newsletter published by the professional library detailing services rendered and new collections. These activities were designed to familiarize Mississippi educators with the services offered by the MDP.

7. The basic skills areas of emphasis were determined and the pilot school districts that would be linked to information resources through the SEA linkers. Test data from the CAT 77 (California Achievement Test) administered to all fourth through ninth grade level pupils in the areas of reading, mathematics, and language arts were utilized to identify the basic skill area of reading and the ten pilot school districts. These districts had a large percentage of minority and disadvantaged pupils performing below state and national norms in reading; reading scores were lower statewide than were mathematics and language arts scores.

8. The MDP held a dissemination conference entitled "Dissemination of Reading Ideas." Conference participants included teachers and administrators from all of the pilot districts and selected SEA instructional consultants. A slide/tape presentation detailing the SEA's ability to effect information requests was presented during the first day of the conference. The slide/tape presentation was prepared by the Project Director, Supervisor of Educational Media Services, and the Coordinator of Communication Services; project funds paid for developing the presentation.

9. The dissemination conference addressed two of the areas in reading that were identified most frequently by respondents in the pilot districts: (1) Improving the coordination between classroom and Title I reading instruction, and (2) Helping the teacher to improve his/her ability to teach basic skills. Two presentations were made on the "coordination" issue--from the elementary and secondary perspectives, and two presentations were made on the "basic skills" issue--from the teaching and administration perspectives. The Project Director arranged the presentations with input from Instructional Services (SEA), and the presenters' consulting fee and travel/per diem were paid by the MDP.

The professional library of the SEA compiled "reading packets" for the ten pilot school districts. These packets focused on eight

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critical areas in reading and resulted from the responses to the needs assessment. The Information Resources Specialist compiled these packets from resource bibliographies prepared by Project CITE in Austin, Texas. All printing and dissemination costs incurred were paid by the project.

10. The MDP was committed to conducting needs sensing in twenty new school districts to determine their need for information resources. The twenty new districts were selected in the same manner as were the ten pilot districts except that CAT 77 math scores were utilized. These districts generally were rural, sparsely populated, and composed of a large percentage of minority and disadvantaged pupils. The needs assessment instrument was designed by Dr. Bob Cage, Director of the Bureau of Educational Research at the University of Mississippi, with input from instructional consultants at the Department. Needs were determined in the areas of materials and workshops or conferences. The Project Director was responsible for identifying districts and effecting the needs sensing, and consultant costs were paid by the MDP. The needs assessment instrument was similar to the one that was used in the pilot districts.

The same awareness presentation as used in previous conferences was used with the twenty additional equity emphasis districts during the MDP Mathematics Workshop. The participants were provided with ideas for inexpensive teacher constructed materials and resources, and activities that might accompany them. According to the participants, one of the high points of the workshop was that opportunity to use the raw materials provided through the project and to construct some of the teaching aids introduced and displayed. Unique card games were demonstrated to aid in problem solving and for the practice of mathematics skills. A session was held on problem solving. The consultant shared with the participants how they might better make use of problem solving activities. They were warned of the pitfalls and weaknesses in presenting problem solving practice work, also. Two school districts made short presentations on what was taking place in the mathematics programs in their districts. The participants were particularly interested in the scheduling processes of one school. SEA consultants presented information on the professional materials and services available through the professional mathematics organizations and the professional libraries.

Using resources located through on-line computer searching, the project staff in the professional library compiled bibliographies of professional literature from journals and ERIC documents. In addition to these locally produced bibliographies, other bibliographies were obtained through Project CITE, Austin, Texas. The participants in the workshop also received a copy of a very current journal article on problem solving, as well as ERIC/SMEAC Mathematics Fact Sheets, and a copy of RESEARCH WITHIN REACH, Elementary School Mathematics, from CEMREL, Incorporated. Workshop participants were charged no registration fee and were provided with a dinner and breakfast with project funds. Cards, paper, poster board, markers, laminating film, and so forth were provided for the construction of teaching aids. Travel and

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lodging expenses were provided through district funds.

11. In the fourth year, one of the objectives was to conduct aware-
ness activities for as many people as possible. All school districts
became involved in the project. It was during the fourth project year
that needs in language arts were determined to be in the areas of mater-
ials and workshops or conferences. The project staff was responsible
for identifying the districts and effecting the needs sensing survey.
MDP Project funds were used to conduct awareness activities and conference/
workshop activities. The needs assessment instrument was similar to
the ones used in the previous years.

The conference opened with a general session entitled Reach Me,
Teach Me, and I Will Learn. Dr. J. David Cooper, on the faculty at
Ball State University, Muncie, Indiana, and a consultant/workshop presenter
for Houghton Mifflin Company, made the presentation. His topic dealt
with the motivation of students in the total language arts program.

The participants were able to attend three of the possible four
concurrent sessions. Television Teaches Cursive Handwriting was
presented by Virginia Henderson, the teacher/producer of the new series,
Cursive Handwriting. The series is produced at WHRO-TV, Norfolk, Virginia.
Mississippi ETV airs the series, which is available to all classroom
teachers. Simple Puppet Techniques for the Classroom Teacher was presented
by Peter Zapletal, Puppetry Producer/Animator for the Mississippi Educa-
tional Television Agency. He demonstrated how to make a simple foam
rubber "mouth" puppet, shadow puppets, and how to combine them into a
multimedia production. Merleen Ivy, a creative elementary classroom
teacher from a local school district, presented the Teacher-Made Language
Arts Materials session. In this "make and take" session, participants
had the opportunity to see many finished teaching aids constructed by
the presenter. They were provided with materials for copying and con-
structing their own language arts aids. The fourth session was entitled
Language Arts Computer Software Displays. Several companies were invited
to display computer software for use in teaching elementary language arts.
Participants had the opportunity to talk with the representatives and
to try the programs on display.

12. During the first project year the MDP in conjunction with other
units of the Department conducted a validation conference to train 16
Mississippi validators (composed of SEA, LEA, and university personnel).
The State Superintendent of Education appointed a committee composed
of SEA and LEA officials to develop effectiveness standards and assimi-
late parts of the SES and JDRP models into a state model. The committee
adopted a validation model that would be used by the Mississippi SEA to
evaluate the effectiveness/success and exportability of educational
programs/practices; this model parallels very closely the SES model used
by the old U. S. Office of Education. The Coordinator of ESEA Title IV
served as chairman of the validation committee, and all costs pertaining
to this effort were paid by Title IV.

Selected certified validators conducted on-site visitations and recommended for validation two educational programs in Mississippi public schools. The two programs were: (1) A gifted program, "Leaders and Intelligent Futuristics Thinkers," in the Moss Point School District, Moss Point, Mississippi; and (2) The nutrition project in the Clinton Municipal Separate School District, Clinton, Mississippi, titled "Change in Habits and Attitudes of Nutrition Through Good Eating (CHANGE)."

Each of the two districts bore the costs of their validation process.

13. The MDP executed a contract with Bibliographic Retrieval Services (BRS) to search multiple databases. The MDP also agreed to participate in the SPIN (School Practices Information) network so that school practices of other BRS members could be easily accessed. The Project Director was responsible for executing the contract and SPIN agreement. All costs pertaining to the contract and agreement were paid from project funds.

The Coordinator of Educational Media Services signed a contract with Texas Instruments to lease a TI #745 portable terminal for data searching. The Project Director obtained CDPA (Central Data Processing Authorigh) clearance for the lease of the terminal. All costs incurred were paid by the MDP.

The MDP held a BRS System Training Workshop for Mississippi and Louisiana SEA library personnel in Jackson, Mississippi. Ms. Deborah Pietro of Educational Service Group, Inc. (BRS) conducted the training. The workshop consisted of (1) database setup, (2) searching terminology, (3) searching techniques, and (4) computer entry mechanics. The consultant fee, travel, and per diem of Ms. Pietro were paid by the SEDL/RX.

The Project Director and Information Resources Specialist worked with Ms. Pietro in planning the scope and activities of the training session. (Louisiana's SEA paid for its participants travel/per diem.)

14. The Project Director and the Information Resources Specialist made a concerted effort to collect, from local school districts, outstanding educational documents for dissemination through ERIC. Reproduction Release Forms for nine documents from SDE files of ESEA Title IV-C project documents were requested from district superintendents. As other ESEA Title IV-C projects were closed out, copies of the project product and release forms were requested for submission by the MDP to ERIC.

15. The Project Director under the direction of the Assistant State Superintendent of Education organized a computer education committee within the State Department of Education to provide leadership and materials to other members of the State Department of Education and all local education agencies. The committee obtained the services of the Southern Center for Research and Innovation and developed the first of the monograph series concerning the initial purchase of microcomputers. The Southwest Educational Development Laboratory (SEDL) funded this project.

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16. The Project Director and Assistant State Superintendent of Education attended a Preventive Law Seminar sponsored and paid for by the Southwest Educational Development Laboratory (SEDL) and held in Santa Fe, New Mexico. One of the major objectives of the conference was to learn how to make sound educational policies which will stand up under thorough legal investigation, thereby circumventing the defensive posture often taken by state and local school administrators. This information will be used to help implement the new Mississippi Education Reform Act, which will have direct impact on the State Department of Education and local education agencies.

17. The Project Director, numerous State Department of Education consultants, supervisors, and directors, and local school administrators and teachers participated in the Regional Forum on Distance Learning conducted by the Southwest Educational Development Laboratory. All expenses were incurred by SEDL. The major objective was to learn about the various methods and techniques of learning using distance technology such as telephones, satellites, computers, and so forth. The concept of learning by doing was implemented as each of the state sites was set up with conference phones and various electronic devices that can be used as a vehicle for learning. The information is being used to replicate the activity at the state level. The Information Resources Specialist attended the session on Electronic Mail.

18. The Information Resources Specialist and the Project Director participated with the ADVOCNET in a nationwide field test of electronic mail. At regular intervals, a set of instructional materials were received from the National Center for Research in Vocational Education (NCVRE). Each set represented an important step in the use of many features of electronic mail. The field test was declared successful.

19. During the fourth project year, an outside consultant was secured for the purpose of creating the procedure and conducting the evaluation of the project. The Project Evaluator met periodically with the project staff to provide immediate evaluation of specific activities; develop materials to provide both a quality and quantity evaluation of project activities; evaluate any products produced; and provide input on evaluation for quarterly and yearly reports.

20. A manual designed to aid the librarian/linkers in carrying out an effective media program is a final product of the project. MISSISSIPPI SCHOOL LIBRARY MEDIA PROGRAMS: A GUIDE FOR MANAGEMENT is a competency based handbook for certified library media specialists, administrators, and evaluators. The Information Resources Specialist appointed and contracted with a committee of librarians and library consultants to write the handbook for school librarians/linkers. The committee members have known the need for this handbook for many years. The Information Resources Specialist met with the committee as the purposes and contents of the handbook were outlined. Writing assignments and a calendar of deadlines were established. The handbook was sent out for field inspections by practicing librarians, prior to printing.

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The handbook will be sent to all school librarians/linkers prior to the 1985-86 school year. Primarily, the handbook was funded with MDP funds, with assistance of funds from: Mississippi State Department of Education, University of Southern Mississippi, Mississippi Library Commission, and Mississippi Library Association.

LINKAGE

1. An NDN information packet was distributed to all superintendents and federal projects directors in the pilot districts. LEA personnel were given a brief overview of the NDN and the names of contact persons and organizations for more information. An NDN presentation was made at the reading conference that was held for LEA and SEA personnel. This activity was effected by the Project Director, and all preparation/postage costs were paid by the MDP.

2. SEA linkers were identified through the dissemination directory and the awareness workshop for SEA personnel. These linkers were given basic disseminatin theory and informational utilization training at two awareness conferences. In addition to this training, SEA and LEA linkers attended the following conferences sponsored by SEDL/RX:

Personnel	Conference
2 Tile I and 1 LEA	Oral and Written Communication
1 Tiel IV and 2 LEA	Rural and Small Schools
2 Instructional Consultants	Classroom Management in Reading

LEA linkers included Title I supervisors and local school superintendents in the pilot school districts.

3. The dissemination project in conjunction with the Division of Instruction, Mississippi SEA, and the SEDL/RX sponsored a state classroom management workshop in reading for over 90 LEA reading and Title I coordinators. This workshop was conducted by Dr. Jane Stallings, of the Teaching and Learning Institute of Menlo Park, California.

The project conducted a needs sensing in the pilot school districts to determine the most effective methods of linking clients to needed information resources. The needs sensing instrument was designed by Dr. Bob Cage, Director of the Bureau of Educational Research at the University of Mississippi; input for this instrument was also provided by SEA consultants in Title I, Right to Read, Instructional Services, and Educational Media Services. The needs identified most frequently by the respondents in the pilot districts were those that would be addressed by the dissemination project.

4. Linkers in the pilot districts were trained at the dissemination conference on "Dissemination of Reading Ideas." The training consisted of (1) basic dissemination theory, (2) information utilization, and

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(3) demonstrating on-line information requests. Trained linkers in the pilot district included Title I Coordinators, Reading Supervisors, and high school librarians. Five SEA linkers from Instructional Services and Title I attended this training for the second time. The Information Resources Specialist and the Supervisor of Educational Media Services coordinated this training. In addition to this training, SEA and LEA linkers attended the following conference sponsored by the SEDL/RX:

Personnel	Conference
2 Instructional Consultants and 2 LEA	Computers in Education

All travel and per diem costs for the SEDL/RX conference were paid by the SEDL.

5. The MDP and the Mississippi Facilitator Project co-sponsored an awareness demonstration of Follow-Through Program for selected Mississippi educators, including some from the equity emphasis districts. Participants received information regarding innovative educational programs that might be adopted or adapted.

6. The equity emphasis districts were involved in an MDP awareness and mathematics workshop. The participants were trained as linkers. Materials; sources of materials; methods of requesting resources from the professional collection of the SEA, including the MDP; and methods, tips, and ideas were presented in the workshop. All participants responded that they were able to return to their respective districts and hold workshops for their fellow workers.

7. Local school superintendents were reminded of the role of the librarians as linkers between teachers in the local schools and the SEA for instructional materials. The letter requested that the superintendents notify their principals of the on-going service provided to the local teachers for requesting instructional resources for in-service or course work. A new project objective was developed---to provide additional training to the librarians as dissemination linkers.

8. Preparation was made for the linker training conference for school librarians. The librarians were notified of the conference and provided with abstracts on the conferences and registration forms. The conferences, COMPUTERS IN THE SCHOOL LIBRARY and SCHOOL LIBRARIANS AS LINKERS, were held during the annual convention of the Mississippi Library Association.

COMPUTERS IN THE SCHOOL LIBRARY was to have been held to a maximum of 30 participants. However, due to response the consultants discussed with the Information Resources Specialist an idea for providing additional computers for hands-on opportunities and they planned for the use of

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a large screen projector television to be used for a monitor screen.
The Project Director arranged with a local Apple Computer dealer for
complimentary loan of five additional microcomputers and a telephone
modem.

How to use computers in the school library to facilitate the work
of administrators, teachers, and students was the topic of the COMPUTERS
IN THE SCHOOL LIBRARY workshop. Library automation possibilities, educa-
tional software, file building and word processing software, and their
school library applications were discussed. Participants were invited
to see demonstrations and consider informally how they might use computers
in their libraries either now or in the future. Hands-on opportunities
were provided.

SCHOOL LIBRARIANS AS LINKERS focused on ways in which using the
ERIC system can help school librarians fulfill their role as linkers
between inforr :ion resources and administrators and teachers. Specific
topics discussed included computer and manual searching of the ERIC data-
base; ERIC tools such as RIE, CIJE, and the Thesaurus of ERIC Descriptors;
and user service or reference functions related to linking information
centers, libraries, and schools. The computer searching of the project
was demonstrated and ERIC products were displayed.

9. The Mississippi Dissemination Program completed plans for a
conference designed to help school librarians in the area of curriculum
development. Since building principals are the instructional leaders
of school programs, the conference was planned for both principals and
librarians.

The objectives of the conference were:

(1) to define the role of the librarians in the steps of
development, execution, and evaluation of instructional units;

(2) to define the role of the principal in the integration
of the library media program into the teaching program of the school;

(3) to define the role of the librarian in total curriculum
development;

(4) to define effective teaching styles and assist the principals
and librarians in better understanding learning styles of students;

(5) to define the role of the librarians in grading students and
in developing a feeling of equal responsibility with the teacher for
student achievement.

Three consultants were contacted--one through project funds and
two through SEDL. Consultants for the conference were Dr. David Loertscher,
a media program evaluator, University of Arkansas; Retta Patrick, Director

of Library Media Services, Pulaski County Special School District, Little Rock; and Dr. Linda Lanmon, Instructional/Faculty Developer, University of Southern Mississippi.

Over 200 librarians, principals, and other interested educators attended. Based on information received in the conference, 78% of the principals and 88% of the librarians said that they plan to make changes in their media programs. Each participant received a packet containing material referred to by the consultants and bibliographic materials linking them to professional resources.

10. The Project Director met with the SEDL/RX Advisory Board and staff in Santa Fe, New Mexico to (a) report on regional dissemination strategies and issues along with a review of state dissemination activities in FY 83; (b) discuss alternative methods and technologies along with current RX dissemination strategies and possible new strategies; and (c) conduct and discuss a needs sensing instrument and its implications for the March 1984 technology conference and plans for FY 84-86.

INFORMATION RESOURCES

1. One of the first activities under Information Resources was assessing the current status of the SEA's information resources. The professional library maintained a monthly log of search requests handled by the SEA and requests handled by Project CITE. These requests were also logged by basic skills area. During the first year of the project the library increased its holdings in reading and in mathematics in an effort to serve more effectively the dissemination needs of the LEAs.

2. The project made plans to develop the capability to use on-line services in information searches. Ms. Diane Williams, Dissemination Specialist with the Arkansas Department of Education, conducted a one-day training session to develop strategies for on-line search services. At this session the following topics were discussed: (1) strategy plan for getting on-line, (2) fiscal management, and (3) reporting and accounting forms/procedures. The Information Resources Specialist worked with the SEDL/RX in planning this effort, and the SEDL/RX paid Ms. Williams' fee and travel expenses.

3. The MDP was committed to expanding the ERIC capability of the SEA's professional library. The professional library had two complete years of ERIC documents on microfiche—1973 and 1974. The 1980 and 1981 collections of microfiche were purchased with project funds. Beginning with the 1982 ERIC collection, the subscription has been kept current using non-project funds. This was a first step in institutionalizing a part of the project.

4. The MDP began an information resources file in the second basic

skills area. The twenty (20) additional school districts and the second basic skills area (mathematics) were identified. The Information Resources Specialist prepared this "fugitive file;" these materials were developed into math packets similar to the reading packets that were prepared the previous year. The resources of Project CITE in Austin, Texas, were again utilized. All costs pertaining to this objective were paid from project funds.

5. MDP funds were used to access the on-line services of Education Newsline, sponsored by NSPRA; and SpecialNet, special education newsline. Management personnel at the SEA can stay abreast of current educational developments nationwide, facilitating better decision making. The SEA Coordinator of Communication Services began weekly news summaries of highlights of Education Newsline. The special education resources specialist gathers information from SpecialNet bulletin boards to share with specialists in the special education section of the SEA.

Both of these on-line services have been determined to be of value and have been institutionalized by the SEA.

6. The MDP executed a contract with BRS, Inc. to search multiple databases. The MDP agreed to join the SPIN network (School Practices and Information Network) so that school practices of other BRS users could be easily accessed. The Project Director was responsible for executing the contract and SPIN agreement, and all costs pertaining to the contract were paid by the MDP.

The Supervisor of Educational Media Services signed a contract with Texas Instruments to lease a TI #745 portable terminal for data searching. All costs incurred were paid from project funds.

The MDP held a BRS System Training Workshop for Mississippi and Louisiana SEA library personnel. Ms. Deborah Pietro of Educational Service Group, Inc. conducted the training. The workshop consisted of: (1) database set-up, (2) searching terminology, (3) searching techniques, and (4) computer entry mechanics. The MDP trained four library staff members to conduct on-line searching. The Project Director and the Information Resources Specialist worked with Ms. Pietro in planning the scope and activities of the conference/workshop. The consultant fee and travel of Ms. Pietro were paid by the SEDL/RX.

After the MDP went on-line, Ms. Diane Williams, Dissemination Specialist with the Arkansas SEA, conducted a second one-day training session with MDP personnel to develop procedures and forms for requesting and logging on-line data searches. The Information Resources Specialist planned the training session, and all costs incurred were paid from project funds.

About one year later, the SEA, using non-project funds, purchased a Commodore microcomputer with the necessary peripheral equipment for

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on-line searching. After this equipment was installed, the lease-agreement with Texas Instruments for a dumb terminal was terminated. The lease-agreement had been funded through MDP funds. This purchase indicates the SEA's support for MDP activities by assuming some of the financial responsibilities for them. The search service has been institutionalized.

7. An ERIC workshop on file building for the SEA's professional library was conducted by Charles Hoover, Assistant Direcotr of Information Resources, NIE; W. T. Brandhurst, ERIC Processing and Reference Facility; and Mima Spencer, Assistant Director of Elementary and Early Childhood Education, Champaign-Urbana. Information on how Mississippi files could be processed to make them ERIC compatible and more functional at the SEA and LEA levels was discussed and demonstrated. Costs of this workshop were paid by NIE.

8. The SEA Information Resources Specialist attended a BRS and SEDL/RX R & D Resources and Referral Service Organization (RRSO) Workshop in Austin, Texas. The Information Resources Specialist is better able to use RRSO covering such subjects as non-profit professional organizations, advocacy groups, and agencies in education and related disciplines.

9. The SEA Information Resources Specialist used resources located through computerized searching capabilities of the project to prepare the packets of professional bibliographies for the participants in the mathematics workshop for the equity emphasis districts. In addition to these resources, he relied on the services provided through Project CITE, Austin, Texas, and the services of SEDL in providing CEMREL material.

Workshop presenters identified methods of grouping for effective instruction, introduced resources, led the participants in activities that might be used in groups, whether they be large groups, small groups, or individualized activities. The participants were provided with ideas for inexpensive teacher constructed materials and resources, and activities that might accompany them. According to the participants, one of the high points of the workshop was the opportunity to use the raw materials provided through the project and construct some of the teaching aids introduced and displayed. Unique card games were demonstrated to aid in problem solving and for the practice of mathematics skills.

10. The Information Resources Specialist informed the school librarians/linkers of diskettes containing MicroSIFT evaluations of microcomputer software and provided information on availability of the diskettes. (MicroSIFT, a part of Northwest Regional Educational Laboratory, Portland, Oregon, compiles evaluations of microcomputer software.)

11. Having established the capabilities of doing computerized literature searches, the primary Information Resources activity came with patrons within the State Department of Education and from across the

state making great use of the opportunity for computerized literature
searches, to meet their needs for their own professional development,
for use in in-service or staff development sessions, for curriculum
development and/or for use in graduate course work.

Once a search has been completed, the SEA prfessional library is
able to provide professional literature and ERIC documents to patrons.
These professional subscriptions are provided through non-project funds.

The professional library took requests by mail, telephone, or by
patrons coming directly to the center. Logs were maintained as to the
type users, the subject areas of the requests, and so forth. Evaluation
cards, returned by patrons, always indicated user satisfaction. Except
for meeting the needs of graduate course work, the services have been
institutionalized.

SUMMARY

Dissemination Program at Time of Project Funding 1980-81	Dissemination Program upon Project Completion 1984-85

LEADERSHIP

No effort to hold workshops or conferences in basic skills areas or other areas of need for the purpose of linking local educators to information resources.	Each year, local districts were contacted concerning needs in basic skills areas and in areas of current issues. Workshops or conferences, linking educators to resource materials and people, were conducted in the following areas: Reading, Mathematics, Language Arts, Librarians and Computers, and Librarians as Linkers.
No promotional activities were provided concerning the professional resources available to local educators.	Radio spot announcements and a brochure were developed describing the services of the Mississippi Dissemination Program and the Office of Educational Media Services, the professional library of the SDE.
No model developed to identify and validate educational programs/ practices.	A validation model was adopted and used by certified validators in conducting on-site visitations and making recommendations for the validation of two educational programs in Mississippi.

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No organized method of collecting outstanding educational documents for dissemination through ERIC.

Reproduction Release Forms for documents from SDE files were requested from district superintendents. The forms and copies of the products were forwarded to ERIC. Likewise, SDE-produced materials have been submitted and will continue to be submitted in the future.

LINKAGE

No linker training program.

Dissemination linkers were trained in linkage skills. Linkers included consultants from the SDE, conference and workshop participants, and school librarian. Materials, sources of materials; methods of requesting resources from the professional collection of the SEA, including the MDP; and methods, tips, and ideas were presented in the training sessions for linkers.

Obsolete handbook for librarians.

A new handbook for librarians which is geared to identified competencies for school librarians/ linkers is a product of the MDP.

INFORMATION RESOURCES

Manual searches of ERIC.

Training sessions were attended for developing strategies for on-line search services. The MDP executed a contract with BRS to search multiple databases. The MDP leased a portable terminal for data searching. Later, a microcomputer was purchased with non-project funds for searching purposes. During the first year of computer searching, 175 searches were made. Since that time, between 500 and 600 computer searches were done in each subsequent year. (In addition, many manual searches were completed each year for professional resources.)

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No subscription to ERIC (only two years, 1973 and 1974, were available).

The project provided ERIC files for 1980 and 1981. The SDE began the ERIC subscription in 1982 and has maintained it. An agreement has been made with one of the state universities to provide duplicate microfiche and/or paper copies of documents that the MDP does not have.

No access to Education Newsline or SpecialNet.

Since 1982, project funds were used to access the on-line services of Education Newsline, sponsored by the NSPRA; and SpecialNet, a special education newsline.

INSTITUTIONALIZATION OF PROJECT

Staff and staff positions are being retained.

Search services are being maintained in the Bureau of School Improvement, State Department of Education.

ERIC subscription is being maintained.

Subscriptions to education journals are being maintained.

Bibliographies and packets of materials relating to educational reform initiatives and other current issues in education will continue to be prepared and distributed.

Cooperation with regional educational laboratories will be maintained.

The state office of the National Diffusion Network (NDN) will be operated through the SDE.

Access to Education Newsline and SpecialNet is being continued.

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