DOCUMENT RESUME

ED 212 257 IR 009 963

TITLE	Increasing Capacity for Statewide Dissemination. Final Report.
INSTITUTION	Oregon State Dept. of Education, Salem.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
PUB DATE	81
GRANT	NIE-G-760063
NOTE	30p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administration; *Educational Resources; *Information Dissemination; *Information Networks; Information Retrieval; Information Sources; *Linking Agents; Online Systems; Professional Development; Program Development; *State Programs; Statewide Planning
IDENTIFIERS	Equity (Education); *Oregon; *State Capacity Building Program

ABSTRACT

This report describes the Oregon Department of Education's 5-year Capacity Building Program (CBP), which had as its primary goal the development of a management plan and an information network to provide access to educational resources in response to state and local needs. A discussion of program goals is followed by a review of CBP management activities, including the establishment of an interagency council for the professional development of school personnel, the formation of consortia of school districts for resource sharing, and the establishment of the Northwest Regional Exchange (NWRx) to coordinate resources in the region. Also reported are activities undertaken to improve and expand existing resources, steps taken toward the establishment of statewide linkage between local and regional information centers, and the variety of training programs developed during the project. A comparative analysis of dissemination capacity in 1976 and 1981, an overview of materials assembled on sexual, racial, and social equity during the project, and a discussion of the project's overall impact are also included. A sample page from the Oregon Educational Services and Resources Directory is appended. (JL)

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ED212257

Final Report

Funded Under NIEG 760063

INCREASING CAPACITY FOR STATEWIDE DISSEMINATION

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September 1981

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National Institute of Education

CE 009963

PREFACE

In the spring of 1970, the Oregon Department of Education was one of three states to be funded to develop a pilot state dissemination program. The pilot program was supported for three years under a contract with the National Institute of Education. This pioneer effort was instrumental in generating the conceptual awareness for a dissemination program and resulted in the implementation of a resource center, computerized retrieval system, and linkage functions. Following the pilot program, these functions continued with limited funding and primarily served the needs of department specialists.

In 1976, the Department was given a capacity building grant to continue its effort to build a support system for instructional improvement. The grant continued for five years. This report describes the major activities conducted during this period. It is a pleasure to report that at the conclusion of the grant period, the dissemination components for management, a comprehensive resource base, linkage and training were indeed strengthened and are integral to the system supporting staff development and school improvement. To a significant degree, dissemination activities have been institutionalized within department programs.

The project is grateful to many individuals and agencies for the support given to build dissemination capacity in the state of Oregon. They include the following:

NIE staff for its sustained guidance throughout the project and for providing opportunities to share ideas and expand our understanding of dissemination related concepts.

The Regional Exchange Program at the Northwest Regional Educational Laboratory for its leadership and cooperation in supporting the Department's program and for providing considerable technical assistance in planning, management, and training activities.

Oregon Department of Education staff for its support and receptivity to collaborate and accept dissemination support activities as basic to all program improvement efforts.

Other key individuals and agencies.

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Richard Gilkey
James Maxwell
Charles Mojkowski
Jim Ylvisker
NTS Research Corporation
Oregon education service districts
Staff from the state agencies of Alaska, Idaho, Hawaii, Montana and Washington

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Chapter 1: Introduction

Oregon's Capacity Building Program (CBP) was supported from September 1976, through September 1981, by a grant from the National Institute of Education. The primary thrust of the program was to establish a two-way flow of communication between existing resources, wherever they were located, and those in the educational community who could improve their programs by using these resources.

In one sense, Oregon's program was a continuation of the Pilot State Dissemination Program that was developed during the years of 1970-73. The pilot program enabled the state agency to (1) test the educational extension agent or linker concept, (2) establish computerized search and retrieval capabilities, and (3) form a functional resource center. In the intervening years, 1973-76, computerized searches were continued at the Lane Education Service District (ESD) using the batch program developed during the pilot program. The Resource Center continued to develop and grow each year. Although the center served primarily the needs of Department staff, center staff provided linker functions and information services to local districts on request. Following the pilot dissemination program, local districts were not able to support the salaries of information linkers when federal funds were terminated.

As its primary goal, the Capacity Building Program sought to develop an effective management plan and information network that provided resources or opportunity to access resources which responded to both state and local needs. This capacity would include the development of resource bases of educational information, a compilation of exemplary programs, an access to technical assistance in a wide variety of areas, a statewide linkage or communication network and an incentive program.

The experience of the five-year grant clearly shows that the major goal was attained. However, the configuration which brings about attainment is both evolutionary and dynamic and is influenced by changes caused by the personnel and agencies involved. Consequently, there is a constant effort to improve a given situation and the Department and local schools continue to seek ways to improve their effectiveness.

Chapter 2: Management Activities

The direct management of the Capacity Building Program remained consistent throughout the project. The project director who started the project continues to function in that position. This has given the project continuity and consistency in its effort to institutionalize various dissemination components.

I. Center for Program Coordination

The Capacity Building Project was an integral part of the Development Center at the beginning of the project. During the first year of the project, the center's name was changed to the Center for Program Coordination; however, the functions and activities remained the same. The activities of the center brought together those programs that supported staff development/school improvement. In addition to the Capacity Building Project (CBP), these programs included the Resource Center, Instructional Technology and Media, ESEA Title IV-C (innovative programs) and curriculum development resources that responded to priority areas of the state. Within the center, the CBP operated as an integral part of the support system and this arrangement seemed to give it more impact than if it were an isolated project.

Throughout the project, a number of management strategies were tried to fulfill the goals of the project. These included the forming of regional consortia, working with advisory groups, collaborating planning with other agencies, and reorganizing the unit in which the project was located. Some efforts were highly successful; others met with varying degrees of success. Several efforts went beyond the project and involved personnel from throughout the agency.

II. The Interagency Council

The Interagency Council for the Continued Professional Development of School Personnel was formed in January 1979. It was established in response to a policy recommendation of a study group representing all segments of the education profession. These included public and private colleges and universities, school boards, education service districts, and professional organizations. The study group spent two and one-half years examining the problems, needs, and issues related to the continued professional development of school personnel.

The Council adopted three purposes: (1) to provide a forum for the discussion of matters pertaining to the professional development of school personnel in Oregon, and facilitate communication among the various agencies and institutions involved in providing staff development programs; (2) to serve in an advisory role to those agencies and institutions; and (3) to help coordinate the efforts of the agencies and institutions that share responsibility for the quality of schools and school personnel within the state.

The Department's Center for Program Coordination served as a liaison to the Council, since the center was originally established to coordinate activities that cut across divisions within the Department. The Center

for Program Coordination, the Resource Center and Capacity Building Program provided ongoing support for all personnel development efforts within the Department.

III. Consortia

Recognizing that self-sustaining resources were necessary for any staff development/school improvement program, the project's initial efforts encouraged the formation of consortia involving several districts, an education service district, and appropriate college personnel. This arrangement would pool resources and allow for the coordinated use of resources through a form of "educational cooperative." The project eventually organized a cooperative in eastern Oregon comprising 11 counties. The consortium served less than ten percent of the population and covered almost half of the geographic area of the state. One linker's salary to serve the consortium was supported for one-half year. Unfortunately, the consortium dissolved when the personnel support funds were withdrawn. A second effort to organize a consortium in a different part of the state was initiated but did not materialize.

A third consortium was started by several districts in the Willamette Valley. This consortium, Valley Education Consortium (VEC), has been operating for over two years and successfully obtained ESEA Title IV-C funding to develop systematic management procedures to bring about staff development and school improvement. To date, consortium members have been able to (1) benefit from a pool of resources and expertise that is available when undertaking design or development efforts, and (2) pool resources and expertise to adapt and apply what has been designed and developed collectively to their own circumstances. Eight local school districts, three education service districts, a college, and a research and development center (R & D) are active members of this consortium.

IV. Regional Exchange

The Northwest Regional Exchange (NWRx), was launched in 1977. Although exchange activities continue, the extensiveness of the program diminished in 1980. It is composed of the states of Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. Regional exchange staff are housed in the Northwest Regional Educational Laboratory (NWREL) Dissemination Program and work with designated contact people from these states to: (1) facilitate the development of a regional dissemination configuration; (2) coordinate a system for the identification, management and exchange of resources in the region; and (3) assemble, analyze and report data on regional use of research and development outcomes.

In 1978, the Rx sponsored a special eight-month project called the Dissemination Configuration. This project involved an expansion of the NWRx Advisory Board from six state representatives to an eighteen-member steering committee which provided a broader base of representation for conducting region-wide dissemination efforts. The configuration project provided support for each state to hold a dissemination planning conference and to conduct resource identification activities aimed at regional network building.

From the state's perspective, the NWRx has been an invaluable forum to discuss common problems and issues and to pool resourcess to build capacity-building components in each state. The following list of activities are examples of the activities that were supported or sponsored by the Rx in conjunction with the project between 1977 and 1980. Each was a significant milestone to achieve the objectives of the state's CBP.

A. Process Seminar III. In July 1979, the NWREL sponsored a national seminar designed to assist managers to develop training events. The State Consultant Model permitted the state agency to send representatives to this seminar. As a result, plans were developed for a statewide conference to initiate a state communication network. This moved our timetable up by approximately six months. The technical assistance provided by the seminar allowed the conference planning group to incorporate tested training ideas into the state conference program.

B. Process Seminar IV. The Oregon conference had two purposes: (1) to locate resources and services which supported program improvement throughout the state; and (2) to initiate the formation of a shared communication network. By coincidence, Seminar IV sponsored by the NWREL was on "networking." Once again state conference planners attended this seminar. Much of the content and materials used at the seminar were incorporated into the program of the state conference. Papers and videotapes of Sarason, Parker and Miles who made presentations at the seminar were used to stimulate conference discussions.

C. State Conference. The State Conference had the theme, "Bridging Resources with Needs." It was a two-day meeting which brought together approximately 90 linkers or respresentatives of agencies which provided resources and related services. NWREL staff, through the State Consultant Model provided much of the instruction and technical assistance for the conference program. The conference was the kick-off in establishing the state communication network.

D. The Resource Sourcebook. One purpose of the State Conference was to collect information about available resources and services throughout the state. The NWREL compiled the information into a resource sourcebook complete with abstracts of available resources from various centers and agencies in the state. The sourcebook was designed to be used by (1) linkers to identify sources for resources needed by teachers and administrators, and (2) decision makers to find resources needed to plan for program improvement.

E. Training to Develop Transformation Skills. In our program we have found that many documents are not readily used because of the format or length of the document. Frequently, documents prepared in research are not used by classroom teachers, even though the implications of its contents may be quite relevant to instruction. In the transformation process, retrieved information can be tailored into a format or style which the user will find relevant and under-

standable. The NWREL developed a training program that identified and developed some practical transformation skills. Two training programs were provided for Oregon personnel.

F. A Study in Communication Technology. Through a similar arrangement, the NWREL's dissemination program worked with several state SEAs to study the technology and media used by business and industry to communicate to audiences in remote locations of the states.

G. Antidiscrimination Workshop. In 1980, the Department developed an antidiscrimination workshop. The workshop was attended by 7,000 teachers who were scheduled for teaching certificate renewals. The dissemination program, through the consultant team approach, assisted the Department in developing a "Learner's Log" and "Facilitator's Manual" for the program.

H. Continuous Planning. Perhaps the most significant activity of the Exchange was the consistent and dependable contact and planning that was provided to states throughout the year.

The activities described in this report are tangible and significant products and services rendered through the NWREL's State Consultant Model Program. Each has been a significant milestone to achieve the objectives of the state's Capacity Building Program.

V. Reorganization and Toward Institutionalization. The Oregon Department of Education finds itself in a dynamic state of change in the final year of the Capacity Building Program. Drastic cuts in budget and staff have taken place in response to reductions in fiscal support at both state and federal levels. These reductions have brought about the reorganization of agency programs. To maximize the services of the various programs, the Department has created the "Policy and Program Development Unit" directly under an associate superintendent. This unit brought together the following existing programs: Dissemination and Information Resources, Research and Assessment, Standardization, Media Services, ESEA Titles IV and V, and the Small Schools Program. To carry on the functions of the various programs with reduced staff, the unit has organized the remaining staff as a team and has identified generic functions which cover the activities of the original programs. These generic functions include dissemination, planning, development, improvement, policy, statewide assessment, standardization, program evaluation, and unit management. According to a preliminary planning chart, eight of sixteen individuals in the unit will have some responsibility with dissemination activities. There is mounting evidence that dissemination activities have become institutionalized as a generic function for all staff development/school improvement activities.

Chapter 3: Improving Resources

I. Providing an Interactive Computer Retrieval Process

The basis for the state dissemination program is the accessibility to appropriate information resources and technical assistance when needed. One of the first activities of the program was to gain on-line access to computerized data bases on the DIALOG system. Arrangements were made to lease a computer terminal through the Executive Department of the state and to train two members of the Department to operate the terminal. Installation and operation of computerized searches were completed in February 1977. This procedure replaced a batch searching system which was being used by the Department for the previous six years through the Oregon Total Information System at the Lane ESD. Turnaround time was reduced from ten to fourteen days to a few hours. This capability was a major milestone in the Capacity Building Program and provided the key resource for the state dissemination program.

II. Expanding Information Resources.

In addition to an efficient interactive retrieval service, several additional resource collections and processes were organized. The Resource Center located in the unit was completely reorganized to accommodate its unique collection of professional materials. The classification system and card catalog were updated. To increase efficiency, the Department implemented a procedure to process all acquisitions of professional materials through the Resource Center. This procedure centralized the ordering of items and eliminated duplicate orders by different members of the staff. The procedure also permitted the center to monitor the location of all items in the Department.

Special vertical files were established to collect fugitive documents on current topics of interest. These topics include: sex equity, law-related education, goal setting, dropouts, citizenship and a host of other topics that developed priority status over the years.

Two of the more frequently used access to periodicals have been the interlibrary loan system of the state and the State Library which is a separate agency from the Department. These two sources provide most of the documents identified in the CIJE. Both sources have been invaluable in providing articles and documents to school personnel.

Our most creative project was the development of the resource notebook, Oregon Education Services and Resources. This publication took a year to develop and was a joint effort of the project and the Regional Exchange Program. The notebook contains over 200 sources for program information that were identified by an extensive state survey. Each reference is one page in length and contains an overview, a description of services and products, descriptor terms, and other vital information to potential users of the notebook. The notebook is organized by agencies and designed for use by information linkers. All notebooks have been distributed following an orientation session which explains the notebook organization and introduces participants to linker roles.

Groups that have been given notebooks include selected Department staff, media groups, individuals who have been involved in linkage activities during the past years, and groups of local district personnel who have requested a special orientation to the notebook and information services. Each notebook is registered to facilitate updating all existing notebooks as revisions and additions are made. A typical page from the notebook is attached as Appendix A.

A major effort was made to develop special information packets called KNOW-PAKs. A KNOW-PAK contained the summaries of eight to twelve current articles in an identified priority area. Each KNOW-PAK was designed to given an interested reader, in a very short time, the insights of several authors on a particular topic. Topics for KNOW-PAKs were selected on the basis of priorities identified by the Superintendent's Council. Once identified, the Department specialist in the particular area of priority worked with the dissemination staff to plan the content and distribution of the publication.

Thus, for example, the KNOW-PAKs on writing were developed in cooperation with the languages arts specialist and distributed to key language arts leaders and teachers throughout the state.

By selectively disseminating the publication to those actively engaged in the particular area of priority, it insured the utilization of the KNOW-PAK. The return of response sheets that accompanied each copy indicated a high utilization rate of KNOW-PAKs and generated additional requests for copies by administrators and teachers who were not on the original distribution list. The various specialists who were involved with the development and distribution of KNOW-PAKs have expressed their appreciation for the cooperation and impact of dissemination services on several occasions and have become better acquainted with comprehensive data bases in the process. During the project, eighteen KNOW-PAKs were developed and disseminated. Their titles were:

1. Identifying the Talented and Gifted
2. Approaches to Teaching the Talented and Gifted
3. Programs that Work for the Talented and Gifted
4. Why Help the Talented and Gifted?
5. Recognizing Handicapped Children
6. Developing a Working Relationship with Parents of Handicapped Children
7. How Counselors and Teachers Can Relate to Handicapped Students
8. Teaching Energy Conservation in the Elementary School
9. Teaching Energy Conservation in the Secondary School
10. Mainstreaming and Teacher Qualifications
11. Adapting Materials to the Emotionally Handicapped and Learning Disabled
12. Adaptive PE for Special Students
13. Energy Education in the Schools
14. What is Bilingual Education?
15. Teaching Writing
16. Motivating Elementary Students to Write
17. Calculators and Computers in the Classroom
18. Teacher and School Effectiveness

A copy of a typical KNOW-PAK, No. 16 "Motivating Elementary Students to Write," is attached as Appendix B.

In addition, the project collaborated with the Center for Educational Policy and Management (CEPM) at the University of Oregon to produce and distribute a special information packet on sex equity. This packet was sent to Oregon school administrators and, also, was distributed nationally through CEPM.

A very important component of the Resource Center was the collection of career/vocational educational material and services that operated throughout the project. The center collaborated with the Vocational Education Section to unify the information resources and services of both units. This collaboration resulted in a symbiotic relationship that increased the available resources and greatly enhanced the level of services from the center. The capacity to search, retrieval and deliver services and information to school districts increased. It also was instrumental in expanding the linkage network to include approximately 17 key vocational coordinators who were placed regionally throughout the state.

III. Providing Technical Assistance

As part of its comprehensive service, the Resource Center adopted the practice of contacting Department specialists whenever their expertise or involvement would enhance a request for resources. This practice developed a spirit of collaboration which resulted in better services for all concerned. Several specialists became emissaries for the center's information services. They often encouraged the need for validated information in the decision-making process and offered alternative solutions to field problems.

The best use of specialists to provide technical assistance is best exemplified in the development of exemplary programs funded under ESEA Title IV-C. Each year requests for proposals (RFPs) were announced in priority areas identified by the Superintendent's Council. Appropriate specialists were invited at this early stage to draft descriptive narratives for the RFPs. Since written composition, health education, mathematic problem solving, reading comprehension, special education, and global studies were among the priority areas, specialists in the language arts, health education, mathematics, reading, special education and social studies were among those involved as consultants. They each played critical roles in planning, reading and ranking proposals, evaluating application and projects and monitoring the progress of projects in areas of their expertise. Because of the developmental nature of these projects, the technical assistance provided by specialists contributed a great deal toward the creation of programs that (1) were appropriate for a statewide market, (2) emphasized student gain in an academic area, and (3) realized the need for supervising the dissemination and training of potential adopters.

Although all districts have benefitted from their participation in Title IV-C program development, several projects are cited here as examples of having significant impact on program improvement.

1. Lane Math Project. The project is designed to improve problem-solving abilities of pupils in grades four through nine. It is correlated with the more popular mathematics textbook series and is designed to replace some or all of the textbook pages. Project materials are flexible to use by a teacher, depending on the goals and objectives of the user.

   This program has been identified by LINC Resources, Inc., to have national marketing potential and has been nominated to receive commercial marketing services through the basic skills validation and marketing program.

2. Oregon Project. The Oregon Project is a fully portable curriculum for visually impaired and blind preschool children. It was developed with considerable assistance from the specialists at the State School for the Blind. It has been adopted by agencies in many states. Most noteworthy is the request from the Country of Poland for permission to adopt it as their national program for preschool blind children.

3. Educational Resource Center (ERC). This program was developed with IV-C funds and coordinated technical assistance services of the Department's Special Education Specialists. It mainstreams children with special needs typically described as learning disabled, mildly mentally retarded, or mildly emotionally disturbed. It has been disseminated to over 100 school districts since its development.

In anticipation of a high demand for reading consultants, a special effort was made to develop a special resource file of reading specialists. A survey was taken, contacts were made and a file of reading consultants was compiled. This effort did not prove to be productive. On those occasions where reading consultants were needed, we found that the Department's specialist was readily able to provide the assistance or was able to identify others in her reading network who were well qualified. The file has not had extensive use and we do not have plans to continue building a human resource file in other specialty areas.

One of the more significant sources for technical assistance was made available through the Regional Exchange Program at the Northwest Regional Educational Laboratory. Through this program, assistance was available to both the project and to local school districts. Direct assistance, professional growth and planning were provided in a series of national seminars. Of the seven seminars sponsored by NWREL, dissemination staff attended five. These were as follows:

	Seminar	Location	Dates	Staff in Attendance
1.	Dissemination Roles and Functions	Lincoln City, OR	Oct. 1978	Katagiri Hargis

2.	Dissemination Processes Revisited: Fresh Approaches to Dissemination and Processes of Knowledge Synthesis	Denver, CO	May 1979	Fish
3.	Training as Dissemination: A Practical Consideration of Issues and Concepts for Designing and Delivering Training	Chicago, IL	July 1979	Katagiri
4.	Networking: An Essential Dissemination Process	Washington, DC	Oct. 1979	Katagiri
5.	Dissemination Processes Seminar: Collaboration--A Promising Strategy for Improving Educational Practice	San Francisco, CA	Oct. 1980	Hargis Herron

Capacity Building Program staff who attended each seminar received considerable assistance from seminar leaders to plan and organize the state program. For example, Seminar 3 was designed to assist participants to design a local training event. During this seminar, it was possible for the Oregon program to work with national consultants to plan the details of a state conference that was scheduled in October. The technical assistance received during the seminar resulted in conference activities and strategies that were innovative and effective. They would not have been included without the benefits of the seminar.

In Seminar 4, the topic centered on the concepts surrounding "networking." Since the state conference topic was on the same subject, staff attendance at the seminar was essential. The input of national experts on networking provided state planners with validated content for the state conference. Videotapes of the national presentations were also used. The state conference would not have been effective without the assistance and knowledge gained at the two seminars.

Additionally, Regional Exchange staff participated actively with the planning and conduct of the state "networking" conference. Exchange staff provided historical content and conducted process session to develop awareness and commitment on the part of the 100 participants that were present. These sessions also collected input from participants in forming a sourcebook for Oregon resources. This conference was a significant event in building dissemination capacity in the state and the beginnings of a statewide communications network was initiated.

Following the conference the Exchange provided staff to assist with the collection and compilation of the notebook content. Without this technical assistance, we would not have developed the quality of format and notebook organization that eventually emerged as the final draft. When it became apparent that selected individuals at state and district levels needed to develop transformation skills, the Exchange provided the expertise to develop a training program and to conduct two workshops for Oregon personnel.

Access to exemplary programs was also a very important component of the resource base. Fortunately, the ESEA Title IV-C program was housed in the same unit as the Resource Center and required all applicants for development grants to conduct extensive feasibility/planning studies. This included a search for background information and related projects. On the other hand, the Part C program became the source for accessing information about exemplary programs that seemed to meet the needs of districts. Also, the State Facilitator Project, which is not housed in the Department, established collaborative agreements with the Part C staff.

Consequently, information about exemplary programs developed within the state and those nationally validated products developed in other states were readily available to requesters. Part C staff, the State Facilitator, and Resource Center staff were all available to provide technical assistance to districts to write applications and to locate needed information and services to fulfill district needs. When these various sources were added to programs described in ERIC, to those available to the Regional Exchange, and to those included in the Center's vertical files, the availability of information related to exemplary programs seemed quite adequate.

Chapter 4: Linkage Activities

One of the major goals of the Capacity Building Program was to establish a statewide information network that would facilitate the flow of communication between a pool of resources and individuals or groups with educational needs. The initial effort to bridge this gap attempted to organize the network through education service districts (ESDs). Since these intermediate units service all local school districts within their regions, plans were made to establish linkers and regional information centers in a selected number of ESDs. Three regions (Multnomah, Lane, and Jackson ESDs) took the initiative to develop information centers with computerized search services. As part of the capacity building program, 11 eastern Oregon ESDs were organized into a consortium to test the impact of a full-time linker for the region. The program met with considerable success. The linker organized numerous workshops related to the implementation of school standards. Unfortunately, after a year, the members of the consortium were not able to continue the support of a full-time information coordinator and the consortium disbanded. However, three of the ESDs (Union, Malheur, and Gilliam) did manage to continue linkage activities and function as a member of the statewide information network.

Other ESDs that were added to the network included Linn-Benton, Yamhill, Douglas, and Umatilla. Two school districts, La Grande and West Linn, expressed interest in information services and also joined in network activities.

Midway through the project it became increasingly clear that the conditions in the state (the emphasis on local control and the unpredictability of state funding for dissemination purposes) made it more realistic to work toward a network characterized by an informal decentralized structure. In cooperation with the regional exchange program, a statewide conference of approximately 100 potential linkers and individuals who manage resources was held to discuss the concepts of networking and to initiate the development of a statewide resource notebook. The notebook which eventually developed from this conference became the nucleus around which the informal statewide network formed.

Chapter 5: Training

Several key training programs were developed during the project. The initial product was a five-day program that developed linkage skills to negotiate educational needs, retrieve information from various sources, transform documents, and communicate with clients to use information for school improvement purposes. Although the basic training program met the needs of the Capacity Building Program, no group was able to spend five days for this purpose. It was found that each training event had to be adapted to meet the uniquenesses of the situation. Training programs ranged from an hour one-on-one session to those lasting three days. This training package had limited use during the first two years of the project.

A second major training program was developed in collaboration with the Regional Exchange. Staff members (Ann Murphy and Dave Campbell) at the Northwest Regional Educational Laboratory were instrumental in developing a three-day training program for individuals who frequently transform documents into a format that is usable to a particular group or person. Several states benefitted from this program. Oregon arranged two training sessions to develop transformation skills in linkers.

The most frequently used training program was used to introduce the resource notebook to information linkers. This two-hour training program focused on two practical linkage activities: (1) negotiating information needs, and (2) identifying appropriate resources in the notebook. As indicated earlier, over 200 individuals have participated in this training program and reaction to the program has been quite enthusiastic.

The notebook has been distributed to a number of organized and unorganized groups of state educators. Groups that received notebooks were required to participate in a special orientation workshop designed to orient participants to linkage and negotiation activities and to develop skills to locate and retrieve appropriate resources for teachers and administrators. Before each workshop, each participant was asked to make some commitment to function as facilitators of communication between identified needs and resource providers. The length of workshops to date have been two hours during which time copies of notebooks were examined and used to locate real and hypothetical resources.

Approximately 200 notebooks were distributed by the conclusion of the project and workshops were conducted with six groups of teachers and administrators. These were:

1. Participants in the statewide resource conference. The 90 participants at the state conference included administrators, teachers, librarians, professional organizations, colleges and universities, research and development centers and representatives of associated agencies and organizations. As participants in the state conference, each participant was familiar with networking concepts and linkage activities. Notices were sent to each participant of the state conference and three regional workshops were held to introduce the resource notebook.

2. District level media personnel. In February 1981, arrangements were made to introduce the notebooks to approximately 50-70 administrators of media programs from throughout the state. Each participant was a district media supervisor from either a local school district or an education service district. Most of them functioned as supervisors or consultants of school building librarians and audiovisual specialists. Our aim was to develop awareness and initiate information services through this group which has considerable professional training in information science. The group is beginning to become increasingly active in activities related to information services.

3. School building librarians. In April, the school building librarians in north central Oregon asked to have a special notebook orientation session conducted at their regional meeting. Approximately 50 librarians participated in the workshop. This particular workshop went into more technical detail than previous workshops. At this workshop, it became evident that the orientation program should emphasize organizations and programs in the state rather than ERIC descriptors. This shift in emphasis made the notebook much easier to use. It was evident that a user trying to find resources by topic would frequently not find a particular reference because of the limited entries in the index. However, by examining the organization and programs of agencies, it was likely that appropriate sources for information could be located.

4. State agency specialists. Following the notebook publication, program directors in the Department attended a special notebook orientation workshop with the understanding that they, in turn, would conduct a similar session with their respective staffs. Eighteen directors attended the initial session and within a month, almost all Department specialist had gone through the workshop and had their copies of notebooks to use.

5. Small schools conference. In June, the Center collaborated with the State Small Schools Conference held at the Western Oregon State College campus. The Center scheduled two notebook orientation workshops during the week. Special invitations were sent to school administrators, in general, and participants in the Small Schools Conference were invited to attend. Approximately 30 participants attended the two sessions.

6. Graduate students. Also during the summer, a graduate class at the University of Portland requested orientation to use the notebook. Approximately 12 students participated in the orientation.

By the end of the project, over 200 notebooks have been distributed throughout the state and each recipient has participated in an orientation workshop. The response by participants in every group has been consistently enthusiastic. Librarians, administrators and teachers have been pleased that sources for information and technical assistance have been compiled and organized for quick reference. Several have expressed their appreciation in writing. Most indicated that they were unaware of the many services that were available throughout the state. To date, we have not been able to evaluate the extent to which the notebooks are being used. The distribution of most of the notebooks occurred in late spring and summer when requests for information is lower than

usual. Although the number of requests have picked up in September, it is too early to identify any evidence that ties requests to those that have notebooks. We expect to identify significant users when communication with existing linkers is established in the fall. .

Chapter 6: Comparative Analysis of Dissemination Capacity 1976 vs. 1981

At the conclusion of the five-year period and supported by the Capacity Building Grant, the statistics and observations show significant growth in almost all areas. The reliability of these figures could be questioned because the individuals keeping records at the beginning and end of the project were not the same and the consistency for recording the data may be questioned in some categories. However, for a comparative study, the data do reflect a trend.

The most significant growth is noted in the number of computer searches that were conducted for clients. The number of searches increased from 18 to 45 per month for an increase of 150 percent. The average number of microfiche documents requested increased from $184 to $265 per month for a 44 percent increase.

Activity	Statistic/Condition	
	1976	1981
1. Book circulation	42/mo.	43/mo.
2. Selective dissemination	337/mo.	391/mo.
3. Microfiche reproduction		
Titles circulated	184/mo.	265/mo.
Diazo	253/mo.	530/mo.
4. Hard copy reproduction		
Number of requests	16/mo.	24/mo.
Number of pages	646/mo.	590/mo.
5. New titles catalogued	145/mo.	55/mo.
6. Information requests		
Level I (reference)	337/mo.	270/mo.
Level II (in-depth)	18/mo.	45/mo.
Career education	24/mo.	26/mo.
7. Computer search strategy	Batch system	Dialog system
8. Number of linkers	6	200+
9. Agency support	Limited - activities added on	A generic part of the organization
10. Collaboration with other agencies	Limited	Extensive formal relationship
11. Information packages	None	KNOW-PAKS and others
12. Development capacity	Limited	Coordinate staff development/school improvement programs
13. Directory of resources	Nonexistent	Resource notebook compiled and distributed

NOTE: By 1976 certain of these activities had been under way for several years with funds from other sources. Thus when the 1976 and 1981 statistics are compared, 1976 cannot be considered a "typical" State Capacity Building start-up year.

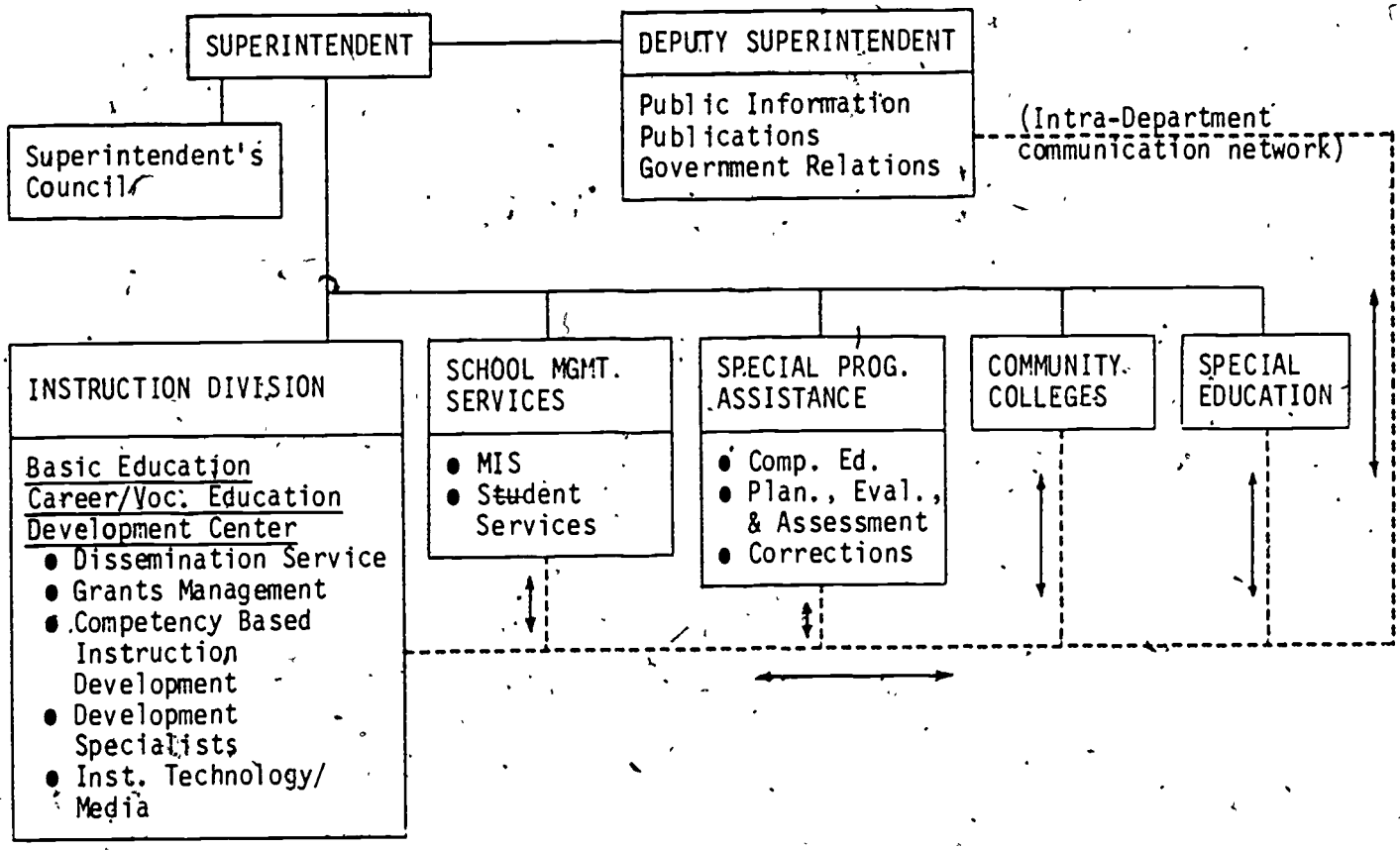
Chapter 7: Institutionalization and Reorganization of Department Programs

The organization of the Department in 1976 is sketched in Figure 1. A minor reorganization occurred shortly after the project started during which the name of the Development Center was changed to the Center for Program Coordination (see Figure 1). The renaming of the center had little impact on the dissemination program.

A major reorganization took place during the final months of the Capacity Building Program (see Figure 2). The final year of the NIE-grant coincided with other events that greatly affected the project. At the federal level, ESEA Title V funds were rescinded and Department staff was cut. The state legislature also reduced the Department budget for the new biennium. Fifty-four positions, including a member of the dissemination staff, were eliminated. A special budget request to support a dissemination program was also cut. In spite of the austere predicament of the moment, the Department was determined to continue the functions of the Capacity Building Program that has been developed to date. The unit which formerly housed the dissemination program, Center for Program Coordination, was originally under the Division of Instructional Services.

Figure 1 - 1976

ORGANIZATION CHART AND INTRA-DEPARTMENT COMMUNICATION NETWORK

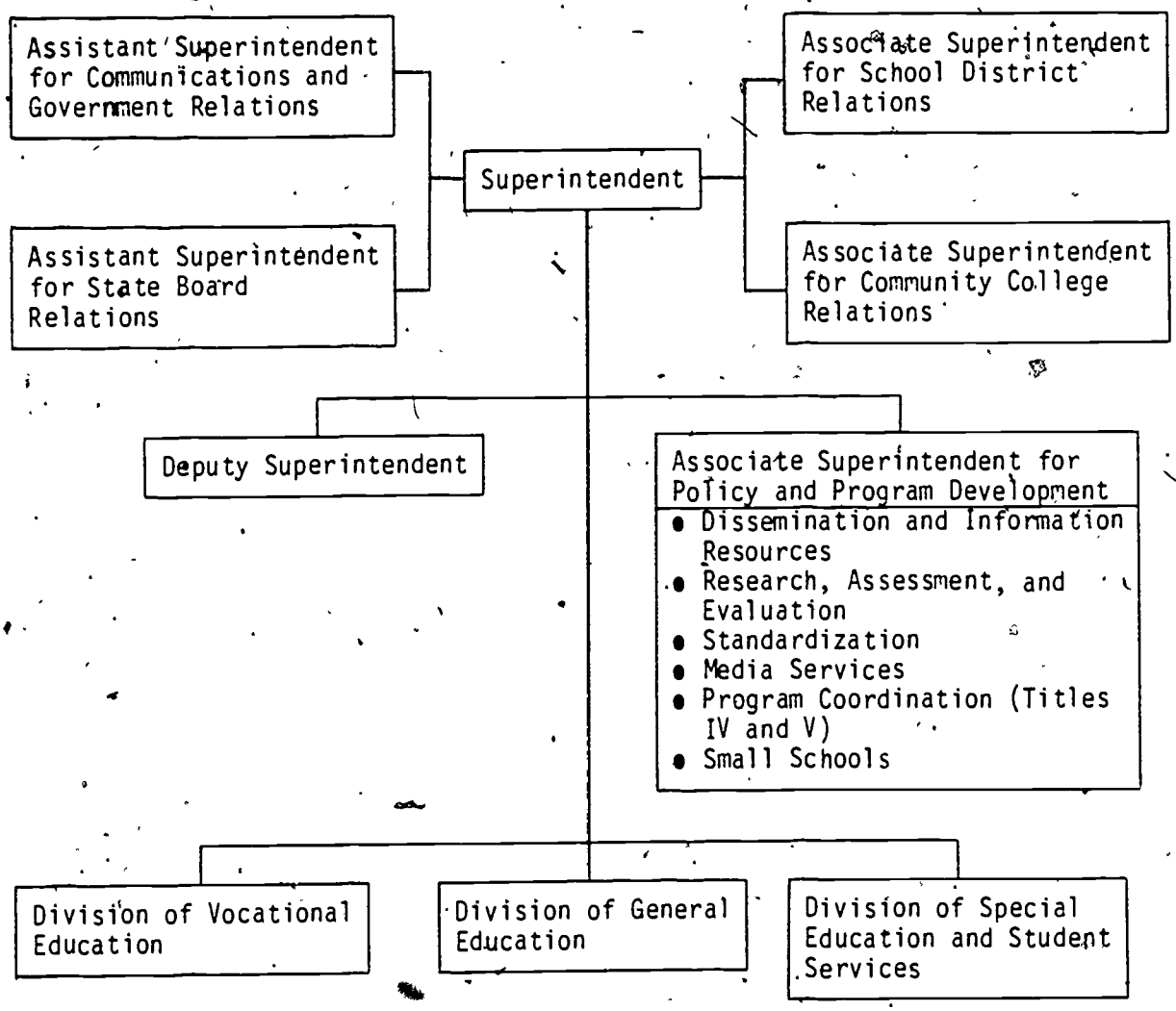


The director of the project had access to the Superintendent of Public Instruction through the Associate Superintendent of the Instruction Division. In addition, the Associate Superintendent sat as a member of the Superintendent's Council.

Figure 2 - 1981

OREGON DEPARTMENT OF EDUCATION

1981 REORGANIZATION



Under the new reorganization, the dissemination activities are in the Office of Policy and Program Development which is not part of any division but coordinates assessment, policy and program development throughout the Department. It is headed by one of the three associate superintendents. Dissemination activities definitely holds a stronger place in the organization and reflects a degree of institutionalization that did not exist five years ago.

Chapter 8: Equity Issue

I. Vertical Files Related to Equity

Issues related to equity received considerable attention by the Capacity Building Program. Three significant projects were completed with considerable impact on the state. Within the Resource Center a number of vertical files were organized in response to demands from the field and from Department staff members who had responsibility for sex equity, equity laws, and programs for civil rights. Some of the topics in the files include:

- American Indian Education
- Bilingual Education
- Busing for Desegregation
- Culturally Deprived
- Disadvantaged
- Functional Literacy
- Indochinese
- Integration in Schools
- Laos--Laotians
- Minority Education
- Sex Equity

II. KNOW-PAK on Sex Equity

In 1979, Dr. Pat Schmuck, at the Center for Educational Policy and Management on the University of Oregon campus, worked with the Department to plan a series of four KNOW-PAKs on sex equity. The titles of these KNOW-PAKs were:

- First Steps Toward Sex Equity in the Classroom
- The Vanishing Woman in Educational Administration
- Cleaning Up Your Language
- Affirmative Action

The joint project provided packets for Oregon educators and to individuals on a national mailing list identified by Dr. Schmuck.

III. Nondiscrimination Workshop

In 1980, the state legislature passed a law that required all teachers in the state to participate in a nondiscrimination program. The responsibility for this law was given to the Teacher Standards and Practices Commission (TSPC). All individuals who were scheduled to renew their teaching or administrative certificates and all new teachers were required to enroll in a nondiscrimination workshop. Since it was estimated that 10 to 12,000 individuals needed their certificates by September 1980, the Center for Program Coordination developed a video-based transportable training program to be distributed throughout the state.

The 45-minute videotape contained five simulated situations or episodes which were designed to stimulate discussions among the viewers. Discussion questions and evaluation materials accompanied the videotape. For a cadre of trainers, 80 individuals at education service districts and community colleges were called in for a special orientation. These trainers were now disbursed throughout the state and conduct these workshops wherever there is a demand. It is estimated that 10,000 individuals have taken the workshop.

Chapter 9: Impact

The original goal of the Capacity Building Project sought to institutionalize the major components of a comprehensive information service program using existing staff. One of the first activities of the project was to develop on-line search capability through the DIALOG system. This acquisition greatly increased the service capacity of the program and permitted the subsequent growth of the program. Through the DIALOG system, search time, turn-around time and search costs were reduced. Additionally, the interactive characteristics of DIALOG permitted a level of efficiency that was not possible in the batch system. As a result of this increased capacity, searching services increased in efficiency and services were no longer limited to Department personnel.

During the grant period, it was possible to organize the professional collection of materials in the Department's Resource Center, establish vertical files on priority topics, develop and test specialized information packets called KNOW-PAKs, and survey and organize a reference of all major state resources and sources for technical assistance that were available to educators. This compilation of comprehensive resources and technical assistance did much to establish credibility and respectability to the project among potential linkers.

Within the Department a strong resource support system influenced the reorganization of the Department units to emphasize staff development and school improvement programs. It is becoming increasingly clear that much of the leadership at the state level is accepting the essential role that information access has in planning educational improvement efforts. This is evidenced by the fact that the growth in dissemination services that were made during the project have endured in spite of the termination of the grant and the drastic fiscal cutbacks in federal and state funds.

Another goal of the project was to establish a statewide communication network. It was envisioned that the network would be made up of trained linkers who would actively identify needs of administrators and teachers in their regions and facilitate the acquisition of appropriate resources. Over 200 individuals have attended orientation sessions ranging in length from two hours to three days to develop an awareness of dissemination concepts, linkage skills and techniques for using the resource notebook. These linkers are scattered throughout the state and represent building administrators, district media supervisors, school librarians, state agency personnel, teacher training personnel and regional education service district staff. Among them are approximately 50 who have been active to one degree or another in providing information services prior to the publication of the notebook. During the FY 1982 school year, we will establish ongoing communication among this entire group and work to build a quasi-formal communication network in the state. A specialized newsletter is planned to unify this group. In addition, an effort to computerize and update the notebook will be among the major activities to build dissemination capacity. Since the beginning of the project, the number of in-depth, computerized search requests has increased 150 percent. Although this is a significant increase, the potential level of activity for this group has not been reached and remains as a major goal next year.

Through a combination of factors, interagency collaboration became a significant outcome of the project. Collaboration occurred on several fronts. The Department was required to submit a staff development plan as part of the state ESEA Title IV application. The planning effort required collaboration with representatives from local districts, education service districts, teacher training institutions, professional organizations and several state commissions. This effort also collaborated with three other states at the national level. The collaboration continued for several years and resulted in several continuing professional development program thrusts. An essential component for each of these plans was the information support service developed by the Capacity Building Project.

The CBP collaborated extensively with the Regional Exchange at the NWREL. The success of this collaboration was enhanced by the State Consultant Model that functioned for a year during the project. This collaborative model facilitated the attainment of several key portions of the project, especially with respect to the statewide conference, the resource notebook, training and technical assistance.

Through interagency collaboration, a state and localized needs assessment program, and a statewide communication network, the state will have a viable support system to identify needs and provide appropriate resources and technical assistance to build a perpetuating instructional improvement program.

GK:amk
10/5/81

Center for Program Coordination, Instructional Services Division

ID# OR 000 061

Name RESOURCE CENTER

Acronym N/A

Address Oregon Department of Education
700 Pringle Parkway, S.E.
Salem, OR 97310

Phone (503) 378-8471

Contact Juanita Maloney

Title Library Assistant

Phone/Ext (503) 378-8471

Descriptors
Elementary Secondary Education
Information Dissemination
Information Retrieval
*Information Services
*Online Systems
Postsecondary Education
Reference Services
*Resource Centers
State Departments of Education

Identifiers
ERIC
*Oregon

Overview
As the mainstay of its information resources, the Center houses over ~~200,~~000 educational documents, including current research data and program descriptions from local and national sources. A complete collection of ERIC microfiche is maintained. The staff conducts computerized DIALOG searches for information in response to local or ODE requests.

Services Provided/Costs
- Comprehensive searches of state and national education literature sources
- Cataloging and maintainance of ERIC documents, basic reference collection and professional publications
- Furnishing microfiche copies of ERIC documents and obtaining journal articles in response to computer searches
- Encouraging communication between the ODE and local school districts
- Preparing, distributing and updating Career Education Resource Catalog
- Identifying and disseminating information regarding promising practices

Publications Available/Costs
Career Education Resource Catalog - n/c

Target Audience(s)
Local school and community college administrators, teachers, counselors, librarians

Curricular Area(s)
All

Funding Source(s)

Date 7/80