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ABSTRACT

This publication reports on progress made regarding seven tasks of the Chapter 1 Technical Assistance Center (TAC) for Region A (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, and Vermont). Chapter 1 is a federal program sponsoring remedial education projects nationwide. The TAC offers services to Chapter 1 clients (schools and school districts), assisting in the delivery of technical services, and acting as contacts and specialists for coordinating information on special topics. The report is organized in seven sections, one for each task of the center. Each section describes the task and offers data on the year's activity in the form of tables or figures. Following an introduction which describes the organization of the TAC, tasks and sections are as follows: (1) negotiate services through letters of agreement; (2) provide direct technical assistance and act as a technical consultant to state and local education agencies; (3) perform additional tasks related to Chapter 1 evaluation and program improvement; (4) maintain staff capabilities and expertise; (5) conduct outreach and awareness activities; (6) attend TAC directors' meetings; and (7) frequently coordinate with regional TACs. Included are six tables and seven graphs. (JB)

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REGION A CHAPTER 1 TECHNICAL ASSISTANCE CENTER

ANNUAL REPORT

July 1, 1991 - June 30, 1992

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**ORGANIZATION OF THE REGION A TECHNICAL ASSISTANCE CENTER
FROM JULY 1, 1991 TO PRESENT**

The Region A Chapter 1 Technical Assistance Center serves Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Puerto Rico. The project director, Dr. Everett Barnes, has been directing TAC services in the region since TACs were created in 1976. Dr. E. Allen Schenck serves as Deputy Director and Senior professional on the project. Services to Chapter 1 clients are organized in a manner very similar to the way they have been in the past, using a TAC contact person to plan, coordinate, and communicate with the Chapter 1 state Liaison person.

Region A TAC contact persons are:

Connecticut Rhode Island	Dr. Thomas Williams
New York Puerto Rico	Mr. Larry Rayford
Maine New Hampshire Vermont	Ms. Wendy Graham
Massachusetts New Jersey	Dr. E. Allen Schenck

Other Region A TAC staff responsible for assisting in the delivery of technical assistance services to the region include Chris Dwyer, Cliff Cox, Karen Schuster, and Diane D'Angelo.

Region a TAC staff also have responsibility for acting as in-house contacts or specialists for coordinating information on special topics. For example, Wendy Graham is the Region A TAC's parent involvement contact; Larry Rayford is the contact for the Curriculum and Instruction Center and for reading; Thomas Williams coordinates test information; and Cliff Cox provides expertise on microcomputers and software. Karen Schuster is the contact for higher order thinking skills and writing assessment; and Allen Schenck is the contact for equating and technical issues.

RMC Research Corporation, as the Region A TAC, has made a conscious effort to identify professional staff with indepth training and experience who can respond to both the technical evaluation and accountability requirements of the current Hawkins-Stafford Act, as well as the organizational and program improvement processes required to reform and revitalize services for disadvantaged children. In the process of identifying and preparing professionals for technical assistance roles in Chapter 1 evaluation and program improvement, the Region A TAC has insisted that all staff acquire a common core of knowledge across a variety of areas, including program evaluation, tests and measurement, Chapter 1 databases, curriculum and instruction in basic and advanced skills, early childhood education, parents in education, and migrant education. Region A TAC professional staff receive ongoing, formal training in these areas, as well as the opportunity to participate in inhouse seminars, discussions, materials development planning, technical committees and special interest groups that examine the elements and issues related to each of these topics and their consequences for Chapter 1 and for technical assistance service delivery.

As a result of our staffing pattern and staff training, the Region A TAC can provide technical assistance to Chapter 1 LEA and SEA clients with professionals who are knowledgeable in all aspects of Chapter 1 evaluation and program improvement; with professionals who have indepth expertise in a particular field, i.e., test equating, assessment, early childhood education, parent involvement, reading, etc.; or with a team of Region A TAC staff, one of whom is expert in evaluation and the other in program improvement/curriculum. The Region A TAC also closely coordinates its services with the Region 1 R-TAC which helps to expand and complement the resources available to clients from the Region A TAC.

This diverse staffing and flexible organizational model has allowed the Region A TAC to adjust its service delivery response based on the need and interest of the client. It has also allowed the Region A TAC to retain its reputation as a valuable, credible technical assistance resource capable of providing substantive assistance to Chapter 1 clients attempting to implement the requirements of the Stafford-Hawkins Act.

TASK 1
NEGOTIATE SERVICES THROUGH LETTERS OF AGREEMENT

RMC Research has successfully negotiated Letters of Agreement with each state and the Commonwealth of Puerto Rico for the 1991-1992 school year as required in the Region A TAC contract. The Letters of Agreement continue to serve as the general blueprint for TAC services provided to state and local Chapter 1 clients and as an estimate of the approximate level of effort that is available. Each Letter of Agreement is reviewed with the State Liaison person(s) each quarter to determine whether or not adjustments are needed in either service areas or level of effort.

Each Letter of Agreement contains six elements. These include:

- identification of who the State Liaison person(s) will be for the purposes of communication and coordination. In some states in Region A, there are single State Liaisons while others have individuals identified for overall coordination, for program evaluation, for program improvement, and for special programs such as migrant education.
- protocols to be followed in the delivery of technical assistance within the state or commonwealth.
- priority services that the State would like the Region A TAC to address over the term of the Letter of Agreement. Priority services are defined by six subcategories: evaluation improvement, program improvement, evaluation reporting, curriculum and instruction, parent involvement, and national goals. The Region A TAC attempted to negotiate activities in each of these areas with each state agency.
- database management activities focused on the establishment or refinement of SEA/LEA databases capable of providing the information necessary to complete the evaluation, reporting, and program improvement requirements of the new law.
- feedback to the SEA from TAC, including copies of the quarterly report, as well as feedback from the SEA to the TAC in the form of the quarterly review of TAC services.
- a Resource Allocation Table which summarizes the service requests, the TAC person responsible, and estimate of the time required and a timeline for completion.

All Region A TAC Letters of Agreement for the period from July 1, 1991 - June 30, 1992 have been negotiated with the states and sent to the U.S. Department of Education.

As one would expect, the latest Letters of Agreement focus more on direct hand-on assistance from TAC rather than activities designed to disseminate general information about current Chapter 1 regulations or policies. States and LEAs in the region, in their Letters of Agreement, are showing strong interest in schoolwide projects, early childhood program, the use of other desired outcomes, alternative assessment, the annual review and program improvement planning process, and the administration of joint plans. These are sophisticated and complex topics that require extended contact and collaboration between the Region A TAC and its clients. We anticipate that these areas will continue to dominate TAC service requests for the next year as well.

The Region A TAC is actively working with its states to redefine TAC services so they focus more on long range visions that the states have for Chapter 1 rather than on shorter term, fragmented assistance. If these efforts are successful there may even be visions or themes that emerge that are regional in scope and can be shared by several states and would allow teams of TAC/R-TAC staff to work with the states and others over time to accomplish significant changes in Chapter 1.

TASK 2
ACT AS A TECHNICAL CONSULTANT TO SEAS AND LEAS

SUMMARY OF SERVICES

During FY 1992 the Region A TAC provided direct technical assistance to state and local Chapter 1 programs through 90 workshops, 230 onsite consultations, 1,066 telephone consultations, and 454 pieces of correspondence. Table 1 provides additional detail regarding the workshops and onsite consultations. Although there were more than twice as many onsite consultations as workshops, more clients were served in workshops (2,937 versus 2,015). The type of client most often served in both workshops and onsites was LEA central office staff. Workshops, on the average, were slightly shorter in duration than onsite consultations (3.2 service hours per workshop versus 2.6 service hours per onsite consultation).

Table 1

Additional Details of Workshops and Onsite Consultations

	Workshops	Onsites
Number	90	230
Number of Clients	2,937	2,015
SEA Staff	302	563
LEA Staff	1,527	671
Principals	223	60
Ch. 1 Teacher/Aide	572	347
Ch. 1 Non-Instructional	185	204
Other	128	170
Service Hours	292.5	594

As illustrated in Figures 1 and 2, administrative and instructional staff from the LEAs constituted the large majority of workshop and onsite consultation clients. Only 10 percent of workshop clients were SEA staff, and only 28 percent of onsite consultation clients were SEA staff. Over half of workshop clients were LEA central office staff (typically, local coordinators). About one-fourth of both workshop and onsite consultation clients were instructional staff (Chapter 1 and non-Chapter 1 teachers and aides).

FIGURE 1
Summary of Workshops by Client Type

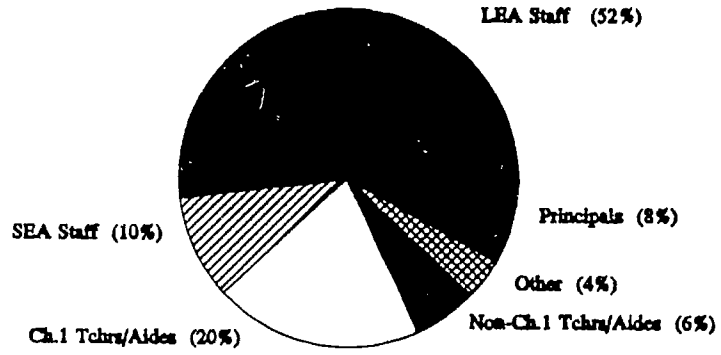
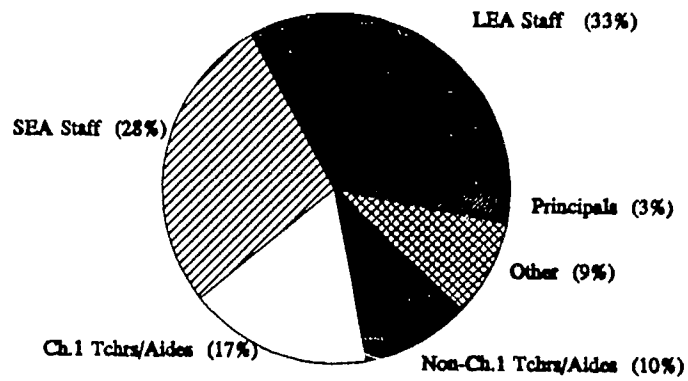


FIGURE 2
Summary of Onsites by Client Type



The topical coverage of the Region A TAC's direct assistance to state and local clients is described in Tables 2 through 5. Each table presents the number of workshops, onsite consultations, telephone calls, or pieces of correspondence which addressed the topics of evaluation improvement, program improvement, curriculum and instruction, parent involvement, and schoolwide projects for the program areas of basic grant, migrant/bilingual, N or D/handicapped, and early childhood/Even Start. (A single workshop, onsite consultation, etc., may have addressed more than one topic in more than one program area.)

Table 2
Number of Workshops Addressing Topics and Program Areas

TOPICS	PROGRAM AREAS			
	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	47	4	3	6
Program Improvement	48	0	0	4
Curriculum & Instruction	21	1	0	5
Parent Involvement	13	1	0	3
Schoolwide Projects	12	0	0	1

Table 3
Number of Onsite Consultations Addressing Topics and Program Areas

TOPICS	PROGRAM AREAS			
	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	135	14	6	23
Program Improvement	114	2	1	7
Curriculum & Instruction	36	0	0	7
Parent Involvement	14	0	0	21
Schoolwide Projects	34	0	0	6

Table 4
Number of Telephone Calls Addressing Topics and Program Areas

TOPICS	PROGRAM AREAS			
	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	679	29	8	50
Program Improvement	365	3	3	16
Curriculum & Instruction	151	1	1	17
Parent Involvement	62	1	0	22
Schoolwide Projects	107	0	0	5

Table 5
Number of Correspondence Pieces Addressing Topics and Program Areas

TOPICS	PROGRAM AREAS			
	Basic Grant	Migrant/ Bilingual	N or D/ Handicapped	Early Childhood/ Even Start
Evaluation Improvement	242	7	2	11
Program Improvement	138	2	0	2
Curriculum & Instruction	87	0	0	20
Parent Involvement	78	3	0	18
Schoolwide Projects	73	0	0	2

As these tables illustrate, the topics most often addressed in each type of technical assistance delivery were evaluation improvement and program improvement for basic grant programs. The relative emphasis of other topics and program areas for each service delivery mode can be seen more clearly in Figures 3 through 6. (NOTE: 0% represents any percentage less than 0.5%.) The pattern of topical coverage across program areas is very similar for the different modes of assistance. For all four service delivery modes, less than ten percent of the contacts dealt with any particular topic for non-basic grant programs. After basic grant programs, the program areas most often addressed were early childhood and Even Start.

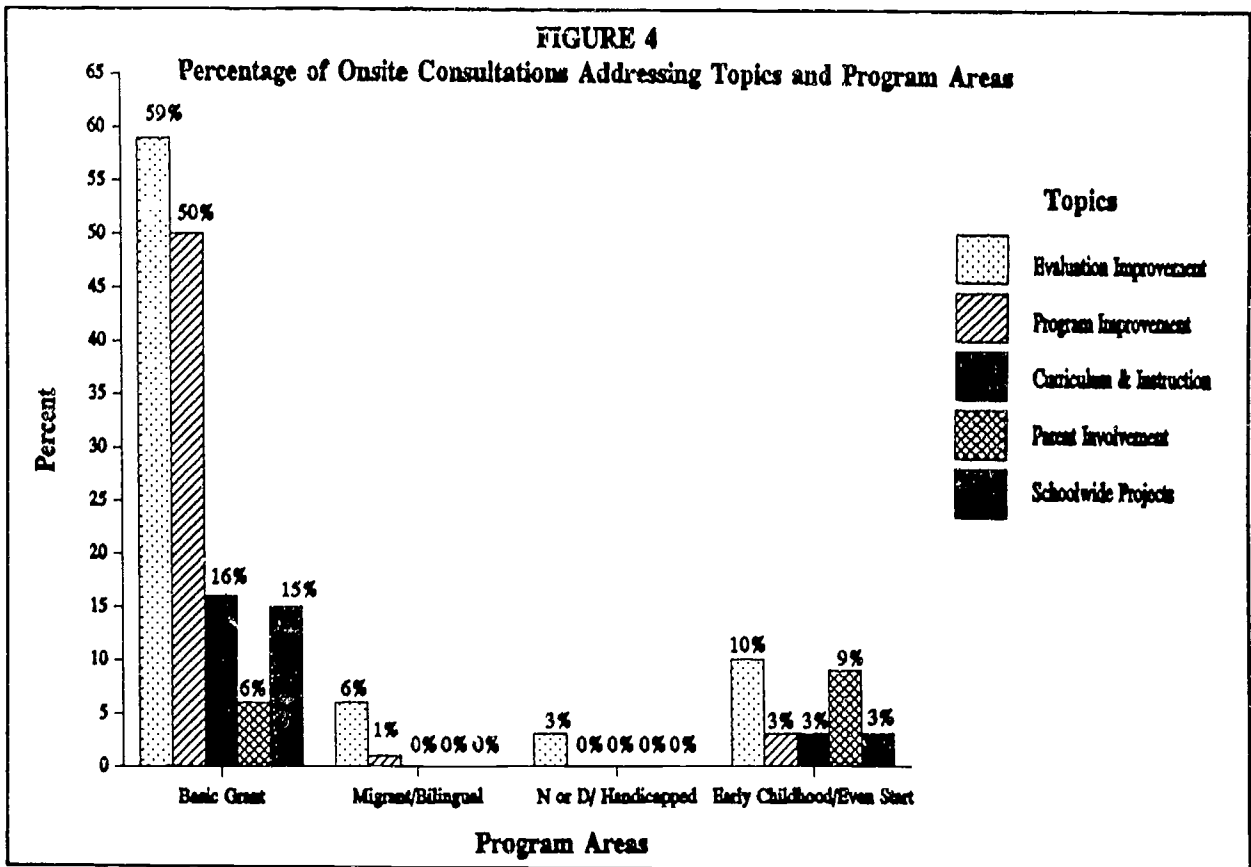
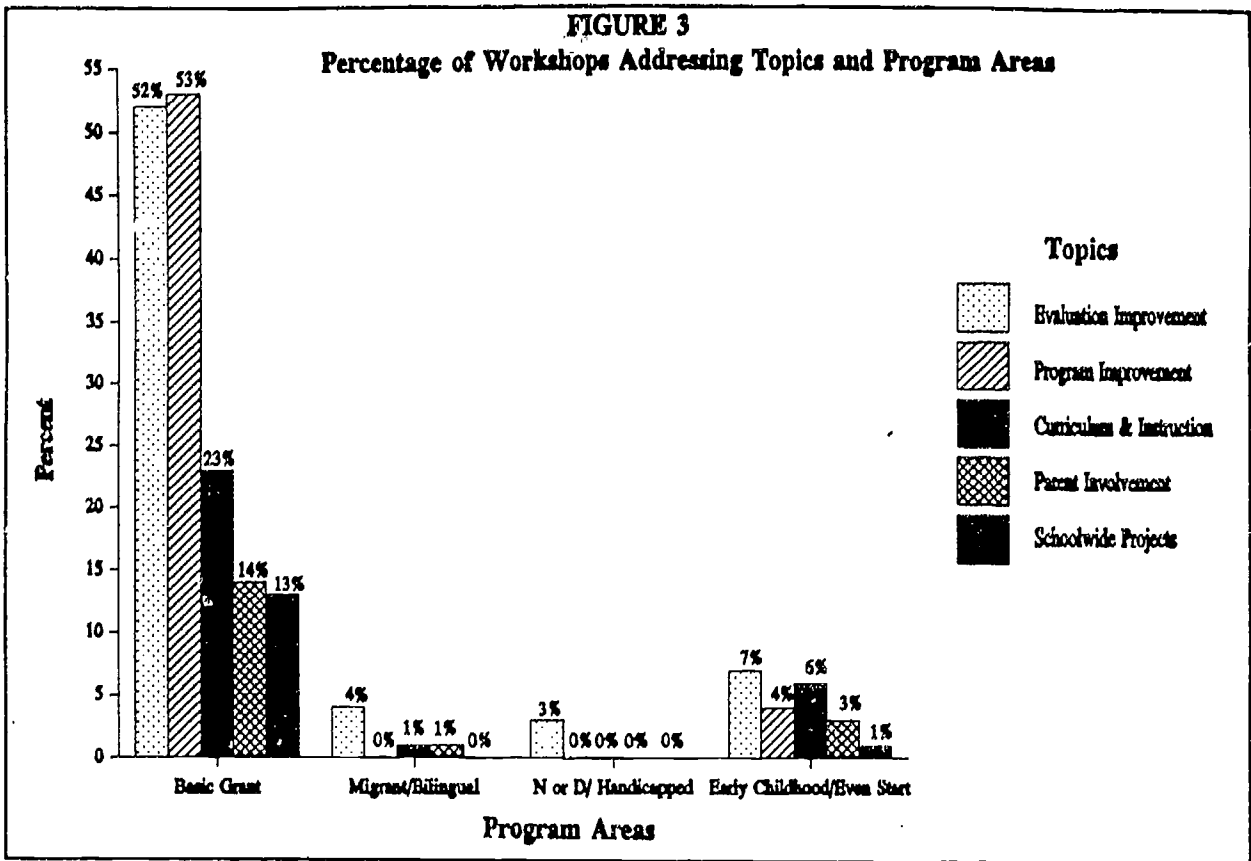


FIGURE 5
Percentage of Telephone Calls Addressing Topics and Program Areas

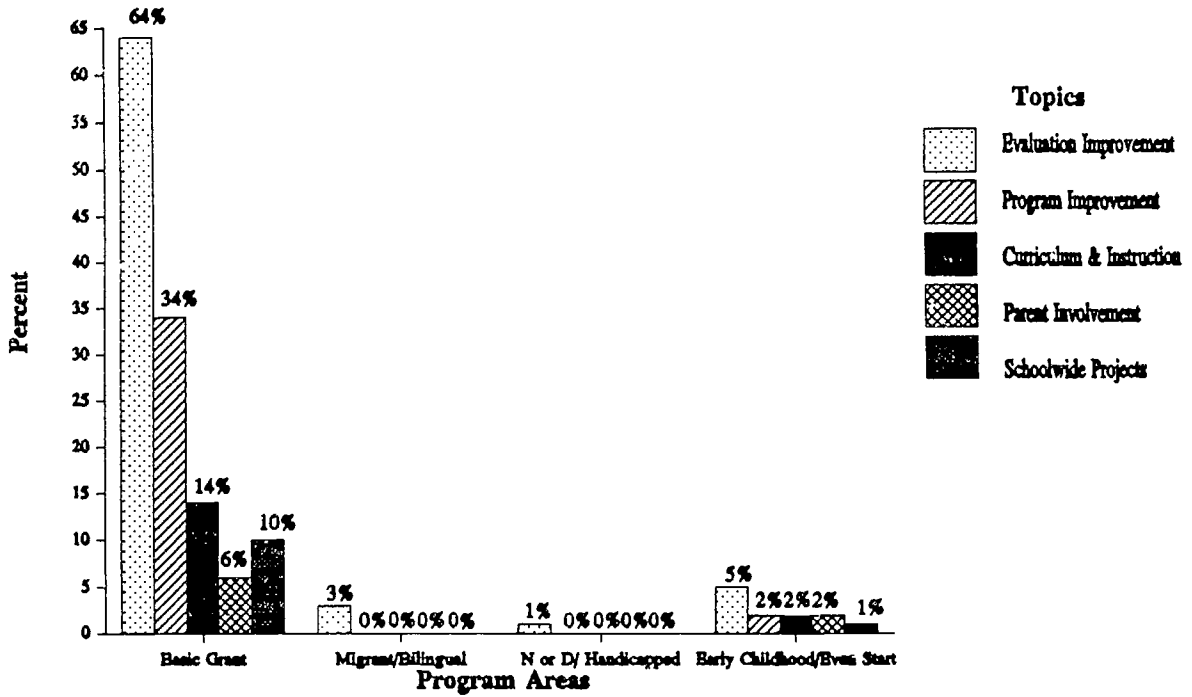


FIGURE 6
Percentage of Correspondence Pieces Addressing Topics and Program Areas

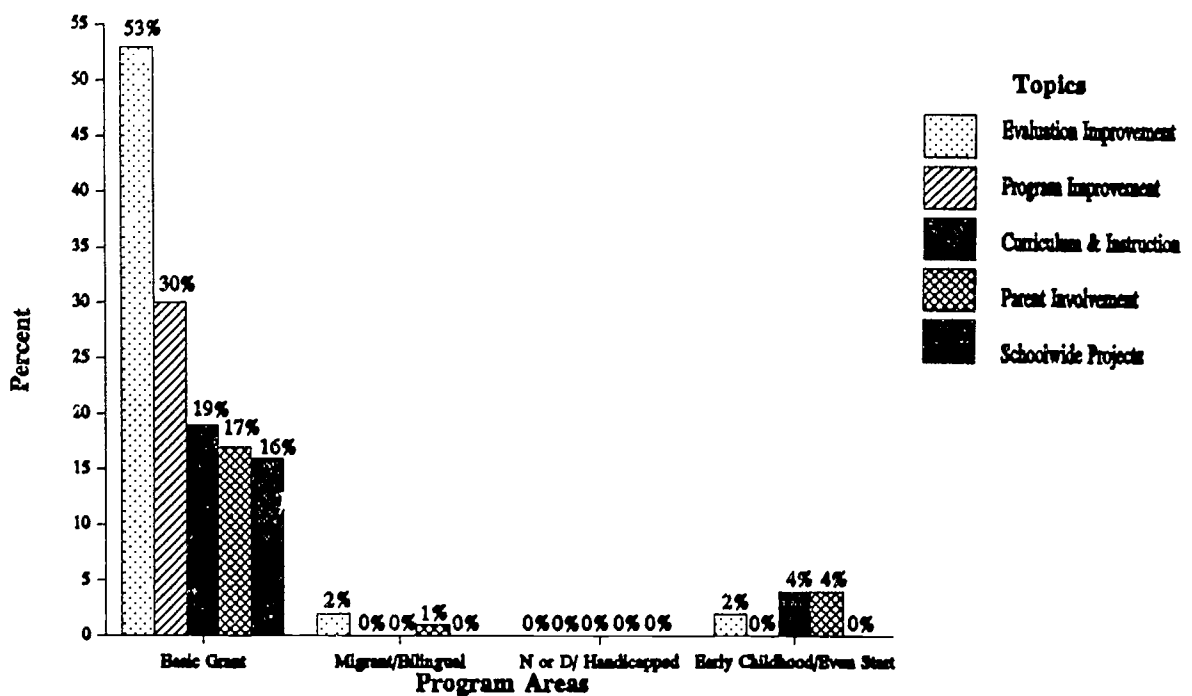


Table 6 presents the number of each type of contact made with each of the nine states in Region A. New York received the largest number of direct service contacts, regardless of the service delivery mode. Massachusetts received the next largest number.

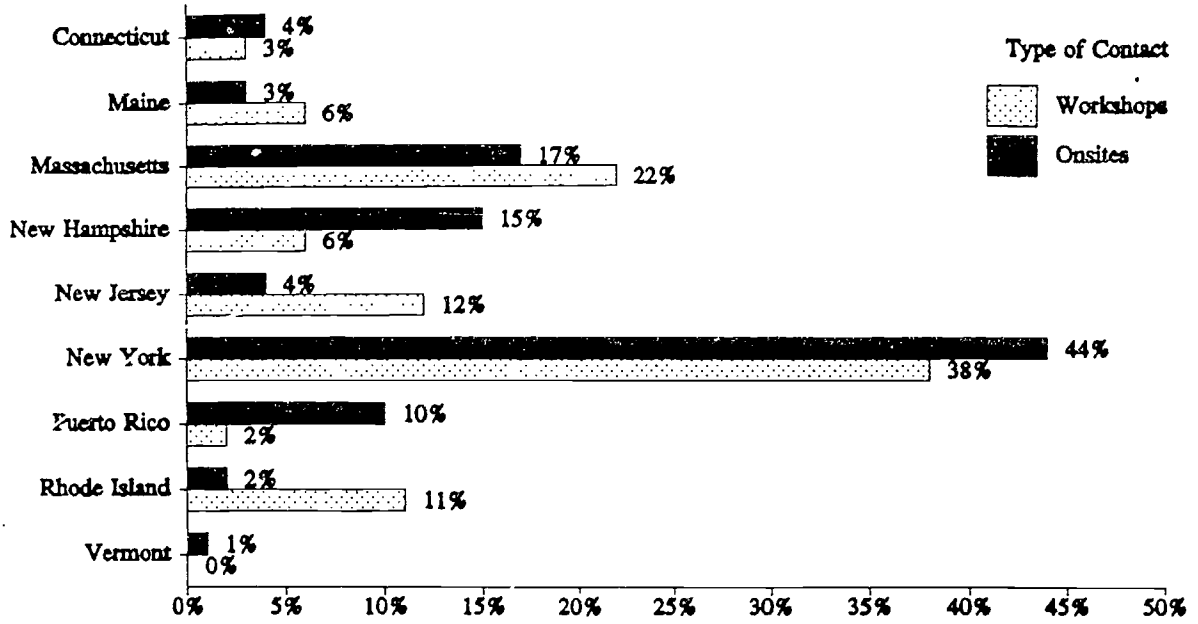
Table 6
Frequency of Contacts By State for Each type of Contact

State	Type of Contact							
	Workshops		Onsites		Phone Calls		Mail	
	N	%	N	%	N	%	N	%
Connecticut	3	3%	9	4%	57	5%	8	2%
Maine	5	6%	6	3%	39	4%	7	2%
Massachusetts	20	22%	40	17%	189	17%	73	16%
New Hampshire	5	6%	35	15%	98	9%	15	3%
New Jersey	11	12%	8	4%	52	5%	9	2%
New York	34	38%	102	44%	482	45%	294	65%
Puerto Rico	2	2%	22	10%	84	8%	33	7%
Rhode Island	10	11%	5	2%	49	4%	8	2%
Vermont	0	0%	3	1%	28	3%	7	1%
Totals	90	100%	230	100%	1078	100%	454	100%

Figure 7 illustrates the percentage of workshops and onsite consultations across the states. New York and Massachusetts account for 60 percent of the region's workshops and 61 percent of the onsite consultations. New Jersey and Rhode Island account for another 23 percent of the workshops; New Hampshire and Puerto Rico account for another 25 percent of the onsite consultations. The distributions of workshops and onsite consultations across states were quite similar.

The following sections describe the nature of the technical assistance provided in each state during FY 1992.

FIGURE 7
Percentage of Workshops and Onsite Consultations by State



CONNECTICUT

Evaluation Improvement

During the first quarter of FY 1992, TAC staff assisted the Connecticut Chapter 1 evaluation office with drafting of a comprehensive policy memo to all Chapter 1 coordinators. This memo included clarification of some reporting issues that have arisen in the LEA reporting of evaluation data (Connecticut collects evaluation data every other year), including correct computation of NCEs, reporting basic and more advanced skills, and using annual test data; options for districts that had previously used the CMT-MAT6 equating to report NCEs; using the Connecticut Mastery Test to measure Chapter 1 students' progress in the regular classroom; and various options in designing and assessing desired outcomes.

TAC staff assisted the Chapter 1 evaluation office in an analysis of the evaluation reports submitted by N or D programs and early childhood programs. The analysis revealed that N or D programs used outcomes related both to behavior and to learning and a variety of locally developed data, as well as standardized tests, to measure these outcomes. Similarly, TAC and CSDE examined early childhood programs' evaluation reports and found some programs relying primarily on norm-referenced test data and others using poorly specified local measures.

One issue that CSDE and TAC identified as somewhat problematic for some Chapter 1 coordinators was the correct computation of weighted means. As a result of the concern that schools in need of program improvement would not be identified or that the evaluation reports would not be accurate, a short stand-alone document on calculating weighted means was developed to disseminate to LEAs.

TAC staff continued to provide technical assistance to CSDE staff concerning the effects of LEAs changing from the CMT-MAT6 design. LEA contacts included help in evaluating early childhood programs and secondary Chapter 1 programs and designing other desired outcomes. New Chapter 1 coordinators contacted the Region A TAC with questions covering a diverse range of Chapter 1 evaluation topics including the function of the TAC and the implementation of the norm-referenced evaluation model. These conversations reinforced the need for more formal orientation for new coordinators.

The Region A TAC continued to work closely with the Connecticut evaluation staff on various aspects of Chapter 1 evaluation during the second quarter of FY 1992. Major areas of assistance included the development of appropriate desired outcomes for ESL/Bilingual programs, student eligibility and student selection procedures, evaluation requirements for state N or D programs, implications of shifting test schedules, and interpreting evaluation reports based on small numbers of students. The TAC also assisted in the design of clear and explicit reporting forms with supplementary materials designed to help districts calculate district and school level aggregates and sustained effects results. A short document explaining the use and calculation of the weighted mean was produced for and distributed to Connecticut districts. At the state's request, the TAC attended a Committee of Practitioners meeting and the first meeting of the new evaluation sub-committee of that group.

A wide variety of questions related to testing and evaluation also dominated the quarter's activities with LEAs. Conducting and interpreting sustained effects and the measurement of advanced skills continued to be a popular reason for calls to the TAC. The second quarter was

highlighted by a comprehensive workshop held in Vernon, Connecticut, on test selection and the relationships among the test, the curriculum, and teaching practices in mathematics.

During the third and fourth quarters, TAC staff members continued to provide assistance to the SEA staff in their efforts to examine alternative evaluative criteria for program improvement. TAC staff conducted a workshop in Vernon, CT on test selection for a local math program in program improvement. The program has committed to using the NCTM standards as program objectives and was seeking appropriate tests for evaluation. The TAC continued, also, to work with LEAs on their sustained effects reports.

Program Improvement

Interesting issues related to identification of schools in need of program improvement emerged during FY 1992. CSDE is very concerned about the numbers of relatively high-performing schools that are identified in comparison to low-performing schools. During the first quarter, TAC and CSDE discussed several options for raising the NCE standard in order to compensate for this phenomenon. Another issue that concerns identification is the "one year in - one year out" schools. For example, a school may be identified with a negative aggregate gain one year and the next year show a slightly positive one. However, since this was the third year that many schools had been identified, some of these schools were being identified for a second time. TAC and CSDE hope that a new higher NCE standard might decrease the number of schools in this group.

TAC received several program improvement related questions from LEAs in the first quarter. These questions included whether a reading project demonstrating a negative gain in basic skills one year and in advanced skills the next is in the "first" or "second" year of program improvement in reading. Other interesting issues revolved around the reorganization of schools' attendance areas or grade levels. For example, if a school that served Grades 3-6 is now only serving 3-5 and the sixth grade is now housed at the new middle school of the district, is the Grade 3-6 school identified if the Grades 3-6 aggregate was negative?

During the second quarter, the Region A TAC assisted the Connecticut Chapter 1 staff in the development of proposed new state standards for the identification of school Chapter 1 programs in need of program improvement. Since data indicate that schools with high average pretest scores are far more likely to be identified for program improvement than schools with low pretest averages, the state was interested in promoting more stringent standards in order to identify schools where the majority of students make gains but remain very low in achievement level. The state evaluation staff presented several options to the Committee of Practitioners.

The TAC also worked with the state in developing program improvement procedures for non-public schools (particularly those associated with neutral sites), keeping track of the program improvement histories of Connecticut schools, and mechanisms for improving coordination between Chapter 1 and the regular program. TAC staff met with the state Chapter 1 staff to discuss possible TAC/state team efforts for program improvement schools, as well as a new state initiative to improve middle schools.

TAC services to LEAs included working with the Bethel school district where three of the four Chapter 1 schools have been identified for program improvement. TAC staff made a presentation on program improvement and its implications to the superintendent and his principals, the district Chapter 1 coordinator and the state Chapter 1 consultant responsible for the district.

Another district with identified schools is examining alternative service delivery models as a possible response to its inability to meet program improvement standards.

During the third quarter, TAC staff met with the state committee of practitioners as it finalized proposals for using additional criteria for identification of program improvement schools. The criteria were approved for using a posttest NCE score of 32 (percentile equivalent of 20) as an additional criteria to an NCE gain for program improvement school identification. The criteria have now been approved by the Connecticut State Board of Education.

In the fourth quarter, preliminary plans were developed for TAC staff to begin working this summer with two urban LEAs (Bridgeport and Hartford) as they begin to implement schoolwide projects. Staff members from one of these LEAs attended the national schoolwide conference held in Dallas this spring.

TAC disseminated several workshops and reports to CSDE and LEAs during FY 1992 regarding research on curriculum and instruction for educationally disadvantaged students, particularly in the areas of advanced skills instruction. Information about various approaches, including Reading Recovery and computer-assisted mathematics programs was provided, also.

Parent Involvement

During FY 1992, LEAs continued to request parent involvement information of various sorts. These requests were about family literacy approaches and parenting resources, as well as workshops such as the "Ten Truths of Parent Involvement" and "Parents as Partners in Education."

One highlight was the presentation of a parent involvement workshop to all administrative personnel in Stratford. The workshop on the "*The Ten Truths of Parent Involvement*" produced considerable discussion and some disagreement among participants about faculty and administrative responsibilities in this area. As the chair of the parent district committee remarked, "You really provoked more discussion and thought than I'd ever thought I'd see in this district."

Plans have been made to offer "train-the-trainer" workshops in Connecticut for LEAs to send teams of staff and parents to a workshop training session to give Parent Involvement Specialty and TAC-developed workshops in local schools.

MAINE

Evaluation Improvement

During the first quarter of FY 1992, the TAC provided limited assistance to Maine in the area of evaluation improvement. TAC staff assisted the state Chapter 1 office with revisions to its database for local evaluation reports based on changes in the forms used for these reports. The TAC also provided consultation regarding the evaluation of local Chapter 1 Reading Recovery programs, state guidelines for needs assessment, and TAC participation in an Interactive TV presentation on needs assessment.

In the second quarter the Region A TAC continued to assist the state Chapter 1 office in updating the state Chapter 1 database for the 1990-91 school evaluation reports to reflect changes in the reporting forms. The TAC also assisted in the generation of special reports on building level outcomes that will be used to assist monitoring and technical assistance to districts. The TAC also continued to provide assistance to the state staff in developing guidelines for needs assessment which will be incorporated in this year's local Chapter 1 program application.

TAC assistance to LEAs in Maine centered around testing information (Kittery), and early childhood assessment, developing other desired outcomes and selecting students for kindergarten and first grade (Berwick).

In Maine TAC assistance in evaluation improvement during the third quarter focused on needs assessment, test selection, and continued exploration and field testing of alternative ways of reporting and using the computerized statewide school level Chapter 1 test scores for state administrative monitoring purposes. TAC staff had been working primarily with SEA staff, but also worked very closely in the third quarter with the LEA staff in the Portland City Schools.

As noted above, TAC staff members assisted the SEA staff in planning and in presenting an instructional television session on needs assessment. The telecast was broadcast throughout Maine on March 19 and was followed with a series of regional workshops in April and May throughout the state on the same topic.

Using the state computerized database of school level Chapter 1 student achievement data, TAC staff assisted the SEA in producing a series of administrative reports. For example, reports, by district by school, were generated to identify (and validate LEA reports) all schools in the state meeting the requirements for program improvement. Alternative reports identified schools that would be eligible on the basis of alternative criteria such as including a posttest NCE criteria as well as only an NCE gain criteria. Historical multiple year school level data is reported in the same report for ease in looking at historical trends. This information is being used in a new initiative by the SEA to perform an annual "Correspondence Review" for every district in addition to the regularly scheduled onsite visits which may not occur every year. All student achievement performance data is reviewed by the SEA and a letter is to be sent to every district highlighting the positive accomplishments reflected in the data and noting problems or areas of concern. SEA staff members and TAC staff were invited to present a session on this effort to the Chapter 1 Institute preceding the International Reading Association conference in Orlando on May 3, 1992.

TAC staff have also consulted several times with the Portland City Schools staff regarding test selection and Chapter 1 school eligibility issues. A test selection workshop was conducted by TAC for staff members of the city math Chapter 1 program seeking to identify the most appropriate tests

for their math program which has a focus on problem solving and advanced skills and committed to the NCTM standards.

In February RMC TAC staff hosted a tristate meeting of SEA Chapter 1 staff from Maine, Vermont, and New Hampshire on the topic of alternative assessment. Current information about this topic was shared by all staff members including what each of the states have done in performance and portfolio assessments.

During the fourth quarter, TAC provided technical assistance to Wells/Ogunquit in the area of testing for their Chapter 1 reading program in grades 1-5. They came to RMC Research and spent time looking at several tests, including the SAT and MAT6 Diagnostic. They are interested in a more appropriate test to reflect some of the shifts to whole language.

Program Improvement

Four joint program improvement day-long workshops were conducted for East Corinth (2), Lee (1), and Rockland (1) school districts. The content of the two-day seminar series includes coordination, communication, assessment, curriculum alignment, monitoring student progress, and the relationship between school restructuring and Chapter 1. In addition, the two days provide an opportunity for the participants to experience team building activities, problem formulation and data analysis. The TAC also provided telephone assistance and print materials to Buckfield in the areas of study skills, reading strategies, and the Junior Great Books program.

MASSACHUSETTS

Evaluation Improvement

During the first quarter of FY 1992, the TAC assisted the Massachusetts Chapter 1 office in maintaining and revising its database for performance and achievement reports, preparing a three-year state evaluation report, and training for SEA staff in evaluation and accountability requirements for schoolwide projects. Additional assistance was provided in evaluation planning for state Neglected or Delinquent programs.

Assistance to local Chapter 1 programs focused in the areas of other desired outcomes, conducting the local annual review, testing information, computer-based data management, schoolwide project accountability, and evaluation of services for homeless and local Neglected or Delinquent students. A few local programs are attempting to develop optional desired outcomes for reading, other language area and mathematics programs; others with early childhood and ESL/Bilingual components are gaining experience with their desired outcomes and are considering revisions.

The Region A TAC assisted the Massachusetts Chapter 1 program with evaluation improvement issues in several ways during the second quarter. Many of the state Chapter 1 staff were new this year. Consequently, the TAC was asked to present two workshops to the state staff—one on needs assessment and student selection, and one on other desired outcomes. The staff identified these two areas as requiring emphasis this year in their monitoring of local programs. In addition to this SEA training, the TAC planned workshops to local programs in the next quarter on both of these topics.

The TAC continued during this quarter to provide assistance in the maintenance of the state's database for performance and achievement data collected from LEAs. This involved assistance in the editing of the data collected as well as making modifications to the database to fit revisions made to the data collection forms.

Due to the recent conferences and reports regarding Neglected or Delinquent programs, there was a resurgence in interest in evaluation methods for such programs, both local and state operated. The TAC met with the Council of Administrators of Compensatory Education's executive committee in October to advise them on requirements and guidelines for evaluation in such programs. There continues to be confusion between requirements and guidelines for local N or D programs and those for programs run by state agencies.

TAC assistance to LEAs was in the areas of test information, converting scores between editions of tests, needs assessment, alternative assessment procedures, and other desired outcomes. In particular, the Boston and Lowell Chapter 1 programs demonstrated great interest in desired outcomes, primarily due to their early childhood and ESL/Bilingual services.

With the addition of six new staff members in the state Chapter 1 office during the third quarter, TAC was involved with training and capacity building on several fronts. New SEA staff were encouraged to attend workshops on needs assessment, desired outcomes, and other evaluation issues; new Chapter 1 staff who had not been hired at the time of the SEA visit in the third quarter, were invited to visit the RMC offices to meet other TAC/R-TAC staff and learn about available materials and services. The visit provided the SEA staff members with an opportunity to discuss areas in which they wanted more information, such as schoolwide project accountability, alternative assessment, Chapter 1 HOTS, and Reading Recovery. The SEA staff had questions on systems for record-

keeping in a Chapter 1 program and were given a demonstration of the CHIMP software. Finally, an RMC staff member addressed the group about the function and workings of the National Diffusion Network (NDN) to make them aware of this resource.

In January, TAC presented a workshop on needs assessment, including student selection, in each of three regional locations. The state Chapter 1 office is concerned that all eligible students are identified in the annual needs assessment and that student selection procedures are uniform across the LEA.

TAC staff co-facilitated (with an SEA staff member) breakout sessions on evaluation, desired outcomes, and needs assessment at the statewide Chapter 1 Directors meeting in March. It provided a good opportunity to see what types of issues and problems existed at the LEA level by the types of questions that were raised. After the two-day conference, TAC staff met with the SEA staff to discuss any issues and concerns that might have arisen in the areas of evaluation, student selection, needs assessment, and desired outcomes. This also provided an opportunity for TAC to determine what strategies they might use to support SEA and LEA efforts in these areas.

During the third quarter, TAC responded to questions about newly revised, norm-reference standardized tests as well as to questions about the use of alternative assessments, such as portfolio and performance assessments, in Chapter 1 contexts.

During the fourth quarter, the TAC assisted the two largest LEAs in the state, Boston and Springfield, with planning the accountability analyses for their schoolwide projects. The TAC met with the central office research and Chapter 1 staff in Boston to review their plans for making "other school" comparisons. In Springfield, as many as nine schools are planning schoolwide projects for next year. The TAC was asked to describe and discuss the accountability requirements for representatives from each of these schools.

The TAC assisted the state Chapter 1 office in presenting a workshop at the annual Chapter 1 conference on the role of the teacher in program evaluation, setting desired outcomes, and conducting the needs assessment. This workshop was designed to support the trend of increasing building and classroom involvement in the design and operation of Chapter 1 program. The TAC also continued to assist the state office with the collection, management and analysis of local performance and achievement data.

At the local level, there is an increasing interest in alternative forms of assessment in Chapter 1 programs. Changing instructional practices and the state guidance to consider desired outcomes in addition to NCE gains has focused attention on other measures of student achievement. The TAC has received a growing number of requests from Massachusetts programs for assistance in this area. Finally, the TAC continues to assist LEAs in the use of databases to manage student achievement and services information, in conducting needs assessment and student selection, in planning achievement testing, and in conducting sustained effects studies.

Program Improvement

During the first quarter, the TAC assisted the state Chapter 1 office in revising its database for tracking schools in program improvement and in monitoring local school program improvement plans. Local Chapter 1 programs continued to contact the TAC with questions about identifying schools and students for program improvement.

The TAC was quite active in Massachusetts with assistance in the area of program improvement during the second quarter. This was the first year that the state Chapter 1 office organized a workshop to assist Chapter 1 schools identified for program improvement. The TAC assisted in this effort by making presentations on reviewing data to identify strengths and weaknesses, identifying resources for implementing improvement strategies, and understanding the various stages of the program improvement process. The state office has also invested many hours in the tracking of schools that are in program improvement. Resolving inconsistencies in separate sources of evidence of need for program improvement and the inherent misunderstandings has required considerable assistance from the Region A TAC.

Once again, the TAC assisted LEAs in developing submissions for the Chapter 1 Recognition Program. This was accomplished through providing an overview of the process and reviewing early drafts of the submissions.

A major effort was put into assisting the Springfield Chapter 1 program in program improvement efforts during this fiscal year. This LEA identified 14 new schools for program improvement this year, six were identified last year, and six others are developing joint plans with the state. The TAC has been working with the local Chapter 1 staff to help the building principals and their program improvement teams develop and implement effective school program improvement plans. Several large scale workshops for these building teams planned for the next quarter. As a result of this intensive involvement, the TAC able to help the district identify areas in which recordkeeping and communication practices can be improved, e.g., obtaining matched pre- and posttest scores for Chapter 1 students, understanding eligibility and selection guidelines, and aligning the curriculum with achievement testing.

TAC continued to work closely with the Springfield, MA, program improvement schools during the month of January. TAC read and reviewed Chapter 1 program improvement mini-grant applications with several SEA staff members. TAC has been involved in capacity building with a new SEA staff member hired to provide technical assistance to LEAs involved in joint planning for program improvement with the state as well as to newly identified projects. TAC assistance to this staff member has involved lengthy telephone calls to discuss background information and strategies, planning meetings, invitations to attend workshops on program improvement and onsite consultations with identified schools, as well as the provision of numerous studies and reports to provide background information.

During the fourth quarter, the TAC continued to assist Springfield and several other LEAs' schools that have been identified for program improvement. In Springfield, many of the program improvement schools are eligible for schoolwide projects and are making the schoolwide project plan their program improvement plan. In Malden, the TAC provided assistance in developing parent involvement activities for a middle school that is in program improvement. Information on Reading Recovery and other strategies for serving disadvantaged students was provided to Worcester.

The TAC also continued to assist the state Chapter 1 office in developing more efficient and accurate methods for tracking schools in program improvement. A new form and system for this purpose was designed and will be implemented over the summer.

Parent Involvement

Coordination and SEA capacity building continued to be themes in the area of parent involvement this year. TAC and R-TAC staff gave an overview presentation on family literacy for

about 150 Chapter 1 directors and administrators at the annual Chapter 1 Directors Meeting in Hyannis, Massachusetts, in March. During the breakout sessions, participants indicated an interest in meeting again for additional information and discussion.

As mentioned above under program improvement, the TAC worked closely with a middle school in developing parent involvement activities designed to improve the effectiveness of instruction for Chapter 1 students. The TA also assisted the state office in conducting breakout sessions on parent involvement and family literacy at the regional workshops on the Chapter 1 application. During the fourth quarter, the TAC provide assistance to several LEAs expressing an interest in applying for an Even Start grant. The TAC also provided information on the Parents As Teachers program to local Chapter 1 programs.

NEW HAMPSHIRE

Evaluation Improvement

During the first quarter of FY 1992, the TAC provided technical assistance to New Hampshire by telephone and correspondence on the issues of test selection, sustained effects, reporting basic and advanced skills, early childhood assessment, and desired outcomes. The TAC provided information on CHIMP and its capability of identifying N or D students who attend a basic grant program within a regular school program.

The TAC provided general test information to LEAs via telephone and correspondence in the areas of the use of the CAT and its comparison to the SAT, the SESAT, MAT 6, and sustained effects. The TAC presented at the Rochester Chapter 1 staff meeting on testing for K-3 test selection, testing cycle, test and curriculum alignment, basic and advanced skills, and sustained effects. The TAC met individually with the Chapter 1 project managers for Manchester and Concord. Manchester's meeting concerned evaluation reporting issues. Concord's meeting discussed the refinement of early childhood desired outcomes. The TAC collected information from the NH migrant education director on their training and use of MENAES/SAPNA/MSRTS.

A variety of evaluation improvement assistance was provided in New Hampshire during the second quarter of FY 1992. The TAC participated in the South Central Project Managers' meeting which focused on early childhood reading assessment issues. Eleven project managers shared their assessment procedures in this area. Several LEAs are using an adapted Reading Recovery model, and Concord is using the Assured to Readiness for Learning (ARL) model.

The TAC presented a workshop to the Concord Chapter 1 staff on developing desired outcomes that addressed the definition, regulations, relevance to the program, and means for evaluating them. The application of knowledge gained from this workshop will be primarily in the early childhood component of this program. The TAC also assisted the Nashua program with identifying appropriate tests for high school level mathematics. Testing information, procedures for changing tests, and alternative student selection procedures were popular topics for TAC assistance due to the state's discontinuation of support for statewide testing at grades 4, 8, and 10. Other TAC evaluation assistance in New Hampshire included database management and data analysis issues for the local annual review.

LEA requests during the third and fourth quarters generally centered on the need for how to identify an eligible pool of children and what types of instruments are available for screening and evaluating children and the pre-grade 2 Chapter 1 program. The TAC worked with Franklin, Laconia, Hampstead, Whitefield, Kearsarge, Jaffrey, Rindge, through phone consultations. The Conway school district came to RMC's offices to look at tests and consult with TAC staff. Many of these districts are considering changing their testing due to the state testing (CAT) being discontinued in grades 4, 8, and 10, which some of the Chapter 1 programs had been using for their evaluations.

The TAC and the SEA met with the principal of Hopkinton Elementary School to discuss comprehensive needs assessment and the process for conducting long range planning. Hopkinton is forming its own Supervisory Administrative Unit (SAU) as of July 1, 1992 which will impact the make up of their Chapter 1 program and they wanted to assess the needs to develop an appropriate program for their students.

The TAC met with the Franklin Chapter 1 project manager to discuss issues related to assessment and test instruments used in the program. They are using the Stanford Diagnostic Reading Test and they are considering a change for next year.

The TAC and R-TAC sponsored a meeting for Maine, New Hampshire, and Vermont Chapter 1 state consultants and local practitioners to discuss alternative forms of assessment. The states wanted to grapple with the complexities of assessment which was done by sharing what each of the SEAs are currently doing -- from Vermont's portfolios and Maine's Educational Assessment for grades 4, 8, and 11, to New Hampshire's discussions about developing a state assessment tool. The information shared was being used to enable the three SEAs to respond to the upcoming Chapter 1 reauthorization.

Program Improvement

In the area of program improvement, the TAC participated in three regional Chapter 1 project managers' meetings during the first quarter. Two meetings of the Lakes Region group covered the topics of volunteering for the Sharing Conference and a presentation by TAC on service delivery options at the September 26 meeting. TAC also presented to the Seacoast Project Managers' group on service delivery options.

The TAC met with the SAU 21 Assistant Superintendent/Chapter 1 Project Manager and the Chapter 1 administrative assistant to discuss long-range planning and joint program improvement plans. The TAC also provided input to the state on topics for a presentation at the November biennial Chapter 1 Sharing Conference on evaluating parent involvement programs. The TAC met with Dover's Chapter 1 project manager to discuss designing a school program improvement plan for the junior high school project.

During the second quarter, the Region A TAC assisted several LEAs in developing school program improvement plans. One such site, Manchester, has identified five buildings for program improvement and the TAC met with local staff to discuss requirements, approaches for involving stakeholders, and a time frame for the planning and implementation process. The TAC also assisted the Manchester Chapter 1 program with improving their coordination with the regular program and identifying measures of student progress and strategies for monitoring progress in a primarily pull-out program. In addition, more collaboration and integration is being tried on a voluntary basis with in-class services.

The TAC was extensively involved with program improvement during the third quarter in a number of ways. In Manchester, TAC presented a workshop to all Chapter 1 staff (53 participants) to look at the issues involved with improving the Chapter 1 program. TAC also presented an overview of the program improvement requirements to a elementary school who is program improvement to all of the building staff. Consultation has also been provided to Manchester on an on going basis to look at implementing a schoolwide project at an eligible elementary school. The TAC also met with the new Even Start director for Manchester's program to discuss materials and various models for preschool programs.

The TAC has identified Dover as an intensive program improvement site which enables us to be directly involved in the process of change, while documenting the evolution of implementing procedures which will directly impact the Chapter 1 program and the school program. This quarter we were involved with planning and facilitating a meeting of the program improvement teams for the junior and senior high schools. The meeting was designed to assure the participants had a shared

understanding of the program improvement process, and an opportunity to share concerns and questions about being involved in the process.

The TAC has continued to provide assistance to the Goffstown Chapter 1 project via telephone and in-person consultations. Topics of discussion included assessment, alternative service delivery models and evaluation of the first grade program. Merrimack received technical assistance in the long range planning process. TAC presented an overview to the needs assessment committee about the requirements for Chapter 1 programs to do a comprehensive needs assessment for program development. The committee will complete the process and report the results by the end of the school year.

The TAC attended the first of four state sponsored networking meetings for schools who have been identified for program improvement. TAC staff were there as a resource to the projects. The TAC met with a member of the school improvement team for a school district that is in joint program improvement. The discussion included testing, the meaning and use of NCEs, funding, student selection and program design.

New Hampshire sponsored a state-supported Chapter 1 school program improvement planning process which was initiated in February, 1992. An outside consultant was hired to work with the SEA and six pilot schools who applied for the process to develop their program improvement plans. TAC attended the first general session to be informed of the process and act as a potential resource to the schools.

NEW JERSEY

Evaluation Improvement

During the first quarter, the TAC assisted the New Jersey Migrant Education program with the training of Local Operating Agency staff in the design of appropriate evaluation activities and in the preparation of interim performance reports. The TAC and R-TAC met with state migrant staff in August to plan the content and approach for this training. Training activities began in late September. The TAC also met with state Chapter 1 staff to plan several regional workshops concerning evaluation, needs assessment and student selection. Finally, the TAC was asked to provide consultation to a committee of SEA staff charged with the development of state regulations and guidance in the identification and provision of services to "at risk" students as defined under recently passed state legislation.

Region A assisted New Jersey with evaluation improvement in four different ways during the second quarter. First, the TAC helped present a regional workshop on needs assessment and student selection issues and procedures to representatives from over 200 LEAs. Second, the TAC was asked to assist the state in developing a working definition of the "at risk" student to respond to new state legislation. Third, the TAC conducted several onsite consultations with the two migrant education local operating agency staffs to help them develop better evaluation procedures for each of the ten objectives specified in their applications. Thus, in addition to looking at the effectiveness of additional instruction provided to migrant students, these consultations examined program effectiveness in such areas as recruitment, needs assessment, and coordination. Finally, the TAC was asked for assistance with database management issues, focusing on the implementation of CHIMP.

TAC met with the SEA and the Trenton Local Chapter 1 staff during March to discuss Trenton's plans for conducting accountability analyses for their schoolwide projects. TAC received only a few other requests for evaluation assistance this quarter, possibly because staff delivered several series of workshops last quarter on topics such as needs assessment, student selection, testing and evaluation, and desired outcomes. TAC continued to engage in capacity building with SEA staff by mailing several documents in response to questions on the use of Chapter 1 funds for coordination activities, Even Start and alternative assessment.

During the fourth quarter, the TAC presented the last set of regional workshops as part of the state's Chapter 1 Institute. These workshops were designed to assist the local Chapter 1 coordinator in the effective management of their programs, including data collection and management and the completion of reports. Substantively, these workshops covered a variety of areas, from target area selection and needs assessment to evaluation reporting. The TAC assisted the state in providing guidance to LEAs in the use of tests in student selection and in measuring the achievement of LEP students. The TAC continued to work with Trenton on its plans for conducting a schoolwide project accountability analyses.

Program Improvement

During the first quarter, the TAC assisted the state Chapter 1 office in planning regional workshops on conducting the local annual review, identifying schools and students for program improvement, and the development of program improvement plans.

The TAC assisted New Jersey with program improvement activities during the second quarter in several ways. An overview workshop on the Chapter 1 Recognition Program to identify unusually

successful programs was conducted for representatives from fifteen LEAs during October. Ultimately, six of these districts submitted submissions to the state office and four were nominated. The TAC assisted these districts by reviewing their submissions and providing feedback. The TAC also met with local Chapter 1 staff from Newark and Trenton and the state Chapter 1 office to discuss procedures for developing joint program improvement plans. Finally, the TAC was asked to provide consultation to the state department in its efforts to develop guidelines for programs for at-risk students under recently-passed legislation.

During the third quarter, TAC staff continued to provide feedback to LEAs who had applied for recognition under the Secretary's Initiative program. In January, TAC Staff presented the Program Improvement strand of the New Jersey Chapter 1 Institute to audiences in the northern, central, and southern regions of the state. These workshops were attended by about 20-25 people in each region and provided information and small group activities in the following areas: federal regulations for program improvement, calculating NCE gains, resources for program improvement, and developing a program improvement plan.

In the fourth quarter, the process for identifying schools and students for program improvement and for developing school program improvement plan was reviewed during the regional workshops on effective project management. The TAC also assisted the state in providing guidance to LEAs on the development of program improvement plans.

Parent Involvement

New Jersey requested TAC and R-TAC assistance in planning for the transfer of Even Start responsibility to the state. TAC staff consulted with the Chapter 1 SEA director and the Even Start liaison and conducted a meeting to discuss the SEA role and TAC support.

During April, the TAC presented a workshop in Linden designed to facilitate the incorporation of family literacy into Chapter 1 program activities. The TAC also provided materials and information to LEAs on the evaluation of parent involvement activities, as well as brochures and tip sheets on various parent involvement topics.

NEW YORK

Program Improvement

In September, the New York State Education Department began the process of adding an evaluation section to its New York Compensatory Education Policy Manual. This manual, which addresses both Chapter 1 and other federal and state categorical programs, is produced in a question-and-answer format that parallels ED's Chapter 1 policy manual. The Region A TAC worked closely with the Region 1 R-TAC and NYSED staff to develop draft policy questions and answers. After three weeks of involvement, over 150 draft items were submitted to the Chapter 1 Programs Office and the Evaluation Bureau of NYSED for review and comment. Following a subsequent revision process, state staff then submitted the items to internal legal counsel before they were submitted to the Board of Regents for final review, comment, and dissemination to the field.

Also in the first quarter, Region A TAC staff worked with the New York SED to begin a new statewide initiative devoted to measuring Chapter 1 student performance in regular classroom programs. NYSED intends to allocate substantial resources and attention to this topic during the upcoming Chapter 1 application period, and continue it through the 1992-93 school year. TAC anticipates its role in this initiative to be substantial, and will likely include workshop development, training of NYSED staff to provide technical assistance in this area, and materials/information production to support the initiative (including articles, brochures, and a monograph). During the next quarter TAC staff will work closely with NYSED Chapter 1 staff to delineate roles and responsibilities to support this initiative.

During the second quarter, TAC staff continued to support the implementation of the *New York Student Achievement Tracker* (TRACKER) throughout the state. The state's fourteen BOCES Regional Information Centers are providing Chapter 1 test data on floppy diskettes to over 300 LEAs for direct importing into their TRACKER applications, while continuing to assume responsibility for disseminating TRACKER and providing end-user support.

Region A TAC staff also met with the State Education Department and New York City Board of Education staff to plan a series of intensive training sessions in March for the board's 33 Chapter 1 Schoolwide Project Facilitators. In February and March the Region A TAC assisted the New York State Education Department in executing this series of three training sessions. These sessions were developed for the 33 BOE Schoolwide Project Facilitators, and focused specifically on schoolwide project evaluation, accountability, program improvement, and student improvement issues. The overall goal in holding the three sessions was to develop facilitator's skills in evaluation and program improvement so they could better address building-level needs among the 118 Chapter 1 schoolwide projects with which they work.

New York City Chapter 1 schoolwide project facilitators better understand schoolwide project evaluation, accountability, and program improvement requirements, and feel more confident in facilitating building level staff to implement practices to ensure compliance and to improve instructional practice.

In March the TAC also completed a new version of TRACKER, the Chapter 1 evaluation data management and reporting program developed last year for use by New York LEAs. After testing the new version with LEAs and regional BOCES in February, TAC staff began developing the accompanying documentation to support product implementation throughout the state. The TAC is currently planning another technical training workshop for BOCES staff who will disseminate the

software package and provide "front line" technical support to the 400+ LEAs expected to acquire the new version.

A new version of TRACKER was completed and made ready for dissemination during the next quarter, once software documentation was finalized and BOCES technical staff were trained. The new version reflects a variety of changes in New York's Chapter 1 evaluation practices, and incorporates several enhancements requested by LEAs. This new version of TRACKER was released in April to the agencies which provide regional technical support to LEAs, who in turn are testing the current release both in-house and in the field. TAC staff are currently preparing the technical documentation to support the product, and are gearing up for widespread product implementation. For example, in May the TAC conducted a second "annual" technical training workshop for BOCES staff representing the state's 14 Regional Information Centers; these agencies will then disseminate the software package and provide "front line" technical support to the 400-500 districts expected to acquire the new, expanded TRACKERTwo during the 1992-93 school year.

The new version of TRACKER is ready for dissemination, once software documentation is finalized and BOCES technical staff have completed their Beta-Testing of the new product. The new version reflects a variety of changes in New York's Chapter 1 evaluation practices, and incorporates numerous enhancements requested by LEAs, BOCES, and the State Education Department Chapter 1 Office.

Program Improvement

During the first quarter, Region A TAC staff began working with the New York State Education Department to identify potential districts and/or schools to serve as intensive program improvement sites. After several onsite consultation and telephone conversation in July and August, TAC and NYSED identified P.S. 92 in Brooklyn (an elementary school with over 1500 students beginning its first year as a schoolwide project) and four, 250-400-student elementary schools in White Plains to clarify roles and relationships, and to begin the process of specifying priorities and activities. It was decided that TAC work at P.S. 92 would initially focus on a variety of schoolwide project issues, especially on the implementation of TAC-developed procedures for monitoring pupil performance and on changes resulting from schoolwide project plan implementation. TAC work in White Plains would address that district's joint program improvement efforts, and would focus specifically on the implementation of policy changes to address needed improvements in Chapter 1 program design, student eligibility and selection procedures, and testing/evaluation practices.

During the second quarter, the Region A TAC conducted several workshops for New York Chapter 1 clients using a new training package developed in the Fall of 1991. The workshop addressed issues related to Chapter 1 student improvement, congruence/coordination with the regular program, and assessing Chapter 1 student progress in regular classroom programs. The popularity of this workshop has increased dramatically, and now stands as the single most popular Chapter 1 workshop/topic in New York. The TAC has also conducted a series of training sessions specifically for the New York SEA staff to become familiar with the content and techniques included in this workshop so they can replicate it with their LEA constituents in their regions. TAC activity in this area has directly supported the SEA's efforts to target success in the regular classroom program, desired outcomes, and Chapter 1 student improvement as statewide Chapter 1 priorities.

In March, TAC staff met with the New York Congruence Committee to plan for a 1992-93 statewide initiative that focuses on measuring Chapter 1 student progress in regular classroom programs. The TAC's role in this initiative will be substantial, and will include the development of

a brochure and booklet which outline a building-based process for measuring student success, training regional SEA staff to conduct workshops on the topic, and also participating in regional and local level workshops which address the issue. The initiative will capitalize on the SEA's previous success in the area of program congruence, and will be focused on both Chapter 1 and regular program staff.

TAC staff continued working closely with LEA staff in Brooklyn and White Plains as program improvement intensive sites. Work at P.S. 92 in Brooklyn District 17 has focused on a variety of schoolwide project implementation issues, including the implementation of procedures for monitoring the change process resulting from program improvement plan implementation. TAC work in White Plains has addressed that district's joint planning efforts, and has focused specifically on the implementation of policy changes to address improved program design, student selection, and evaluation practices.

TAC is heavily involved in developing materials and workshops for a new statewide initiative underway in New York which focuses on the academic performance and overall success of Chapter 1 participating students in the regular classroom program.

During April and May, TAC staff began to assist the New York State Education Department's Congruence Committee in implementing a new statewide Chapter 1 initiative mentioned above. This initiative, which goes into full swing during the fall of the 1992-93 school year, focuses on the importance of recognizing Chapter 1 student progress in core classroom programs, and is targeted to both Chapter 1 and regular classroom teacher audiences. The TAC's role in this initiative is considerable, and includes the development of a short brochure (in April) and a more comprehensive monograph (next quarter) which describe a specific, building-based process developed by the TAC for measuring Chapter 1 student success in both the Chapter 1 and regular classroom programs. The brochure and booklet accompany a major series of regional staff development seminars to be held by New York SEA staff (beginning this fall) which address this topic. The Region A TAC's role in this initiative includes writing the monograph, designing the staff development seminars around the initiative, working with the Region 1 R-TAC to train NY SEA staff to present the seminars, and also participating in selected regional and local level workshops which support the initiative. This initiative is designed to capitalize on the overall success the New York State Education Department's Chapter 1 Office has realized in the area of program congruence, and to date has been very favorably received by LEAs across the state.

The Region A TAC conducted a series of staff development workshops and onsite consultations for Chapter 1 and core classroom reading staff in White Plains, New York during the third quarter as part of its involvement with the district as an intensive site. TAC effort in this area focused on helping the LEA develop and implement a unified approach to elementary level literacy instruction, whereas prior to being identified for program improvement, White Plains instructional staff operated from independent, and not necessarily congruent, instructional perspectives and theoretical approaches. Work in this area will continue in the district throughout the school year and into the 1992-93 school year, regardless of its status as a joint planning district.

Chapter 1 and regular program staff in White Plains are beginning to develop a more congruent, unified approach to literacy instruction, and as a result disadvantaged students are being provided improved instructional services.

The Region A TAC also conducted another series of four staff development workshops and onsite consultations for Chapter 1 and core classroom reading staff in P.S. 92 in Brooklyn, New York during the fourth quarter as part of its involvement with the district as an intensive site. TAC effort

in this area continued to focus on helping the school develop and implement its Chapter 1 program as a new schoolwide project. Of particular interest is the school's willingness to serve as a demonstration site in implementing the State's new initiative focusing on Chapter 1 student success in core classroom programs. Since it is a schoolwide project, elements of the state initiative must be tailored specifically to address the unified nature of Chapter 1 schoolwide programs. P.S. 92's interest in working with the TAC and NYSED in this area is strengthening the statewide initiative as a whole, but particularly as it impacts the 130 or so schoolwide projects throughout the state.

Parent Involvement

During the second quarter in New York, the TAC provided parent involvement assistance to LEA and SEA staff on topics such as Even Start, Follow Through, and on designing, implementing, and assessing effective parent involvement programs. LEAs that contact the TAC for parent involvement materials and information are placed in contact with the New York SDE Parent Resource Center, from which they can receive more intensive assistance and broader access to information about parent involvement activities specific to New York. Because of the size of their Even Start program allocation, New York will award new grants on a competitive basis. To assist the state office in preparing for this effort, the TAC began assisting with the design of the process for awarding Even Start grants and training prospective and new grant awardees.

During the fourth quarter, the TAC assisted the State Education Department in its implementation of the Even Start program. TAC assisted in conceptualizing, developing, and refining the grant application, review, and award process, and worked with the Region 1 R-TAC and SED to deliver regional Even Start workshop for prospective grantees. These workshops were held in May and June and addressed program requirements, grant application procedures, evaluation issues, and effective practices and approaches.

PUERTO RICO

Evaluation Improvement

Puerto Rico requested substantial assistance from the TAC in July and August in preparing its various Chapter 1 reports. Because the Island's new norm-referenced test, *Aprenda*, was administered for the first time in April 1991, there existed many technical data processing issues that needed to be resolved in order to complete these reports. Because of the TAC's continuing involvement in the more technical data processing areas, the PRDE relied on the TAC to work with the Computer Center to produce the necessary federal, state, district, school, and student level reports. TAC work in this area focused primarily on helping the PRDE generate program improvement, student improvement, student eligibility and selection, and evaluation summary reports.

The Region A TAC worked closely during the second quarter with The Psychological Corporation and with the Puerto Rico Department of Education (PRDE) to redesign the capabilities of the PRDE's VAX and IBM mainframe computers to accommodate a wide variety of necessary Chapter 1 data management and reporting purposes. Finishing this task marked the successful completion of the TAC's first phase of its planned three-phase effort over the next two years to assist the PRDE in building sufficient in-house capacity to collect, manage, analyze, report, and interpret the extensive amount of data that *Aprenda* generates on an annual basis.

During the third quarter, the Region A TAC assisted the PRDE in determining which Chapter 1 evaluation scoring services, data reports, and tape formats to request from The Psychological Corporation following the second administration of the Island's new achievement test in April. The TAC continued to work closely with the PRDE Computer Center and the testing contractor to produce the variety of Chapter 1 evaluation studies and reports currently of interest to PRDE Chapter 1 SEA and LEA staff. As a result, Puerto Rico SEA staff were prepared to process and analyze data resulting from the second administration of *Aprenda*.

In April Puerto Rico completed the second administration of the Island's new achievement test, APRENDA. To help support this important event, the TAC worked closely with the PRDE on a variety of data quality control, information processing, and data management issues relative to the new test. In April, for example, the Region A TAC assisted the PRDE in determining which Chapter 1 evaluation reports and tape formats to request from The Psychological Corporation, and helped establish a protocol for assisting the PRDE in generating the reports necessary for planning the Island's 1992-93 Chapter 1 program. When the data arrive at the PRDE and at the TAC office in late June, the TAC will work closely with staff representing the PRDE Electronic Data Processing Center and the Office of Federal Affairs to help produce these Chapter 1 reports.

Puerto Rico SEA and Region A TAC staff are beginning the process of analyzing data resulting from the second APRENDA administration. This event marks the first time Puerto Rico has been able to fully embrace the evaluation, program improvement, and reporting requirements set forth in the Chapter 1 regulations.

Program Improvement

In the first quarter, the Puerto Rico Department of Education asked TAC to assist the PRDE's Computer Center in generating reports to identify the Chapter 1 schools in need of program improvement. After examining the data in different ways, TAC staff met with the Puerto Rico committee of Practitioners in August and presented the identification process as stated in this year's

program improvement state plan. Based on this information, the COP decided to use the identification procedures stated in the current plan, which utilize only Other Desired Outcomes (no NCE gains), and then modify next year's plan to include an aggregate NCE gain standard as well. Following the meeting with the Puerto Rico COP, TAC staff assisted the PRDE by running the necessary analyses to target Chapter 1 schools to participate in program improvement.

After data resulting from the 1991 *Apr enda* administration were reviewed by the Puerto Rico Department of Education, staff members in the Chapter 1 and Regular Program offices established new academic performance standards in basic and advanced skills in each Chapter 1 subject area (Spanish, English, and mathematics) for the purpose of targeting schools with poor performing Chapter 1 programs. As anticipated, the new program improvement standards were based on aggregate *Apr enda* results using a point-in-time rather than a pre-post NRT model. Therefore, the 146 schools identified based on 1990-91 data were targeted using a PRDE-established "other desired outcomes" standard.

The Puerto Rico Department of Education considered new criteria for identifying 1991-92 schools for Chapter 1 program improvement. Region A TAC staff provided a variety of targeting options to the Puerto Rico SEA which take into account both norm-referenced and other desired outcome data availability at the LEA and SEA levels. These options were scheduled to be considered by the Island's Chapter 1 Committee of Practitioners during the last quarter of FY 1992.

During the fourth quarter, the Region A TAC continued to work with the Puerto Rico Department of Education to delineate additional and new criteria for identifying schools for Chapter 1 program improvement based on data collected for the 1991-92 program year. Working with the PRDE's Director of Federal Affairs, the TAC helped establish the groundwork for incorporating both the Other Desired Outcomes stated in Puerto Rico's 1991-92 Chapter 1 Program Improvement State Plan into a new, revised State Plan that also utilizes the aggregate NCE gain specified by Chapter 1 regulations. If the Committee of Practitioners recommends that the revised Plan include both identification components, then Puerto Rico's new Chapter 1 Program Improvement Plan will incorporate the recommendations made by the ED Chapter 1 review team last year relative to Other Desired Outcomes, as well as the regulated building identification requirements based on NCE gain.

Parent Involvement

TAC assistance with Even Start was also provided in Puerto Rico through several onsite consultations with the new Even Start director and assistant director, central office staff responsible for administering the program, and representatives of the evaluation bureau to discuss program implementation, staff development, staff and participant recruiting, and program evaluation issues.

The TAC helped the Puerto Rico SEA plan to conduct its third series of regional parent involvement workshops in late April and early May. The TAC assisted SEA staff in locating and preparing materials for dissemination during these workshops, which are expected to draw at least five representatives (including parents) from each of the 100 school districts across the Island. These were conducted as planned in late April and into May. They were attended by no fewer than 500 representatives representing the Island's 100 school districts. From the TAC's perspective, Puerto Rico's annual Chapter 1 parent involvement workshops are highly successful because they are widely attended by both Chapter 1 and regular program teachers, school administrators, and especially parents. The TAC also provided initial assistance to the PRDE during the past quarter in its implementation of Even Start. Work in this area is expected to increase during the next quarter.

RHODE ISLAND

Evaluation Improvement

During the first quarter, TAC staff provided the Rhode Island Department of Education (RIDE) evaluation staff information and assistance in maintaining and refining the state's computerized database. Both RIDE and TAC are promoting the use of CHIMP by LEAs to manage Chapter 1 evaluation data.

In the second quarter, the TAC provided evaluation assistance in several areas. Perhaps one of the more technically challenging tasks was in the area of correcting for regression to the mean. In Providence, Chapter 1 students are selected for services in mathematics on the basis of a norm-referenced achievement test which also serves as their pretest. Providence has used a district correction formula based on all children in the grade levels served by Chapter 1 to correct its grade level aggregate NCE gains. The LEA was concerned, however, about the impact of the regression effect on the identification of schools and of individual students in need of program improvement. TAC staff and the state Chapter 1 evaluator met with evaluator for Providence to discuss the most appropriate way to assure that all schools and students who should be identified were being identified. As a consequence, building level aggregate gains are now being corrected by adding the district correction factor to each school's pretest before the NCE gain is computed.

Rhode Island Chapter 1 staff visited the Region A offices during the past quarter where TAC staff shared materials and discussed several evaluation-related topics with them, specifically the calculation of weighted means, desired outcomes, and alternative assessment procedures. Other topics that continue to be the focus of TAC assistance are student selection, functional level testing, reporting forms, CHIMP, and the impact of students retained in grade on Chapter 1 evaluation results.

In the third quarter, TAC staff assisted the Rhode Island SEA staff in exploring alternative means of evaluating their summer school programs based on performance and perhaps portfolio assessments. This effort is part of a long range effort to encourage Chapter 1 projects for the regular school year to utilize additional desired outcomes based on state developed literacy outcomes.

Assessment in early childhood Chapter 1 programs became the focus for another TAC assistance effort. Early childhood specialists from the state of Rhode Island and the SEA Chapter 1 staff and RMC early childhood specialists met during May at the RMC office in Portsmouth, NH to address this issue as well as other issues in early childhood relevant to Chapter 1. TAC staff, including RMC early childhood specialists, also made a major presentation concerning assessment in early childhood Chapter 1 programs at a statewide conference.

TAC staff are working with the SEA evaluation staff in planning for the development of a school level computerized database module to be added to the current SEA database which captures Chapter 1 student achievement at the LEA level. The new module will allow tracking of information about individual school sites for program improvement purposes. Additionally, assistance has been provided in updating the state computerized database to help manage information about schools in program improvement.

During April - May, TAC staff worked with Rhode Island SEA staff on an innovative effort to have summer school Chapter 1 programs structure their program evaluations using performance assessment based on the state-developed literacy program. Planning is underway for work sessions

to be held at the beginning of summer school to assist the project staffs in developing appropriate performance assessment goals and instruments. TAC staff will be conducting part of the workshop and SEA Chapter 1 and non-Chapter 1 SEA staff will be conducting parts of the workshop.

Program Improvement

During the first quarter, the TAC provided RIDE with information and assistance to develop protocols for visits to LEAs with schools identified in need of program improvement. These visits may include classroom observation, surveying teachers, administrators and parents, and interviews with key players in the school and the district. TAC also provided information to RIDE on various program improvement plans and forms from other states in the region.

A major activity in Rhode Island during the second quarter was the state's invitations conference for all schools identified for program improvement. The TAC assisted in planning the conference and was there to provide consultation and feedback. The conference format alternated between presentations by the state Chapter 1 staff and small group work sessions for the school program improvement teams. During the work sessions, the TAC staff responded to questions about testing data, program improvement planning, and assessment issues. Several schools in attendance have contacted the TAC for additional assistance with program improvement planning. For example, Central Falls has requested staff development assistance in advanced skills in reading instruction for an increasingly diverse student population (in terms of minority groups and limited English proficiency).

The state Chapter 1 office also continued its interest in developing or adapting a classroom observation protocol to use in visits to schools identified in need of program improvement. TAC staff assisted by refining the purposes that this information gathering activity might serve within the broader context of building SEA capacity. The TAC also continued to consult with Rhode Island evaluation staff on the database developed to keep track of the program improvement status and history of schools.

During the second quarter, several districts contacted the TAC for parent involvement information, including districts like Central Falls which are including major parent involvement initiatives in their program improvement efforts. This quarter a workshop was presented to Chapter 1 parents in the Newport schools. Held in the Salvation Army headquarters (to encourage attendance from parents from all Chapter 1 schools), the workshop emphasized practical strategies that parents could employ at home to enhance their children's academic skills in reading and mathematics, particularly more advanced reasoning and thinking skills.

In the third quarter, two presentations were made by TAC and R-TAC staff on Chapter 1 Parental Involvement at a statewide conference on parent involvement. Participants included Chapter 1 and non-Chapter 1 parents and teachers as well as some administrators.

VERMONT

Evaluation Improvement

During the first quarter, the TAC provided consultation to Chester on reporting sustained effects for the 1989-91 three year study. The TAC also collected information from the VT migrant education director on their training and use of MENAES/SAPNA/MSRTS.

A possibility of implementing schoolwide project in Burlington presented an opportunity for TAC to become involved in the initial discussions to define and explain the options, advantages and disadvantages. Two eligible elementary schools are taking this year as a planning year to look at student selection, program design, and evaluation. Those in attendance at the meeting included the two principals, Special Ed/Chapter 1 director, the regional SEA Chapter 1 consultant, the Vermont Director of Compensatory Education, and three TAC representatives.

In the second quarter, the TAC assisted a member of the faculty of a teacher preparation college in obtaining information on early childhood assessment for a course she was teaching. Consultation was provided to Middlebury's Chapter 1 program which is pilot testing a locally developed measure of other desired outcomes in grades 1 and 2. The state Chapter 1 program was also provided information on non-normed tests for measuring local outcomes.

In the third quarter, the TAC provided consultation to the Bennington Chapter 1 project in the area of testing and needs assessment. RMC Research also sponsored a meeting for Maine, New Hampshire, and Vermont Chapter 1 state consultants and local practitioners to discuss alternative forms of assessment. The states wanted to grapple with the complexities of assessment which was done by sharing what each of the SEAs are currently doing -- from Vermont's portfolios and Maine's Educational Assessment for grades 4, 8, and 11, to New Hampshire's discussion about developing a state assessment tool. The information shared was being used to enable the three SEAs to respond to the upcoming Chapter 1 reauthorization.

In the third and fourth quarters, TAC provided telephone consultation to the issues involved with Bennington and Chittendon LEAs in the areas of testing -- selection, F/F or S/S cycles, and double testing. Information was also provided to Bennington and the SEA covering needs assessment for Chapter 1.

Program Improvement

During the first quarter, the TAC and the Vermont SEA assisted in planning a two-day program improvement series for the seven identified schools in joint program improvement planning. The topics to be covered were coordination, communication, assessment, test and curriculum alignment and the relationship between school restructuring and Chapter 1, using the effective schools' model.

During the second quarter, the TAC and the Vermont SEA presented these joint program improvement workshops for the seven schools participating in the joint planning process. The buildings participated in regional seminars offered in St. Johnsbury, Rutland, and Burlington. These seven schools have formed teams, including an SEA staff member, to begin the development of joint program improvement plans. This development was facilitated by the first full-day workshop conducted by Region A TAC and Region 1 R-TAC staff in October. The school teams reviewed their current program improvement plans, received information on team building and working

examined their school and community demographic characteristics, and discussed needs assessment and data collection. These teams returned to their schools and collected data regarding their school and the Chapter 1 program to prepare for the second workshop in November where they looked at ways to design and implement the joint program improvement plan. The second workshop focused on testing and curriculum alignment, attributes of effective schooling, and promising practices/strategies.

The TAC presented three regional full-day workshops for local Chapter 1 program staff to address issues related to teaching mathematics, as supported by the National Council of Teachers of Mathematics (NCTM) standards. The activities included an overview of the NCTM standards, problem-solving strategies, designing thoughtful learning environments, and an exchange of LEA mathematics activities. The TAC also provided assistance to Burlington on the process of planning a schoolwide project, and it assisted one LEA in preparing a Chapter 1 Recognition Program submission.

In the third quarter, the TAC presented a day-long workshop in Rutland, Vermont, reflecting the NCTM standards. The activities included an overview of the NCTM standards, problem-solving activities, designing thoughtful learning environments, and an exchange of LEA mathematics activities.

During the third and fourth quarters, discussion with the SEA staff have centered around 1) measuring individual student progress, especially for those schools in joint program improvement; and 2) implementing the New Zealand literacy model as a way to restructure the program in the Reedsboro School District.

A third meeting for schools in joint program improvement will be held in the fall of 1992, rather than this spring. This is to follow-up with the seven schools who were involved with the joint program improvement series presented by TAC, R-TAC, and Vermont SDE.

TASK 3
PERFORM ADDITIONAL TASKS RELATED TO CHAPTER 1 EVALUATION
AND PROGRAM IMPROVEMENT

Region A TAC staff have been engaged in a number of additional tasks this year, as requested by the Department of Education. Region A TAC staff, along with Region 1 R-TAC staff, expended considerable time and resources to conduct the survey of all schools and districts operating Chapter 1 schoolwide projects during the 1991-92 school year. During the first and second quarters, the TAC worked with USDE in making final revisions to the clearance package for OMB. Several revisions to the package, including the district and building questionnaires, were required in order to address each of the survey's research questions satisfactorily. Also during the second quarter, the TAC contacted each of the states and the Bureau of Indian Affairs again, asking them to update the lists of districts and schools with Chapter 1 schoolwide projects they provided during FY 1991 to reflect new and discontinued schoolwide projects.

OMB clearance and the updated state lists were obtained in December. Approximately 2,000 building and 500 district questionnaires were mailed in early January. About fifty percent of the surveys were returned by early February. Another thirty percent were received by the middle of March. Returned questionnaires were entered into data analysis files as they were received. During the second half of March a decision was made to edit the exiting data and to produce preliminary tabulations based on the eighty percent return. Before proceeding with the editing, data entry staff re-entered for verification a ten percent sample of all questionnaires. Error rates were well below a criterion of one percent. In addition, several TAC staff spent about one week reading and coding written responses to about ten open-ended questions. These coded responses were entered (with verification) into the analysis files, also.

After editing was completed, the preliminary tabulations were produced in early April. At the same time, attempts were made to contact each local Chapter 1 coordinator from districts with missing questionnaires. By the end of April, it was decided that the TAC should contact each non-respondent and remind them that they were required to respond. If they could not respond within a week or two, they were to be asked to grant an telephone interview to obtain their responses to key questionnaire items. Hundreds of telephone calls increased the response rate well above ninety percent for both questionnaires. (Most respondents chose to complete the entire questionnaire and mail or fax it rather than to have a telephone interview.)

At the request of USDE, the TAC prepared a brief analysis comparing the location, size and urbanicity of non-respondents and respondents. Based on this analysis, it was decided to cut off data collection at the end of May. During June the TAC coded and edited the additional responses received during April and May. Updated preliminary tabulations were produced and plans for additional analyses were made.

Dr. E. Allen Schenck continues to serve as chairperson and coordinator for the Test Equating and Sampling Committee, whose mission is to develop guidelines for assisting SEAs interested in equating state-developed tests or other measures without national norms to nationally normed tests so the results can be used for Chapter 1 evaluation and reporting. During this contract period, Dr. Schenck coordinated the distribution, review, and summarizing of feedback for plans submitted by Oregon and California.

Other Task 3 activities included:

- TAC assisted USDE this quarter in the review of nominations for the Chapter 1 National Recognition Program. TAC and R-TAC representatives offered suggestions for the format of the review, the purpose of which was to provide an additional perspective on the evaluation portions of nominations to the national panel reviewing the full nominations. Five TAC staff and three R-TAC staff reviewed the application portions of 24 nominations.
- Region A TAC staff once again played a key role in training a pool of individuals coordinated by ED to review nominations for this year's Secretary's Recognition Program.
- In support of the Chapter 1 Regional Meetings in Los Angeles, Dallas and Washington TAC and R-TAC suggested speakers and proposed options for organizing the coverage of staff development issues. Regional A and 1 worked together with USDE to contact potential presenters. TAC staff also contributed ideas and information for the Department's consideration in its introductory remarks on alternative assessment and staff development and facilitated breakout sessions on these two topics at the Washington meeting. TAC staff provided support and assistance during the Washington, D.C. Regional Program Improvement Conference.
- TAC staff members reviewed the literature review for the formative evaluation report on the Nine-Site Program Improvement Initiative, conducted by Policy Studies Associates.
- In support of the Department's preparations for ESEA reauthorization TAC and R-TAC provided summaries of the Chapter 1 program improvement standards and activities of states in Region A/1.
- TAC staff assisted USED in the design and implementation of a National Even Start Conference held in Washington in June.
- The Region A TAC was asked to assist USDE in documenting selected sessions at the National Conference for State Chapter 1 Coordinators in early November. The TAC staff recorded notes of their observations of what transpired and, later, transcribed these notes into proceedings which were delivered to USDE. The Region A TAC also assisted with the recording and transcription of a speech by Asa Hilliard at that conference.

TASK 4

MAINTAIN STAFF CAPABILITIES AND EXPERTISE

In an effort to maintain and expand Region A TAC staff capabilities and expertise, RMC Research TAC staff have participated in a variety of activities. The fundamental staff development activity has been the Region A TAC staff meeting. These meetings have been held every month and last an entire day. During these meetings, TAC staff discuss progress on implementing Letters of Agreement, as well as overview unique service activities or products being utilized with Chapter 1 clients. These staff meetings provide a forum for discussing technical and policy issues related to the Chapter 1 evaluation and reporting system and for clarifying positions that the TAC should take on these issues. TAC staff meetings provide an opportunity for reviewing materials or position papers developed by Region A TAC staff as well as by other TACs. All materials distributed during the TAC Directors' meetings are also reviewed and discussed at these staff meetings.

During 1991 - 1992 Region A TAC staff have participated in a variety of formal training experiences including the following:

- All Region A TAC and Region 1 R-TAC staff began the contract year with a two day off-site meeting to develop common understandings of the commitments made in our respective proposals and to begin to identify implementation activities, protocols and assignments at a deeper level of detail than addressed in the proposals. For a few of the activities of this retreat R-TAC and TAC worked separately; for most staff worked together.
- One product of the retreat was a list of topics deserving formal, full-staff development or discussion. These were either topics on which a great deal of new information or interest has recently been generated or perennially difficult issues for Chapter 1. For some of the latter category we began at the retreat to identify the underlying unasked questions or misunderstood principles that we feel have left the issues so long unresolved for many of our clients. For both categories of topic, the new and the problematic, we determined to continue discussion in a series of staff seminars. Each seminar is attended by both R-TAC and TAC staff and is researched and conducted by two staff members. In the first quarter we held staff seminars on three topics: alternative assessment, desired outcomes, and Even Start.
- In-house seminars on Even Start, alternative assessment and other desired outcomes.
- Several meetings designed to improve staff capabilities in the area of alternative assessment were conducted. On separate occasions, Richard Hill from Advanced Systems and Jay Simmons from UNH were invited to address the TAC staff on the topics of state performance assessment systems and training teachers in portfolio assessment, respectively. Rich described the work his company has been doing with the states of Kentucky and Vermont. Jay described research he has been conducting on portfolio assessment. The TAC staff also attended a company-wide discussion of alternative assessment issues, and representatives from the riverside Publishing Company were invited to describe their current offerings in performance assessment.
- TAC staff attended the ECS National Assessment Conference held in Boulder, Colorado.

- TAC staff meetings have been devoted to discussions of potential coordination of Chapter 1 successful program recognition practices and the National Diffusion Network's desire to identify effective practices and assist in the adoption of effective practices.
- Staff attended a one day conference on changing international perspectives and priorities in education sponsored by the Harvard Graduate School of Education: One of the insights from this conference was that there are surprising similarities between education issues in developing countries and in depressed urban areas of the United States.
- A two day seminar, "Diversifying Student Assessment," presented by the Harvard Principal's Center and featuring Dennie Palmer Wolf as workshop leader: Ms. Wolf is a respected authority on portfolio and performance assessment.
- TAC and Parent Involvement and Family Literacy Specialty Option representatives attended the Even Start State Contact Technical Assistance Workshop in Alexandria, Virginia, in February.
- Region representatives to the advisory committees of the C & I and the Parent Involvement and Family Literacy Specialty Options have distributed new specialty option materials and have maintained bibliographies of publications and other resources.
- TAC staff have received updates from the Test Information Center.
- TAC staff have received reports on the Even Start State Contact Technical Assistance Workshop, on the Chapter 1 Schoolwide Projects Meeting and on the National Migrant Education Conference.
- TAC staff participated in a review by an R-TAC staff member of *Adult Education Programs and Services: A View from Nine Programs*, 1991 USDE report.
- TAC staff participated in the Curriculum and Instruction Advisory Council in Washington, DC on January 29.
- TAC staff attended two days of five days of training by the High Scope Foundation in Maine. Early childhood programs are expected be a consistent focus of TAC services this year, and elements of the High/Scope model are being adopted widely across several states. The two days of training attended by TAC staff emphasized assessment.
- TAC staff attended a full day Saturday conference, "Teaching Reading and Writing: Visions and Revisions for the 90's," at the University of New Hampshire.
- TAC staff attended a two-day conference, "Literacy: Myths and Lessons," sponsored by the New Hampshire Humanities Council.
- TAC staff participated in portions of two days of presentation by Larry Lezotte for the New Hampshire Alliance for Effective Schools.

TASK 5 OUTREACH AND AWARENESS ACTIVITIES

RMC Research Corporation, as the Region A TAC, held its annual Regional Coordinating Council meeting in Portsmouth, New Hampshire on June 18 and 19, 1992. The meeting was attended by representatives from each of the nine states and commonwealths in the region, as well as representatives from USED, Escort (the Migrant PCC). Agenda items included a federal update, discussions of the transition of Even Start to state operations, the status of special re-authorization committees and the sharing of recent research reports and policy documents.

The primary focus of the meeting was to engage state representatives in a process for clarifying state and regional long term visions or plans for their Chapter 1 programs. By engaging in long range planning TAC and the SEAs will be able to focus resources and strategies directed at significant and sustainable change in Chapter 1 services in the region rather than providing assistance that is reactive and fragmented. Long range plans will also enable TAC/R-TAC and the SEA to build working teams that can tackle the obstacles and barriers that lie in the way of accomplishing these long range plans.

TAC staff attended Vermont's Chapter 1 Project Directors' meeting which offered sessions on staff development, program improvement and alternative assessment. Mary Jean LeTendre was the key note speaker.

TAC staff attended South Central and Seacoast project managers' meetings to keep abreast of the issues they have concerning all aspects of Chapter 1.

TAC staff prepared feature articles for two New York State Education Department publications as part of the state's recent focus on Chapter 1 student success in regular classroom programs. The articles appeared in *Teaching Partners*, which is a quarterly publication of the Statewide Congruence Committee, and *High Expectations*, the official publication accompanying the state's annual Chapter 1 Program Improvement Forum. Combined circulation of the two publications exceeds 7,000.

A representative of the New Hampshire Alliance for Effective Schools was invited to speak to R-TAC and TAC staff about changes in that program. This was followed up with recommendations for improvements in their School Improvement Program based on TACs experience with school change. TAC also spoke with New Hampshire's Bureau for Compensatory Education about TAC, R-TAC, and the New Hampshire Alliance working collaboratively with a few schools.

Meetings continued this year with other federally funded education technical assistance providers in the northeastern states. The group has chosen early childhood services and the first national education goal as its focus and a winter 1992 or 1993 regional meeting as its first public activity as a collaborative. A framework proposed by the Region 1 R-TAC and the Region A TAC for describing the issues and the stakeholders in early childhood has been adopted by the group. In this quarter TAC and R-TAC staff worked with a subcommittee to improve the framework and with RMC Research staff outside TAC/R-TAC to identify regional resources across early childhood issues. Finally, TAC staff assisted in the preparation of an article on NCTM math standards for the Maine SDE Chapter 1 quarterly newsletter.

TASK 6
ATTEND TAC DIRECTORS' MEETINGS

The Region A TAC staff attended TAC/R-TAC Directors' meetings in August, December and May in Washington, D.C.

Region A TAC staff, who regularly attended these Directors' Meetings included Dr. Everett Barnes, project director, Dr. E. Allen Schenck, and Ms. M. Christine Dwyer. Region A TAC representatives made presentations on special topics and overviewed Region A TAC activities, products and materials. No other TAC/R-TAC Directors' Meetings were held during this period of the contract.

Region A TAC staff also participated in an inter-TAC seminar in January sponsored by the Curriculum and Instruction Specialty Option. This seminar featured Rick Stiggins from NWREL and focused on the topic of alternative assessment. All materials from TAC Directors' meetings and inter-TAC seminars are shared with other Region A TAC staff at formal staff meetings.

TASK 7 FREQUENT COORDINATION WITH R-TACS

All Region A TAC and Region 1 R-TAC staff continue to meet together once each month. This mandatory meeting is an opportunity to exchange information and to outline plans and assign responsibilities for modifications to our services. The agenda of each month's meeting determines whether it is moderated by the TAC director, the R-TAC director, or both.

TAC and R-TAC directors and one senior staff member from each contract meet two or more times each month to plan the full staff meeting, to review coordination of state services, and to reach agreement on the wide range of issues that affect both contracts. In meetings this quarter TAC and R-TAC directors and senior staff determined which staff to send to an unusually large number of conferences and meetings, made improvements to the database used by both contracts for keeping track of direct (Task 2) services to clients, developed a log system to be used by staff of both contracts to keep records of intensive program improvement efforts, and reviewed with the TAC and R-TAC contacts for two states the present status and future resource needs in those states.

TAC and R-TAC staff working in the same states are in regular communication and often work together to prepare presentations. Larger TAC/R-TAC task groups worked this quarter to outline the issues of secondary school Chapter 1 programs in the region and an appropriate TAC/R-TAC response, to recommend to USDE a form for TAC/R-TAC review of evaluation portions of Chapter 1 National Recognition nominations, to review 24 nominations, and to conduct the national Schoolwide Projects Survey.

Region A and Region 1 worked together with the Region 9 R-TAC and ESCORT to plan the RCC meeting that will be jointly sponsored by TAC and R-TAC in June.