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ABSTRACT

This report summarizes the interaction that occurred during the Seventh Annual Technical Assistance and Dissemination Conference. The purpose of the conference was to provide participants with an opportunity to: (1) increase knowledge in various topical areas related to technical assistance and dissemination (TA&D); (2) exchange information, problem-solve, and pursue collaborative activities with other TA&D colleagues; and (3) become familiar with the resources/services/expertise of other U.S. Department of Education TA&D projects. The report begins with a section summarizing workgroup sessions that focused on: (1) collaborative and innovative uses of technologies for TA&D work; (2) evaluating the impacts of TA&D activities in relation to new performance standards; (3) designing a broader collaborative national TA&D network; (4) responding to TA&D needs in autism and diverse therapy options; and (5) applying research to practice to improve TA&D efforts. The next section includes summations of the plenary sessions and sketches of the concurrent sessions, which were designed to build skills or increase participants' knowledge bases. The third section summarizes discussions in the focus group sessions. Appendices include a conference agenda and a participant list. (CR)

REPORT OF THE OFFICE OF SPECIAL EDUCATION PROGRAMS

7TH ANNUAL TECHNICAL ASSISTANCE AND DISSEMINATION CONFERENCE

MARCH 3 - MARCH 5, 1997

SPONSORED BY: THE FEDERAL RESOURCE CENTER FOR SPECIAL EDUCATION (FRC) AND THE NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE SYSTEM (NEC*TAS)

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NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES (NICHCY) HEATH RESOURCE CENTER NATIONAL CLEARINGHOUSE FOR PROFESSIONS IN SPECIAL EDUCATION NATIONAL INFORMATION CLEARINGHOUSE ON CHILDREN WHO ARE DEAF-BLIND (DB-LINK) ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION ERIC/OSEP SPECIAL PROJECT NATIONAL INSTITUTE ON COMPREHENSIVE SYSTEMS OF PERSONNEL DEVELOPMENT (CSPD) NETWORKING SYSTEM FOR TRAINING EDUCATION PERSONNEL (NSTEP) NATIONAL CENTER TO IMPROVE PRACTICE (NCIP) PROJECT FORUM NATIONAL CENTER TO IMPROVE THE TOOLS OF EDUCATORS(NCITE) TECHNICAL ASSISTANCE CENTER FOR PROFESSIONAL DEVELOPMENT PARTNERSHIP PROJECTS NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE SYSTEM (NEC*TAS) CENTER FOR SPECIAL EDUCATION FINANCE (CSEF) NATIONAL TECHNICAL ASSISTANCE CONSORTIUM FOR CHILDREN AND YOUNG ADULTS WHO ARE DEAF-BLIND (NTAC) CENTER OF MINORITY RESEARCH IN SPECIAL EDUCATION (COMRISE) KNOWLEDGE PRODUCTION, LINKAGES, AND TECHNICAL ASSISTANCE ALLIANCE 2000 PROJECT NATIONAL CENTER ON EDUCATION OUTCOMES (NCEO) TECHNICAL ASSISTANCE FOR PARENT PROGRAMS (TAPP) TECHNICAL ASSISTANCE IN DATA ANALYSIS, EVALUATION, AND REPORT PREPARATION (WESTAT) TECHNOLOGY, EDUCATIONAL MEDIA AND MATERIALS PROGRAM NATIONAL TRANSITION NETWORK (NTN) NATIONAL TRANSITION ALLIANCE FOR YOUTHS WITH DISABILITIES (NTA) THE CENTER FOR EFFECTIVE COLLABORATION AND PRACTICE (CECP) CONSORTIUM ON INCLUSIVE SCHOOLING PRACTICES (CISP) PARENTS ENGAGED IN EDUCATION REFORM PROJECT (PEER) THE FEDERAL RESOURCE CENTER FOR SPECIAL EDUCATION (FRC) NORTHEAST REGIONAL RESOURCE CENTER (NERRC) MID-SOUTH REGIONAL RESOURCE CENTER (MSRRC) SOUTH ATLANTIC REGIONAL RESOURCE CENTER (SARRC) GREAT LAKES AREA REGIONAL RESOURCE CENTER (GLARRC) MOUNTAIN PLAINS REGIONAL RESOURCE CENTER (MPRRC) WESTERN REGIONAL RESOURCE CENTER (WRRC)

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ACKNOWLEDGMENTS

The U.S. Office of Educations's Office of Special Education Programs (OSEP) convened the Seventh Annual Technical Assistance and Dissemination (TA&D) Conference on March 3-5, 1997, at the Sheraton City Centre Hotel in Washington D.C. Representatives from OSEP's staff, technical assistance and dissemination projects, and regional resource centers (RRCs) attended the conference. The conference was organized by a joint collaboration between the Federal Resource Center for Special Education (FRC) and the National Early Childhood Technical Assistance System (NEC*TAS).

This conference was made possible by the efforts of a national planning team that assisted the FRC and NEC*TAS in all aspects of development and presentations. We want to give special thanks to the members of this team:

Co-Chairs: Gary Rutkin, FRC and Pascal Trohanis, NEC*TAS
Sara Conlin, National Clearinghouse for Professions in Special Education (NCPSE)
Peggy Cvach, OSEP
Carol Daniels, Great Lakes Area Regional Resource Center (GLARRC)
Barbara Guy, National Transition Network (NTN)
Jim Hamilton, Center for Effective Collaboration and Practice (CECP)
Beverley Mattson, Professional Development Partnerships (PDP)
Karl Murray, Networking System for Training Educational Personnel (NSTEP)
Ken Olsen, Mid-South Regional Resource Center (MSRRC)
David Osher, CECP
Marie Roane, OSEP
Dick Zeller, Western Regional Resource Center (WRRC)

The purposes of the conference were to provide participants with an opportunity to:

- Increase knowledge in various topical areas related to technical assistance and dissemination
- Exchange information, problem-solve, and pursue collaborative activities with other TA&D colleagues
- Be familiar with the resources/services/expertise of other U.S. Department of Education TA&D projects

The assembly of this proceeding document was made possible through a collaboration of the FRC and NEC*TAS with Counterparts, Inc. A special thank you for the thoughtful preparation of the materials goes to Counterparts' Marie Keefe, Doris Leckie, and Cappie Morgan.

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INTRODUCTION

No successful conference ends when everyone packs up and heads for home. If participants are stimulated by the discussions that take place or learn new skills in meeting sessions, they carry the conference over into their work. If questions are posed or recommendations for actions are made, these unresolved issues and potential next steps lie suspended in time waiting to be grappled with between conferences.

The Seventh Annual Technical Assistance and Dissemination Conference, held March 3-5, 1997 at the D.C. Sheraton City Centre Hotel, is no exception. While this report sums up the interaction occurring during the conference as well as the skills learned and the issues raised, it also intends to extend the dialogue to include what we will do about some of the important recommendations made to the TA&D Network at large in the interim between conferences.

To this end, the report begins with a section on workgroup sessions, some of which made recommendations to be acted on by the Network as well as by individuals and by specific organizations. Participants indicated that these sessions were of consequence and that they were leaving the conference with a sense that people were going to actually follow up on the suggestions made in the workgroups.

The next section includes summations of the plenary sessions and thumbnail sketches of the concurrent sessions designed to build skills or increase participants' knowledge base. It is important to note that the speech by Roy H. Forbes, executive director of Southeastern Regional Vision for Education (SERVE), is included in its entirety. His opening speech provoked the most discussion of all of the sessions and set the tone for the conference.

The third section summarizes discussions in the focus group sessions as these indicate both what participants found to be of interest during the conference and additional recommendations they proposed for future activities.

The report ends with two appendices (a conference agenda and a participant list) so that participants can continue to connect with people with whom they had initiated discussion.

WORKGROUP SESSIONS

Summary of Workgroup Sessions

This year there is the feeling that there will be follow-up on those things we've recommended. It won't disappear into the ether. That there be results from these meetings is important.
-Participant in evaluation focus group

Common to all the workgroup sessions was a sense of roll-up your sleeves, dig into the issues, come up with solutions that were feasible and that could be acted on right away as well as over the long haul. This attitude was reinforced by the actions of individuals within workgroups who stepped forward to take responsibility for discrete tasks which formed part of the recommendations developed in their sessions. What was the process that led up to these actions?

The workgroup topics had been created in response to surveys of the TA&D Network conducted by the planning committee; group membership was based on preregistration. Initially, eight workgroups were formed and charged with meeting over three conference sessions to discuss and ascertain mutual needs and interests in the topic areas, share information about activities currently happening in each area, and explore future collaborative activities. By the second session, the groups had solidified into five:

- Collaborative and Innovative Uses of Technologies for our TA&D Work,
- Evaluating the Impacts of TA&D Activities in Relation to OSEP's New Performance Standards,
- Designing a Broader Collaborative National TA&D Network,
- Responding to TA&D Needs in Autism and Diverse Therapy Options,
- Applying Research to Practice to Improve our TA&D Efforts.

While content and process differed from group to group, the reports of the facilitators of each indicate that there are certain recurring challenges and ideas:

Sustaining and Broadening the Dialogue

Each group mentioned a desire to sustain the dialogue that was initiated in their workgroup. For example, the Performance Standards Workgroup will hold a conference call of members once they have further developed and circulated two approaches discussed in their session.

Workgroups indicated a concern that they did not fairly represent everyone who should be included in the dialogue and that they would benefit by inviting broader participation. The Broader Collaborative TA&D Network Workgroup observed that a significant challenge resulted from the fact that there has been no national professional TA&D group to help facilitate a collegial forum. They recommended a variety of strategies for affiliating with other groups to initiate such a forum. The Research to Practice Workgroup recommended that the TA&D projects find and establish a mechanism to sustain the dialogue on research to practice that is inclusive of all stakeholders (e.g., projects, researchers, federal agencies).

The Challenge of Distinguishing Relevance among an Avalanche of Information

The Uses of Technology Workgroup noted that it is a major challenge to get specific, relevant information from all the available information; in addition, members indicated that it is difficult to distinguish among quality information, propaganda, lower quality information and outdated information. The Research to Practice Workgroup raised the question of how to become discriminating users of research. The Autism Workgroup identified the need for synthesis and dissemination of current national and international research findings, particularly on programs, approaches, and outcomes for children with autism.

Increasing Access to Information

The Uses of Technology Workgroup strongly recommended that all TA&D web sites strive to be accessible to all users, possibly by following the guidelines of sources such as the Trace Center. In addition, the network should look into the possibility of recommending that all OSERS projects be required to follow accessibility guidelines for all products they develop. They also mentioned the importance of making information available in many alternative formats.

The Broader Collaborative TA&D Network Workgroup cited the challenge of increasing access to information about other national TA&D Networks as well as the challenge of accessing the best information to meet client-customer needs in a rapid manner. It also mentioned that there are differential levels of expertise, hardware, and software with regard to technology across the Network that creates a challenge for accessing information. The Autism Workgroup indicated that there is little public awareness of the research that has been conducted regarding effective approaches and programs for young people with autism and in many cases parents are groping for different approaches.

Finding a Repository for Knowledge

In a variety of ways, workgroups brought up the problem of where information or knowledge is located or should be based. The Research to Practice Workgroup asked: Where does the knowledge base live [reside]? It also indicated a need for a tracking system for research findings. Questions posed at the Autism sessions included asking if anyone knew of a centralized repository of information on autism as well as if there were any states that have developed pools of experts in autism that are available to consult with others. They recommended that NEC*TAS consider becoming a center place to collect information about TA&D issues and initiatives related to autism and young children. One of the possible solutions proposed by the

Collaborative TA&D Network Workgroup for accessing the best information for clients was to develop a common database through a national TA&D task force.

Seeking or Imposing Uniformity

Actions are underway by the Uses of Technology Workgroup to develop a document which summarizes 12 different areas of technology for TA&D. Members with experience in a particular technology medium are developing an abstract describing it which includes the purpose of the technology, when it is useful, when not, where to go for an example of its use, and who to go to for new information.

The Autism Workgroup indicated the need for the network to articulate principles and ethics which should underlie all treatment approaches. The Research to Practice Workgroup suggested looking into whether the network could identify a set of principles for research to practice and TA&D. The Broader Collaborative Network Workgroup offered several suggestions to better refer information requests to the broader network by developing a common information notebook, sharing taxonomies and topical descriptor lists, designing a set of information referral protocols, etc.

Individual Workgroup Reports

The workgroup write-ups follow: The write-ups were prepared by the five group facilitators. The reader should note that style differences are evident with the reports. A synopsis of all recommended actions and a short summary of challenges is presented following the workgroup descriptions. The workgroup proceedings document editors did not attempt to re-work the material into a common, style format.

Workgroup on Collaborative and Innovative Uses of Technology for our TA&D Work

Co-Conveners: Arlene Remz and Patti C. Barkin

Participants: Patti Barkin, Ray Myers, Lin Ballard, Arlene Remz, Joan Danaher, Pamela Updike, Judi DeCarme, Jean Wolman, Lynda Leach, Michael Yared, Barb Marshall.

Workgroup Objectives

We first agreed on our objectives which were to:

- Enable the group to get acquainted.
- Explore past, current, and emerging changes in how we disseminate information and provide TA.
- Motivate participants to think about and take ownership of expanding the use of appropriate technology to deliver TA.
- Determine a set of action steps in order to continue and build upon the work begun at the meeting.

Identification of TA&D Tasks and Needs

The group generated a list of its current TA&D tasks and needs. After brainstorming an extensive list, the tasks and needs were sorted into three major categories. In some cases, a task or need was listed under more than one category. Additional issues, which did not fit in any of the three categories, were grouped under "Other Areas."

Gathering Information

- Communicate more quickly and efficiently with topic experts.
- Determine and sort out where to go for specific information to reduce information overload.
- Generate and disseminate policy-level reports to practitioners, policy makers, and researchers at state and local levels.
- Provide TA to in-house OSEP teams.
- Develop efficient models for accessing information, and ensuring the quality of the information.

Synthesizing, Distilling, and Analyzing Information

- Generate and disseminate policy-level reports to practitioners, policy makers, and researchers at state and local levels.
- Reduce duplication of information and excessive information from different programs.
- Provide information in short, distilled documents in usable formats.
- Develop efficient models for accessing information and ensuring its quality.

Disseminating Information

- Provide copies of state documents.
- Provide state-of-the-art information on a need-to-know basis.
- Find ways to encourage utilization of information we have disseminated.
- Reach people who have no access to technology.
- Generate and disseminate policy level reports to practitioners, policy makers, and researchers at state and local levels.
- Disseminate products from model projects.
- Provide TA to in-house OSEP teams.
- Provide information in short, distilled documents in usable formats.
- Provide information in accessible alternative formats.
- Increase awareness of availability of resources through marketing.

Other Areas of TA&D Needs

- Connect parts of consortium resources to work more efficiently
- Add new dimensions to cohesiveness of the profession.
- Increase technological capabilities and utilization by state departments of education.
- Ask people with disabilities for feedback to collect more practical information.
- Learn to evaluate in new media.

How Needs Are Currently Being Served

After brainstorming project needs, we generated a list of how these needs are currently being served. Again, the strategies were grouped into three categories.

While Gathering Information

We noted that a major challenge is getting specific information from an avalanche of information. Some strategies are:

- Telephone people who know.
- Ask on listserv or newsgroup (especially when specific contact is unknown).

- Literature reviews: Web, Dialog, ERIC, Firstsearch, go to library.
- Search on Web: use search engines to go to specified sites with relevant content.
- Listserv or RRFC information specialists.
- Monthly teleconferences.
- Internal databases.
- Customized searches of other databases.
- Commission reports from experts.
- Online discussion.
- Attend conferences.
- E-mail
- Fax

When Synthesizing, Distilling, and Analyzing

A major challenge is to distinguish between quality information and propaganda, lower quality, and outdated information, etc. Some strategies are:

- Go to the most current.
- Identify easy to read.
- Find easiest to access.
- Go to expert.
- Consider cost.
- Consider needs of audience.
- Conduct online discussion to share and evaluate sources of information.

Methods of Dissemination

The challenge is to remember always to make items available in alternative formats. Among them are:

- Paper reports
- Newsletters
- Mail hard copies, mail lists of resources
- Fax
- Audioconferences, phone calls
- Videoconferences (Internet or satellite)
- Face-to-face conference presentations
- E-mail, attachments to e-mail
- Listserv or distribution lists
- Files on disks or CDS
- Web-based: listings of resources, HTML or Web-published documents and resources, downloadable documents, Web LINKS to other web resources
- Searchable databases.

Other Things to Keep in Mind

- Improve access to and utilization of technology by clients and own staff.
- Networking.
- Assure accessibility (include people with disabilities in the process).
- Evaluation is important.
- Create virtual environments.

Explore Potential and Emerging Uses of Technology to Better Meet Our TA&D Needs and Tasks

After reviewing our needs, and our current strategies for meeting these needs, we focused on some of the emerging uses of technology which might serve these needs and tasks. In some cases, projects or centers had already utilized particular strategies, and information was shared. In other cases, we discussed what we knew thus far about some emerging technologies.

After generating an extensive list of potential technologies that can be utilized in current and future TA&D work, we agreed that we needed to compile our collective knowledge and experience, gather additional information, and finally determine mechanisms for more broadly sharing that information.

Next Steps

The first step is to develop a document which summarizes what we know and what we learn about these 12 different areas of technology for TA&D. We will create an e-mail list of workgroup participants for the purpose of developing "abstract" documents on these technology strategies. Workgroup members (generally someone who had prior experience with the particular technology medium) took responsibility for taking the lead on drafting each abstract. We will include the following in each abstract: purpose of the technology, when it is useful, when it is not useful or not efficient, where to go for an example of its use, and who to go to for more information.

The *Workgroup Actions* section lists the technology medium, projects or centers which currently use this technology or strategy, and the workgroup member who will take the lead on creating the abstract.

Recommendation on Accessibility

We strongly recommend that all TA&D web sites should strive to be accessible to all users. Projects or centers developing web sites should follow the guidelines and recommendations for accessible Web design which are available through the Trace Center and many other sources. We should also explore the possibility of recommending that all OSERS projects be required to follow accessibility guidelines for all products, including web sites and videos, that they develop.

Collaborative and Innovative Uses of Technologies Workgroup Actions

1. Create an electronic mailing list of workgroup participants for the purpose of developing "abstracts" on identified technology mediums. Include in each abstract the purpose of the technology, when it is useful, when it is not useful, where to go for an example of its use, and who to go to for more information

Workgroup Participants Who Will Prepare Abstracts
on Identified Technology Mediums

Technology Medium: Audioconferencing (effective process guidelines)
Who Currently Uses: WRRC, NEC*TAS, NTN
Lead on Abstract: Patti Barkin

Technology Medium: Audioconferencing while looking at the Web
Who Currently Uses: WRRC
Lead on Abstract: Patti Barkin

Technology Medium: Internet based audioconferencing (Microsoft Net Meeting)
Who Currently Uses: MSRRC
Lead on Abstract: Pam Updike

Technology Medium: How to conduct online surveys (e-mail and Web)
Who Currently Uses: NCIP
Lead on Abstract: Jean Wolman

Technology Medium: How to order online
Who Currently Uses: NCIP, NEC*TAS
Lead on Abstract: Joan Danaher

Technology Medium: Online searchable databases
Who Currently Uses: NCIP, GLARRC
Lead on Abstract: Barb Marshall

Technology Medium: Videoconferencing (Internet, e.g. CU-SeeMe; satellite, e.g. Marriott, Kinko's models)
Who Currently Uses: FRC/AED, NASDSE, WRRC
Lead on Abstract: Lin Ballard, Patti Barkin (Kinko's model)

Technology Medium: Online workshops
Who Currently Uses: NCIP
Lead on Abstract: Arlene Remz

Technology Medium: Listservs (How to decide when appropriate, topical or workgroup on focused topic)
Who Currently Uses: RRC Infospecialists, NEC*TAS, Lynda Leach TRI
Lead on Abstract: Pam Updike, Barb Marshall, and Joan Danaher

Technology Medium/ Issue: Web site accessibility, including investigating how to mandate accessibility of products (web sites, videos, etc., developed by OSERS-funded projects).
Who Currently Uses: Everyone
Lead on Abstract: Michael Yared

Technology Medium: Web site tracking and evaluation
Who Currently Uses: NCIP, NEC*TAS, Charles McClure at Syracuse University, NY (cmcclure@mailbox.syr.edu)
Lead on Abstract: Joan Danaher

2. We recommend to the TA&D Network that all web sites meet universal access standards.

Evaluating the Impacts of TA&D Activities in Relation to OSEP'S New Performance Standards

Convener: Dick Zeller

Participants: Lyn Kahn, Bernadette Knoblauch, Luzanne Pierce, Bruce Ramirez, Susanne Ripley, Judy Smith-Davis, Kathleen Stremel, Richard Zeller.

Workgroup Session 1

The initial session of this workgroup reviewed the work done to date on performance indicators for OSEP programs. Lou Danielson, Division Director, OSEP, provided background and rationale for the Part B and Part H standards and shared the initial work on the discretionary programs. For purposes of this effort, OSEP has conceived of the discretionary programs as a collection of seven major categories of activities: research, demonstration, outreach, professional development, systems change, dissemination, and technical assistance. In an initial document (undated), OSEP described "outputs" and "outcomes" for each of these basic activities. Conceptually, these would lead to the development of specific performance indicators. Lou suggested that this workgroup consider taking this information to the next step.

Also during the initial session, the group invited Barry Kibel to share his perspective on the relation between the performance indicators being developed by OSEP and his *Results Mapping* methodology. The group recognized the value in the *Results Mapping* approach, but did not pursue it directly in the work of the following two days.

Workgroup Session 2

Issues:

During this session the group identified five broad conceptual issues related to the development of performance indicators for the discretionary programs. As synthesized from a number of related statements, these five issues are:

1) **What capacity exists across OSEP programs to actually move specific indicators, and how much?**

   That is, if discretionary program indicators are similar to those for Parts B and H, their movement (up or down) will be affected by many things other than OSEP programs. There is a need to be clear from the outset about what might be expected by the impact of OSEP efforts to contribute to performance indicator changes.

2) **How will consumers and a broader constituency be involved in setting the performance indicators?**

The Part B indicators were primarily developed in-house at OSEP and reflect, in significant part, what OSEP knows it can measure (extensions of the National Longitudinal Study). Part H indicator development has been a more field-based enterprise, although the end result seems to reflect, again, what OSEP proposes as the primary measures for an early childhood longitudinal study. This workgroup probably does not fairly represent TA&D projects, much less a larger body of discretionary programs. There is a need for OSEP to engage a broader constituency in developing indicators that are realistic and are feasible to collect.

3) **How long and how stable can the government remain focused on the measures once they are chosen?**

Change, especially systemic change that will substantially impact some of the Part H and Part B measures, may take a generation. This question may be rhetorical, in a sense, but the workgroup felt it should be explicitly stated.

4) **How can we make sure that "missing populations" of students are not lost as the indicators focus on school completion?**

Some number of special education students will *not* complete their school experience ready for even semi-independent living. They will require life-long support and supervision in order to live in the community. Our measure of success with these individuals may be based less on what they can do than on what our social systems do to accommodate them. These populations are not reflected at this point in the performance indicators, yet the field of special education holds these students to be important participants in any system of accountability.

5) **Will implementation of the performance indicators consider their substantial implications for the organization and delivery of special education and related services?**

How well we achieve interagency collaboration, general supervision responsibilities of states, general education responsibilities for educating all students, etc. will all contribute to movement of the performance indicators.

Discussion Question:

Having identified these issues, the workgroup settled on the question to explore in further work:

> **How much of what will contribute to measurable change in what performance indicator(s) by when?**

In detail, this question is a set of four related questions:

How much (personnel and fiscal resources allocated)?

Of what (program functions, e.g., research, TA&D)?

Will contribute to measurable change in what performance indicator(s) (e.g., which Part H, Part B, TA&D indicators)?

By when (reflecting prospective and retrospective change over realistic time frames)?

Workgroup Session 3

In the concluding workgroup session, the group focused on describing some of the answers to the above question for OSEP Early Childhood and Elementary programs and for the TA&D programs. These outlines examined the first three parts of the synthesis question: what resources applied to services at state and local levels would produce change in areas of performance related to improved outcomes for children. Rough drafts of these two program views were constructed by the group, but the group felt that neither was conceptually consistent, nor ready for wider distribution.

The group completed its final session by suggesting two potential approaches to the next step in defining performance indicators for TA&D programs. There was not an agreement on which approach this group would recommend, perhaps reinforcing the importance of considering broader constituency involvement in a systematic, guided effort to address this task. These two approaches contrast a broad goal for TA&D, with objectives under each goal that would be the focus of performance indicator development.

Approach #1

Goal 1: State and local systems will increase their capacities to develop and implement programs that promote positive results for infants, toddlers, children, and youth with disabilities and their families.

Goal 2: State and local systems will have improved compliance with IDEA and related statutes.

Goal 3: State and local systems will have improved systems of accountability to include all children, including those with disabilities.

Approach #2

Goal 1: State and local systems will improve their compliance with IDEA and related statutes.

Goals 2-9: State and local systems will have the capacity to ensure that students with disabilities achieve in the area of each of the Goal 2000 goals:

All children will start school ready to learn...

The graduation rate will increase to at least 90%...

Actions Planned by This Workgroup

- Dick Zeller will document the work of the group and distribute it to all members by April 10, 1997. This will include both the proceedings report and the group's background materials (i.e., the two outlines addressing the synthesis question for OSEP Early Childhood and Elementary programs and for the TA&D programs).
- Judy Smith-Davis will further develop Approach #2, including a draft in which she will attempt to integrate performance indicators for Part H, Part B, and Discretionary Programs under a Goals 2000 umbrella.
- Dick and Judy will set up a conference call for participants who wish to discuss these issues at a future time.

Workgroup on Designing a Broader Collaborative National TA&D Network

Co-Conveners: Pat Trohanis and Karl Murray

Participants: Julia Burnham, Peggy Cvach, Bruce Dalke, Shelley deFosset, P.J. Ford Slack, Karl Murray, Anna Nickerson, Kenneth Olsen, Albert Paschall, Isa Polansky-Joseph, Pat Trohanis, Carol Valdivieso.

We began by drafting a working definition of collaboration and examining the traits that accompany the collaborative process. During this process, any challenges that surfaced were registered to be considered during the second session. The second and third sessions focused on getting all the challenges out on the table, clearly describing them, and capturing any strategies and solutions that could address the challenges. The possible solutions are not in priority order, but rather are listed in the order they came up within the discussion. In some instances, workgroup members have volunteered to provide leadership to guide follow-through as may be feasible and appropriate; something which is much appreciated.

Draft Definition:	Collaboration is working with others to address mutually targeted needs, to strive to accomplish commonly shared goals, and to make use of pooled resources.
Characteristics/ Traits of Collaboration:	It requires flexibility. It is energy draining. It takes a lot of time. People need to have a need in order to collaborate (a raison d'être). There needs to be a catalyst to move toward collaboration. Collaboration needs leadership. There must be benefits to collaborating. Collaboration should be apolitical. Collaboration empowers participants. Resources are necessary. There has to be a readiness to collaborate.

During the last session, we decided to prioritize the challenges through a voting process. One challenge, however, was so significant that we exempted it from the voting process and brought it to the attention of the full TA&D Network of participants as something essential to be dealt with soon. In light of OSEP's development of an internal TA&D task force, the following should receive the TA&D Network's consideration:

Challenge:
There is no common and articulated vision for a national TA&D/R&D/ Professional Development Network that is collaborative and coherent.

Possible Solutions:

- Develop a vision paper.

  A Delphi process could be used to get at the characteristics of an effective national TA&D/R&D/Professional Development Network.

  Include OSEP/OSERS TA&D; Department of Education; other TA&D networks such as Head Start; Mental Health; U.S. Department of Education staff/ OSERS/OSEP.

  It would be important to have something ready for OSEP when its TA&D task force gets formed and off the ground.

Resources:

We recommend that the FRC manage this effort.
Group members who offered assistance: Karl Murray, Pat Trohanis, P.J. Ford, Ken Olsen.

Note: The first five challenges and possible solutions are laid out here in priority order, the remainder are in random order.

Challenge:
There is no national professional TA&D group to help facilitate a collegial forum, to give us a sense of identity, to advocate for us, etc.

Possible Solutions:

- Affiliate with the CEC.

- Affiliate with a new emerging non-profit TA&D group [a knowledge industry professional association] soon to be announced.

- Write a foundation grant to help establish a group -- Packard Foundation, MCI, AT&T, Microsoft, Kellogg, Kennedy were suggested.

- Develop some communication strategies for us to talk to one another about our interests in special populations.

- Form an OSEP discretionary group with membership.

Resources:

Ken Olsen has volunteered to keep the OSEP TA&D Network informed on the emergence of the new non-profit knowledge industry professional association mentioned in bullet #2 above.

Challenge:
It is difficult to get clear the areas of overlap and the regional boundaries among the OSEP TA&D programs and other U.S. Department of Education TA&D programs.

Possible Solutions:

- Live with it.

- Integrate our TA&D services within the locus of an individual state (planning around the table with all pertinent stakeholders). For example, somehow have RRC, NEC*TAS, Comprehensive Center, RTEC, Lab, TAPP, etc. all come together to help one state.

- Tie in with the outcomes of the U.S. Department of Education's proposed integrative monitoring efforts, OSERS' joint monitoring, or OSEP monitoring and Corrective Action Plan (CAP) activities.

- Offer strategic planning to a state through a collaborative TA&D team effort.

- Create a unique list of nationally sponsored TA&D projects per state and OSEP contact persons. Perhaps develop these lists around key topics that OSEP is highlighting as per its monitoring.

Challenge:
How can we improve our collective collaboration around issues of common concern and joint activities/events?

Possible Solutions:

- Make a joint plan of action for/among OSEP TA&D programs to address the President's seven new education goals. Perhaps OSEP can disseminate results of information collected on this topic from the TA&D network.

- Participate in a dialogue with other U.S. Department of Education TA&D programs (e.g., Labs, Comp Centers) as to equivalent Federal performance measures/expectations.

- Participate in the three upcoming IASA regional meetings to be held in the fall of 1997.

- Bring together key stakeholders to problem-solve about the lack of collaboration between IHEs and SEAs (the lead agencies for Part H) and gaps between inservice and preservice.

- Expand/extend the RRFC TA and information database (TAIS) to include the other TA&D providers and eventually the regular education folks. Use it to coordinate services.

Challenge:
How can we better refer information requests to the broader OSERS TA&D network and the Department of Education network?

Possible Solutions:

- Develop and distribute a common information notebook.
- Assemble our top 5-10 information requests and responses and share with one another.
- Assemble and share examples of how we (individually as projects) deal with information requests. Describe what our systems are for handling information queries.
- Share taxonomies and topical descriptor lists.

Resources:

We recommend that the information specialists (across the OSEP TA&D Network) consider these ideas and, where possible, incorporate them in their planning and activities.
Isa Polansky-Joseph and P.J. Ford Slack will initiate exploratory activities for this area.

Challenge:
We need to increase access to information about other national TA&D networks.

Possible Solutions:

- Contact all OSEP TA&D information specialists and set up a strategy.
- Add other OSERS (NIDRR) projects to the FRC electronic bulletin board.
- Link to other non-OSERS TA&D programs via the FRC.
- Re-examine the FRC Calendar of Events (updates) function on the bulletin board.
- Consider using the National Library of Education as a long-term permanent source for listing TA&D programs...or least using it as a link.

Resources:

We recommend that the OSEP TA&D network of information specialists consider these proposed activities. Julia Burnham will explore working with the FRC on adding other OSERS projects to its electronic bulletin board.

Challenge:
How should we deal with the differential levels of expertise, hardware, and software with regard to technology across the TA&D Network?

Possible Solutions:

- Develop a plan for improving the national capacity of our national TA&D staff. Do a needs assessment to help us "sharpen the saw."

- Use future OSEP conference or symposium as a forum to address this topic.

Challenge:
How can we access the best information (i.e., the best of what we know about something) to meet client-customer needs in a rapid manner...like responding to information on Lovaas, LD, ADD.

Possible Solutions:

- Develop a common database and a set of rules (e.g., ERIC terms) by developing a national TA&D task force which would write a report.

- Design a set of information referral protocols (i.e., when you get a request, who are you going to call? When do you pass it along? A direct transfer to other TA&D groups?) by forming a cross-TA&D task force and preparing a report.

- Assemble and share among TA&D projects samples of our top 5-10 information requests (from easy to complex ones) so that we can review and learn from and build possible future collaborative activities.

Challenge:
a) Clients want to know and learn from other clients.

b)How can we do a better job of an "early sensing" as to what is happening out there to help us plan TA&D activities?

Possible Solutions:

- Develop personal (face-to-face, electronic) ways for people to link and work/visit with others and to share at meetings.
- Develop border state meetings to foster sharing.
- Share outcomes of information requests with one another to do an environmental scan.

Workgroup on Responding to TA&D Needs in Autism and Diverse Therapy Options

Convener: Beverly Mattson

Participants: Sara Conlon, Director, National Clearinghouse for Professions in Special Education; Joicey Hurth, Associate Director for Technical Assistance, NEC*TAS; Beverly Mattson, Director of AED's Technical Assistance Center for Professional Development Partnerships; Cappie Morgan, Counterparts, Inc.; Martha Ziegler, Executive Director, Federation for Children with Special Needs.

Background: *Why autism is a current topic of importance to the TA&D network:*

1. The identification and diagnosis of autism has increased rapidly within the past 2-3 years. The incidence of autism is now the same as Down Syndrome at 1.5/1000.

2. The public is increasingly aware of controversial and costly approaches to treatment. The number of complaints, due process hearings, and court cases has increased significantly due to parents requesting expensive and sometimes controversial approaches. Yet decision-making tools aren't available that would help parents and practitioners decide which approaches really are appropriate and under what conditions for infants, toddlers, children, and youth with autism.

3. Little public awareness exists of the research that has been conducted regarding effective approaches and programs for young people with autism. In many instances, parents are groping for different approaches and programs and practitioners have not been prepared to offer these therapies.

4. At the preservice and inservice levels, there is a lack of professional preparation related to autism.

5. The workgroup is not aware of a centralized repository of information or of major professional organizations that are focusing on autism.

Philosophy:

No matter the approach that is used in dealing with autism, this workgroup affirms the importance of looking at each child individually as a child first in the context of his or her family.

Statement of Need: *The workgroup identified the following needs as deserving the attention of the TA&D network and of the disabilities community at large:*

1. There is a need for synthesis and dissemination of current national and international research findings, particularly on programs, approaches, and outcomes for infants, toddlers, children, and youth with autism under various conditions.

2. There is a need for parent information, decision-making tools, and support regarding different approaches and programs and their outcomes -- advantages and disadvantages.

3. There is a need to articulate principles and ethics which should underlie all treatment approaches.

4. There is a need to build the capacity of systems to offer an array of approaches and programs via adequately prepared providers who are using research-based decision-making tools.

Questions Posed by the Workgroup to the TA&D Network:

1. Are the RRCs, National Transition Network, Consortium on Inclusive Education, and others sensing the same emerging needs for technical assistance regarding autism?

   Response: Clearinghouse personnel, particularly NICHCY, confirmed a significant rise in requests for information and TA in autism.

2. Are there states that have developed pools of experts in autism (especially experts in inclusion) that are available to consult with parents and local school districts? If so, which are these states?

   Response: States such as West Virginia and Indiana as well as various UAPs were mentioned, basically places already known to the workgroup.

3. Does anyone know of a centralized repository of information on autism?

   Response: The Autism Society of America was cited, especially its Pennsylvania chapter, as being the best informed organization.

4. Does anyone know about the Center for the Study of Autism in Salem, OR?

   Response: A participant from Oregon agreed to get some information about the center.

Recommendations: *The workgroup recommends that the TA&D network:*

1. Support the idea of having an OSEP workgroup address the issue of autism and develop an initiative to support a synthesis of current research, identification of promising practices, the development of decision-making tools, and the dissemination of

information regarding effective approaches and programs for infants, toddlers, children, and youth with autism.

2. Find out if NIDRR has initiatives that address autism, and, if not, see if NIDRR would support such an initiative.

3. Use NEC*TAS as a central place to collect information about TA&D issues and initiatives related to autism. Specifically, inform Joicey Hurth or Pat Trohanis about needs and questions that arise through Part H and 619 programs and about autism-related resources or efforts.

4. Use FRC's newsletter, RRC, TA&D, and systems change listservs as well as the upcoming CSPD conference as places to ask about the nature and number of current requests for information about autism.

5. Continue to have a workgroup on autism at the 1998 TA&D conference.

Workgroup on Applying Research to Practice to Improve our TA&D Efforts

Convener: Richard Horne

Participants: Richard Horne, AED/NTA; Russell Gersten AIR/ERI/University of Oregon; Barbara Guy, NTN/University of Minnesota; Judy Wald, CEC/NCPSE; Steven Davies, DB-LINK; Paula Siedman, AED/NTA; Marsha Braun, Westat/TA Center on Data Analysis, Evaluation, and Report Preparation; Tal Black, NEC*TAS/University of North Carolina; Dave Malouf, OSEP; David Osher, AIR; James Hamilton, AIR; Julie Jones, AED; Kathleen McLane, CEC/ERIC; Pamela Kaufmann, NERRC; and Ray Minor, OSEP.

Summary of Work Group

This group met to discuss issues regarding research to practice and its implications for improving the delivery of technical assistance and dissemination (TA&D) activities. The group generated a list of questions/issues on the topic, suggestions in the form of outcomes or strategies for addressing the questions, and visions for where they thought the TA&D network would be in five years if they were to discuss this topic again. The workgroup also made several specific recommendations. The following is a summary of this discussion.

I. Questions and Issues

1. How do we diffuse dissemination/ technical assistance (TA&D) research?
2. How do we use TA&D research to improve what we do?
3. How to convey #1 to our target audiences?
4. Who are the audiences for this-- OSEP? Us? Congress?
5. Establish links between TA&D projects and researchers.
6. How to apply research and TA&D knowledge/use strategies.
7. What is meant by research and research to practice-- definitions, perspectives?
8. What do we think we know about TA&D to information use?
9. How will TA&D staff choose (or how do they choose) which research is used and conveyed?
10. Where is the research? Where does it live? How do we access it?

11. How do we determine "best" or "effective" practices?

12. Discriminate between applied research, as a scientific method, vs. other kinds of research activity, such as the development of model programs/innovations that are the targets of dissemination.

13. Need or synthesis-- dissemination vs. TA.

14. How do we train staff to use research?

15. Need for research synthesis on specific topics.

16. How to be discriminating users of research?

17. Research to practice -- for whom 3 roles?

II. Outcomes

1. Guidelines on how to use research (convey it) in my work for my target audience.

2. Ways to capture knowledge/resources on ways that TA&D is state-of-the-art? Frame of reference? Where does the knowledge base live? What is also not effective in TA&D?

3. What do we mean by "research to practice"?

4. What are other TA&D projects doing in research to practice (other models). Summarize and distribute. Look at other models outside of special ed.

5. Plan of action so that research topics and questions come from consumers to the research community.

6. How to make what we know available across TA&D projects.

7. What's been learned (accumulated knowledge) from sources (e.g., model programs) needs to be synthesized and disseminated-- a plan for this.

III. How to Process the Topics

1. Look at two topics/issues:

   * Synthesis

* Transfer of information

Across two audiences:

* Improve TA&D delivery

* Use by the field (target audiences)

Let specific questions be categorized and discussed along these strands. Develop action plans and report out to larger group.

2. Assume that there are three general areas to explore and synthesize, with multiple contexts:

   * Define the scope of research.

   * Define the scope of practice.

   * Understand relationship between scope of research and scope of practice and the paths that are implied.

3. Discuss our roles in the process and primary purposes of TA&D activities funded by OSEP:

   * TA&D serves a specific target group and/or issue area.

   * TA&D activities as part of a strategy for implementing policy.

   * TA&D projects funded to transfer and utilize knowledge.

4. Within any of the above, discuss the following focus questions:

   a. What are the implications and recommendations for the future of TA&D activities within the emerging OSEP or IDEA reauthorization frameworks?

   b. How do TA&D projects connect or enter the loop with researchers? What are the connections? What are the options and opportunities? What can we do?

   c. Can we identify a set of principles for research to practice and TA&D?

   d. How can we "survey" or obtain feedback from the TA&D projects about these questions? Is this a role of the projects? What are the TA&D project doing now?

5. Discuss the questions by identifying principles, needed actions, and time lines/roles/responsibilities in the framework of an action plan.

IV. TA&D in Five Years

The participants were asked to dream about how they saw TA&D activities in the research to practice debate in five years, if once again they were asked to discuss this topic.

1. An orderly system and decision-making process dealing with the issue of research to practice. The TA&D projects would be a part of this.

2. A tracking system for research findings and accumulation of knowledge would be in place.

3. There would be less packaging of models and more of knowledge.

4. Take stock of the accumulated knowledge across projects and competitions.

5. We would decide who does the synthesis of knowledge (researchers, TA&D, all, others).

6. OSEP would fund a TA&D Center about knowledge transfer. This would be perhaps not a place, but a system.

7. Researchers and TA&D people would work together more.

8. Address the issue of the time lag between research and practice.

9. Personnel preparation would address research to practice.

10. School systems would change relative to state of the art of research to practice.

V. Recommendations

A. The workgroup had a lengthy discussion about the future of TA&D related to OSEP's emerging directions and the impact of the IDEA reauthorization. The group recommended:

1. The group supports and encourages OSEP to form the cross-cutting TA&D team. The TA&D projects should participate in the OSEP cross-cutting team on TA&D.

2. This cross-cutting team also needs broad participation of all stakeholder groups. Work groups should be considered.

3. OSEP should use the TA&D projects as a means for examining the missions of each project.

4. There should be some information collection and synthesis completed before the cross-cutting team meets.

5. As other cross-cutting teams are formed (e.g., learning disabilities, serious emotional disturbance, autism, etc.), they should reflect research to practice stakeholders.

6. OSEP cross-cutting teams should tap into the available perspectives and resources of the TA&D projects and research community for support and information.

B. The group also expressed an interest in exploring mechanisms to keep this type of dialogue going. Recommendations include:

1. The TA&D projects should find and establish a mechanism to sustain the dialogue on research to practice that is inclusive of all stakeholders (e.g., projects, researchers, federal agencies, etc.).

2. The FRRC network should consider adding a working group on research to practice.

3. The TA&D Projects should explore collaboration and networking with the OSEP-funded synthesis projects described by David Malouf.

4. One activity for this dialogue should be to identify the roles of TA&D and researchers within the expectations of OSEP for: research, synthesis, and TA&D.

5. Any continuing discussions on TA&D should also include interaction from practitioners and consumers who are participating in research projects.

6. Research to practice perspectives and information need to be a part of any anticipated standing review panels that will be maintained by OSEP to ensure that future projects actually contribute to the knowledge base.

RECOMMENDED ACTIONS

Recommended Actions to Be Carried Out by Workgroups*

- The Uses of Technology Workgroup will create an electronic mailing list of workgroup participants for the purpose of developing "abstracts" documents on identified technology mediums. Include in each abstract: the purpose of the technology, when it is useful, when it is not useful, where to go for an example of its use and who to go to for more information.

- Dick Zeller will document the work of the Performance Standards Workgroup and distribute it to all members. This will include both the proceedings report and the group's background materials (i.e., the two outlines addressing the synthesis question for OSEP's Early Childhood and Elementary programs and for the TA&D programs).

- Judy Smith-Davis will further develop Approach #2 of the Performance Standards Workgroup, including a draft in which she will attempt to integrate performance indicators for Part H, Part B, and Discretionary Programs under a Goals 2000 umbrella.

- Dick and Judy will set up a conference call for Performance Standards Workgroup members who wish to discuss these issues.

- Isa Polansky-Joseph and P.J. Ford Slack will initiate exploratory activities to better refer information requests to the broader OSERS TA&D Network and the Department of Education Network. The Collaborative Workgroup recommends that the information specialists across the OSEP network consider these ideas and, where possible, incorporate them in their planning and activities:

    - Develop and distribute a common information notebook.

    - Assemble our top 5-10 information requests and responses and share with one another.

    - Assemble and share examples of how we (individually as projects) deal with information requests. Describe what our systems are for handling information queries.

    - Share taxonomies and topical descriptor lists.

*The processes used within each workgroup varied according to the nature of the problems being wrestled with as well as the topics being discussed. In order to best understand the outcomes of the workgroups, the full reports have been presented to provide a context for recommended actions.

Recommended Actions to Be Carried Out by TA&D Network

- We recommend to the TA&D network that all web sites meet universal access standards.
- Find out if NIDRR has initiatives that address autism, and, if not, see if NIDRR would support such an initiative.
- The TA&D projects should find and establish a mechanism to sustain the dialogue on research to practice that is inclusive of all stakeholders (e.g., projects, researchers, federal agencies, etc.).
- The TA&D projects should explore collaboration and networking with the OSEP-funded synthesis projects described by David Malouf on research to practice.
- One activity for this research to practice dialogue should be to identify the roles of TA&D and researchers within the expectations of OSEP for: research, synthesis, and TA&D.
- Any continuing discussions on TA&D should also include interaction from practitioners and consumers who are participating in research projects.
- Research to practice perspectives and information needs to be a part of any anticipated standing review panels that will be maintained by OSEP to ensure that future projects actually contribute to the knowledge base.
- The TA&D Network should have a vision paper ready describing the characteristics of an effective national TA&D/R&D/Professional Development Network when the OSEP TA&D task force gets formed and begins its work.

Recommended Actions to Be Carried Out by the FRC

- Julia Burnham will explore working with the FRC on adding other OSERS projects to its electronic bulletin board.
- Link to other non-OSERS TA&D programs via the FRC to access increased information about other national TA&D networks.
- Re-examine the FRC Calendar of Events (updates) function on the bulletin board to increase access to information about other national networks.
- We recommend that the FRC manage the effort to develop a vision paper for a national TA&D/R&D/ Professional Development Network that is collaborative and coherent. Group members who offered assistance: Karl Murray, Pat Trohanis, P.J. Ford, Ken Olsen.

- Use FRC's newsletter, RRC, TA&D, and systems change listservs as well as the upcoming CSPD conference as places to ask about the nature and number of current requests for information about autism.

- Continue to have a workgroup on autism at the 1998 TA&D conference.

Recommended Actions to Be Carried Out by Other Groups

- Consider using NEC*TAS as a central place to collect information about TA&D issues and initiatives related to autism and young children. Specifically, inform Joicey Hurth or Pat Trohanis about needs and questions that arise through Part H and 619 programs and about autism-related resources or efforts.

- The RRFC network should consider adding a working group on research to practice.

Recommended Actions to Be Carried Out by OSEP

As a result of the interest in furthering dialogue, increasing membership of groups participating in the dialogue, and seeking a place to discuss issues such as collaboration and accessibility, the proposed OSEP cross-cutting TA&D task force was frequently included in discussions and served as a target for conference recommendations (see next section).

- The group supports and encourages OSEP to form the cross-cutting TA&D team. The TA&D projects welcome the opportunity to participate in the OSEP cross-cutting team on TA&D and its related activities.

- As other cross-cutting teams are formed (e.g., learning disabilities, serious emotional disturbance, autism, etc.), they should reflect research to practice stakeholders.

- OSEP's cross-cutting teams should tap into the available perspectives and resources of the TA&D projects and research community for support and information.

- The group supports the idea of having an OSEP workgroup address the issue of autism and develop an initiative which supports a synthesis of current research, identification of promising practices, the development of decision-making tools, and the dissemination of information regarding effective approaches and programs for infants, toddlers, children, and youth with autism.

CHALLENGES

Challenges to the TA&D Network Conference Participants

Participants indicated that the workgroup sessions at the March Conference yielded "real" results and actions that had the potential to be followed up on and actualized. The sense of camaraderie and the effective communication which took place at the meeting merit continuation between this conference and the next to resolve some major problems in the network.

Some questions about sustaining this effort arise:

- Are the workgroup-recommended actions being carried out as participants return to dealing with their workloads?
- How will recommended actions designated for the TA&D Network get carried forward?
- Who will communicate our TA&D recommendations to OSEP and track and share information about the efforts of OSEP and its TA&D task force?

Planned Synthesis: Using the "Educational Museum" in Preparing for the Future

Roy H. Forbes, EdD
Executive Director, SouthEastern Regional Vision for Education (SERVE)
Greensboro, North Carolina

I want to thank you for inviting me to share some thoughts with you today. I hope to provide you with some things to "chew on." I may even invoke some serious controversy. Causing discomfort or disruption is not my intent. My comments are designed to foster thought and debate as we plan next steps in improving education for the young people of our nation.

I plan to cover three topics: collaboration, scaling up, and change. One characteristic that these three have in common is that we do not know how to do them very well. This is where I want to start.

Somewhere along the line we have developed an attitude that we need to present ourselves as experts who have the answers. All of the answers. I believe that this has created a huge credibility gap for those of us involved in educational research, development, dissemination, professional development, and technical assistance. It is true that we do know a lot. I am not disputing or undervaluing that fact. We do know a lot, but we do not have all the answers. It is time to let people know what we do have answers for, but we also need to let them know where we need to develop new industry knowledge. All three topics suffer from the lack of a "truth in labeling" ethic within our industry. Just one quick example. We do not know how to scale up. Why kid ourselves and those we serve?

A couple of days ago, I was involved in a short discussion pertaining to the newly proposed national tests in reading and mathematics. This triggered in my memory some things that Ralph Tyler had said about testing. Ralph was a very wise man. He knew testing, he was the father of the national assessment of educational progress, but his wisdom by no means stopped with testing and assessment. His contributions to education are extensive.

I have built my remarks today around a couple of non-test-related comments that Ralph made to me on a couple of different occasions. First, Ralph observed that you will never see an educational museum. We keep recycling, revisiting, and refining old thoughts. Our improvement processes have been iterative and cyclical. We keep "dusting off" old concepts as we continue to try to find truth. We may have educational museums of things, but I think that Ralph was right. We will probably never have a museum of educational thoughts.

The second "Ralphism" that I want to invoke today goes something like this: To know where you are going, you have to understand and learn from the past and appreciate the present. I hope when I am in my nineties I will be able to talk about the past but in terms of the future like Ralph was always capable of doing. Ralph was truly an unique contributor to our profession. So with Ralph's spiritual shadow at my side, I want to consider with you the topics: collaboration, scaling up, and change.

First on my list is collaboration. I want to be very clear in my opening remark on this topic. **Collaboration is good.** But we, with the help of others, have certainly screwed it up. For some, collaboration has become an "ends" -- not a "means." All you have to do is read some recent RFPs. Collaboration has become THE thing to do. It does not seem to matter what the topic is, collaboration is the best way to do it.

Is this true? Is collaboration always appropriate from an efficiency and effectiveness point of view? Is collaboration a given in everything we do? I don't believe it for a minute. I repeat, collaboration is a good tool, there is no doubt about that, but when collaboration becomes the "end" instead of a "means" we are in trouble. We do not know how to do it very well. We need to learn *how* to collaborate and *when* to collaborate.

I have been playing around with some very unscientifically developed tests that may help us to determine when we should collaborate. These "tests" have not been validated; they are only intended to invoke thought. You may think of them as Forbes' Readers Digest collaboration tests. The first test, comprised of three items, pertains to collaboration readiness:

> Is there an understanding and appreciation about the political, expertise, and/or resource needs that suggest that collaboration would be an appropriate tool? A simpler way to ask the question may be: 1) Is there a political expertise or resource need to collaborate? 2) Do you believe that collaboration will probably yield a better or superior product or service? 3) Is there a willingness to allocate a significant amount of your funds and resources for efforts that will be controlled collaboratively by you and your partners?

If you cannot answer each of these items with an unqualified "yes," then you fail the readiness test. And we all know what usually happens to those who are not ready for the next level of development and learning.

The second test is also comprised of three items and pertains to one's ability to collaborate:

> 1) Can you and do you usually develop clear goals and objectives for initiatives that you are undertaking? 2) Can you commit to and stick to collaboratively developed priorities? 3) How good are you at participating in consensus decision making processes?

For the first two items, a "yes" response is required to pass the test. The third item is a little more complicated. A rough rubric would be to think of a scale from one to ten, with ten being the ability to fully and comfortably participate in decision making through consensus. You need to be able to rank yourself as at least a seven to successfully respond to this item. Again, you must answer all three items correctly to pass the test.

If you cannot pass these two tests, then it would be a huge mistake to enter into a collaborative process. Maybe, it would be better to cooperate with your partners. Cooperation does not require the same level of readiness and abilities. Or maybe you should just be coordinating with your partners. Even if you can pass the readiness and abilities tests, success is still not ensured. Collaboration is difficult, it is time consuming, and may not yield the desired results.

It is time for me to repeat once again that I believe that collaboration is good. It can be an effective and appropriate tool. We just need to be more careful in determining when collaboration is appropriate and feasible. We also must learn how to do it better. Learning on the job may be an appropriate approach, but we must make that decision consciously.

I learned these lessons the hard way. I was at one time a strong supporter of unconditional collaboration as a method of working together. If coordination or cooperation were appropriate, then collaboration must be even better.

The ten regional R&D laboratories work together on a number of efforts. We refer to these efforts as LNP, laboratory network program, efforts. In planning the initial set of LNP efforts for the current five-year contracts, I pushed hard for all of these efforts to be collaborative. I strongly believed that each LNP effort should be collaboratively planned and implemented.

I now believe that I was wrong in my zeal for collaboration. For some efforts, coordination, mainly for the purposes of sharing information and expertise, is sufficient. For others, cooperation is the most appropriate tool to use. Collaboration does fit for a couple. When looking outside the laboratory system to the larger research, development, and dissemination system, the educational knowledge industry, I believe the same to be true. There is much to be gained in working together.

Coordination, cooperation, and collaboration are tools that we can use. We just need to be a lot smarter in selecting the appropriate tool. We also need to support our funding agencies as they learn more about the appropriate use of these three tools. We should not accept collaboration as an end. But we need to be able to demonstrate the appropriate and responsible use of the collaboration tool.

I want to go back to the two tests for a moment. I want to sort the items a different way. Some items pertain to skills and attitudes, while others pertain to appropriateness. Some of the skills and attitude items are the ones I just listed in the second test:

- Can you and do you usually develop clear goals and objectives for initiatives that you are undertaking?
- Can you commit to and stick to collaboratively developed priorities?
- How good are you in participating in consensus decision making processes?

We need to develop these skills and make the necessary attitudinal adjustments. These things we should do as we learn to be better collaborators.

One of the items on the first test pertains to appropriateness:

- Is there a political, expertise or resource need to collaborate?

No matter how good we become at collaboration, this will continue to be a legitimate question.
We should continue to ask if coordination or cooperation would be more appropriate. We should even not be shy in asking if some specific efforts would not be more effectively and efficiently accomplished without using one of the three C's.

Now, I realize that I may be giving persons and agencies who have no desire to collaborate a big out. That is not my intent. So I will make a suggestion. Each of our programs should be evaluated on how well we coordinate, cooperate, and collaborate with each other. When collaboration is appropriate it should be used. Individual persons or agencies should be held accountable for participating in appropriate coordinated, cooperative, and collaborative efforts.

I now want to turn to my second topic: scaling up. The educational knowledge industry does not know how to scale-up. Some may claim that they do. Where is the evidence? I do not have the answer to our scaling up problem, but I believe that there are some blocks in our way of getting "outside the box" in thinking about scaling up.

The first of these is something I tag as "either/or-ism." Some people believe, or probably more appropriately said, want to believe, that there is a set of "givens" in life. Things are either right or wrong; things are good or bad; things are successful or not successful. You can add to the list. In education, we have our own lists of either/or's: site-based management/central control; top-down/bottom-up; state directed/local control. Again, I am sure that you could add to the list, but I trust the examples make the point. I personally believe in very few givens and they are mostly spiritually based. I do not believe that we live in an either/or world. But I do believe that "either/or-ism" gets in the way of our being creative.

The second block to getting outside the box, and closely related to the first, is the belief that there is an answer to most questions. Reading pedagogy discussions are an excellent example. You know this one well, so I will not spend any time describing it further. People who have the answer are not capable of thinking outside the box.

The third block is the belief that if you bang hard enough you can put the square peg in the round hole. There is a current commercial of two guys banging a car battery into place with a flashback to their childhood banging a square peg into a round hole. Educators are sometimes guilty of this. Replication is a good example. Although we know that it does not work for all cases, we keep approaching scaling up as if we bang hard enough, replication will finally work.

The fourth block relates to wanting ownership in things that we do, but not recognizing that need in others. Most of us like to do our own thing. Even when we have been trained to deliver a specific training package, we usually find ways to modify it to meet our own style and to add things that we think are effective.

We do these things so that we can feel good about what we are doing. We do not like to feel like robots only doing what someone has instructed us to do. We like to think of ourselves as being creative and contributing. We are not unique. The people we serve also have the same need to "own" what they are doing. Often we do not recognize this need. We expect behaviors of our clients and customers that we do not expect from ourselves. I believe that this is a major reason why replication has not been a successful scaling-up methodology.

Only by getting outside the box which is created by these four walls of beliefs -- these four blocks of either/or-ism, having the answer, "banging hard enough", and not recognizing the need for ownership are we going to be able to solve the scaling-up problem.

Now, for the third topic: change. There is a book by John P. Kotter that I strongly recommend: *Leading Change*. He outlines eight reasons why change is not always successful. He also describes how to respond to these eight challenges. I am only going to mention one. It is the first on his list. Complacency. A very good friend, who helped me through the most difficult period in my life, once reminded me that change will only occur when the pain of remaining the same becomes greater than the pain of change. I hope that will not be true for our profession. We cannot afford to be complacent. We need to create a sense of urgency within our profession that will assist us in changing before the pain of remaining the same becomes the factor that will cause us to change.

Before addressing this need to change, and this is where I start talking about the future, I want to share with you my optimism for the next several years. I have been in education for approximately thirty-eight years. I have never been more optimistic than I am today about what can be accomplished over the next several years. Education has become a national agenda. The president, the Congress, governors, and the public are all focusing on education. We have a golden opportunity. What must we do to grasp this opportunity and make the most of it? By we, I mean those of us involved in educational research, development, dissemination, professional development, and technical assistance. I have been making some suggestions throughout my remarks about what we need to do -- about the changes that we need to make. First, I mentioned the need to become better truth tellers about what we know and can do. We need to be honest with our clients and customers about what we know about scaling up, collaboration, change, and professional development. We know a lot, but we do not have all the answers. I believe that if we level with the American public they will support us as we build the knowledge that is needed. I also believe that we need to establish standards of quality and a code of ethics for our industry; to commit publicly to strive to achieve them and to conduct ourselves according to the code of ethics that we develop.

These two steps along with the development of new industry knowledge will build public confidence in our professional abilities and contributions. This, in turn, will build support for what we do.

Some essential components in the standards and ethics that we develop and live by will address another need that I mentioned. Collaboration should be a tool used in accomplishing goals and objectives. When people suggest collaboration as an end, we should examine the need and appropriateness of collaboration. If it does not fit, then we should tell our funding agencies, but always in the context of a better mouse trap. We need to tell them about better ways to respond to challenges. And we need research-based information to back up our opinions.

This brings me to another point. We need to examine our knowledge base about what does work. We need to support individuals who are willing to think outside the box. We need to support what some may consider the heretics of our profession. We need to encourage people to develop new approaches, while we continue to support efforts to refine current practices.

I am suggesting going to the "museum" and dusting off an old approach used in teaching creativity. One reference source is a book by George T. Locklake: *Grow or Die.* But I am giving the process a new name, at least I hope it is a new name. I must admit, I did not check the literature to see if the term has been previously used. If it has been used, I apologize to the initial user of the term. Planned synthesis is a rather simple and straightforward process. You start by discussing the issue, for example, how to develop better approaches for scaling up. Note, I said "approaches." We are not looking for the answer.

Being conscious of when we say "approach and approaches" is just part of the mind-set adjustment that we need in our profession. We need to become a profession with answers. I am describing a theory. It is just the first step in the process of developing new industry knowledge. I am committed to finding out if my theory works, but as of today it is only a theory. I am sharing it because I believe that it illustrates the type of thinking in which we must be engaged to survive as a credible profession.

Planned synthesis starts with a discussion of the issue. We make a list of the characteristics of the issue. We sort the characteristics using a categorization scheme that seems to provide more structure to the issue. You can think of it as creating super characteristics. When the first step is completed, we should know more about the issue. Although I suggest two approaches, I encourage you to be creative about how you go about building your list.

I would start with brainstorming. There is a reason for this. Later, when we add the items to our list that did not come up during the brainstorming sessions, it will help us understand better what we did not know when we started the process.

This is another aid in striving for a mind-set adjustment. Brainstorming can either be in person or electronically. I would encourage both. But we should not stop with brainstorming. We should review the literature. What does the literature say about the characteristics of the issue? This would have been a more difficult task several years ago, but with technology we are in a much better position to do a thorough review in a relatively short period of time. Again, the order: first brainstorming and then a literature review is purposefully designed to assist us in our mind-set adjustment.

The literature review will most likely add information to our lists. It could even result in the re-sorting of our super characteristics. One rule: we initially focus on characteristics of the issue. Potential solutions are off-limits at this point in the process. Once the characteristic lists have been developed, we are ready for the next step. One word of caution: The lists are never fully developed. As we take next steps, we will most likely find ourselves adding to the characteristics lists.

The next step is to turn to constructing a list about how we are currently responding to issue-related challenges. For our example, how do we try to scale up today? This list is constructed using the same processes used in the creation of the first lists. First, brainstorming and, then, a literature review, followed by a sorting of the current approaches into super-approach methods.

The next step is to create characteristic lists for each super-approach list, again using the processes of brainstorming and literature review. Next we are going to develop two more sets of lists, but in order. First, we develop a list of what appears to work for each of the super-approach methods -- of the successes associated with current approaches. This time there is a new wrinkle to the list making: We have two columns, the *what* and the *why*. For example, state-directed replication may be a *what* on our super-approach list. A *why* may be regulatory pressure with ties to funding.

Now I am sure you are already ahead of me. The next lists are the non-successes associated with current approaches. I am assuming that there will be a success list and a non-success list for each super-approach list. Your mind is probably whirling from the potential number of things you can put on this list of non-successes associated with state-directed replication. I am hard pressed to come up with an example of a state-directed replication that has been totally successful.

I should pause at this point, because we have more lists to go, and say a few words to those of you who do not like lists. What you are observing is good evidence for my point that no one has THE answer. What I am suggesting may not work for you, but it will work for others.

We now approach what I think will be the fun part. We review all of our lists and then we start to develop a set of characteristics of successful, in the case of our example, scale up. I assume that one item characteristic will be that each scale-up site has ownership in what is being done. I also assume that some "reinventing the wheel" is allowed. I believe that this list will add to our industry's knowledge base.

We will then be ready for the final step. We will use information from all of our lists to synthesize new approaches for scaling up. I believe that we will find ourselves outside the box. We will be ready for a growth spurt. We can be creative. We sometimes just need a little structure to help us along the way. Planned synthesis is just a tool.

I wish that I thought that being able to do planned synthesis was as easy and simple as I have described. I am afraid that is not the case. To be able to apply this approach is going to require some training: creativity training, learning how to electronically access and acquire information, training in case study, environmental scanning, and some will need training in strategic and operational planning. To do planned synthesis well will require skill development. We will need to attend to our own professional development.

Some of you already have all of these skills. We just need some structure to assist us in getting outside the box and being creative. I hope that planned synthesis will add to our bag of tools.

I want to close with a re-statement of something that I have already said. Today I am more optimistic about what can happen in education than any time in my career. What we as a profession can help teachers accomplish as they serve the youth of our nation goes beyond my imagination. We are only limited by the baggage we bring with us, by our own inability to change and grow.

We must shake the chains of the "why something cannot be done." We must replace our uniforms of the past with some new clothes called *industry knowledge.* And we must put on our best running shoes designed to help us take some giant strides toward better serving students.

The future is ours. We can learn from our past. We can strive to understand the present. And we certainly can help mold the future. Thank you.

Strategies for Assisting with the Growing Diversity of Our Nation's Children, Youth, and Families

Crystal Kuykendall, EdD, JD
President and General Counsel, Kreative and Innovative Resources for Kids (KIRK), Inc.
Author: *From Rage to Hope Strategies for Reclaiming Black and Hispanic Students*

Note: This speech is synthesized into its current form and kept in the first person to reflect its dynamic nature.

My 12-year-old son, adopted 11 years ago, is a special learner. It's with the interest of that little boy in mind that I stand before you today.

As the mother of a special learner, I have come to appreciate those who touch the lives -- either directly or indirectly -- of very, very special children. My little boy is dyslectic, he also is auditory deficit disorder and attention deficit disorder. He requires a multi-sensory approach to learning. But I am convinced that I have been blessed with the most loving, most giving little boy ever known. It's because of this little boy that I get excited when I get a chance to work with those who are like-minded about disabilities; those who serve those who serve families.

You are a special group. Not only do you offer technical assistance, but you get information from clearinghouses, and help states and local school systems keep up with current issues in education and development. You help prepare our teachers to work with young people like my son. All of you are concerned with maximizing the capacity of our nation's children, its future.

Your work is all about the future, and this future is diverse in all meanings of that word -- diverse in races, diverse in agendas, diverse in national and cultural backgrounds, diverse in quickness and ways of learning. Your and my future is intertwined with the various things we can do to lift up those who are different, those who are diverse.

By the year 2000, over 85% of our labor forces will consist of new immigrants, minorities, and women. Diversity is here to stay. And diversity is tricky. Even within cultures and races there are huge differences; easily you can be of the same race as another person and be amazed by the differences between you. Just look around you -- one person's body can mix together four to five races. I happen to believe -- and many share this belief -- that we are stronger as a nation because of this mix.

Our diversity-related challenge is manifold. It is:

- To make sure that our schools understand that this diversity is both a splendid resource and an opportunity -- a positive thing.
- To appreciate and celebrate our differences.

- To foster and support attitudes that individualize education.
- To see the beauty of those who are different.
- To acknowledge interior as well as "outside" beauty.
- To help teachers and society at large get past negative labels and see the potential of each and every child.

Within our nation's schools this challenge is evident every day. We have children walking the halls of our schools, young people who are part of our own neighborhoods, who are leaving our schools without hope. They can't see their own uniqueness and potential. And because they don't feel like winners, they develop anger, bitterness, alienation, and rage. Each and every one of us who works with children can be what I call "a merchant of hope." Your work serves researchers, administrators, and children. Because of this, you are one of these "merchants of hope" so very much needed in our society. As merchants, you can help people on the front line develop recommendations and policies that prompt change; you can give teachers the resources and materials they need to support children in the classroom; you can help make it possible for many to reach the mainstream of America, the high road of life.

I'm here today to help you do what you do with greater conviction, commitment, and belief that individually and collectively we can make a difference. By working to assure children's futures, you are working to assure your own. Our society's survival is at stake.

In a diverse society, one of the biggest challenges we face is not just in appreciating and celebrating differences, but in changing attitudes. We are all products of our own culture. When we become service providers, we need to step outside of our prior orientation to see the beauty of those who are different. To do that, we often need to remove the attitudinal obstacles that prevent such beauty from being evident. There are many new schools these days, institutions with fancy computers and high-tech equipment, but no new school is more important than the attitudes that exist there. The attitudinal obstacles I see are things such as:

- *Prior academic achievement.* As early as the first day of kindergarten, kids become locked in by others' negative expectations. They are labeled as a slow learner or a kid who acts out. Albert Einstein in school today would be special ed. He didn't speak until he was 4 and didn't start reading until he was 9. Former President Woodrow Wilson began reading at the age of 11. George Patton was a behavioral problem (aggressive and assertive behavior), but someone saw leadership in this.

  We all know that children learn and grow at different rates. We need to help others understand that there are children who, because of their special needs -- diagnosed or not diagnosed -- will need more time, more help. Many, many people have achieved greatness after overcoming a slow start. They made it because someone saw hope in them. We're a country interested in instant everything. It's easy therefore to give up too soon when our special learners take too long. Yet there is still greatness in those who are stumbling.

- *Prior stereotypes and negative labeling.* I like to think that LD means learning differently, not learning disabled. Tracking and ability grouping is a divisive, negative practice. Research shows that heterogeneous grouping, cooperative learning, and mainstreaming are the best way to go.

  Often labeling is an issue of diversity. It's not unusual in our schools to find children who have differences in cultural norms, communicative norms, and behavioral norms. It's not unusual to find kids in special ed who are there because of such differences. Some kids don't know they can't get LOUD, that they can't hit. We must not victimize these children for their differences. Instead, we need to resocialize them. By the power of their expectations, teachers can redirect these children. One of the things we need is positive labels for children who are different.

- *Socio-economic status.* Many of our special learners are so because of family income. They may not have places to study, parents who have the time or the ability to read to them, or positive models of ways to learn around them. We need to change the perception of many educators who see children from poor parents as being disabled. Research says that many children born poor will end up in special education classes.

- *Physical attraction.* Woe is the child who everyone agrees is ugly, a FLK (funny looking kid). Sometimes the best way to bond with a child is to acknowledge the beauty we see both outside AND inside. Somehow or other, we each need to find ways to say: "Girl, you are beautiful!" If our young ones don't get this affirmation within our schools and families, they will take tremendous risks to get it in other ways, ways such as unsafe sex.

  As we look to applaud children's beauty, we need to keep their ever-present diversity in mind. Our signals need to affirm their home life, their ethnicity, their special need. We need to get past differences of language, gender, and race. In dealing with differences, first we have to respect the differences.

Frustration, alienation, hopelessness, and anger are the roots of some very negative statistics. The fastest growing homicide population in this country is black males between the ages of 11 and 22. The fastest growing suicide population is Native American teenagers. The fastest growing dropout population is Hispanic males. Research shows that a black boy born today anywhere in these United States has 1 in 684 chances of becoming a physicist, 1 in 375 chances of becoming a doctor, 1 in 99 chances of becoming a teacher, 1 in 20 chances of dying by homicide before he reaches the age of 21, and a 1 in 3 chance of becoming part of the criminal justice system before the age of 30 (and I don't mean as a lawyer or judge).

Many kids start fast. But all too many slow down quickly. One study focusing on blacks and Hispanics found that at the age of 6, 80% feel good about themselves. At the age of 10, 20% feel good, but by the age of 16 only 5% still feel positive about who they are. You who are involved in any realm of education are more special, more powerful than you know. You lead the way.

Teachers can be tools of torture or instruments of inspiration. They can humiliate or humor, hurt or heal. Your efforts can help make sure that children are humanized, not dehumanized.

Our educators interact more with their students than some of the students' parents. So our schools must satisfy three needs. First: affection. A child who spends even five minutes a day in the presence of someone who shows no love is likely to exhibit the worst in behavior and the worst in performance. The second need is appreciation. Children want to know we appreciate them for what they are right now. I tell my little boy that I appreciate him for his uniqueness. Even if he can't do many things that require eye-hand coordination, he knows that his teachers and I appreciate him. The third need is the most challenging. It's a need for achievement. This need for achievement affects every child. If our kids can't find a way to succeed at something legitimate, they will find a way to succeed at something illegitimate. The challenge in our schools is to give each child frequent opportunities for success. That means that we are going to have to help teachers develop teaching styles that are congruent with the different learning styles of our children. Some children learn best from group activities, yet many teachers teach "down" to their kids. Let's train teachers to move around. Children learn best through the use of personal examples, anecdotes, and stories. Let's tell those stories, set those examples. We need to build on the *strengths* of our learners. As you know, our special learners have strengths just like all of our other children, and when you build on strengths you build on confidence. We want to create schools where every kid can find his or her strengths, remembering that many strengths are non-academic; they may be humor, love of others, compassion. You can see genius in a liar. There may be a "high road" with that ability. That fast wit can be used. Maybe instead of being a troublemaker, that young man is a leader or a politician. Schools must give affection, show appreciation, help kids see that they can achieve.

As merchants of hope we all have the power and responsibility to give CPR. "C" stands for commitment. This is your caring, your compassion, and your ability to change what is happening in our schools. Also, it is your consistency because this is a journey and we need to be consistent advocates for these children. "P" stands for persistence. If we are going to reform schools, we must be persistent in letting others know what is right. We have to persevere. Persistence is a learned behavior. The merchants of hope who came into my life persistently showed me that they cared. And "R" is for resilience. It's for hanging in there to support all kinds of kids, all kinds of learners, from all kinds of backgrounds, with all kinds of needs -- and with all kinds of strengths that can be made to flourish.

Perspectives from the OSEP Director's Office

Ruth Ryder
Division Director
Monitoring and State Improvement Planning, OSEP

Lou Danielson
Division Director
Research to Practice, OSEP

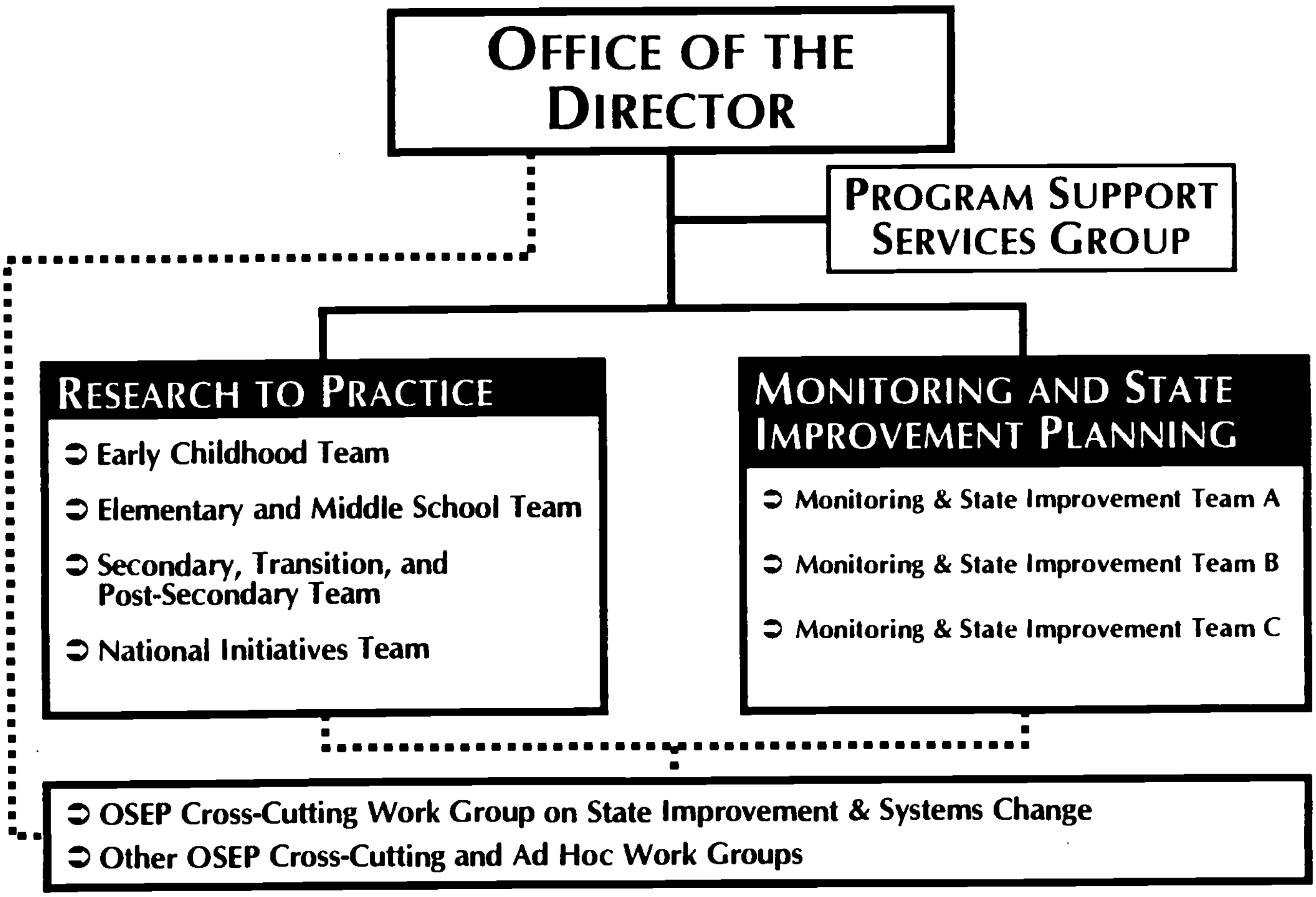
The two speakers discussed OSEP's reorganization and its implications for participants. Ruth Ryder gave an explanation of changes resulting in the current structure as well as a more detailed discussion of the Division of Monitoring and State Improvement Planning. Lou Danielson covered the potential consequences of reorganization and provided information about the Division of Research to Practice.

A more simplified structure has been set up for OSEP as a result of consultant findings based on staff input that there were too many layers within the office and insufficient communication across divisions. An organizational chart is included in this report that shows the current, streamlined structure of the Office.

Monitoring previously was more paper-based. Now monitoring systems will be more in direct contact with the issues that are important to kids and corrective action plans will be developed based on what a particular state knows is important to its children. There is a focus on using all the information the state provides to design that plan and to work hard at connecting monitoring to the technical assistance the state receives. Ms. Ryder sees monitoring as a bully pulpit for ensuring that children with disabilities get what they need. She said that there is a proposed TA Cross-Cutting Workgroup that OSEP hopes to have up and running shortly. This workgroup/task force was of great interest to participants, particularly as they looked for a forum to broaden the dialogue among the disparate members of the TA&D network. She emphasized that the restructuring was still at the developmental stages and there were many processes that are being worked out.

"Reorganization is an effort to improve the business we are in," said Lou Danielson. Its focus is improved results for children. He feels that it is evident that there is a gap in schools between what researchers know needs to be supported and what actually is happening. Research is not getting knowledge out to practitioners to help them with children. It became a question of figuring out if it is solely a matter of resources or if it is a question of not linking well. He described "the facts of life" resulting from reorganization: The office will need to accomplish more with fewer people -- OSEP's current agenda has grown as education is the number one agenda item of the current administration; there will be fewer grants; it is committed to the range of activities it now supports and is adding more field-initiated work; improving connections among programs and within the office is essential. While these changes generate anxiety, they also offer an opportunity to be more flexible and responsive to the real needs of children with disabilities.

Office of Special Education Programs



CONCURRENT SESSIONS

Evaluating TA&D Using *Results Mapping*

Barry Kibel, PhD
Pacific Institute for Research and Evaluation

Results Mapping provoked considerable discussion among participants as this methodology veers from the cause-and-effect paradigm to considering staff who work in social programs as making critical contributions toward healing and transformative processes beyond their full control. It acknowledges that these contributions are far more difficult to measure accurately than direct treatment. Participants debated its implications for evaluating TA&D work.

This addition to the evaluator's tool box concentrates on the many and varied short-range achievements that a program's clients attain through their interaction with staff and others and that contribute toward the long-range outcome targets. These achievements are documented using succinct, structured sentences called *maps.* Each map earns points reflecting the likely contribution of that accomplishment to more distant outcomes. Maps and points are accumulated for clients, resulting in *stories* with scores. The compilation of these stories and the analysis of the scores offer rich evidence of program accomplishments and provocative feedback to program managers and staff regarding ways to work ever more effectively with their clients to help them attain more and higher quality achievements.

Using Technology for TA&D

Ellyn Beiler, Deputy Director
National Demonstration Lab

Ms. Beiler presented a step-by-step demonstration of CU-SeeMe, a free desktop videoconferencing program from Cornell University which supports real-time, multi-party videoconferencing on the Internet. Given the participants' range of experience, from beginner to experienced, a lively discussion of when, "how-tos," and the pros and cons of videoconferencing went on throughout Ms. Beiler's presentation. Clearly, this technology is immediately useful to some of the participants. A summary of the equipment needed and the hardware required to send and receive video was distributed to the participants. The web address is: http://www.CU-SeeMe.cornell.edu.

A demonstration of text conferencing followed, with many of the participants commenting on their experiences with certain news groups and mailing lists. Given the wide range of interests represented in the group, no one news group or mailing list would serve for all, although many preferred those with gatekeepers which reduce the volume of unrelated or unwanted information received.

Ms. Beiler closed her presentation with a discussion of software reviews. She recommended

Software Publishers Association (SPA) to participants who were interested in the subject; it has an Education section with links to Software Reviews. She also recommended the California Instructional Technology Clearinghouse as an excellent database for instructional software which can be searched by subject, keyword, age, evaluation rating, and language.

Uses of the Internet and Web-Based Tools
Marilyn Ault, Ph.D.
Professional Development Team Leader
South Central Regional Technology in Education Consortium (SCR*TEC)

The basic charge of the SCR*TEC group is empowering schools through collaboration, coordination, and the sharing of research. Information sharing has moved from being top-down to broad-based through regional centers. Constituents of the SCR*TEC are teachers, principals, and libraries. Dr. Ault described the nationwide network of regional technology in education consortia and walked participants though a number of sites from partners in this consortia. As part of the mission to support skilled people, on-line courses which provide linkage, models, and leverage have been developed for use in the classroom. On site, the teacher's job is to set the learning environment and guide the student through the sites. The "Social Studies Education Network" was cited as an example which also includes a lesson plan tool.

A favorite site of Dr. Ault's is www.4kids.org, "Your quickest shot to the coolest spots on the world wide web for kids and parents." SCR*TEC is working hard to encourage school systems to institute this site.

Dr. Ault also addressed the value of pursuing professional development using on-line courses which may include audio, video, e-mail discussion groups, lectures, study groups, and tests which can be submitted on-line. One tool mentioned for finding these courses was the *Track Star Catalogue*.

Helpful Strategies for Group Facilitation
Marilyn Crocker, EdD
Marilyn Crocker & Associates, Inc.

Participants mentioned this session and the day-long pre-session on facilitation as offering real skills with a focus on people working together -- something that TA&D providers need to do more consciously.

Using a set of 14 foundational facilitator competencies, Ms. Crocker engaged participants in understanding and practicing techniques to improve their facilitation skills. A case study was used to explore the Maneuver Method, which is a flexible problem-solving and action-planning process. In pairs, participants created advantages and vulnerabilities present in the case study. By sharing them with the whole group, it became evident that what some considered to be vulnerabilities, others looked upon as being opportunities.

This evidence of varied perspectives drawn from the same case study led to discussion on how to uncover root causes for what is blocking a group from moving forward. Often groups need to be helped to dig deep enough to find the real cause of an impediment so that change can be made, rather than accepting a more readily apparent but superficial cause. Participants then put on the table some of the very difficult attitudinal problems they have seen, such as apathy, fear for job survival, and weariness from overwork, that can stymie group processes and the group discussed how to address them.

How Diversity Informs TA&D
Judy Smith-Davis, PhD
Project Director for Knowledge Production and Linkages
Alliance 2000

This group used Crystal Kuykendall's presentation as a basis for identifying diversity issues for TA&D attention. The general public's lack of recognizing disability as part of diversity is a major concern identified by the group, an issue which needs to be addressed by all involved in the teaching profession.

The group discussed the way that teacher trainers are trained, noting that there are a number of major teacher training institutions in which tenure, funding, and salaries define the lives of the professors, few of whom experienced diversity in their teaching days. Teacher training institutions should provide better training in handling diversity in the classroom and this training should include hands-on experience.

The group also expressed concern about situations when a child is disabled because of choices the child's parents made (such as drug use) or situations when the culture that the child lives in blames the parents for the child's disability, no matter the cause. Participants indicated that the parents carry this guilt with them, and that teachers need to be trained to get into that "space" with these parents to help them understand the effect their behavior is having on their child's development.

All present agreed that many teacher's aides are more effective teachers of children with disabilities than are professional teachers. The group enthusiastically agreed that the pending ASHA para-professional standards which will lead to allowing teacher's aides to teach are much needed, the sooner the better.

Providing Effective Consultation Services
Lynda West
Professor of Special Education at The George Washington University

This session described various approaches to consultation interventions and provided tips to use when offering technical assistance. It addressed the questions: 1) What skills are most important to the role of a consultant? 2) What are common difficulties faced when consulting? and 3) What are some of the major "do's" and "don'ts."

Consultation was looked at more from a private-sector, single-consultant perspective than from an organizational TA&D point of view. Issues addressed included: contracting, clarifying the task, communicating respective roles and responsibilities of client and consultant in carrying out the work, planning the intervention, communicating time and content expectations, marshaling resources, delivering products, and evaluating the consultation intervention.

Working Together with Other TA&D Programs
Ken Olsen, EdD
Director, Mid-South Regional Resource Center

This session was mentioned frequently in the final focus group evaluations as helping TA&D providers understand each other's missions, targets, regional structures, and resources. The panel continued the themes of coordination and collaboration addressed by Roy Forbes in his opening keynote speech. Throughout this session, an attempt was made to keep a broad perspective, focusing on overall TA&D needs and responsibilities rather than on specific projects.

Each panel member represented a different Department of Education Technical Assistant project: Comprehensive Regional Assistance Center, Region III (Charlene Rivera); Mid-Atlantic Desegregation Assistance Center (Horacio Lewis); Mid-South Regional Resource Center (Ken Olsen); South Central Regional Technology in Education Consortium (Marilyn Ault); and Southeastern Regional Vision for Education, SERVE (Roy Forbes). These centers' client targets ranged tremendously from individual students, parents, families, and teachers, to state education agencies, to institutions of higher education.

Rather than have a series of presentations, the panel first made additive comments to an overview description of selected regional TA programs (shown through maps, purpose, numbers of centers, and funding source), and then addressed the following questions:

1. How can we make these regional systems make sense to our clients?
2. How can we deliver the best possible services (when we have different databases, work scopes, clients, and regional service areas)? Additionally, how can we cross lines (work with each other) in responding to information requests without losing timeliness or the richness/accuracy of our responses?
3. How can we conduct and use needs assessments in ways that reduce multiple intrusions on our clients and capitalize on each other's expertise?
4. How can we address issues of time investments, accountability, and credit on shared work?
5. What might the future bring in the arena of federally funded TA&D?

Discussion about these questions addressed:

- The need to share databases and the need to find ways easily to transfer requests for information among systems and regions. The technology exists. The difficulty is developing: (a) a common language (a cumbersome issue and one that may be expensive to carry out); and (b) minimum standards for sharing information (standards that have substance but don't halt the sharing process).

  Comment: If we don't tackle this on our own, the mandate to do so will be laid on top of us.

- The need to address the issue of competition among centers as each needs to "count coup" in terms of tallying its responsiveness to client requests.

  Comment: There are ways to share the credit by counting passed-on requests as well as by having the DOE identify collaborative actions as formal indicators of program success -- indicators that are specifically asked for in RFPs and are formally counted in project evaluations. "There is enough work out there for all of us to do."

  The CC centers and labs stated that Special Education TA is not a program they would try to include in their centers. They said RRC TA Centers serve this population directly and there is vulnerability to categorical funding when specialized TA gets combined under one large TA umbrella.

- The need to look at TA&D from a total-industry perspective. How can we work together and develop strategies which will make sure that there are resources coming into this industry over time, no matter the fate of any single center or program?

  Comment: Might we think in terms of a "virtual organization," using our best minds to raise the profile of the need nationally for these services and to market the value and responsiveness of our services to those needs?

- The need to capitalize on each others' events to tackle the above issues -- address them at our various meetings, set up workgroups to focus on them.

- The need to use technology to share work in progress at the various resource centers: share needs assessment designs and outcomes, share plans about the direction new research will take as well as the results of any study.

- The need for TA&D practitioners to allocate "real" time to find out about each others' programs (expertise and turf).

  Comment: The information addressed in this concurrent session deserves to be presented and discussed at a full-group TA&D meeting, maybe at the annual 1998 get-together.

Resource:

The Mid-South RRC has developed a document identifying and describing selected regional TA programs. Ten programs are described in terms of their regional structure and funding source. This document can be obtained through AED's Federal Resource Center.

Blueprint of a Workshop/Conference: Collaborative Planning with Clients
Marie Keefe and Cappie Morgan
Counterparts, Inc.

After acknowledging that most everyone in the TA&D network regularly plans, runs, and attends meetings, workshops, and conferences, this session aimed at designing and developing meetings in fresh ways. It focused on helping TA&D professionals' involvement become more of a conscious and adventurous act (rather than one done with a back hand while balancing multiple other projects). Devices for achieving this were: Picking an overall metaphor or theme to give flavor and focus to a meeting as well as to shape the expectations of participants; mixing and matching the classic building blocks of meetings (such as plenaries, panels, and workgroups) in novel ways, considering different approaches such as an "open space" design; threading a centralizing theme or concept through each discrete segment of a conference to reinforce a root attitude or philosophy (such as the idea of parents being professionals); and helping each participant contribute his or her unique expertise to a work session's deliberations and outcomes, an act which also encourages ownership of the subject matter as well as the process of a meeting.

Putting Research into Practice
Russell Gersten, PhD
Director, Eugene Research Institute

Richard Horne, EdD
AED/National Transition Alliance

David Malouf, PhD
Office of Special Education Programs

Presentations and discussion during this session included a description of a project currently being conducted by OSEP called *Bridging the Gap Between Research and Practice* as well as the framework that the National Transition Alliance for Youth with Disabilities (NTA) is applying to identify model practices, and OSEP's efforts in the area of Research to Practice. *Bridging the Gap* is involving teachers and family members in the process and has as its objectives: to generate syntheses on topics deemed valuable and relevant by stakeholders for use in improving results for children with disabilities; to conduct high quality syntheses that reflect divergent viewpoints so that the resulting information will be valid, as opposed to faddish or biased; to consider the use of syntheses to develop future priorities for researchers in the field, as well as to be included in possible curriculum for graduate programs at post-secondary institutions.

The National Transition Alliance is working with a framework for examining transition lessons learned in school-to-work practices. It features five broad categories of practices and depends on collaboration, in its varied forms, as the important connection within and among each category. Activities for identifying effective practices are being enhanced by a panel of experts who will validate and expand the framework. NTA has identified over 140 programs to date which serve as models of these practices, and it is compiling information about them into user-friendly formats for dissemination.

Designing and Adapting Materials for Diverse Audiences

M. Nell Bailey, RESNA TA Project Director   John Westbrook, PhD, Vice President SEDL

During this session, participants learned how to identify and target various diverse audiences as well as how to design and adapt materials that are accessible for individuals with special needs. The presentation examined characteristics of effective dissemination and how to determine the knowledge of intended users. A second focus was on developing a communications plan by examining the goals, channels to be used, message concepts and activities, partners and alliances, timelines, management and staffing, and budgeting. Participants were also presented with the trends in disability research dissemination and evaluation including comparison between process evaluation and outcome evaluation, and between formative evaluation and impact evaluation.

SUMMARY OF FOCUS GROUP EVALUATION SESSIONS

The Seventh Annual TA&D meeting was designed to increase our knowledge and abilities to do our regular work. It was not a showcase, it was a classroom. I'm taking things away that I have learned and can use.

The closing session was intended to evaluate the TA&D conference. This evaluation session was structured as a "guided conversation" to enable conference participants to focus on the topics and issues presented over the three days and to provide the conference planning committee with their reflections, insights and recommendations. Groups were formed and divided among five-six tables in order to record and capture the discussion that serves as the basis for this summary. According to one participant: *The wrap-up session (usually not a favorite) was very interesting.*

General Observations

In general, across the focus groups participants noted the change in attitude present at this year's conference. There was repeated mention that there was a sense of collaboration among participants and an absence of tension. Participants also cited a consistency across the sessions, both of workgroups and concurrent sessions, of people learning from one another and topics that were applicable to participants' work.

Participants noted at different points in the evaluation discussion the need to make sure that there be a broader representation of TA&D projects at this conference. They felt that discussions would be more beneficial if they included others from DOE, such as NIDRR, OERI, as well as more staff from the TA&D networks.

Roy Forbes was the one bridge to the wider TA&D network, we need more of that.

The scheduling of full sessions, concurrent sessions, and workgroups seemed to include time for internalizing and operationalizing "the inspiring and the controversial." The opening speech by Roy Forbes received extensive mention as an example on the Reflective Level of a thought-provoking point in the conference. Ruth Ryder's and Lou Danielson's session helped clarify the new organization of OSEP; the formation of a TA&D new task force was of particular interest.

Conference Objective #1: Conference participants will have an opportunity to increase their knowledge in various topical areas related to TA&D.

Response on all levels from each of the focus groups reflected that participants considered they had gotten "real" skills and an opportunity to understand some thought-provoking new approaches. The sessions on technology, facilitation, and results mapping were cited the most as activities that caught participants attention.

Real skills were taught. The focus was on people working together. This is something we need to do more consciously and better (Facilitation Session).

Conference Objective #2: Conference participants will have an opportunity to exchange information, problem-solve, and pursue possible collaborative activities with other TA&D colleagues.

What is staring me in the face when I get home is writing a grant. I've gathered a whole basketful of information at this meeting that is useful to me -- things that will help set the goals of that project, the key people I'll want to use, and the way we operate for the next 5 years.

Responses from all of the focus groups reflect that people in the workgroup sessions felt that they did "real" work and both got caught up on changes that had happened in the last year and set directions that either could be incorporated into their regular work or would get acted on by the TA&D Network. Many attributed this to the fact that the topics selected by the planning committee were relevant and affected participants' work. In fact, it was mentioned that probably the two workgroups that were disbanded had been about topics that were too generic (too big) and that the ones that had survived were the ones of focused relevance. Some noted that the process of meeting over three sessions was beneficial as it gave people a chance to think about issues and return with fresh suggestions and renewed vigor.

One suggestion indicated that whatever the issues next year's meeting focuses on, it would be a good idea to ask participants to bring their own private libraries of information about them to the meeting. This allows for the combining of resources that was found to be so helpful in the autism group.

Conference Objective #3: Conference participants will have an opportunity to become familiar with the resources/services/expertise of other U.S. Department of Education TA&D projects.

It was good as far as it went, but the different resource people needed a greater chance to explain what they do. The different centers have truly different focuses. This needs to be communicated to <u>everyone</u>

This participant sums up a lingering quandary to which many suggestions were offered:

- Maybe this kind of information-sharing should be done in a full-group presentation at next year's meeting.

- As follow-up to the meeting, hand out the one-page descriptions of the various TA&D resources that were at the IASA conference.

- Next year let's look in greater depth at what the different centers do and how people are collaborating.

- We need more interaction with the OSEP project officers.

- I'd like to see some sort of manual that would lay out the information centers and say who all the people are who work for them and what they do. (Yes, I understand that they don't all have the same structures and that ERIC is a clearinghouse and that jobs differ, but couldn't this be done relatively easily?)

- I'm glad we no longer need displays to know about each other, but some new/not-often-comers felt it important to introduce participants in sessions.

- We didn't have booths or exhibits -- I would've liked a more formal network for exchanging information. I couldn't tell what projects were OSEP and what were outside.

Clearly this is an arena that is difficult to readily resolve, to walk the line between sharing information and consuming long stretches of time. While participants are aware of the dilemma, they do feel the need to better understand what TA&D resources are available and how they operate.

General Recommendations for Next Year

One result of the focus group summary process was a further exchange of information among participants that yielded recommendations about ways to improve the conference as well as suggestions about ways that people in the group can continue the work beyond the confines of the hotel as they head back to their jobs.

> *I was excited that some of us in our workgroup decided to invite others to our monthly conference calls on a rotating basis. We can also continue to discuss as topics some of the things we were talking about in the collaborative workgroup session.*

- Information coordinators should be represented at the conference planning table -- a coordinator should be a member of the committee (this was mentioned by five people).

- Continue to offer pre-meeting workshops.

- Use listservs better between conferences to poll people for emerging issues as fodder for next year's meeting.

- Have fewer workgroups with wider representation and membership.

- Could this meeting be held elsewhere?

- We should have a big, collaborative meeting for all of us in information dissemination from All Education. Maybe the National Library may have an interest and would take a role. I think it is important to recognize that we are becoming institutionalized or formalized as a field.

- There was poor representation of diversity -- there should be [participants with] disabilities and [who are] culturally, linguistically diverse.

- For those of us from out of town, having a topical meeting before the daily session gets started might be an excellent use of our time.

- Have the planning committee for next year's conference begin its work by this summer so as to be able to poll people ahead of time about emerging issues.

OSEP's 7th Annual Technical Assistance and Dissemination Conference

Agenda

Purposes:

Conference participants will l

1. increase their knowlec
2. exchange information with other TA&D coll
3. become familiar with Education TA & D pr

Sun

9:00-10:00	**Registration**	**New Hampshire Foyer**
10:00-4:00	**Optional Workshop: "Improving Facilitation Skills"** Session Leader: *Marilyn Crocker*	**City Centre One**

Monday, March 3, 1997

8:00-9:00	**Registration** **Continental Breakfast** **Informal Networking**	**New Hampshire Foyer**
9:00-9:20	**Greetings and Introductions** **Welcome:** *Gary Rutkin* **Conference Overview:** *Pat Trohanis*	**New Hampshire One & Two**
9:20-10:15	**Pleanary Intoduction:** *Ken Olsen* **Plenary Session: "Planned Synthesis: Using the 'Education Museum' to Plan for the Future"** *Roy Forbes , S.E.R.V.E.*	

10:15-10:45 Refreshment Break — **New Hampshire Foyer**

10:45-12:30 Concurrent Sessions: Round #1 (participants assigned through preregistration)

1. Evaluating TA&D Using Results Mapping *(Barry Kibel)* — **Mt. Vernon**
2. Using Technology for TA&D: National Demonstration Lab
   First Session: Overview of Potential Uses of the Internet — **1255 23rd Ave, NW**
3. Providing Effective Consultation Services (*Lynda West*) — **City Centre Two**
4. Helpful Strategies for Group Facilitation (*Marilyn Crocker*) — **Monticello**
5. Working Together with Other TA&D Programs
   (*Ken Olsen and SERVE, Desegregation Assistance Center-Region III, Comprehensive Regional Assistance Center-Region III*) — **Potomac**

12:30-2:00 Lunch (on your own)

2:00-3:45 Concurrent Sessions: Round #2

1. Evaluating TA&D Using Results Mapping *(Barry Kibel)* — **Mt. Vernon**
2. Using Technology for TA&D: National Demonstration Lab
   Second Session: Uses of Internet and Web-based Tools
   (*Marilyn Ault-SouthCentral Regional TEC*) — **1255 23rd Ave, NW**
3. Providing Effective Consultation Services *(Lynda West*) — **City Centre Two**
4. Helpful Strategies for Group Facilitation (*Marilyn Crocker*) — **Monticello**
5. Working Together with Other TA&D Programs
   (*Ken Olsen and Roy Forbes, SERVE, Sheryl Denbro, Desegregation Assistance Center-Region III, Charlene Rivera,Comprehensive Regional Assistance Center-Region III*) — **Potomac**

3:45-4:00 Refreshment Break — **New Hampshire Foyer**

4:00-5:00 Workgroups: Session #1

These groups are intended to provide opportunities for participants to exchange information, problem solve, and engage in collaborative TA&D planning activities. Available workgroups and group membership were determined by preregistration.

This initial session will cover introductions, review past efforts in the topic area if appropriate, and discuss and ascertain mutual needs and interests in the topic area that may be explored further on Tuesday and Wednesday.

1. Evaluating the Impacts of TA&D Activities in Relation to OSEP's New Performance Standards — **Mt. Vernon**
   Facilitation: *Dick Zeller, Lynne Kahn, Suzanne Ripley*
2. Responding to TA&D Needs in Diversity — **Monticello**
   Facilitation: *Debra Merchant, Pam Kaufmann*

3. Collaborative and Innovative Uses of Technologies for our TA&D Work — **City Centre Two**
Facilitation: *Arlene Remz, Patti Barkin, Joan Danaher*
4. Designing a Broader Collaborative National TA&D Network — **Foggy Bottom**
Facilitation: *Karl Murray, Pat Trohanis*
5. Responding to TA&D Needs in Autism and Diverse Therapy Options — **New England**
Facilitation: *Beverly Mattson, Sara Conlon, Joicey Hurth*
6. Improving TA&D Services for Children and Youth With or Who Are At-Risk for Emotional and Behavioral Problems — **West End**
Facilitation: *David Osher, Jim Hamilton*
7. Responding to TA&D Needs in Inclusion — **New Hampshire One**
Facilitation: *Anne Smith, David Johnson, Shelley deFosset*
8. Applying Research to Practice to Improve our TA&D Efforts — **Potomac**
Facilitation: *Russell Gersten, Richard Horne, David Malouf*

5:00-7:00 **Reception** — **New Hampshire One & Two**

Tuesday, March 4, 1997

8:00-9:00 **Continental Breakfast** — **New Hampshire Foyer**
Informal Networking

9:00-10:30 **Introduction:** *Gary Rutkin*
Plenary Session: "Strategies for Assisting with the Growing Diversity of Our Nation's Children, Youth and Families" — **New Hampshire One & Two**
Crystal Kuykendall

10:30-10:45 **Refreshment Break** — **New Hampshire Foyer**

10:45-12:00 **Concurrent Sessions** (participants assigned through preregistration)
1. Follow-up reaction and discussion on Diversity: How Diversity Informs TA&D *(Judy Smith-Davis)* — **New Hampshire One**
2. Innovative Uses of Technology: Web-based Professional Development (*Arlene Remz, NCIP*) — **Potomac**
3. Blueprint of a Workshop/Conference: Collaborative Planning with Clients (*Cappie Morgan, Marie Keefe*) — **Mt. Vernon**
4. Designing and Adapting Materials for Diverse Audiences *(Nell Bailey, RESNA; John Westbrook, NCDDR)* — **Monticello**

5. Putting Research into Practice (*Russell Gersten, U. of Oregon and ERI; David Malouf, OSEP; Richard Horne, NTA*) **New Hampshire Two**

12:00-2:00 **Luncheon: OSEP Director Perspectives**
Speaker: Dr. Thomas Hehir **City Centre Ballroom**

2:15-4:30 **Workgroups Continue: Session #2** **See Session Board**
This second session will focus on discussions about mutual needs and interests in the topical area. Share information about tentatively planned TA & D activities in topic area and explore potential collaborative activities for the future.

Wednesday, March 5, 1997

8:00-9:00 **Continental Breakfast** **New Hampshire Foyer**
Informal Networking

9:00-11:00 **Workgroups Conclude: Session #3** **See Session Board**
This final session will allow workgroup members to formulate recommendations and next steps for possible collaborative actions in relation to needs identified, chart tentative timelines for the coming year, identify potential staff needs and responsibilities, and pinpoint other necessary resources. Prepare a short written report.

11:00-12:00 **Reports, Discussion and Follow Up** **New Hampshire Three**
Carol Valdivieso, Pat Trohanis, Gary Rutkin

12:00-12:30 **Closing and Evaluation** **New Hampshire Three**
Carol Valdivieso, Pat Trohanis, Gary Rutkin

Office of Special Education Program's
7th Annual Technical Assistance
and Dissemination Conference

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