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ABSTRACT

The Early Recognition Intervention Network (ERIN) model provides a technology for observing special needs children, ages 2 to 7, and planning and implementing Individual Education Programs for them. The model is designed to work successfully whether the child is in a mainstream or a special setting, has mild or severe disabilities, comes from an urban or rural background, or comes from a less or more advantaged background. The model stresses developmental growth in general coping and cognitive skills and in specific functional learning skills. ERIN is not a specific curriculum but a guide for adapting the learning environment to the observed needs of a range of children. The program includes six key components: (1) screening and child find; (2) observation and evaluation; (3) individual education program development; (4) teaching strategies and techniques; (5) home/school partnership; and (6) a coordinated program to ease transition from one school/program to the next. ERIN has developed demonstration centers to locally support services to young children and families, and provides on-site supervision/consultation for program planning, needs assessment, implementation assistance, and program evaluation. This final report combines text and detailed statistical data to document the program's activities in the areas of site stimulation, evaluation, awareness, dissemination, and product development. An appendix provides sample site documentation for three on-site trainings conducted at Educational Service District 113 in Olympia, Washington. (JDD)

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ERIN OUTREACH PROGRAM
H024D90010
PROGRESS REPORT

10/1/89 TO 1/31/93

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ERIN OUTREACH PROGRAM

FINAL REPORT 1989-1993

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM
U S DEPARTMENT OF EDUCATION
PR/AWARD NUMBER: H024D90010
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SUMMARY OF THE ERIN OUTREACH PROGRAM

MODEL DESCRIPTION: The Early Recognition Intervention Network (ERIN) Model provides teachers a technology for observing, planning and implementing an Individual Education Program for the 2-7 year old child with special needs. The program works successfully whether the child is in a mainstream or a special setting, has mild or severe disabilities, or comes from an urban-rural or less or more advantaged background. The model stresses developmental growth in general coping and cognitive (participation) skills and specific functional learning skills. ERIN is not a specific curriculum, but a guide for adapting the learning environment to the observed needs of the range of children in that setting. It has been successfully used in a variety of educational settings by teachers with varied levels of formal education.

CHILD CHARACTERISTICS - Disabilities (Target Population): Originally designed as a non-categorical program, the ERIN method has been successfully utilized with 2-7 year old children with all types of disabilities and levels of severity. However, ERIN must be supplemented with special therapy or additional curriculum techniques to effectively deal with the profoundly deaf, blind, emotionally disturbed, or physically handicapped. ERIN is particularly useful for children with substance abuse and children from other cultures.

MODEL COMPONENTS: The ERIN Program includes six key program components:

- Screening/Child Find utilizes the reliable, valid, norm-referenced Preschool Screening System.
- Observation/Evaluation is based on the Developmental Inventory of Learned Skills (DILS) - a comprehensive profile of skills from birth to age 8.
- Individual Education Program - IEP and IFSP component makes the important bridge from assessment to curriculum.
- Teaching Strategies and Techniques utilize the modularized ERIN Curriculum and Enricher materials for Participation, Language, Body awareness and Control, and Visual Perceptual Motor skills.
- Home School Partnership involves the family through providing a range of options for home/school coordination as well as parent program materials coordinated with each unit of the curriculum.
- Coordinated School Program eases the transition from one school/program to the next and allow a geographical region to implement a range of services for all young children with disabilities and their families.

NATIONALLY VALIDATED AND RECERTIFIED: The ERIN Program was validated by the Joint Dissemination and Review Panel (JDRP) in 1978. Data from 56 Mainstream and 9 Special Education Students documented significant gains as a result of the ERIN Program. ERIN was "recertified" by the JDRP in January 1985. Outreach Site data from 294 children (180 in Mainstream and 114 in Special Education Settings) also showed significant gains; in fact, gains were greater than those in the original validation study. Data from current Outreach sites continues to demonstrate the effectiveness of ERIN training.

ERIN DEMONSTRATION CENTERS AND CONTINUATION: ERIN is very proud of the impact of our Demonstration Centers. Both of the centers locally support the services to young children and families begun with local and OSEP support. Two types of Demonstration Centers were developed: Specialized Program Centers--Concord Area Special Education (CASE) and Mainstream Program Centers--Early Childhood Learning Center (ECLC). Each center serves as an ERIN Extended Outreach site, joining their resources with ERIN's to stimulate services to children in their area. In addition, ERIN developed Regional Demonstration Centers in

Washington, Louisiana, Florida, Michigan and Ohio making demonstration accessible to much of the country.

OUTREACH OBJECTIVES for each year of the three years:

- . To stimulate high quality services in 20-25 selected Outreach Sites by using the validated ERIN Model Program to provide new or improved services to children and their families.
- ..Through consultative assistance, to assist 10-12 states utilize the ERIN Model Program and sites in their states as an integral part of the State Plan.
- ..To conduct Awareness and Training Activities to increase public awareness, enroll sites and assist state personnel and sites with selected ERIN program components.
- ..To develop, refine, and disseminate ERIN program and training materials.

OUTREACH ASSISTANCE PLAN: The ERIN Training Program for Adults (for special or regular teachers, coordinators, and parents) provides the equivalent of three to six college credits through week-long Leadership Training Institutes or Regional Workshops. On-site supervision/consultation is provided by ERIN staff and local coordinators for program planning, needs assessment, implementation assistance and program evaluation. The ERIN Outreach approach--a 2-3 year effort in a particular geographical area, working initially with a pilot site, then encouraging nearby sites to join that site as the Extended Outreach nucleus for the area--has proven very effective.

TARGET AGENCIES: ERIN has proven effective in sites ranging from urban school systems serving many handicapped children to rural school systems serving only a few; from public schools to private nursery schools to Title XX funded Day Care and Headstart Programs. ERIN's successful work with this variety of settings clearly indicates ability to work effectively with many agencies in activities related to early education of the handicapped. We are particularly pleased with the excellent response from Headstart, urban and rural school systems, suggesting that the program works well with many underrepresented populations.

THREE YEAR IMPACT:

- ..The ERIN OUTREACH PROGRAM worked with 134 new outreach sites who screened 6,566 children and served 4,403 children and their families in a variety of settings.
- ..Through consultative assistance, ERIN worked with 7 states to help sites in their state utilize the ERIN Model Program as an integral part of their state plan.
- ..ERIN conducted 15 major awareness sessions in 7 states affecting 898 participants. Training activities to promote implementation of the ERIN Program reached 149 administrators, 467 teachers, 133 specialists, and 364 aides in 503 classrooms in 283 schools.
- ..ERIN refined all basic program materials (the Getting Started and Teaching Series) to respond to PL 102-119 and 99-457. A training package was compiled to train new site and regional trainers. A set of 1000 curriculum activities (Let's Begin Learning) for Birth to two years of age was put into first draft form. Concept and Theme Booklets were refined. Filmstrip and video tape training materials were developed. All materials are available from the ERIN program and were disseminated to over 500 agencies. Awareness materials were sent in response to over 1000 requests.

ERIN OUTREACH PROGRAM PROGRESS REPORT
10/1/89 TO 1/31/93

TABLE OF CONTENTS

INTRODUCTION	1
SITE STIMULATION	
Figure 1 Objectives/Activities, Evaluation	4
Table 1: Overview of Site Stimulation	5
Table 2: Site Stimulation-ERIN Outreach Program	10
ACTIVITIES IN STIMULATING SITES	42
Figure 1a: ERIN Program Levels of Intensity	43
Teacher Training for Program Development	42
Table 3: ERIN Training Activities	48
EVALUATION OF SITE STIMULATION	53
Table 4: Assessment of Child Progress	56
AWARENESS ACTIVITIES	60
Table 5: ERIN Awareness Workshops	61
Table 6: Information Request Log	62
BASIC DISSEMINATION STRATEGIES	64
PRODUCT DEVELOPMENT	67
Table 7: ERIN Product Development	68
Table 8: Materials Distribution	69
Table 9: Mini Training Sessions	72
APPENDIX	
SAMPLE SITE DOCUMENTATION - ESD 113	A1

ERIN OUTREACH PROGRAM - HO24D90010
PROGRESS REPORTS - ANNUAL
10/1/89 - 1/31/93

INTRODUCTION:

The ERIN OUTREACH PROGRAM is proud to summarize it's activities for last year. We met and exceeded the goals and objectives set in the original proposal. If you refer to Figure A: - Objectives/activities/evaluation of the ERIN Outreach Program included here (p. 57 of the proposal), you will note that 4 major goals and objectives were proposed. These correspond with the Outreach Impact Indicators in those four areas and results are summarized in the following sections:

STIMULATING SITES
AWARENESS AND OTHER TRAINING
PRODUCT DEVELOPMENT AND DISTRIBUTION
STATE AND OTHER INVOLVEMENT

SECTION 1: STIMULATING SITES

During the 3 years, 134 new Outreach sites, in 7 states, jointly screened and/or evaluated 6,566 children and served 4,403 children through new or improved educational services using the ERIN Model. Table 1 summarizes the sites and Table 2 provides a more detailed breakdown of each site including the above information as well as the full name, address, telephone number and contact person; and type of setting. Continuing Demonstration Sites also served over 60 children each year.

A telephone survey of sites from previous Outreach years shows that 85% continue to use the ERIN model in their program. That means that many more children are served by the ERIN model than the "new site" figures in Table 1 and 2 indicate. In fact, our most powerful recruiting technique is "word of mouth" from our sites.

The ERIN Outreach Program is designed and validated for Specialized Preschool and Primary Sites, Mainstream Early Childhood and Primary Sites (K - 2). One of the advantages of the ERIN Program is that it helps school districts or regions develop a range of services for handicapped children that span the preschool and primary years and includes both special and regular education settings. Using the same program model in all these settings allows better communication and hence long range planning for children in the early childhood years. See Appendix for samples of end of year letters and data sheets from these sites.

SITE STIMULATION: All sites implement a majority of the 7 model components-the level of complexity varies with the site. Sites include both Mainstream and Special Settings. Child Progress Data is available from all sites but is variable in quality. For those sites where data was judged adequate for reporting, the average extra developmental gain above maturational expectation varied from 3.1 to 14.5 over 4 to 11 months for 433 children-an average gain of 8.8; a highly significant gain that surpasses our original demonstration site results. We feel this is an affirmation of the quality of our Training and Support Program. (See Table 4).

60	Children served yearly in Demonstration Sites
134	New Outreach Sites (See Tables 1 and 2 for associated information)
7	States

6,566	Children Screened
4,403	Children and their families served by
149	Administrators/Coordinators
467	Teachers
133	Specialists
364	Aides
503	Classrooms (Many teachers conduct double sessions)
283	Schools
over\$75,000	Awarded to support ERIN Related Training.

AWARENESS AND OTHER TRAINING:

15	Major Awareness presentations reaching
898	Participants in
7	States
1000	Information requests filled
3	Colleges actively incorporate ERIN into their program
4	Colleges used ERIN Classrooms for Student Teacher Placement

PRODUCT DEVELOPMENT AND DISTRIBUTION:

The major effort in Product Development was fourfold. First, 102-119 and 99-457 dicatated a revision of ERIN's basic program materials to assure their compliance with the new initiatives. The Getting Started series was completely revised. Second, LET'S BEGIN LEARNING, our developing materials for Birth to 2 year old populations, was brought to field trial stage. Sensory Motor, Thinking and Communication volumes are complete and in use by selected sites. During this past year, we began work on the Engagement volume which is still in process. Third, the Coordinator guide and a workshop guide was prepared for taking on new ERIN training specialists. Fourth, Filmstrip formats were transferred to videotape for easy access. See Table 7 for a complete description of the products and their state of completion.

5000+	Products sold or distributed (See Table 8)
817	Curriculum Guides and Materials (18 products available - See Table 7)
19	Coordinator Guides and Materials
2,591	Assessment Products (11 Products available-See Table 7)
200+	Children known to receive new or improved service via use of selected materials
1500+	Children screened via use of assessment materials

STATE AND OTHER INVOLVEMENT:

Since ERIN is a well established, nationally validated model, State and other involvement is primarily correlated with Site Stimulation. Extensive coordination with the Early Childhood, Special Education (619) personnel and the State Facilitator was undertaken in establishing these new adoptions. Because of the strong involvement of the Washington network of Regional Preschool Coordinators, we concentrated effort in Washington state the first two years. The same is true of two regions of Louisiana. Both these states are using ERIN as one of their major Preschool Special Education Curriculum Models. Florida is doing the same and we had continuing activity in this state each year. New Hampshire continues to encourage school systems to use ERIN but has fewer mechanisms to assist them. We began work in Connecticut,

Ohio and Michigan during this funding period.

METHODOLOGICAL FINDINGS:

As you can see, we more than met our criterion for site stimulation. We worked in fewer states than anticipated because of the overwhelming demand from these states. No unforeseen problems occurred and we were able to proceed as planned in the original proposal. We had hoped to complete the Let's Begin Learning Series and have it's field trial completed by the end of this period; however, it was a larger project than anticipated and will take more time to complete to our satisfaction.

FUTURE ACTIVITIES:

We will continue to respond to requests for information and for site stimulations as far as we can depending on future funding decisions. The many program and training materials developed are available for sale from the ERIN office. We will complete the basic Let's Begin Learning series and respond to the results from the informal field trial. If we receive other funding, we will be able to do this in a more elaborate fashion.

ASSURANCES:

This report is being sent to Mary Vest of OSEP and to ERIC/OSEP Special Project as requested. Copies of the Title page and the Executive Summary have been sent to the other agencies as requested in the suggested format for Final Reports.

Figure 1: Objectives/Activities/Evaluation of the ERIN program

OBJECTIVES	ACTIVITIES	EVALUATION
<p><u>GOAL 1: STIMULATING SITES</u> Objective 1-1: Increase skills of site teachers and core staff</p>	<p>Leadership Training Institution for coordinators and core staff. Regional Workshops or on-site training of teachers at stated intervals during year.</p>	<p>Outreach Impact Indicators: Description of training activities. Coordinators fill out Institute Evaluation forms each day of training. Teachers fill out Workshop Evaluation forms each day of training.</p>
<p>Objective 1-2: Site personnel apply ERIN model with target children</p>	<p>Teachers apply ERIN modules throughout year with target handicapped children. Curriculum assistance local supervisors and/or ERIN staff make visits to classrooms at specified intervals.</p>	<p>Outreach Impact Indicator: Stimulating Sites. Log of completed ERIN Module Feedback Sheets by teacher by site. Child progress assessment by pre/post analysis of PSS data and other standardized measures utilized by site. Local coordinators log their curriculum assistance activities.</p>
<p>Objective 1-3: Increase parent participation in each site.</p>	<p>Site teachers and coordinators use a relevant level of ERIN Parent Involvement during the year.</p>	<p>All support and activity logged on the Log of Parent Services. Behavioral Characteristics section of PSS Developmental Questionnaire Pre-Post.</p>
<p>Objective 1-4: Increase quality/quantity of services in local sites</p>	<p>ERIN staff assist local coordinators to continue/extend the local training. During ERIN staff visits, meet with local planning team and plan for improvement of program.</p>	<p>Coordinators log dates, numbers and content and time of all local training. ERIN staff and local coordinators describe in Site Narrative.</p>
<p><u>GOAL 2: AWARENESS (AND OTHER TRAINING)</u> Objective 2-1: Help each site become an Extended Outreach force</p>	<p>Pair with each local coordinator to give local awareness conferences. Use of selected local classrooms as demonstration of the ERIN model.</p>	<p>Log of classroom visitors and awareness activities conducted by sites. Outreach Impact Indicators: Awareness, requests for further information, number of visitors, etc. Participants of all awareness conferences logged and evaluation forms distributed as feasible.</p>
<p>Objective 2-2: Wide dissemination of the ERIN model</p>	<p>Continue activities coordinated with National Diffusion Network; send awareness materials nationwide; and provide awareness conferences in sponsoring states. Continue other contacts through OSF, CEC. Respond to requests for information and materials.</p>	<p>Log all NDN mailings, awareness conferences as above, plus state contacts. Log all mailing contacts with agency people other than through NDN.</p>
<p><u>GOAL 3: PRODUCT DEVELOPMENT/DISEMINATION</u> Objective 3-1: Continue development of the ERIN model and accompanying materials</p>	<p>Preparation of Teacher/Coordinator Kits of print/A-V/Child materials for packaging.</p>	<p>Materials of all sorts distributed to sites are logged.</p>
<p><u>GOAL 4: STATE AND OTHER INVOLVEMENT</u> Objective 4-1: Develop effective interaction with appropriate state, regional agencies</p>	<p>On-going communication with relevant State, Regional and other agencies.</p>	<p>Described in Site Narrative. Outreach Impact Indicators: State involvement/coordination.</p>

TABLE 1: OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

STATE	SITE/SCHOOL	GRADES	NUMBER			PERSONNEL			CHILDREN		DATE BEGUN	TYPE FUNDS
			SCH	CLS	ADM	TCHR	AIDS	SPC	SCRN	SRVD		
FL	BREVARD COUNTY SCH DIST	PK-K	4	14	1	14	14		156	145	03/06/89	LEA
FL	VOLUSIA COUNTY SCH DIST	PK-K	8	9	1	9	9		100	96	03/24/89	LEA
FL	WAKULLA COUNTY SCHOOLS	PK-K	1	5	2	6	6	2	62	24	07/23/90	LEA + MI
LA	BOGALUSA CITY SCHOOL DIST	PK-K	1	1	1	2	2		16	16	05/08/89	LEA
LA	CALDO PARISH	PK-K	1	2	1	2	2	1	17	17	02/08/90	LEA
LA	EAST BATON ROUGE PARISH	PK-K	11	11	3	11	11	4	91	91	10/30/89	LEA
LA	EAST BATON ROUGE PARISH	PK-K	2	3	1	3	3		23	23	05/08/89	LEA
LA	EAST FELICIANA PARISH	PK-K	1	1	1	1	1		10	10	05/08/89	LEA
LA	FRANKLINTON PRIMARY SCHL.	PK-K	1	2	1	2	2	1	26	26	05/08/89	LEA
LA	IBERIA PARISH	PK-K	2	2	2	2	2	1	25	25	02/08/90	LEA
LA	IBERIA PARISH	PK-K	2	2	2	2	2	1	15	15	05/08/89	LEA
LA	JEFFERSON PARISH	PK-K	6	8	2	8	8	2	65	65	02/08/90	LEA
LA	LIVINGSTON PARISH	PK-K	1	1	1	1	1		7	7	10/30/89	LEA
LA	LIVINGSTON PARISH SCHOOLS	PK-K	1	2	1	2	2		22	22	05/08/89	LEA
LA	NEW ORLEANS PARISH	PK-K	6	7	2	7	7	2	59	59	02/08/90	LEA
LA	PLACQUEMINES PARISH	PK-K	2	2	1	2	2	1	19	19	02/08/90	LEA
LA	POINTE COUPEE PARISH	PK-K	1	2	1	2	2	1	14	14	10/30/89	LEA
LA	POINTE COUPEE PARISH S.D.	PK-K	1	2	1	2	1		19	19	05/08/89	LEA
LA	ST BERNARD PARISH	PK-K	4	4	2	4	4	2	39	39	02/08/90	LEA
LA	ST HELENA SCHOOL DISTRICT	PK-K	1	2	1	1	1	1	35	35	05/08/89	LEA
LA	ST TAMMANY PARISH	PK-K	1	2	1	2	2	1	18	18	02/08/90	LEA
LA	TANGIPAHOA PARISH	PK-K	1	3	2	3	2		24	24	05/08/89	LEA
LA	TANGIPOHOA PARISH	PK-K	3	4	2	4	4	2	26	26	10/30/89	LEA
LA	WASHINGTON PARISH	PK-K	2	4	1	4	4	1	36	36	10/30/89	LEA
LA	WESLEY RAE RESOURCE CENTR	PK-K	1	2	1	2	2		20	20	05/08/89	LEA
LA	WEST FELICIANA PARISH	PK-K	3	3	2	4	4	1	45	45	10/30/89	LEA + MI
LA	WEST FELICIANA PARISH SD	PK-K	3	5	2	4	4	1	139	66	05/08/89	LEA + MI
OH	CANTON CITY SCHOOLDISTRIC	PK-K	6	8	2	8	8	6	80	62	10/20/89	LEA
OH	SHIPLEY CENTER PRESCHOOL	PK-K	1	8	1	4	4	1	40	25	10/20/89	LEA

TABLE 1: OVERVIEW OF SITE STIMULATION -- ERIN PROGRAM

continued

STATE	SITE/SCHOOL	GRADES	NUMBER			PERSONNEL			CHILDREN		DATE BEGUN	TYPE FUND
			SCH	CLS	ADM	TCHR	AIDS	SPC	SCRN	SRVD		
WA	BAINBRIDGE SCH DISTRICT	PK-K	1	2	1	2	1	1	32	32	08/21/89	LEA
WA	BATTLEGROUND SCHOOL DIST	PK-K	5	6	1	6	6		108	37	08/16/89	LEA m
WA	CAMAS SCHOOL DISTRICT	PK-K	1	1	0	1	1	1	20	20	08/16/89	LEA
WA	CCOS HEADSTART	PK-K	2	2	1	2	1	1	30	7	10/04/89	LEA m
WA	CHENEY SCHOOL DISTRICT	PK-K	1	1	1	1	1		30	15	10/04/89	LEA + m
WA	CHEWELAH SCHOOL DISTRICT	PK-K	1	1	1	1	1	1	11	11	10/04/89	LEA
WA	COLVILLE SCHOOL DISTRICT	PK-K	1	7	1	7	7	3	75	37	10/04/89	LEA + m
WA	CUSIK SCHOOL DISTRICT	PK-K	1	1	1	1	1		12	12	10/04/89	LEA
WA	DARRINGTON SCHOOL DIST	PK-K	2	3	1	2	2	1	39	26	01/16/90	LEA + m
WA	DEER PARK SCHOOL DIST	PK-K	2	3	1	3	3	1	51	21	10/04/89	LEA
WA	EVERGREEN SCHOOL DISTRICT	PK-K	2	4	0	4	4	0	80	80	08/16/89	LEA
WA	FEDERAL WAY SCH DISTCT	PK-K	3	6	1	5	1	1	110	67	08/21/89	LEA + m
WA	FIFE SCHOOL DISTRICT	PK-K	1	1	1	1			22	22	08/21/89	LEA
WA	GRAPEVIEW SCHOOL DISTRICT	PK-K	1	1	1	1	1		28	6	08/21/89	LEA + m
WA	HARRINGTON SCHOOL DIST	PK-K	1	1	1	1	1	0	7	7	10/04/89	LEA
WA	HUNTERS SCHOOL DISTRICT	PK-K	1	1	1	1	1		11	11	10/04/89	LEA
WA	KELSO SCHOOL DISTRICT	PK-K	1	1		1	1		20	20	08/16/89	LEA
WA	LA CROSSE SCHOOL DIST	PK-K	1	1	1	1	1	1	3	3	10/04/89	LEA
WA	LONGVIEW SCHOOL DISTRICT	PK-K	1	1	0	1	1	1	13	13	08/16/89	LEA
WA	LYLE SCHOOL DISTRICT	PK-K	1	2		2	2		24	24	08/16/89	LEA
WA	MARY M KNIGHT SCHOOL DIST	PK-K	1	1	1	1	1		9	9	01/16/90	LEA
WA	MONROE SCHOOL DISTRICT	PK-K	1	1	1	1	1		10	10	01/16/90	LEA
WA	OAK HARBOR SCHOOL DIST	PK-K	1	2	1	2	2	3	25	25	01/16/90	LEA
WA	OAKSDALE SCHOOL DIST	PK-K	2	4	1	2	2	1	50	50	10/04/89	LEA
WA	OCEAN BEACH SCHOOL DIST	PK-K	1	1		1	1		27	27	08/16/89	LEA
WA	ONION CREEK SCHOOL DIST	PK-K	1	1	1	1	1		7	7	10/04/89	LEA
WA	PALOUSE SCH DIST 301	PK-K	1	1	1	1	1		7	7	10/04/89	LEA
WA	PENINSULA SCHOOL DISTRICT	PK-K	2	8	1	4	4	3	127	127	08/21/89	LEA m
WA	POULSBO SCHOOL DISTRICT	PK-K	1	1	1	1	1		16	16	08/21/89	LEA
WA	PUYALLUP SCHOOL DISTRICT	PK-K	1	2	1	1	1	1	24	24	08/21/89	LEA
WA	RIDGEFIELD SCHOOL DISTRICT	PK-K	1	2		2	2	1	25	25	08/16/89	LEA
WA	RIVERVIEW SCHL DISTRICT	PK-K	2	4	1	3	3	1	70	52	08/21/89	LEA + m
WA	SNOQUALMIE SCHL DISTRICT	PK-K	1	1		1			65	10	08/21/89	LEA + m
WA	SPOKANE SCHOOL DIST 189	PK-K	5	15	2	9	9	4	438	111	10/04/89	LEA + m
WA	SUMMIT VALLEY SCHOOL DIST	PK-K	1	1	1	1	1		9	9	10/04/89	LEA
WA	VANCOUVER SCHOOL DISTRICT	PK-K	3	6	1	6	6		159	37	08/16/89	LEA + m
WA	VASHON ISLAND SCH DISTRICT	PK-K	1	1	1	1	1	1	13	13	08/21/89	LEA
WA	WOODLAND SCHOOL DISTRICT	PK-K	1	3	1	2	2		60	28	08/16/89	LEA + m

TABLE 1A : OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

STATE	SITE/SCHOOL	GRADES	NUMBER			PERSONNEL			CHILDREN		DATE BEGUN	
			SCH	CLS	ADM	TCHR	AIDS	SPC	SCRN	SRVD		
CT	NEW BRITAIN SCHOOL DIST.	PK-K	3	12	2	12	12	2	25	25	06/24/91	LEA
FL	SEMINOLE COUNTY SCH DIST	PK-K	8	10	1	10	10	2	80	80	02/07/91	LEA
MI	GRAND RAPIDS SCHOOL DIST	PK-K	5	15	3	15	15	3	269	269	08/19/91	LEA
OH	BEREA CITY SCHOOL DISTRICT	PK-K	1	1	1	1	1	0	8	8	10/10/90	PRI
OH	CLEVELAND SIGHT CENTER	PK-K	1	1	0	1	1	1	15	15	10/10/90	LEA
OH	CUYAHOGA COUNTRY BMR	PK-K	6	14	1	14	14	10	171	171	10/10/90	LEA
OH	LAKE COUNTY SCH DISTRICT	PK-K	1	3	1	3	3	0	72	72	10/10/90	LEA
OH	MENTAL DEVELOPMENT CENTER	PK-K	1	2	0	2	0		12	12	10/10/90	LEA
OH	MT CALVARY LUTHERAN N S.	PK-K	1	1	1	1	1	0	14	5	10/10/90	LEA
OH	SHAKER HEIGHTS SCHOOL	PK-K	1	1	1	1	1	0	6	6	10/10/90	LEA
WA	ADNA SCHOOL DISTRICT	PK-1	1	2	1	2	2	1	20	14	09/12/90	LEA
WA	BAGLEY PRESCHOOL	PK-K	1	1	1	1	1		27	12	11/05/90	LEA
WA	BATTLEGROUND SCHOOL DIST	PK-K	2	2		2	2		56	11	11/05/90	LEA
WA	BOISTFORDT SCHOOL DIST	PK-1	1	2	1	2	2	1	14	7	09/12/90	LEA
WA	BRIDGEPORT SCHOOL DISTRICT	PK-K	1	2	1	1	1	1	10	10	09/17/90	LEA
WA	CARSON SCHOOL DISTRICT	PK-K	1	1	1	1	1		27	12	11/05/90	LEA
WA	CATHLAMET SCHOOL DISTRICT	PK-K	1	1	1	1	1		27	12	11/05/90	LEA
WA	EASTMONT SCHOOL DISTRICT	PK-K	1	2	1	2	2	1	67	15	09/17/90	LEA
WA	KELSO SCHOOL DISTRICT	PK-K	1	1		1	1		20	20	11/05/90	LEA
WA	LONGVIEW SCHOOL DISTRICT	PK-K	3	8	1	8	8	2	160	98	11/05/90	LEA
WA	MANSON SCHOOL DISTRICT	PK-K	2	7	1	5	5	1	101	15	09/17/90	LEA
WA	MCCLEARY SCHOOL DISTRICT	PK-1	1	2	1	1	1	1	26	6	09/12/90	LEA
WA	ONOLASKA SCHOOL DISTRICT	PK-1	1	1	1	1	1	1	25	20	09/12/90	LEA
WA	ORONDO SCHOOL DISTRICT	PK-K	1	2	1	2	2	1	35	20	09/17/90	LEA
WA	PELL SCHOOL DISTRICT	PK-1	1	4	1	2	2	1	35	33	09/12/90	LEA
WA	QUINCY/EPHRATA SCH DIST	PK-K	2	5	1	3	3	1	46	19	09/17/90	LEA
WA	RIVERSIDE SCHOOL DISTRICT	PK-K	3	8	1	5	5	1	153	35	09/17/90	LEA
WA	SHELTON SCHOOL DISTRICT	PK-1	3	6	1	3	3	3	162	56	09/12/90	LEA
WA	SOUTH RIDGE CHILD CARE	PK-K	1	1	1	1	1		27	12	11/05/90	PRI
WA	STEVENSON SCH DISTRICT	PK-K	1	1	1	1	1		12	12	11/05/90	LEA
WA	TUMWATER SCHOOL DISTRICT	PK-1	1	4	1	4	4	3	35	27	09/12/90	LEA
WA	VANCOUVER SCHOOL DISTRICT	PK-K	2	2	1	2	2		24	24	11/05/90	LEA
WA	WASHINGTON SCH FOR DEAF	PK-K	1	1	1	1	1		11	11	11/05/90	LEA
WA	WASHINGTON SCHOOL - BLIND	PK-K	1	1	1	1	1		11	11	11/05/90	LEA
WA	WASHOUGAL SCHOOL DISTRICT	PK-K	1	1	1	1	1		27	12	11/05/90	LEA
WA	YACOLT SCHOOL DISTRICT	PK-K	1	1	1	1	1		12	12	11/05/90	LEA
			64	129	35	115	113	37	1842	1199		

RECORDS SELECTED 00036

TABLE 1A : OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

STATE	SITE/SCHOOL	GRADES	NUMBER		ADM	PERSONNEL			CHILDREN		DATE BEGUN	
			SCH	CLS		TCHR	AIDS	SPC	SCRN	SRVD		
LA	FRANKLIN ELEMENTARY SCH.	PK-K	1	1	1	1	1	1	9	9	03/05/91	LE
LA	JEFFERSON PARISH	PK-K	3	3	2	3	3	2	32	32	03/05/91	LE
LA	ORLEANS PARISH SCH DIST	PK-K	6	10	2	10	10	2	83	83	03/05/91	LE
LA	PLACQUEMINES PARISH	PK-K	2	2	1	2	2	1	19	19	03/05/91	LE
LA	ST BERNARD PARISH	PK-K	4	4	2	4	4	2	39	39	03/05/91	LE
LA	ST TAMMANY PARISH	PK-K	1	2	1	2	2	1	18	18	03/05/91	LE
			17	22	9	22	22	9	200	200		

RECORDS SELECTED 00006

STATE	SITE/SCHOOL	GRADES	NUMBER		ADM	PERSONNEL			CHILDREN		DATE BEGUN	
			SCH	CLS		TCHR	AIDS	SPC	SCRN	SRVD		
NH	KID'S BLOCK CHILD CARE	PK-K	1	2	1	2	2	1	38	8	08/20/90	PR
NH	MANCHESTER HEAD START	PK-K	1	2	1	1	1		20	5	08/20/90	FE
NH	MANCHESTER SCHOOL SYSTEM	PK-K	1	2	1	2	2	1	32	32	08/20/90	LE
NH	MT ST MARY'S PRESCHOOL	PK-K	1	1	1	1	1		15	5	08/20/90	PR
NH	VISITING NURSE ASSOC'N	PK-K	3	9	1	9	9	1	151	35	08/20/90	TI
			7	16	5	15	15	3	256	85		

RECORDS SELECTED 00005

TABLE 1A : OVERVIEW OF SITE STIMULATION - ERIN PROGRAM

STATE	SITE/SCHOOL	GRADES	NUMBER			PERSONNEL			CHILDREN		DA BEGUN
			SCH	CLS	ADM	TCHR	AIDS	SPC	SCRN	SRVD	
FL	SEMINOLE COUNTY SCH DIST	PK-K	3	3	2	3	3	2	30	30	10/15/92
LA	ORLEANS PARISH SCH DIST	PK-K	15	35	5	35		5	350	105	10/01/91
MI	GRAND RAPIDS PRE-PRIMARY	PK-K	14	14	2	14	14	3	157	145	05/20/92
MI	GRAND RAPIDS PRE-SCHOOL	PK-K	05	27	3	27	27	3	297	297	05/20/92
MI	GRAND RAPIDS RIDGEMR CDC	PK-K	2	6	2	6	6	1	87	75	05/26/92
NH	GOFFSTOWN SCHOOL DISTRICT	PK-K	5	5	2	5	5	5	77	77	11/07/91
NH	MANCHESTER SCHOOL SYSTEM	PK-K	1	2	1	2	2	2	29	29	11/07/91
OH	BROADMOOR ELEMENTARY	PK-K	1	4	1	4	1	1	26	16	10/01/91
OH	CHAGRIN FALLS SCHOOL DIST	PK-K	1	1	1	1			5	2	10/01/91
OH	CHESTERLAND SCHOOL DIST	PK-K	2	3	1	3	3	1	16	7	10/01/91
OH	CONCORD SCHOOL DISTRICT	PK-K	1	1	1	1			5	3	10/01/91
OH	EUCLID SCHOOL DISTRICT	PK-K	1	1		1			5	3	10/01/91
OH	KIRTLAND SCHOOL DISTRICT	PK-K	1	1	1	1			5	3	10/01/91
OH	MADISON SCHOOL DISTRICT	PK-K	1	1	1	1			5	3	10/01/91
OH	MENTOR SCHOOL DISTRICT	PK-K	1	1	1			1	9	6	10/01/91
OH	NEWBURY SCHOOL DISTRICT	PK-K	1	1		1			5	3	10/01/91
OH	RICHMOND HEIGHTS SCH DIST	PK-K	1	1	1	1			5	3	10/01/91
OH	SALAM SCHOOL DISTRICT	PK-K	2	2		2			9	6	10/01/91
OH	WHITEHILL SCHOOL DISTRICT	PK-K	1	1	1	1			5	3	10/01/91
OH	WILLOUGHBY SCHOOL DISTRICT	PK-K	2	4	1	4	1	1	26	16	10/01/91
			61	114	27	113	62	25	1153	832	

RECORDS SELECTED 00020

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	OF	FUNDING	
CONTACT PERSON											
FL BREVARD COUNTY SCH DIST 1450 MARTIN BLV MERRITT ISLAND, FL 32952 DIEDRE CHARLETTE 407-631-1911	N	4	PK-K	14	1	14	14	156	145	03/06/89	LEA
FL VOLUSIA COUNTY SCH DIST 729 LOOMIS AVE DELAND, FL 32015 CONNIE HOLLAND 904-238-1625	N	8	PK-K	9	1	9	9	100	96	03/24/89	LEA
FL WAKULLA COUNTY SCHOOLS ANDREW HARGRETT CRAWFORDVILLE, FL 32327 ANNIE RUTH PERRYMAN 904-926-8111	N	1	PK-K	5	2	6	6	62	24	07/23/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT ADDRESS CONTACT PERSON TELEPHONE #	TYPE #	SCH	GRADES #	ROOMS ADMIN	PERSONNEL TCHR	AIDE SPEC	#CHILDREN SCRND	DATE BEGUN	TYPES OF FUNDING	AMOUNT OF FUNDING	
LA BOGALUSA CITY SCHOOL DIST P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N	1	PK-K	1	1	2	2	16	16	05/08/89	LEA
LA CALDO PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA SIRICKLAND 504-942-8200	N	1	PK-K	2	1	2	2	17	17	02/08/90	LEA
LA EAST BATON ROUGE PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N	11	PK-K	11	3	11	11	4	91	10/30/89	LEA
LA EAST BATON ROUGE PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N	2	PK-K	3	1	3	3	23	23	05/08/89	LEA
LA EAST FELICIANA PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N	1	PK-K	1	1	1	1	10	10	05/08/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	CF	FUNDING
LA FRANKLINION PRIMARY SCHL. P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 2	1	2	2	1	26	05/08/89	LEA		
LA IBERIA PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 2	PK-K 2	2	2	2	1	25	02/08/90	LEA		
LA IBERIA PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 2	PK-K 2	2	2	2	1	15	05/08/89	LEA		
LA JEFFERSON PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 6	PK-K 8	2	8	2	2	65	02/08/90	LEA		
LA LIVINGSTON PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 1	1	1	1	1	7	10/30/89	LEA		

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING
LA LIVINGSTON PARISH SCHOOLS P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 2	1	2	2	22	22	05/08/89	LEA		
LA NEW ORLEANS PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINHA STRICKLAND 504-942-8200	N 6	PK-K 7	2	7	2	59	59	02/08/90	LEA		
LA PLACQUEMINES PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINHA STRICKLAND 504-942-8200	N 2	PK-K 2	1	2	2	1	19	02/08/90	LEA		
LA POINTE COUPEE PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 2	1	2	2	1	14	10/30/89	LEA		
LA POINTE COUPEE PARISH S.D. P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 2	1	2	1	19	19	05/08/89	LEA		

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	ROOMS ADMIN	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH		TCHR	AIDE	SERV	BEGUN	OF
CONTACT PERSON							FUNDING
LA ST BERNARD PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINHA STRICKLAND 504-942-8200	N 4	PK-K 4	2	4 4 2	39	02/08/90	LEA
LA ST HELENA SCHOOL DISTRICT P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 2	1	1 1 1	35	05/08/89	LEA
LA ST TAMMANY PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINHA STRICKLAND 504-942-8200	N 1	PK-K 2	1	2 2 1	18	02/08/90	LEA
LA TANGIPAHOA PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 3	2	3 2 2	24	05/08/89	LEA
LA TANGIPOHOA PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 3	PK-K 4	2	4 4 2	26	10/30/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH	ROOMS ADMIN	TCHR AIDE SPEC	SCRND SERVD	BEGUN	OF
CONTACT PERSON	FUNDING					
LA WASHINGTON PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 2	PK-K 4	1 4 4 1	36 36	10/30/89	LEA
LA WESLEY RAE RESOURCE CENTR P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 1	PK-K 2	1 2 2 2	20 20	05/08/89	LEA
LA WEST FELICIANA PARISH P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 3	PK-K 3	2 4 4 1	45 45	10/30/89	LEA
LA WEST FELICIANA PARISH SD P.O. BOX 72 WALKER, LA 70785 JUDITH HOLT 504-686-7044	N 3	PK-K 5	2 4 4 1	139 66	05/08/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH	ROOMS ADMIN	TCHR AIDE SPEC	SCRND SERV	BEGUN	OF
CONTACT PERSON						FUNDING
STATE SCHOOL DISTRICT	POP'n	# GRADES	# PERSONNEL	#CHILDREN	DATE	
ADDRESS	SCH	ROOMS ADMIN	TCHR AIDE SPEC	SCRND SERV	BEGUN	REGUN
CONTACT PERSON						
TELEPHONE #						
OH CANTON CITY SCHL DISTRICT	MC	6 PK-K	8	2	8	8
617 MCKINLEY SW						62 10/20/89
CANTON, OHIO 44707						
JOYCE LEMKE						
216-438-2549						
OH SHIPLEY CENTER PRESCHOOL	MC	1 PK-K	8	1	4	4
617 MCKINLEY SW						25 10/20/89
CANTON, OHIO 44707						
JOYCE LEMKE						
216-438-2549						

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING	
WA SPOKANE SCHOOL DIST 189 W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N	5	PK-K	15	2	9	9	4	438	111	10/04/89	LEA
WA SUMMIT VALLEY SCHOOL DIST W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N	1	PK-K	1	1	1	1	9	9	9	10/04/89	LEA
WA VANCOUVER SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	3	PK-K	6	1	6	6	159	37	08/16/89	LEA	
WA WASHON ISLAND SCH DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	1	PK-K	1	1	1	1	13	13	08/21/89	LEA	
WA WOODLAND SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1	PK-K	3	1	2	2	60	28	08/16/89	LEA	

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING	
CONTACT PERSON												
WA PENINSULA SCHOOL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	2	PK-K	8	1	4	4	3	127	127	08/21/89	LEA
WA POULSBO SCHOOL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	1	PK-K	1	1	1	1	1	16	16	08/21/89	LEA
WA PUYALLUP SCHOOL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	1	PK-K	2	1	1	1	1	24	24	08/21/89	LEA
WA RIDGEFIELD SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1	PK-K	2	2	2	2	1	25	25	08/16/89	LEA
WA RIVERVIEW SCHL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	2	PK-K	4	1	3	3	1	70	52	08/21/89	LEA
WA SNOQUALMIE SCHL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	1	PK-K	1	1	1	1	1	65	10	08/21/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	ROOMS ADMIN	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH		TCHR	AIDE	SCRND	BEGUN	OF
CONTACT PERSON							FUNDING
WA MONROE SCHOOL DISTRICT 205 STEWART RD MT VERNON, WA 98273 KAREN SMALL 206-424-9573	N 1	PK-K 1	1	1 1	10	01/16/90	LEA
WA OAK HARBOR SCHOOL DIST 205 STEWART RD MT VERNON, WA 98273 KAREN SMALL 206-424-9573	N 1	PK-K 2	1	2 2	25	01/16/90	LEA
WA OAKESDALE SCHOOL DIST W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 2	PK-K 4	1	2 2	50	10/04/89	LEA
WA OCEAN BEACH SCHOOL DIST 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N 1	PK-K 1	1	1 1	27	08/16/89	LEA
WA UNION CREEK SCHOOL DIST W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 1	PK-K 1	1	1 1	7	10/04/89	LEA
WA PALOUSE SCH DIST 301 W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 1	PK-K 1	1	1 1	7	10/04/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	ROOMS ADMIN	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH	PK-K	TCHR AIDE	SERV	SCRND	BEGUN	OF
CONTACT PERSON							FUNDING
WA HUNTERS SCHOOL DISTRICT W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N	1 PK-K	1	1 1 1	11	10/04/89	LEA
WA KELSO SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1 1 1	20	08/16/89	LEA
WA LA CROSSE SCHOOL DIST W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N	1 PK-K	1	1 1 1	3	10/04/89	LEA
WA LONGVIEW SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1 1 1	13	08/16/89	LEA
WA LYLE SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	2	2 2	24	08/16/89	LEA
WA MARY M KNIGHT SCHOOL DIST 601 MCPHEE RD OLYMPIA, WA 98584 GAIL STRAUSS 206-586-2946	N	1 PK-K	1	1 1 1	9	01/16/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	OF	FUNDING	
CONTACT PERSON											
WA EVERGREEN SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	2	PK-K	4	0	4	4	80	80	08/16/89	LEA
WA FEDERAL WAY SCH DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	3	PK-K	6	1	5	1	110	67	08/21/89	LEA
WA FIFE SCHOOL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	1	PK-K	1	1	1	1	22	22	08/21/89	LEA
WA GRAPEVIEW SCHOOL DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MATHER 206-772-3636	N	1	PK-K	1	1	1	1	28	6	08/21/89	LEA
WA HARRINGTON SCHOOL DIST' W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N	1	PK-K	1	1	1	1	7	7	10/04/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH	ROOMS ADMIN	TC HR AIDE SPEC	SCRND SERVD	BEGUN	OF
CONTACT PERSON	FUNDING					
WA CHEWELAH SCHOOL DISTRICT W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 1	PK-K 1	1 1 1	11	10/04/89	LEA
WA COLVILLE SCHOOL DISTRICT W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 1	PK-K 7	1 7 3	75	10/04/89	LEA
WA CUSIK SCHOOL DISTRICT W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 1	PK-K 1	1 1 1	12	10/04/89	LEA
WA DARRINGTON SCHOOL DIST 205 STEWART RD MT VERNON, WA 98273 KAREN SMALL 206-424-9573	N 2	PK-K 3	1 2 2	39	01/16/90	LEA
WA DEER PARK SCHOOL DIST W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 2	PK-K 3	1 3 3	51	10/04/89	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT ADDRESS CONTACT PERSON TELEPHONE #	TYPE # SERV SCH	GRADES #	ROOMS ADMIN	PERSONNEL TCHR AIDE SPEC	#CHILDREN SCRND SERVD	DATE BEGUN	TYPES OF FUNDING	AMOUNT OF FUNDING
WA BAINBRIDGE SCH DISTRICT 12320 80TH AVES SEATTLE, WA 98178 SUSAN MAIHER 206-772-3636	N 1	PK-K 2	1	2 1	32	08/21/89	LEA	
WA BATTLEGROUND SCHOOL DIST 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N 5	PK-K 6	1	6 6	108	08/16/89	LEA	
WA CAMAS SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N 1	PK-K 1	0	1 1	20	08/16/89	LEA	
WA COOS HEADSTART W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 2	PK-K 2	1	2 1	30	10/04/89	LEA	
WA CHENEY SCHOOL DISTRICT W 1025 INDIANA SPOKANE, WA 99205 LAUREL HAYDON 509-456-7086	N 1	PK-K 1	1	1 1	30	10/04/89	LEA	

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

SCHOOL DISTRICT ADDRESS CONTACT PERSON TELEPHONE #	TYPE SERV SCH	# GRADES	# ROOMS	ADMIN TCHR	AIDE	SPEC	#CHILDREN SCRND	SERVD	DATE BEGUN	TYPES OF FUNDING	AMOUNT OF FUNDING
CT NEW BRITAIN SCHOOL DIST. 1 LIBERTY SQUAR NEW BRITAIN, CT 06051 ALIDA BEGINNA 203-827-2237	N	3	PK-K	12	2	12	2	25	25	06/24/91	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES			
ADDRESS	SERV SCH	ROOMS ADMIN	TCHR AIDE SPEC	SCRND SERV	BEGUN	OF			
CONTACT PERSON						FUNDING			
FL SEMINOLE COUNTY SCH DIST	N	8 PK-K	10	1	10	2	80	02/07/91	LEA

1096 NORTH ST
 ALFAMONTE SPGS, FL 32701
 DONNA ELLIS
 407-831-4259

4.

4.5

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING	
MI GRAND RAPIDS SCHOOL DIST 615 TURNER AVE. GRAND RAPIDS, MI 49504 KATHY BARKER 616-771-3195	N	5	PK-K	15	3	15	15	3	269	269	08/19/91	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT ADDRESS CONTACT PERSON TELEPHONE #	TYPE #	GRADES	#	PERSONNEL	#CHILDREN	DATE	TYPES	AMOUNT
	SERV SCH		ROOMS	ADMIN	SCRND	BEGUN	OF	OF
				TCHR	SERV		FUNDING	FUNDING
				AIDE				
				SPEC				
LA FRANKLIN ELEMENTARY SCH. 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 1	PK-K	1	1	1	9 03/05/91	LEA	
LA JEFFERSON PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 3	PK-K	3	2	3	32 03/05/91	LEA	
LA ORLEANS PARISH SCH DIST 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 6	PK-K	10	2	10	83 03/05/91	LEA	27
LA PLACQUEMINES PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 2	PK-K	2	1	2	19 03/05/91	LEA	
LA ST BERNARD PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 4	PK-K	4	2	4	39 03/05/91	LEA	52
LA ST TAMMANY PARISH 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N 1	PK-K	2	1	2	18 03/05/91	LEA	

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING	
NH KID'S BLOCK CHILD CARE 49 ASHLAND ST MANCHESTER, NH 01304 NANCY EVANS 603-624-6325	N	1	PK-K	2	1	2	2	1	38	8	08/20/90	PRIVATE
NH MANCHESTER HEAD START 49 ASHLAND ST MANCHESTER, NH 01304 NANCY EVANS 603-624-6325	N	1	PK-K	2	1	1	1	1	20	5	08/20/90	FEDERAL
NH MANCHESTER SCHOOL SYSTEM 49 ASHLAND ST MANCHESTER, NH 01304 NANCY EVANS 603-624-6325	N	1	PK-K	2	1	2	2	1	32	32	08/20/90	LEA
NH MT ST MARY'S PRESCHOOL 49 ASHLAND ST MANCHESTER, NH 01304 NANCY EVANS 603-624-6325	N	1	PK-K	1	1	1	1	1	15	5	08/20/90	PRIVATE
NH VISITING NURSE ASSOC'N 194 CONCORD ST MANCHESTER, NH 01304 SHEILA TEMOS 603-622-3781	N	3	PK-K	9	1	9	9	1	151	35	08/20/90	TITLE XX

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING
CONTACT PERSON											
OH BEREA CITY SCHOOL DISTRICT 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	1	PK-K	1	1	1	1	0	8	10/10/90	PRIVATE
OH CLEVELAND SIGHT CENTER 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	1	PK-K	1	0	1	1	1	15	10/10/90	LEA
OH CUYAHOGA COUNTRY EBR 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	6	PK-K	14	1	14	14	10	171	10/10/90	LEA
OH LAKE COUNTY SCH DISTRICT 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	1	PK-K	3	1	3	3	0	72	10/10/90	LEA
OH MENTAL DEVELOPMENT CENTER 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	1	PK-K	2	0	2	0	0	12	10/10/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES								
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING			
OH MT CALVARY LUTHERAN N S. 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	1	PK-K	1	1	1	1	1	1	0	14	5	10/10/90	LEA
OH SHAKER HEIGHT'S SCHOOL 25315 WOLF RD BAY VILLAGE, OH 44140 CHRISTINE COOK 216-835-3685	N	1	PK-K	1	1	1	1	1	1	0	6	6	10/10/90	LEA

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING
CONTACT PERSON											
WA ADNA SCHOOL DISTRICT 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	1 PK-1	2	1	2	2	1	20	14	09/12/90	LEA
WA BAGLEY PRESCHOOL 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	1	27	12	11/05/90	LEA
WA BATTLEGROUND SCHOOL DIST 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	2 PK-K	2	2	2	2	2	56	11	11/05/90	LEA
WA BOISTFORDT SCHOOL DIST 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	1 PK-1	2	1	2	2	1	14	7	09/12/90	LEA
WA BRIDGEPORT SCHOOL DISTRICT PO BOX 1847 WENAYCHEE, WA 98807 CHRISTYL MOORE 509-663-8741	N	1 PK-K	2	1	1	1	1	10	10	09/17/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES				
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	OF	FUNDING
CONTACT PERSON										
WA CARSON SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	12	11/05/90	LEA	
WA CATHLAMET SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	12	11/05/90	LEA	
WA EASTMONT SCHOOL DISTRICT PO BOX 1847 WENATCHEE, WA 98807 CHERYL MOORHIS 509-663-8741	N	1 PK-K	2	1	2	2	1	15	09/17/90	LEA
WA KELSO SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	20	11/05/90	LEA	
WA LONGVIEW SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	3 PK-K	8	1	8	8	2	160	98 11/05/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING	
CONTACT PERSON												
WA MANSON SCHOOL DISTRICT PO BOX 1847 WENATCHEE, WA 98807 CHERYL VOORHIS 509-663-8741	N	2	PK-K	7	1	5	5	1	101	15	09/17/90	LEA
WA MCCLARY SCHOOL DISTRICT 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	1	PK-1	2	1	1	1	1	26	6	09/12/90	LEA
WA ONOLASKA SCHOOL DISTRICT 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	1	PK-1	1	1	1	1	1	25	20	09/12/90	LEA
WA ORONDO SCHOOL DISTRICT PO BOX 1847 WENATCHEE, WA 98807 CHERYL VOORHIS 509-663-8741	N	1	PK-K	2	1	2	2	1	35	20	09/17/90	LEA
WA PE ELL SCHOOL DISTRICT 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	1	PK-1	4	1	2	2	1	35	33	09/12/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES
ADDRESS	SERV SCH	ROOMS ADMIN	TCHR AIDE SPEC	SCRND SERVD	BEGUN	OF
CONTACT PERSON	FUNDING					
WA QUINCY/EPHRATA SCH DIST PO BOX 1847 WENATCHEE, WA 98807 CHERYL VOORHIS 509-663-8741	N	2 PK-K	5	1 3 3	1 46	19 09/17/90 LEA
WA RIVERSIDE SCHOOL DISTRICT W 1025 INDIANA SPOKANE, WA 99003 ROBIN VENATIA 509-456-7086	N	3 PK-K	8	1 5 5	1 153	35 09/17/90 LEA
WA SHELTON SCHOOL DISTRICT 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	3 PK-1	6	1 3 3	3 162	56 09/12/90 LEA
WA SOUTH RIDGE CHILLD CARE 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1 1 1	1 27	12 11/05/90 PRIVATE
6.7 WA STEVENSON SCH DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1 1 1	1 12	12 11/05/90 LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING
WA TUMWATER SCHOOL DISTRICT 601 MCPHEE R SW OLYMPIA, WA 98502 GAIL STRAUS 206-754-2946	N	1 PK-1	4	1	4	4	3	35	27	09/12/90	LEA
WA VANCOUVER SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	2 PK-K	2	1	2	2	24	24	24	11/05/90	LEA
WA WASHINGTON SCH FOR DEAF 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	11	11	11	11/05/90	LEA
WA WASHINGTON SCHOOL - BLIND 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	11	11	11	11/05/90	LEA
WA WASHOUGAL SCHOOL DISTRICT 1313 NE 134TH S VANCOUVER, WA 98685 CAROL HALL 206-574-3216	N	1 PK-K	1	1	1	1	27	27	12	11/05/90	LEA

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERV	OF	FUNDING		
CONTACT PERSON												
WA YACOLT SCHOOL DISTRICT	N	1	PK-K	1	1	1	1	1	12	12	11/05/90	LEA
1313 NE 134TH S												
VANCOUVER, WA 98685												
CAROL HALL												
206-574-3216												

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT ADDRESS CONTACT PERSON TELEPHONE #	TYPE SERV SCH	# GRADES	# ROOMS	ADMIN TCHR	AIDE	SPEC	#CHILDREN SCRND	SERVD	DATE BEGUN	TYPES OF FUNDING	AN
FL SEMINOLE COUNTY SCH DIST 1096 NORTH ST ALTAMONTE SPGS, FL 32701 DONNA ELLIS 407-831-4259	N	3	PK-K	3	2	3	30	30	10/15/92	LEA	
LA ORLEANS PARISH SCH DIST 1100 FLORIDA AV NEW ORLEANS, LA 70119 SARINTHA STRICKLAND 504-942-8200	N	15	PK-K	35	5	35	105	350	10/01/91	LEA	
MI GRAND RAPIDS PRE-PRIMARY 615 TURNER AVE. GRAND RAPIDS, MI 49504 KATHY BARKER 616-771-3195	N	14	PK-K	14	2	14	145	157	05/20/92	LEA	37
MI GRAND RAPIDS PRE-SCHOOL 615 TURNER AVE. GRAND RAPIDS, MI 49504 KATHY BARKER 616-771-3195	N	05	PK-K	27	3	27	297	297	05/20/92	LEA	72
MI GRAND RAPIDS RIDGEMR CDC 615 TURNER AVE. GRAND RAPIDS, MI 49504 KATHY BARKER 616-771-3195	N	2	PK-K	6	2	6	1	87	05/26/92	LEA	

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT ADDRESS CONTACT PERSON	TYPE # SERV SCH	GRADES # ROOMS	PK-K	PERSONNEL TCHR	AIDE	SPEC	SCRND	SERVD	DATE BEGUN	#CHILDREN	OF	TYPES
OH BROADMOOR ELEMENTARY 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	4	1	4	1	1	26	1	16	10/01/91 LEA
OH CHAGRIN FALLS SCHOOL DIST 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	1	5	2	10/01/91	LEA	
OH CHESTERLAND SCHOOL DIST 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	2	PK-K	3	1	3	3	1	7	10/01/91	LEA	
OH CONCORD SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	1	5	3	10/01/91	LEA	
OH EUCLID SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	1	5	3	10/01/91	LEA	

TABLE 2 : SITE STIMULATION - ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES					
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	BEGUN	OF	FUNDING
CONTACT PERSON											
OH KIRTLAND SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	5	3	10/01/91	LEA	
OH MADISON SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	5	3	10/01/91	LEA	
OH MENTOR SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	9	6	10/01/91	LEA	
OH NEWBURY SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	5	3	10/01/91	LEA	
OH RICHMOND HEIGHTS SCH DIST 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	5	3	10/01/91	LEA	

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES						
ADDRESS	SERV SCH	ROOMS	ADMIN	TCHR	AIDE	SPEC	SCRND	SERVD	OF	FUNDING		
CONTACT PERSON												
OH SALAM SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	2	PK-K	2		9	6	10/01/91	LEA			
OH WHITEHILL SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	1	PK-K	1	1	1	5	3	10/01/91	LEA		
OH WILLOUGHBY SCHOOL DISTRICT 18 BERWYCK DRIV AKRON, OHIO 44312 MARIA SARGENT 216-630-9038	N	2	PK-K	4	1	4	1	1	26	16	10/01/91	LEA

TABLE 2 : SITE STIMULATION -- ERIN OUTREACH PROGRAM

ST SCHOOL DISTRICT	TYPE #	GRADES #	PERSONNEL	#CHILDREN	DATE	TYPES			
ADDRESS	SERV SCH	ROOMS ADMIN	TCHR AIDE SPEC	SCRND SERVD	BEGUN	OF			
CONTACT PERSON	FUNDING								
NH GOFFSTOWN SCHOOL DISTRICT 11 SCHOOL ST GOFFSTOWN, NH 03045 ALICE BEYRENT 603-497-4818	N	5 PK-K	5	2	5	5	77	11/07/91	LEA
NH MANCHESTER SCHOOL SYSTEM 49 ASHLAND ST MANCHESTER, NH 01304 NANCY EVANS 603-624-6325	N	1 PK-K	2	1	2	2	29	11/07/91	LEA

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All sites chose the level of the ERIN Program appropriate to their needs. Each level of program intensity involves implementing all seven of the components of the ERIN Program (see pp. 7-45 of the original proposal for detailed description). See Figure 1a for a quick summary and the original proposal for more detail.

- Screening/ Child Find
- Further Observation/ Evaluation
- Individual Education Program
- Teaching Strategies and Techniques - Participation
- Teaching Strategies and Techniques - Information Processing Skills
- Home/ School Partnership
- Coordinated School Program

ACTIVITIES IN STIMULATING SITES:

Activities which are geared toward stimulating sites fall into four basic categories: Pre Adoption Planning, Program Planning with Coordinators, Teacher Training for Program Implementation, and Site Support. Each of these activities are briefly summarized below.

PreAdoption Planning:

Once a site has studied the ERIN Program, reviewed Sample Materials and decided to adopt the program, the Pre Adoption Planning Phase begins. With help from ERIN, each site completes an Adoption Agreement which outlines the rest of the contact with ERIN. A local coordinator director is chosen as the responsible agent in dealing with ERIN. (See Sample Agreement Letter on next pages.) Through consultation, written and telephone contact, the following program planning items are decided.

- Goal of adopting the ERIN program
- Names(s) and responsibilities of local Director/Coordinator
- Who will use the ERIN Program; names and positions
- What ages and types of children will be served
- What administrative support will be provided
- What continuing teacher support will be provided
- A training schedule is prepared with target dates, activities and responsible personnel - both ERIN and Site.
- A detailed budget is prepared reflecting both site costs and ERIN costs - both actual and provided.

Program Planning for Director/Coordinators:

The Leadership Training Institute (LTI) is designed for local Director/Coordinators, those persons who are responsible for continuing the training and monitoring of the ERIN program in their site during the school year. The Institutes have the following purposes:

- To thoroughly acquaint local coordinators with the ERIN Coordinator Kit (see later description).

Figure 1a: ERIN PROGRAM LEVELS OF INTENSITY FOR YOUNG CHILDREN WITH SPECIAL NEEDS

PROGRAM COMPONENTS	SUPPORTIVE MAINSTREAMING (A)	SYSTEMATIC INDIVIDUALIZATION WITHIN GROUP SETTING (B)	INTENSIVE INDIVIDUALIZATION (C)
<p>GENERAL DESCRIPTION OF EACH LEVEL</p>	<p>General modification of learning environment to accommodate mild to moderate handicaps within the regular classroom teacher's program and style.</p>	<p>More detailed observation and individualized teaching, but within group-oriented setting; specialist may team with teacher in classroom.</p>	<p>Reorganization of total classroom program to meet special individual needs of in-depth educational plan monitored frequently.</p>
<p>SCREENING/CHILD FIND - to locate children requiring further observation/evaluation.</p>	<p>The preschool Screening System (PSS) is used (short pre-screen plus the total screen) with supporting informal observation to pick target children.</p>	<p>The PSS Cluster Score analysis, results of Parent Developmental Questionnaire, and more formal observation by the teacher/specialist to identify target child.</p>	<p>The PSS Scores are reviewed by a Placement Team which uses standard measures to identify program needs of the target child(ren).</p>
<p>FURTHER OBSERVATION/EVALUATION - to assess what special needs of which children need attention.</p>	<p>Follow-up classroom observation of the child & classroom environment/materials occurs naturally through response to organized presentations of curriculum.</p>	<p>The General DILS (Developmental Inventory of Learned Skills) and/or the ERIN Overview Classroom Observation Activities are utilized.</p>	<p>The detailed DILS and/or specific ERIN Classroom Observation Activities are used to pinpoint skill sequences.</p>
<p>INDIVIDUAL EDUCATIONAL PROGRAM (IEP) - to determine goals/objectives, teaching plan, and monitoring</p>	<p>The IEP for targeted handicapped children takes the form of a checklist noting the set-up and modifications utilized . . . A POST IROC PLAN.</p>	<p>The IEP is preplanned with specific teaching goals in each needed learning area determined from the DILS, and monitored quarterly.</p>	<p>A detailed IEP (organized under basic learning areas) stressing teaching sequences is set up following observation with the DILS. Monitoring of the plan occurs many times during the quarter.</p>
<p>TEACHING STRATEGIES AND TECHNIQUES - needed to accomplish the educational goals for groups/individuals.</p>	<p>Curriculum focuses on the teacher set-up of the classroom schedule and materials in the major learning areas, plus general modifications of content (cognitive) & motivational (affective) factors.</p>	<p>In addition to setting-up the environment and materials at a more detailed level, specific modifications to provide better cues, levels, motivations and rewards in each learning area are set up.</p>	<p>Detailed teaching sequences in attention/discrimination/sequence/memory/formulation/motor planning and control, and monitoring are set up on an individual basis.</p>
<p>HOME/SCHOOL PARTNERSHIP - of home/school in understanding the child and facilitating the IEP.</p>	<p>Enlistment of parents to be aware of learning emphases and child's progress in school and to work with the child at home.</p>	<p>More parent education (i.e., groups) to understand child's specific needs; may assist in the classroom or work at home in coordinated developmental programs.</p>	<p>Involve parent as co-educator at home and perhaps as classroom learner/participant; parent group for personal assistance, parent to parent support and decision-making.</p>
<p>COORDINATED SCHOOL PROGRAM - utilizing a range of over a span of years.</p>	<p>Classroom teacher is major planner/effector, with specialist and administrator providing general consultation/support/training.</p>	<p>Specialist consults with teacher and helps in classroom with observation/teaching; regular reviews by school building team.</p>	<p>Frequent meetings of teachers/specialists/administrators to facilitate in-depth teaching/help of aides/parents in classroom/home.</p>

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North Central Educational Service District

P. O. Box 1847, Wenatchee, WA 98807 • (509) 663-8741 or Scan 565-1436

August 23, 1990

Ms. Marian Hainsworth, Director
ERIN Outreach Program
376 Bridge Street
Dedham, MA 02026

Dear Marian,

North Central ESD is pleased to become an ERIN Outreach site. Our goal is to involve early childhood teachers from at least three school districts and assist them in furthering their developmentally appropriate programs which involve the full range of children, including low income, migrant, and native Americans. Each of the districts is currently providing or developing integrated preschool and/or kindergarten programs. We feel involvement with ERIN will enhance the teachers' skills and add to the quality of programming now available to the students.

As Special Education Preschool Coordinator, I will be the contact person/coordinator for the local ERIN program. I will be responsible for supporting/directing on-site training, acting as liaison between ERIN and our site, and for collecting and reporting information on children screened and served. At the present, our program plans to involve approximately 300 children in six schools. The exact number of children screened or identified is not known at this time as most of the schools hold screenings the first week of school.

Funding for ERIN is received through an N.D.N. grant and a subsidy from district 99-457 dollars. We have purchased and received the request materials and participants will provide most of the needed supplies for the "Make and Take" portion of the program. An on-site staff person will be available to assist in that regard.

I am looking forward to our coming involvement. Please call me if you have further questions or concerns.

Sincerely,

Cheryl Voorhis
Preschool Coordinator
North Central ESD

CV:nf

4484



North Central Educational Service District

P. O. Box 1847, Wenatchee, WA 98807 • (509) 663-8741 or Scan 565-1436

September 6, 1990

Ms. Marian Hainsworth
ERIN
17444 2nd St. E.
Redington Shores, FL 33708

Dear Marian:

It's been pleasant visiting with you regarding the upcoming ERIN training. I am looking forward to meeting you, Peter, and your new trainees, and am excited about my first introduction to the ERIN system.

I have enclosed the flyer sent to all participants with an attached memo regarding credit and other general information. At present we are expecting 18 participants with perhaps two extra aides. The materials have arrived, with the exception of the 4-6 Level Enricher Kit ordered August 31 by phone. We will also be providing a part-time staff person to assist with laminating during the Make and Take portion of the sessions.

As we discussed in our recent phone conversation, I have reserved two double, non-smoking rooms at the WestCoast Wenatchee Hotel for Wednesday, September 19. Your confirmation number is 082890JT. (Maps enclosed. Hotel phone: (509) 662-1234).

The enclosed Personal Service Contract is to ERIN for a total of \$3135.00. As we have discussed, we will be sharing costs with ESD 113. Each of us will pick up airfare for one trainer. Saturday expenses will be shared, and North Central ESD will cover Sunday through Wednesday expenses. The breakdown of the contract costs is as follows:

<u>Meals</u>	Saturday	1 person	\$ 26.00	
	Sunday-Wednesday	2 people	<u>208.00</u>	
		SUBTOTAL		\$ 234.00
<u>Lodging</u>	Saturday	Single	\$ 40.00	
	Sunday-Wednesday	Double @ \$50.52	<u>202.08</u>	
		SUBTOTAL		242.08
<u>Travel</u>	Airfare		\$459.00	
	Car Rental (partial reimbursement)		<u>100.00</u>	
		SUBTOTAL		559.00
<u>Contract Fee</u>	\$350/day x 2 trainers			<u>2100.00</u>
	TOTAL CONTRACT			<u>\$3135.00</u>

85
45

Ms. Marian Hainsworth

2

September 6, 1990

I will expect further communication with you regarding a final date for follow-up training. The districts will need this information by September 17.

The teachers and I are excited to begin the training. Call me if you have any questions or concerns at 664-0359 (Special Education) or 782-4087 (home).

Have a safe and enjoyable trip to this beautiful part of Washington.

Sincerely,



Cheryl Voorhis
Preschool Coordinator

CV:jr
Enclosures: 4

To demonstrate training techniques and materials for each of the basic modules in the ERIN Program.

To plan the training sessions for personnel from their sites - both ERIN Training and local training.

To plan local support activities for personnel from their sites.

To discuss the role and purpose of a local school planning team and to review and schedule program coordination activities for the year.

To develop a written training plan and time table for the year

LTI's are held either as separate training sessions or scheduled around the Teacher Training Workshops. See Table 3: ERIN Training Activities for a listing of the LTIs conducted during this current Outreach year.

Teacher Training for Program Development:

Teacher Training sessions are scheduled for the convenience of the sites and to minimize excess travel expense. They always range from 4-6 full days of training. For distant site, a typical training schedule includes initial training sessions (2-3 day workshop) at or near the beginning of the year. Two other workshop sessions are scheduled, together with site support visits, during the year; typically late fall and late winter. Another 2-3 days of training workshops will be included and timed to meet the implementation speed of the sites involved. For nearby sites, this training schedule may be spread over more sessions of shorter duration, for example, monthly half day sessions or 4-6 one to two day sessions over the year.

These sessions are aimed at classroom and home teachers, specialists or aides working directly with handicapped children. Other ancillary school personnel are invited as desired (administrators, psychologists, etc). The goals of each workshop are the following:

To fully understand the ERIN system - modules and accompanying screening and curriculum materials.

To feel comfortable enough with the modules under discussion that they can go back and implement them in their classroom.

To make some of the materials needed for implementation.

To practice assessment and teaching techniques on each other.

To complete an implementation plan with specific activities and timelines for the year.

Many training sessions were held during the current year. Table 3 lists these sessions, locations, dates, sites and their personnel who attended.

TABLE 3: ERIN TRAINING ACTIVITIES - 1989-93

LOCATION	DATE	TRAINOR	TYPE OF TRAINING
ESD 101 Spokane, WA	Oct 4-6, 1989	MH/PH	Teacher Training 12 Washington Sites
Colville School Dist Colville, WA	Oct 10-12, 1989	PH/MH	Teacher Training 1 Washington Site
Canton School Dist Canton, OH	Oct 13, 1989	PH/MH	Teacher Training 3 Ohio Sites
La No Regional Baton Rouge, LA	Oct 26-27, 1989	PH/MH	Teacher Training 6 Louisiana Sites
La No Regional Baton Rouge, LA	Oct 30-Nov 1, 1989	PH/MH	Teacher Training 5 Louisiana Sites
ESD 112 Vancouver, WA	Nov 6-7, 1989	PH/MH	Teacher Training 10 Washington Sites
ESD 121 Seattle, WA	Nov 9-10, 1989	PH/MH	Teacher Training 10 Washington Sites
Brevard County Cocoa Bch, FL	Dec 4-5, 1989	PH/MH	Teacher Training 1 Large Site
ESD 189 Mt Vernon, WA	Jan 16-18, 1990	PH/MH	Teacher Training 5 Washington Sites
Volusia County Daytona Beach, FL	Jan 22-23, 1990	PH/MH	Teacher Training 1 Large Site
La So Regional New Orleans, LA	Feb 8-9, 1990	PH/MH	Teacher Training 7 Louisiana Sites
Wakulla County Crawfordville, FL	July 23-26, 1990	CC/MH	Teacher Training 1 Florida Site
New Hampshire Reg Manchester, NH	Aug 20-21, 1990	CC/MH	Teacher Training 5 New Hampshire Sites
OHIO CERC Cleveland, OH	Sept 10-11, 1990	CC/MS	Teacher Training 9 Ohio Sites
ESD 113 Olympia, WA	Sept 12-14, 1990	MH/DC	Teacher Training 7 Washington Site

TABLE 3: ERIN TRAINING ACTIVITIES - 1989-93 Continued

LOCATION	DATE	TRAINER	TYPE OF TRAINING
No Central ESD Wenatchee, WA	Sept 17-19, 1990	PH/CC	Teacher Training 6 Washington Sites
ESD 121 Vancouver, WA	Nov 5-7, 1990	DC/CC	Teacher Training 13 Washington Sites
OHIO CERC Cleveland, OH	Dec 5, 1990	CC/MS	Teacher Training 9 Ohio Sites
No Central ESD Wenatchee, WA	Dec 10-1, 1990	PH/CC	Teacher Training 6 Washington Sites
ESD 113 Olympia, WA	Dec 13-4, 1990	MH/DC	Teacher Training 7 Washington Sites
OHIO CERC Cleveland, OH	Feb 6, 1991	CC/MS	Teacher Training 9 Ohio Sites
New Hampshire Reg Manchester, NH	Feb 14-5, 1991	DC	Teacher Training 5 New Hampshire Sites
Seminole County Altamonte Springs, FL	Feb 7, 1991	MH/PH	Teacher Training 1 Large Florida Site
ESD 121 Vancouver, WA	Mar 1-2, 1991	DC/CC	Teacher Training 13 Washington Sites
La So Regional New Orleans, LA	Mar 11-2, 1991	CC/DC	Teacher Training 7 Louisiana Sites
OHIO CERC Cleveland, OH	Mar 19, 1991	CC/MS	Teacher Training 9 Ohio Sites
New Hampshire Reg Manchester, NH	Mar 20-1, 1991	DC	Teacher Training 5 New Hampshire Sites
Seminole County Altamonte Springs, FL	Apr 20, 1991	MH/PH	Teacher Training 1 Large Florida Site
Seminole County Altamonte Springs, FL	Jun 11-3, 1991	CC	Teacher Training 1 Large Florida Site
Wakulla County Crawfordville, FL	Aug 12, 1991	KR	Teacher Training 1 Florida Site

TABLE 3: ERIN TRAINING ACTIVITIES - 1989-93 Continued

LOCATION	DATE	TRINOR	TYPE OF TRAINING
School District Grand Rapids, MI	Aug 19-21, 1991	CC/MS	Teacher Training 1 Large Site
Eastshore CERC Kirtland, OH	Oct 1-2, 1991	MS	Teacher Training 13 Ohio Sites
Jefferson Parish New Orleans, LA	Oct 1-2, 1991	SS/LV	Teacher Training 1 Large Site
Public Schools Goffstown, NH	Nov 7, 1991	DC	Teacher Training 2 New Hampshire Sites
Jefferson Parish New Orleans, LA	Dec 13, 1991	SS/LV	Teacher Training 1 Large Site
School District Grand Rapids, MI	Jan 7-10, 1992	CC/MS	Teacher Training 1 Large Site
School District Grand Rapids, MI	Feb 4-7, 1992	CC/MS	Teacher Training 1 Large Site
Seminole County Altamonte Springs, FL	Apr 11, 1992	MH/PH	Teacher Training 1 Large Florida Site
School District Grand Rapids, MI	May 18-22, 1992	KB/MS	Teacher Training 1 Large Site
School District Grand Rapids, MI	Aug 8-13, 1992	KB/MS	Teacher Training 1 Large Site
School District Grand Rapids, MI	Dec 9-10, 1992	KB/MS	Teacher Training 1 Large Site
School District Grand Rapids, MI	Dec 15-6, 1992	KB/MS	Teacher Training 1 Large Site
School District Grand Rapids, MI	Jan 6-7, 1993	KB/MS	Teacher Training 1 Large Site
TOTALS: 43 Training Workshops in 6 States			

Formal Training: In many sites, it is appropriate that additional training be given between ERIN facilitator visits. Sometimes this means adapting or adding to the content of regular staff meeting times; other sites have to find creative solutions to the problem of getting people together for planning and learning. Some coordinators have been more ready to assume this function than others.

ERIN staff supports the formal on-site training efforts in the following ways:

By pairing with the coordinator in presenting formal training which the coordinator later duplicates or extends.

By suggesting appropriate topics or activities.

By jointly planning the content and format of the training.

By supplying ERIN-A-V and print materials.

By serving as a "sounding board" for coordinator's training ideas.

By providing centralized training in coordinator functions.

The support functions listed above may take place within the scheduled site visits. Usually, they involve additional contact by phone and letter. They require development of support materials and much time and effort spent in getting materials to and from sites.

In-Classroom Visitation and Conferences: This type of support helps teachers turn ERIN concepts into practical applications for their own classrooms. Such contacts are motivating for both teacher and coordinator and take maximal advantage of the expertise of both. ERIN facilitator visits are useful but do not substitute for more regular contact, both in- and out- of the classroom, which the local specialists can provide.

An on-site facilitation visit is scheduled with every site trained during a particular year. An ERIN staff member visits each site and classroom to verify that ERIN components are present and site appropriate. At this time any necessary reinforcement takes place, end of year evaluations are discussed and schedule, and follow-up planning occurs.

Specific Evaluation forms were developed and collected at each training session. These forms reflect Teacher Satisfaction, Cognitive Learning and Implementation plans as well as Formative Feedback on Training Activities and devices. I am happy to report that our training sessions are very well received and get rave reviews. Since 95% of the personnel trained during these sessions complete the year and furnish ERIN with End of the Year implementation data on children served, it appears that our training approach is successful in that regard as well.

One of the reasons for the excellent follow through is ERIN's emphasis on local Curriculum Assistance and Monitoring. We work with the sites to develop a plan for these important activities; we try very hard to model it through our actions with coordinators, we are always available for consultation, information sharing or answering questions by phone, mail or in person. We also keep regular contact with our sites by mail or phone.

Site Support:

Much of the responsibility for supporting participants trained in ERIN is assumed by local coordinators and core staff. The development of this training capability within each site is the cornerstone of the ERIN training delivery system. It is not enough that ERIN be able to prepare and present effective learning experiences for participants; local personnel must be able to extend and reinforce these experiences, duplicate the training for others not being directly impacted by ERIN, develop creative offshoots and adaptations appropriate to their own sites. This strategy not only makes transfer of new knowledge into the real classroom situation more likely for present participants, but also makes it possible for each site to become an independent demonstrator of the ERIN model.

This "training of trainers" strategy puts a high priority on the support of ERIN's local site leaders. The responsibilities accorded to ERIN coordinators are great (See sample of Coordinator's log), but so is the level of support offered by ERIN staff facilitators: formal workshop presentations and in-classroom visitation/conferences. In addition, local coordinators serve as facilitators of more informal group meetings, make needed resources available to participants, and establish and maintain high levels of communication and motivation.

EVALUATION OF SITE STIMULATION

Evaluation of site stimulation takes two major forms; Documentation and Effectiveness. Personnel involved, children and families served, and training activities conducted locally, and by ERIN, are documented in the Log of Services to Children and Families (see figure 2 for a sample) and in the Coordinator's Log (see Figure 3 for a sample).

Assessment of Child Progress is conducted on at least a sample of, if not all of, the children in each site. These results are summarized on the Record of Child Progress (see Figure 4 for a Sample). Results are then double checked by ERIN and summarized in Table 4.

Replicating ERIN's total evaluation design has proved unfeasible for most of our Outreach Sites. Thus, ERIN has developed a simple way for participating school systems to utilize a part of this same procedure to assess child growth. Using the Preschool Screening System (PSS), the gains of children are assessed by the Expectancy Regression formula using Developmental Age Equivalent scores.

Ninety five percent of the Outreach Sites show child progress data affirming statistically significant developmental and cognitive changes attributable to the program alone. Note that the Outreach sites do as well as, and often better than, our original Demonstration Sites. Sites add other standardized tests as desired, however most of them find it economically impossible to retest the children at the end of each year; therefore results are delayed several years, the children often "outgrow" the original instruments and others are substituted making comparisons and statistical procedures difficult if not invalid.

Many of the sites also use the ERIN Developmental Inventory of Learned Skills (DILS) and accompanying profile of skills as part of the assessment package. Pre-post developmental gains on this "literature validated" criterion referenced scale provide other evidence of child progress. (See Figure 5 for a sample).

All teachers who complete the program and send the data detailed above receive an ERIN Implementation Certificate which documents their achievement. See Figure 6 for a sample.

FIGURE 2: ERIN LOG OF SERVICES TO CHILDREN AND FAMILIES

Shelton
 K and Callanan
 Shelton WA 98584
 Filed out by Marguett
 Date 6-13-90
 Phone No. 426 3017

CHILD'S NAME	AGE	PSS	EVALUATION	HANDICAPPING CONDITION	AREAS OF CURRICULUM SERVICE						SERVICES	
					ACADEMIC	COMM. / Und.	Exp.	Und.	Exp.	Self Social Skill		Org. Skill
W.A.	4-8	✓	ALPERN GOLD		✓	✓	✓	✓	✓	✓	✓	M
K.L.	5-0	✓	ALPERN GOLD		✓	✓	✓	✓	✓	✓	✓	L
M.O.	4-3	✓	A-B		✓	✓	✓	✓	✓	✓	✓	L
F.W.	4-8	✓		CP	✓	✓	✓	✓	✓	✓	✓	M
S.A.	5-4	✓	A-B		✓	✓	✓	✓	✓	✓	✓	M
A.S.	5-2	✓			✓	✓	✓	✓	✓	✓	✓	L
C.F.	5-4	✓			✓	✓	✓	✓	✓	✓	✓	N
F.H.	5-9	✓	A-B		✓	✓	✓	✓	✓	✓	✓	N
W.S.	6-1	✓			✓	✓	✓	✓	✓	✓	✓	N
D.P.	6-8	✓		GLD	✓	✓	✓	✓	✓	✓	✓	L
T.W.	6-4	✓		GLD	✓	✓	✓	✓	✓	✓	✓	N
(11)												

Fill out one sheet per teacher or for each logical classroom or group unit.

- List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
- List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

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Figure 3: COORDINATOR'S LOG OF MEETING

Facilitator	Date	Topic	Support Mechanisms	Staff that Attended
Shelley Johnson	February 1990	introduction - La Parke School	none	<p><u>Members:</u> Clara Kaulley, Sylvia Pedem, Edyle Pula, Sandra Chulotta, Yvonne Chaluma, Sue Spacone, Virginia Duarte</p>
Shelley Johnson	February 1990	Financial Monitoring System	none	<p><u>Members:</u> Sylvia Chulotta, Clara Kaulley, Jan Moriarty, Sandra Kaulley, Edyle Pula, Clara Kaulley, Virginia Duarte</p>
Shelley Johnson	March 1, 1990	"L. P." (La Parke School)	using ERIN'S Participation Crisis Copulations make it like	<p><u>Members:</u> Patricia, Maria Perez, Thelma Figueroa, Marta Lopez, Carmen Muller, Carmen Villeguez, Cristina Hernandez</p>
Shelley Johnson	April 13, 1990	Funding	none	<p><u>Members:</u> Sylvia Chulotta, Clara Kaulley, Jan Moriarty, Laura Steinmetz, Clara Kaulley, Clara Kaulley, Edyle Pula, Sandra Chulotta, Sue Spacone, Virginia Duarte</p>

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TABLE 4: ASSESSMENT OF CHILD PROGRESS - 1980-92
 PRE-POST PRESCHOOL SCREENING SYSTEM RESULTS
 EXPECTANCY REGRESSION ANALYSIS

#	TYPE OF SITE	# TCHRS.	# CHDN	TIME	GAIN
1	Specialized	1	7	7 mos.	21.0
2	Mainstream	1	8	6 mos.	8.6
	Mainstream	1	2	11 mos.	2.9
	Mainstream	1	4	11 mos.	10.3
3	Mainstream	1	2	7 mos.	6.3
4	Specialized	1	17	7 mos.	7.7
5	Specialized	1	3	9 mos.	2.2
	Specialized	1	10	11 mos.	3.2
6	Mainstream	1	8	11 mos.	4.6
7	Mainstream	3	10	8 mos.	8.1
8	Special and Mainstream	6	21	6-7 mos.	8.8
9	Specialized	1	8	8-9 mos.	10.6
10	Mainstream	4	8	4 mos.	6.2
11	Mainstream	1	3	7 mos.	3.7
12	Special and Mainstream	7	39	5-8 mos.	6.9
13	Special and Mainstream	6	43	6-9 mos.	7.1
14	Mainstream	6	14	8 mos.	13.8
15	Specialized	4	12	8 mos.	6.3
16	Specialized	1	8	8 mos.	6.7
17	Mainstream	1	7	4 mos.	7.3
18	Specialized	1	4	11 mos.	14.5
19	Mainstream	8	39	8 mos.	9.6
20	Specialized	2	15	8 mos.	12.7
21	Mainstream	1	2	5 mos.	4.7
22	Specialized	3	15	4 mos.	6.4
23	Mainstream	2	30	4 mos.	3.7
24	Mainstream	3	42	9 mos.	15.8
25	Specialized	1	3	6 mos.	11.1
26	Specialized	2	18	5 mos.	4.9
27	Specialized	7	47	7 mos.	8.0
28	Mainstream	3	53	7 mos.	8.1
29	Specialized	3	27	8 mos.	9.0
30	Specialized	2	10	8 mos.	7.3
31	Specialized	1	4	8 mos.	8.4
32	Specialized	4	21	9 mos.	4.1
33	Specialized	1	8	8 mos.	10.7
34	Specialized	1	11	7 mos.	3.1
35	Specialized	2	4	7 mos.	4.2
36	Specialized	3	4	8 mos.	11.6
37	Specialized	1	5	7 mos.	13.3
38	Specialized	2	16	9 mos.	9.2
39	Specialized	6	55	9 mos.	9.2
TOTALS		107	667	AVERAGE GAIN = 8.8 Extra Mos.	

Jan M

Figure 4: ERIN CLASS ASSESSMENT SUMMARY SHEET

Child, Age	AT THE BEGINNING OF THE YEAR									AT YEAR'S END			extra month
	(A) Assessment Results			(B) Parent D.O.			(C) Cluster Scores			Total PSS Score	Age at Post	Actual Growth Changes Noted	
	Total PSS	Site Range	✓ if at risk	RC Site	DII Site	MH Site	BAC Site	VIM Site	LANG Site				
William A 9-8	18	1	✓				3	1	1	49	5-5	16.4	10.3
Kent L 5-0	5	1	✓				1	1	1	35	5-9	15	10.9
Matt O. 4-3	24	1	✓				5	3	1	36	4-11	6.1	2.2
Franky 4-8	16	1	✓				1	1	1	40	5-5	12.3	6.5
Steven A 5-4	53	4	✓				2	5	8	74	6-0	21.7	14.6
Appollo S. 5-2	26	1	✓				1	1	1	48	5-10	12.3	7.1
Cara F 5-4	15	1	✓				1	1	1	35	6-1	10	5.46
Fred H 5-9	39	1	✓				4	2	1	68	6-5	25.5	19.9
William S 6-1	26	1	✓				1	1	1	36	6-10	5.1	.1
David P 6-8	52	2	✓				1	2	2	71	7-4	19.6	14
Trina W 6-4	42	1	✓				1	2	1	61	7-11	14.1	8.9
										91.3 / 11 =		8.3	
										avg. group gain			



Figure 5: ERIN DEVELOPMENTAL LEARNING PROFILE

Child's Name: Mitchell Birth Date: 7/15/87
 Teacher: Pat Plummer Evaluation Date(s): 10/89, 6/90
 Setting: Field - School Age (s): 3.3

LEVEL	PARTICIPATION		INFORMATION PROCESSING SKILLS				LEARNING PRODUCTS		
	SELF ORG.	SOCIAL	BODY AWARENESS & CONTROL	VISUAL/MOTOR	LANGUAGE	COGNITIVE	SELF CARE	PRE-VOCATIONAL	
5	1. Academics 2. Organizing 3. Monitoring	1. Social Participation 2. Social/Maturity	1. Body Attention and Discrimination 2. Body in Space Sequencing 3. Body Movement Memory/ Association	1. Visual Attention 2. Form Discrimination 3. Form Sequencing 4. Visual Memory/Assoc.	1. Auditory Attention 2. Sound Discrimination 3. Word/Sentence Sequencing 4. Language Memory/Assoc.	1. Directional Concepts 2. Time 3. Number/Quantity 4. Size 5. Color 6. Shape/Form.	1. Dressing 2. Feeding 3. Tolerating		
4 ⁺			4. Form. Body Movement Ideas 5. Plan. Movement in Space 6. Motor Control of Body Movements	5. Form. V-M Ideas 6. Plan. With a Tool 7. Motor Control of Arm/ Hand/Fingers	5. Form. Language Ideas 6. Plan. Sentence Construct. 7. Motor Control of Speech				
3 ⁺									
2 ⁺									





Certificate of Excellence

Awarded to

ESD 113, OLYMPIA, WASHINGTON
SHELTON PRESCHOOL AND KINDERGARTEN PROGRAM
SOUTH BEND PRESCHOOL PROGRAM
PIONEER PRESCHOOL PROGRAM
GRAPEVIEW KINDERGARTEN PROGRAM

for outstanding contributions to the education of young children with special needs

Using the ERIN Curriculum System, six teachers worked with children with special needs during the 1989-90 school year. The children were assisted in: PARTICIPATION, BODY AWARENESS AND CONTROL, VISUAL PERCEPTUAL MOTOR and LANGUAGE SKILLS/CONCEPTS. Using the Preschool Screening System, 43 children were assessed at the beginning and end of the school year. During an average 6-9 month period, the children gained an extra 7.1 months of growth over their expected growth during that time. This gain is statistically and educationally significant and demonstrates that teachers' efforts, using the ERIN Program, produced accelerated gains for children.

100

100

AWARENESS ACTIVITIES

Awareness activities are conducted by ERIN itself, by ERIN sites and through publications which describe ERIN or aspects of it (for example, Education Programs That Work).

ERIN sites are responsible for much of ERIN awareness activities and response. Word of mouth is one of our most powerful ways of interesting new sites. "Old" ERIN sites have been very active disseminators and many newspaper articles, radio shows, ERIN Orientation sessions and other formal workshops have been provided by them, with and without ERIN staff assistance, but often using ERIN A-V, print and display materials. Many visitors have also been oriented in this way. We are very proud of the "old" sites role in "spreading the word."

Since contact with the appropriate state education officials is part of the work with sites, awareness activities are also arranged through them. State Awareness conferences arranged by NDN State Facilitators have been a major method for finding new Outreach Sites in new states (See Table 5 ERIN Outreach Impact Indicator: Awareness Workshops and the section on State Involvement for further detail).

ERIN has and is continuing to develop print and A-V products to guide service delivery, curriculum application, and to train a wide range of staff and parents. Some of these materials are already in an attractive, self contained format. In the long run, the wide dissemination of such attractive, self-contained materials will attract and assist a wider range of users. As part of conducting an Outreach program, ERIN staff have and will continue to develop materials useful in Institutes, Workshops, Consultations or Evaluation. (See Product Development Section). ERIN's present print material has already been widely disseminated and brings in five to ten requests for information or new orders each week. (See Table 6 Awareness Impact Indicator).

We are fortunate that ERIN is already part of the dissemination activities of the National Diffusion Network. As part of this network, ERIN assisted the Office of Special Education-NDN Subnetwork develop an overview chart of Early Childhood Special Education Sites. This chart plus ERIN Awareness and Follow-up literature described later is in the hands of State Department of Education Early Childhood, Special Education and Training personnel as well as State Facilitators. This activity has generated much interest and potential adoptions of ERIN.

When new ERIN materials are perfected, a mailing is sent to each contact made through the above two sources. Mailing lists are organized by State so that, within states we are about to enter, specific mailings can also occur.

Logs of all mailings, conferences, presentations, etc., are made in the ERIN offices. Responses to Awareness Activities are logged. (Table 6: Outreach Impact Indicators: Awareness Information Requests, summarizes these Awareness Activities.)

TABLE 5 OUTREACH IMPACT INDICATOR: AWARENESS
 ERIN AWARENESS WORKSHOPS - 1989-93
 See Also Table 10: Mini Training Session

LOCATION	DATE	PRESENTOR	# ATTENDING
Preschool Conference Tampa, FL	July 27, 1989	SW	150
Ohio Conference Cleveland, OH	May 25, 1989	CC	42+
Statewide Conference Seattle, WA	Mar 12, 1990	MH/PH	72
DEC Albuquerque, NM	Oct 21-4, 1990	MH/PH	153
Cuyahoga County Cleveland, OH	Jan 24, 1991	CC	53
Seminole County Altamonte Springs, FL	Jan 28, 1991	KR	25
Northeast CERC Akron, OH	Feb 13-4, 1991	CC	37
Mideast CERC Columbis, OH	Feb 16, 1991	CC	43
Public Schools Columbus, OH	Mar 11, 1991	MS	148
Preschool SE Conf Dayton, OH	Apr 16, 1991	CC	35
Scuthwest CERC Cincinnati, OH	Apr 27, 1991	CC	39
Public Schools Wayland, MA	May 24, 1991	DC	11
Public Schools Grand Rapids, MI	Aug 22, 1991	CC/MS	15
Statewide Conference Seattle, WA	Mar 3, 1992	MH	62
Statewide Conference Ware, MA	Oct 28, 1992	DC	13

TOTALS: 15 Sessions in 7 States

STATE	J	A	S	O	N	D	J	F	M	A	M	J	COMMENTS
Alabama		1											
Alaska								1	11		1	11	
Arizona			1										
Arkansas													
California				1			1			11			
Colorado		1			1								
Connecticut	1												
Delaware			1				1						
D.C.	111						11					1	
Florida		1			1			1	11		1	1	
Georgia									11	1			
Hawaii	1												
Idaho				1			1						
Illinois		1											
Indiana													
Iowa													
Kansas													
Kentucky					1								
Louisiana									11		11		
Maine	1						11	1					
Maryland											11	1	
Massachusetts								1	1			1	
Michigan													
Minnesota													
Mississippi													
Missouri													
Montana													
Nebraska		1			1		1						
Nevada													
New Hampshire		1	11	1					11			1	
New Jersey										111	1	111	
New Mexico	11			11		1							
New York			1		11								
North Carolina													
North Dakota													

STATE	J	A	S	O	N	D	J	F	M	A	M	J	COMMENTS
Ohio		11				1							
Oklahoma											1		
Oregon										11			
Pennsylvania				1		1							1
Rhode Island	11		11				111						
South Carolina													
South Dakota													
Tennessee													
Texas									1				
Utah													
Vermont		1		1				11		11		1	
Virginia					1	11							
Washington										11	11	11	
West Virginia													
Wisconsin													
Virgin Islands									1				
Canada													
Outside U.S.	10		1			1						1	
YEAR TOTAL	10	9	8	7	7	8	9	6	13	12	12	13	114

BASIC DISSEMINATION STRATEGIES:

ERIN uses the following basic approach and strategies to find and select appropriate Outreach Sites:

Initial dissemination of the ERIN Model and Outreach opportunity through bulk mailings (n=500) and attendance at selected Awareness Conferences where substantial subsidies of expenses are provided.

Follow-up for interested sites includes more specific mailings and phone calls to interested groups.

Negotiations leading to an Adoption Agreement from potential Outreach Sites. ERIN selects the sites who complete the complicated negotiation process.

ERIN Awareness Literature.

Several different types of literature have been prepared by ERIN for distribution to the settings and/or individuals who a) request information about ERIN, b) purchase materials from ERIN, c) indicate an interest through sign-up at local/national conferences where ERIN has been presented, or d) who attend Awareness Activities on the ERIN Model.

The Green Flier: designed for mass mailings, this provides a generalized overview of the ERIN Model.

The White Program Description Booklet: intended to give a more indepth view, this booklet introduces the theoretical structure behind the ERIN Model and acquaints the reader with components and material resources used by the model.

The Rainbow Information Pamphlet: excerpted from the ERIN curriculum materials, this pamphlet represents actual activities, materials, and strategies as used in implementing the ERIN Program.

The ERIN Teacher sampler: collected and assembled during the collation of the ERIN Modules, this sampler amplifies the activities, materials, etc., so that teachers/coordinators can study the methods and determine their suitability and applicability for their program.

ERIN Awareness Presentations.

ERIN has received approximately twenty major awareness activity invitations during the last 1-1/2 years. Before an invitation is accepted, basic "components" which lead to a successful activity must be intrinsic to the activity.

ERIN personnel ascertain:

what the population make-up of the community(ies) is, for which the activity has been scheduled

what the state and local regulations are regarding early childhood education AND the length of time these regulations (if any) have been in existence

what type of survey/interest study was performed to determine the appropriateness of the ERIN Model of the target audience

what type of cooperation within the state department of education and auxiliary offices is represented

what depth of pre-planning has occurred -re: activity location(s), room assignment, and scheduling.

what other presenters in Early Childhood Special Education will be included.

If ERIN determines that the activity has been organized in a manner to allow both the presenter and audience to benefit and learn, the invitation is accepted.

Most conferences run between two and four days and require an average of two or three presentations each day (1 - 1 1/2 hours in length.) An introductory slide show supplements the demonstration materials and assists the presenter in conveying the essence of the ERIN Modules given the restricted time frame. The green flier and rainbow pamphlet are distributed to all those in attendance. For those individuals who seek additional information, the white booklet and teacher sampler may be given at the discretion of the presenter or they may be asked to request this second level of information from ERIN.

General Information Requests.

Letters, phone calls, or return stubs (back of rainbow pamphlet) are received daily at ERIN. The green flier and rainbow pamphlet are used in most cases to answer initial inquiries. All inquiries are logged by state and location so that any site showing interest beyond the preliminary investigation stage may be treated as a potential site. When this second level of involvement is attained, a personal contact from an ERIN staff member is warranted.

ERIN conducts a telephone interview to determine the level of intent and appropriateness of the ERIN Model for the potential adoption site. An Adoption Agency Contact Report Form is completed by the ERIN staff member and several questions are answered. If ERIN determines that the site in question has researched their needs and is prepared to enter into serious discussions

regarding adoption, the white booklet, teacher sampler, and (in many cases) loaner copy of selected sections of ERIN Teacher Kit is forwarded to the site for further investigation and staff familiarization.

Non-Traditional Contacts:

More often than desired, an individual or system will telephone or write stating their specific intent to adopt the ERIN Model. In many cases they have heard of the program through a friend or read about ERIN in literature not published by ERIN. When this occurs, an immediate interview is conducted and, if the site is viable, all ERIN literature is forwarded for them to peruse before entering into adoption negotiations.

The Adoption Negotiation:

Once contact has been established with a site and the exchange of information has been such that adoption appears appropriate, the adoption negotiations begin (see Stimulating Sites for more information.)

PRODUCT DEVELOPMENT

As discussed earlier, Print, A-V and Demonstration Materials are a very important aspect of ERIN's Outreach Strategy. The farther away sites are located and the fewer the contacts because of distance, the more important the ERIN Program Materials become. These materials undergo continual refinement and informal field trial. Table 7 summarizes the contents of all ERIN materials and the state of completion as of January 1993.

To make sure all materials were in accordance with 102-119 and 99-457, we revised all of the basic ERIN Program Materials - the Getting Started series was completely revised. A second program material for Birth to two; the LET'S BEGIN LEARNING series was developed. Consisting of four volumes; Sensory- Motor, Communication, Engagement and Thinking, over 1000 activity cards appropriate for either personnel working with young children or directly for the families to use at home were developed. Sensory Motor, Thinking and Communication have all reached the field trial stage and are presently in use by selected ERIN sites. The fourth volume, Engagement, was begun during this past year and is nearing completion.

We have made significant strides in updating and creating new training materials. Three copies of each of the Demonstration Materials (ERIN Enrichers) have also been completed and are on file in the ERIN Office. Four of the projected filmstrips have been completed. All filmstrips have also been transferred to videotape for ease of use by sites. Revisions of some of the coordinator guides were also completed although more work is still needed. The Workshop Guide for training ERIN site trainers was begun and brought to a field trial state.

The results of our informal field testing indicate that these materials are reasonably clear although there is always room for improvement. The fact that sites have been able to successfully use these materials to serve children in a statistically significant manner also confirms their quality. When sites are so distant that only 2-3 site visits could be made, the improvement in the materials is crucial to the success of our effort.

As you can see by the Outreach Impact Indicators - Table 8, the distribution and sale of these materials is also very important to stimulating new site adoptions. They also form the basis of the training activities that help teachers learn and implement the ERIN Program in their classrooms. All materials are available for purchase from the ERIN Office.

TABLE 7: ERIN PRODUCT DEVELOPMENT - 1989-93

TEACHER KIT CONTENTS/state	COORDINATOR KIT CONTENTS/state
GETTING STARTED IN ERIN - 3rd version GETTING STARTED IN PARTICIPATION-3rd ver. GETTING STARTED IN BAC - 3rd version GETTING STARTED IN VPM - 3rd version GETTING STARTED IN LANGUAGE - 3rd version	COORDINATOR GUIDE - 3RD version FILMSTRIPS - completed (7 filmstrips and tapes) VIDEOTAPE version - completed
TEACHING PARTICIPATION - completed Make It With Erin - Part. - completed	COORDINATOR GUIDE - 1st version FILMSTRIP - completed
TEACHING VISUAL PERCEPTUAL MOTOR - completed Make It With ERIN - VPM - completed	COORDINATOR GUIDE - 1st version FILMSTRIP - in rough slide tape
TEACHING LANGUAGE - 1st version Make It With ERIN - Language - 1st ver.	COORDINATOR GUIDE - 1st version FILMSTRIP - completed
TEACHING BODY AWARENESS AND CONTROL - comp. Make It With ERIN - 1st version	COORDINATOR GUIDE - 1st version FILMSTRIP - in rough slide tape
PARENT INVOLVEMENT - 2nd version	COORDINATOR GUIDE - rough draft
LETS BEGIN LEARNING - 1ST Version SENSORY-MOTOR - field trial edition THINKING - field trial edition COMMUNICATION - field trial edition ENGAGEMENT - Rough draft	
EVALUATION KIT - completed Preschool Screening System Developmental Inventory of Learned Skills General level - 0-8 years. Detailed level - VPM and Language Manual	FILMSTRIPS - 1st version VIDEOTAPE format - completed
Classroom Observation Activities - Overview	
UNIVERSAL PROPS KIT - complete	

TABLE 8: OUTREACH IMPACT INDICATOR: AWARENESS - MATERIALS DISTRIBUTION

	Distributed	Sold
Getting Started TEACHER KIT	2	685
Comprehensive TEACHER KIT	0	132
Getting Started COORDINATOR KIT	0	12
Comprehensive COORDINATOR KIT	0	7
GETTING STARTED IN ERIN	0	6
ERIN HIGHLIGHTS 0		0
ERIN SAMPLER	0	0
GETTING STARTED IN PARTICIPATION	0	59
TEACHING PARTICIPATION	0	7
MIWE PARTICIPATION	0	17
GETTING STARTED IN LANGUAGE	1	16
TEACHING LANGUAGE	0	2
MIWE LANGUAGE	0	1
GETTING STARTED IN VPM	0	15
TEACHING VPM	0	1
MIWE VPM	0	1
GETTING STARTED IN BAC	0	16
TEACHING BAC	0	0
MIWE BAC	0	0
HELPING INDIVIDUAL CHILDREN 1	0	102
HELPING INDIVIDUAL CHILDREN 2	0	68
STARTER SCREENING KIT	0	87
GETTING STARTED EVAL KIT	5	457
COMPREHENSIVE EVAL KIT	0	93
PSS MANUAL	30	294
CHILD RECORD FORMS (100/SET)	52	390
PARENT QUESTIONNAIRE (100/SET)	28	126
PSS SHORT FORM MANUALS	0	39
PSS SHORT FORMS (100/SET)	0	30

TABLE 8: OUTREACH IMPACT INDICATOR: AWARENESS - MATERIALS DISTRIBUTION
CONTINUED

DILS: GENERAL-INFANT	20	150
PRESCHOOL	10	684
PRIMARY	10	109
DETAILED: VPM	2	47
LANGUAGE	3	65
FILMSTRIP SLIDE/TAPES	0	5
UNIVERSAL PROP KITS	0	4
SPINNER BOARDS	0	6
PARENT INVOLVEMENT - COMP	0	5
COORDINATOR GUIDES	0	11
GETTING STARTED ENRICHER KITS	39	453
BILINGUAL MATERIALS: SPANISH MANUALS	8	19
SPANISH CRFS	9	1400
SPANISH DQS	9	700
PORTUGUESE MANUALS	9	5
PORTUGUESE CRFS	9	50
PORTUGUESE DQS	9	0
CHINESE MANUALS	9	5
CHINESE CRFS	9	75
OTHER LANGUAGES MANUALS	9	24
OTHER LANGUAGES CRFS	9	375
CONCEPT BOOKS	9	144
THEME BOOK SETS	8	123
LET'S BEGIN LEARNING-SETS	9	88
COMMUNICATION	3	
SENSORY MOTOR	3	
THINKING	3	

ERIN staff participate in various interagency state wide networks of Early Childhood Special Education professionals where ERIN is discussed and information disseminated. ERIN has always worked closely with the Mass. State Department of Education, Early Childhood Project whenever possible. The Massachusetts consortium of HCEEP projects meet at least once a year.

ERIN has participated actively in developing the Massachusetts Early Childhood State Plan, in revising the Certification Standards for Early Childhood Special Education, and in working with other state agencies that serve young children in Massachusetts - Office for Children, Department of Mental Health, and Department of Public Health. Since most of these goals have been accomplished, no new activity is to be reported this year.

College Liasons:

Several colleges continue to give credit to ERIN Trainees. Wheelock College and Lesley College are both small prestigious schools with strong early childhood departments and a particular interest in special education. The Office for Children (the Mass. Early Childhood Licensing agency) has approved the ERIN Training for the course in Special Needs required for Head Teacher certification and for two Special Needs courses needed for Approval as a Special Education Consultant to an Early Childhood Program. These certification and approvals are needed to officially serve as a mainstream site in Massachusetts. Central Washington University has been established as the IHE for granting credit to participants in the ERIN Program. Three credits can be obtained from formal ERIN training. This was established by the State personnel to further the use of the ERIN Model in their state. ERIN Demonstration Programs serve as Student Teacher Placement sites for many colleges.

TABLE 9: MINI TRAINING SESSIONS
1989-93

LOCATION	DATE	STAFF	TYPE OF TRAINING
Public Schools Baton Rouge, LA	Feb 5, 1990	PH/MH	25 - TRAINING Comprehensive Level
Public Schools Baton Rouge, LA	Feb 6, 1990	PH	27 - TRAINING LBL level
Midwest CERC Columbus, OH	Feb 22, 1991	CC	33 - TRAINING Extended Overview
Public Schools Goffstown, NH	May 11, 1991	DC	19 - TRAINING DILS
Public Schools New Britain, CT	June 24-5, 1991	DC	21 - TRAINING Environment/Participation
<hr/>			
TOTALS: 5 Sessions in 4 States			

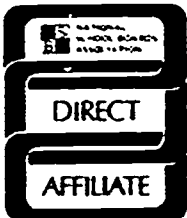


APPENDIX:

Sample Site Documentation:
Washington ESD 113

Educational Service District 113

ARNOLD N ANDRING
ASEROEEN
GERALDINE BROOKS
SMELTON
HAROLD L ANDERSON
OLYMPIA
DUANE CHURCH
MORTON
CARL SNYDER
MONTESANO
ALAN NEVITT
REYNOLDS
PAULA YANTIS
TENINO
FRED TIDWELL
SUPERINTENDENT



Marian Hainsworth
Early Remediation Intervention Network (ERIN)
376 Bridge Street
Dedham, Massachusetts 02026

Dear Marian:

The ERIN sites from Educational Service District 113 of the State of Washington would like to express our appreciation and gratitude to all of the ERIN staff for making it possible for us to be involved in a very valuable preschool training program. Your program has much to offer high risk preschool children, and the staff that work with them. We view it as an exemplary working model to be implemented wherever possible.

This program has provided existing preschool programs with a definite systematic structure. I feel we have quite a diverse group of staff in terms of teaching styles and experience pertaining to handicapped children. Each teacher has taken the program and adapted and implemented the concepts into her classroom to the maximum extent possible for a first year program.

All teachers presently involved in the project fully intend to carry out the program in their classrooms next year. We will be planning a workshop for these teachers during the latter part of August as a warm up to the beginning of the new school year.

We are extremely pleased with all of the materials and resource guides. We have found them all to be an immense help and intend to continue to build on and acquire further materials next year.

We hope to have the opportunity to get together next year. If there are trainings in any part of Washington for next year, please keep us in mind.

Thank you again.

Sincerely,

A handwritten signature in cursive script that reads 'Claire Williams'.

Claire Williams
Inservice Training Coordinator
Educational Service District 113

CW:mm

A-1

LOG/DESCRIPTION OF TRAINING - ESD # 113

Three on-site trainings were conducted at Educational Service District 113 in Olympia, Washington by ERIN trainers; Marian Hainsworth and Novelle Boone. The initial training was held August 17, 18, 19 and focused on Getting Started and Participation activities. Following is a list of those participants in attendance at the initial training:

Shelton	(Shanna McVicar	- Regular Kindergarten
	(Joyce River	- Preschool Handicapped
	(Jan Marquett	- Preschool Handicapped
Pioneer	(Esther Mallgren	- Preschool Handicapped/Regular Kindergarten
	(Ruth Tuson	- Special Ed. Resource Room
South Bend	(Pat Pearson	- Preschool Handicapped
	(Cindy Probasco	- Preschool Handicapped/Secondary Resource Room
Yelm	(Sue Sugarbaker	- Elementary Resource Room

Claire Williams, Inservice Training Coordinator for ESD #113, and Joann Hunter, Inservice Training Coordinator from ESD #114 served as ERIN coordinators for the programs in their areas. Cindy Fisher of Wallace, Idaho attended in the capacity of trainer/coordinator for her area.

The training was very well received. Most participants implemented the new programs with much enthusiasm; however, two teachers from the Yelm and Pioneer School Districts who had older resource room students did not feel the program could be adapted to meet their students' needs. These two teachers subsequently removed themselves from the project. One of these slots was quickly filled by Terry Hughes, a regular kindergarten teacher from the Grapeview School District.

The second training provided by Marian and Novelle was held on December 3-4 at Educational Service District 113 in Olympia. The following eleven participants were in attendance: Shanna McVicar, Joyce River, Jan Marquett, Esther Mallgren, Pat Pearson, Cindy Probasco, Terry Hughes, Joann Hunter, Cindy Fisher and Claire Williams. The content of this training centered totally around the Language module of ERIN. An excellent group discussion and exchange occurred

A-2

at this time. Participants were very excited about the resource manuals made available. The Make It and Take It sessions proved to be a definite highlight.

the Visual Perceptual Motor training was conducted by Claire Williams at the Shelton School District. Those in attendance at that session were: Joyce River, Jan Marquett, Pat Pearson, Cindy Probasco, Esther Mallgren and Terry Hughes. The group spent most of the time discussing the seven categories of VPM - their definitions and applications. One period was spent viewing all of the demonstration materials. Teachers were given starter sets of several of these materials.

In conjunction with the follow up on-site visits to the districts, a Body Awareness and Control workshop was presented by Marian Hainsworth. This session completed the formal training pertaining to all components of the ERIN program. Those in attendance at this workshop were: Shanna McVicar, Joyce River, Jan Marquett, Louise Geist, Teacher's Aide with Joyce and Jan, Pat Pearson and her aide Merilee Jenks from South Bend, Terry Hughes and Esther Mallren. Two other aides who have been actively involved in the implementation of ERIN at the preschool level were not able to attend this last training. These were: Theda Jackson of Shelton and JoAnn Seaton of South Bend.

Parents of students have also been involved in the ERIN program in varying degrees throughout the year in different sites.



Shelton

Classroom Margaret

Date 6-13-90

K and Callanan

Shelton WA 98584

Phone No. 426 3017

TEACHER NAME	CHILD'S NAME AND AGE	PSS	EVALUATION		HANDICAPPING CONDITION OR KNOW	AREA OF CURRICULUM SERVICE						PARENT SERVICES F=Fully Moderate L=Little R=Not Involve			
			LIST OTHER EVALUATIONS	DIFF		ADAPTATION NEEDS	IMP	COMM	UND	EXP	LANG		SELF ORG	FACT	
JM	W.A. 4-8	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	M
	K.L. 5-0	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	L
	M.O. 4-3	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	L
LG	F.Y. 4-8	✓			CP	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
	S.A. 5-4	✓			A-B	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
JM	A.S. 5-2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	L
	C.F. 5-4	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	F.H. 5-9	✓			A-B	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
CDS (AREA)	W.S. 6-1	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	L
	D.P. 6-8	✓			SLD	✓	✓	✓	✓	✓	✓	✓	✓	✓	L
	T.W. 6-4	✓			SLD	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
IR	(ID)														

Fill out one sheet per teacher or for each logical classroom or group unit.

- List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
- List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.
- Check subareas that children received curriculum support in. Circle subareas included in IEP.

Jan M

ERIN CLASS ASSESSMENT SUMMARY SHEET

CHILD NAME	AT THE BEGINNING OF THE YEAR									AT YEAR'S END			extra months
	(A)			(B)			(C)			Total PSS Score	Age at Post	Actual Growth Changes Noted	
	Total PSS	Age Range	% at risk	RI	DII	MI	BAC	VIM	LAN				
Score			File	File	File	File	File	File					
William A 9-8	18	1	✓				3	1	1	49	5-5	16.4	10.3
Kent L 5-0	5	1	✓				1	1	1	35	5-9	15	10.9
Matt O. 4-3	24	1	✓				5	3	1	36	4-11	6.1	2.2
Frank Y 4-8	16	1	✓				1	1	1	40	5-5	12.3	6.5
Steven A 5-4	53	4	✓				2	5	8	74	6-0	21.7	14.6
Appelo S. 5-2	20	1	✓				1	1	1	48	5-10	12.3	7.1
Cara F 5-4	15	1	✓				1	1	1	35	6-1	10	5.46
Fred H 5-9	39	1	✓				4	2	1	68	6-5	25.5	19.9
William S 6-1	26	1	✓				1	1	1	36	6-10	5.1	1
David P 6-8	52	2	✓				1	2	2	71	7-4	19.6	14
Trina W 6-4	42	1	✓				1	2	1	61	7-11	14.1	8.9

91.3 / 11 = 8.3
 avg. group gain



City: Shepton Filled out by: J. Kupper Date: 6-1-70

Address: Mt. View Etc., Columbia + 1st, Shelton, Conn. Phone No. 926 3017

TEACHER(S)	CHILD'S NAME	AGE	DATE	EVALUATION OTHER TESTS	HARDI-CAPPING CONDITION IF KNOWN	AREAS OF CURRENT INTEREST				PARENT SERVICES Fully = Little = Not Involve	
						Acquisi-tion	Contex-tual	VR	LABG		
J. Trivier	B. A.	3-9	-	Alper/Bell		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	M
	E. F.	3-6	-	Alper/Bell & PHS	Downs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	M
	R. I.	5-2	-	Alper/Bell	Downs Syndrome	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	M
T. Jackson	E. J.	5-2	-		Did not return after Christmas						
	J. K.	6-5	-	Alper/Bell & PHS		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	M
	H. L.	5-9	-	Alper/Bell	Downs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	M
	J. L.	6-2	-	Alper/Bell	Mental Retardation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	M
SPECIALISTS											
	J. Miranda										
	CDS (AREA)	Peabody Picture Vocab. and Goldman-Fristoe test of articulation									
	T. BARNISON	was also given to each by CDS									
	CT (AREA)										

- Fill out one sheet per teacher or for each logical classroom or group unit.
- List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
 - List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

ERIN CLASS ASSESSMENT SUMMARY SHEET

Child Name	AT THE BEGINNING OF THE YEAR									AT YEAR'S END		
	Student Results			Parent D.O.			Cluster Scores			Total PSS Score	Age at Post	Changes Noted
	Total PSS	At Risk	At Risk	BC tile	DH tile	MH tile	BAC tile	VPM tile	LANG tile			
1. <i>[Handwritten Name]</i>	12	1	0				1	1	1	27	4-6	17.5
2. <i>[Handwritten Name]</i>	13						1	1	1	23	6	15
3. <i>[Handwritten Name]</i>	22	1	1				1	2	1	-		
4. <i>[Handwritten Name]</i>	7						1	3	1	47	6-8	14.7
5. <i>[Handwritten Name]</i>	25	1	0				1	1	1	27	6-6	3.5
6. <i>[Handwritten Name]</i>	14		1				1	1	1	20	6	3
7. <i>[Handwritten Name]</i>	22		1				2	2	1	15	4-6	-2

used in 100

used in 100

Site: Shelton, Beach Classroom Kelgo: Mt. Vernon Filled out by: Veronica Melnikova Date: 5/26/90
 Address: Ko Callanga Phone No. 426-8561

PERSONNEL	LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 5/1/81	EVALUATION			HANDICAPPING CONDITION IF KNOWN	AREAS OF CURRICULUM SERVICE						PARENT SERVICES F=Fully M=Moderate L=Little N=Not Invol		
		PSS	DILS	LIST OTHER EVALUATIONS		BAC		VPM		LANG			PART	
						Awareness	Control Und.	Exp.	Und.	Exp.	Self Org.		Social Skills	
	C.A. 5.8	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	A.B. 5.5	✓		Special	D.H.	✓	✓	✓	✓	✓	✓	✓	✓	N
	B.B. 5.10	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	S.B.* 5.2	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	M.B. 5.11	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	N.B. 5.11	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	L.D. 5.8	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	J.F.	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	R.H. 5.6	✓				✓	✓	✓	✓	✓	✓	✓	✓	N
	S.K. 6.1	✓		Special Ed	D.H.	✓	✓	✓	✓	✓	✓	✓	✓	N
	J.L. 6.0	✓				✓	✓	✓	✓	✓	✓	✓	✓	M
	J.B.L. 5.11	✓		Special Ed	D.H.	✓	✓	✓	✓	✓	✓	✓	✓	N

Fill out one sheet per teacher or for each logical classroom or group unit.

- List staff names and specialists involved (Speech and Language, Occupational/Physical therapist, Psychologists). Star (*) those who have participated in ERIN training in any way.
- List initials of all children served. Mainstream settings, circle names of target children. Each target child must have a profile and IEP.

(AREA)

ERIN LOG OF SERVICES TO CHILDREN AND FAMILIES

Date _____

Filled out by _____

Classroom _____

Site _____

Phone No. _____

Address _____

PERSONNEL	LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 9/89 Initials Age	EVALUATION			HANDICAPPING CONDITION IF KNOWN	AREAS OF CURRICULUM SERVICE										PARENT SERVICES F=Fully M=Moderate L=Little N=Not Invol		
		PSS	DIS	LIST OTHER EVALUATIONS		BAC		VPE		IARC		PART		Social Skill				
						Avail-ness	Control	Und.	Exp.	Und.	Exp.	Self Org.	Exp.					
	K.M. 5.2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M
	E.M. 5.2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	G.O.* 5.5	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	E.A. 5.7	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	C.R. 5.10	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	S.R.* 6.2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	F.R. 5.9	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	S.S. 5.1	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	S.S. 6.2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	A.S. 5.10	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	L
	G.T.* 6.2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
	M.Z.* 5.7	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N

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ERIN CLASS ASSESSMENT SUMMARY SHEET

Child/Age	AT THE BEGINNING OF THE YEAR										AT YEAR'S END			Exp. D: DA
	Screening Results			Parent D.O.				Cluster Scores			Total PSS Score	Age at Post.	Changes Noted	
	Total PSS	Vile Kinest	Vif it s. style	EC style	DH Vile	MH Vile	BAC Vile	VTM Vile	LANG Vile					
5.8 Cassie Ayles	45	3	52.0					3	5	1	100	6.1	74.2	77.2 - 2
5.5 Amy Rasch		5												
5.10 Beth Birch	69	6	73.0					8	8	3	70	6.2	74.2	77.2 - 2
5.2 Sheryl Bragg	48	3	53.8					5	7	1	72	5.9	76.6	59.8 + 16
5.11 Mandi Brewer														
5.11 Dawn Bressan	47	3						1	4	1	64	6.7	8.3	
5.8 Lisa Diemer		8												
Jessad Frue		5												
5.6 Richie Hutchins		8												
5.1 Jason Kruger	* Special	58	20					7	4	1				
5.0 Jeff Larimer	52	3						4	7	1	82	6.8	19.8	
5.11 Jon & Lewis		5												
5. Kira Mackl		7												
5.2 Elaine Richter		3						7	10	2				
5.5 Gabe Olson		4												
5.7 Emily Gunn		7												
5.10 Cheryl Ragan		9												
5.2 Scott Rose		8												
5.9 Frankie Ruck		8												
5.1 Sara Sams		4												
5.2 Stacey Schar		5												
5.10 Amy Stark		7												
5.2 Gene Trevitt	42	1	50.4					1	1	1	58	6.5	61.6	52.4 + 9..
5.7 Mike Zerker		8												





Site South Bend Classroom Pre-School Filled out by Merrilee Jenks Date _____

Address P.O. Box 437 Phone No. (206) 875-5707

PERSONNEL	LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 9/30	EVALUATION			HANDICAPPING CONDITION IF KNOWN	AREAS OF CURRICULUM SERVICE								PARENT SERVICES F=Fully M=Moderate L=Little I=Not Invol	
		PSS	DILS	LIST OTHER EVALUATIONS		BAC		VPM		LANG		PAK			
						Awareness	Control	Und.	Exp.	Und.	Exp.	Self Org.	Social Skill		
TEACHER(S)	J.B.*# 6.1	X	X	no	D.D.	X	X	X	X	X	X	X	X	X	F
PRN PERSON	J.M.*# 5.7	X	X	no	D.D.	X	X	X	X	X	X	X	X	X	L
OTHER STAFF	J.D.*# 5.10	X	X	no	D.D.				X	X	X	X	X	X	F
Merrilee Jenks	R.R.* 5.9	X	X	no	D.D.				X	X	X	X	X	X	M
JoAnn Norton	M.N.*# 5.2	X	X	no	D.D.				X	X	X	X	X	X	L
	D.C.* 5.5	X	X	no	D.D.				X	X	X	X	X	X	N
	M.G.* 5.6	X	X	no	D.D.				X	X	X	X	X	X	N
SPECIALISTS	B.M.*# 5.1	X	X	no	D.D.				X	X	X	X	X	X	L
Paula *	E.T.*# 6.2	X	X	no	D.D.				X	X	X	X	X	X	L
C.D.S. (AREA)															
Dave # School Psychologist (AREA)															

Fill out one sheet per teacher or for each logical classroom or group unit.

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- Check subareas that children received curriculum support in. Circle subareas included in IEP.

Site South Bend Classroom Pre-School Filled out by Merrilee Jenks Date _____
 Address P.O. Box 437 Phone No. (206) 875-5707

PERSONNEL	LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 9/86		EVALUATION			HANDICAPPING CONDITION IF KNOWN	AREAS OF CURRICULUM SERVICE						PARENT SERVICES F=Fully M=Modurate L=Little N=Not Invol			
	Initials	Age	PSS	DISS	LIST OTHER EVALUATIONS		BAC		VPM		LANG			PART		
							Awareness	Control	Und.	Exp.	Und.	Exp.		Und.	Exp.	Self Org.
TEACHER(S)	G.V.*	3.10	X	Y	no	D.O.			X	X	X	X	X	X	X	L
TEACHER(S)	L.D.*	4.3		Y	no	D.O.					X	X	X	X	X	L
TEACHER(S)	M.K.*	4.10	X	X	no	D.O.					X	X	X	X	X	N
TEACHER(S)	S.R.*#	3.3	X	X	no	D.O.			X	X	X	X	X	X	X	L
TEACHER(S)	M.D.*#	3.3	X	X	no	D.O.			X	X	X	X	X	X	X	L
TEACHER(S)	A.C.*	5.6	X	X	no	D.O.					X	X	X	X	X	N
SPECIALISTS	Paula *															
SPECIALISTS	C.D.S. (AREA)															
SPECIALISTS	Dave # School Psychologist (AREA)															

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- Check subareas that children received curriculum support in. Circle subareas included in IEP.

SUMMARY SHEET

AT THE BEGINNING OF THE YEAR										AT YEAR'S END		
Child/Age	(A) Screening Results			(B) Parent D.O.			(C) Cluster Scored			Total PSS Score	Age at Post	Changes Noted
	Total PSS	Site Range	/ if at risk	MC site	DM site	PH site	BAC site	VPM site	LANG site			
	J.B. 6.1	42	1	X				1	2			
J.M. 5.7	29	1	X	19	3	14	5	3	3	-----	-----	-----
J.D. 5:10	48	1	X	17	1	6	4	5	1	60	6.2	6.7
R.B. 5.9	58	4	X				7	1	9	62	6.5	-3.2
M.N. 5.2	46	2	X				4	7	4	-----	-----	-----
D.C. 5.5	51	2	X				2	8	1	44	5.11	-9.1
M.G. 5.6	44	1	X				6	4	1	60	6.1	20.9
B.M. 5.1	21	1	X				1	2	1	38	5.8	4.2
E.T. 6.2	56	2	X				6	5	6	71	6.4	14.0
G.R. 3.10	29	1	X				1	1	1	43	4.6	11.6
L.D. 4.3	21	1	X				1	1	1	19	4.11	9
M.K. 4.10	16	1	X				2	1	1	10	5.2	-5.5
S.R. 3.3	16	1	X				5	2	1	32	3.11	2.5
M.G. 3.3	11	1	X				2	2	1	31	3.10	5.7
A.C. 5.6	23	1	X				1	1	1	42	6.1	6.3

Filled out by E. Maltgren Date _____

Classroom Develop Handic.

Site Forest

Phone No. _____

Address _____

LIST INITIALS OF CHILDREN SERVED AND AGE AS OF 4/30/81	EVALUATION			HANDICAPPING CONDITION IF KNOWN	AREAS OF CURRICULUM SERVICE								PARENT SERVICES F=Fully L=Little N=Not Invol		
	PSS	DILES	LIST OTHER EVALUATIONS		BAC		VTM		LANG		PART				
					Avareness	Control	Und.	Exp.	Und.	Exp.	Und.	Exp.		Self O.I.G.	Social Skill
B.V.* 4.6	✓	✓	Alphabet /o/k	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
S.C. 4.11	✓	✓	Very Hard to tell	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
T.V.* 3.6	✓	✓	"	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
L.H. 5.3	✓	✓	"	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
B.B.* 4.1	✓	✓	Alphabet Ball	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
D.I.* 6.4	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N
+3 came in last spring															

PERSONNEL _____

TEACHER(S) _____

OTHER STAFF _____

SPECIALISTS

Maureen Hirsch*

Speech (AREA)

(AREA)

"A" # 137

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ERIN CLASS ASSESSMENT SUMMARY SHEET

Child/Age	AT THE BEGINNING OF THE YEAR									AT YEAR'S END			
	(A)			(B)			(C)			Total PSS Score	Age at Post	Changes Noted	
	Total PSS	Site Range	✓ if at risk	BC Site	DH Site	MH Site	BAC Site	VEN Site	LANG Site				
B.V. 4.6	16	1	✓	---	---	---	3	2	1	✓	34	5.2	3.7
S.C. 4.11	33	1	✓	---	---	---	3	2	3	✓	52	5.7	4.8
T.V. 3.6	18	1	✓	---	---	---	4	2	1	✓	41	4.3	5.3
L.H. 5.3	32	1	✓	---	---	---	6	1	1	✓	65	5.11	17.8
B.B. 4.1	30	1	✓	---	---	---	1	1	1	✓	49	4.10	14.2
D.I. 6.4	34	1	✓	---	---	---	1	4	1	✓	65	6.11	18.3 *

Used younger norms



BEST COPY AVAILABLE
LOG OF SERVICES TO CHILDREN AND FAMILIES

Site: Grapeview, Elm. School, Regular Kindergarten, started out by Terry Hughes, Date 5-10-90
 Address: P.O. Box 108, Grapeview, WA 98537
 Phone No. 206-426-4121

PERSONNEL	LIST INITIALS OF CHILDREN SERVED AND AGE	EVALUATION		HANDICAPPING CONDITION IF KNOWN	AREAS OF CURRICULUM SERVICE:						PARENT SERVICES F=Fully H=Moderate L=Little N=Not Invol		
		ESS	DISS		LIST OTHER EVALUATIONS	BAC Awareness	VPK Control	VPK Und. Exp.	LANG Und. Exp.	LANG Org. Skills		FAPE Social Skills	
TEACHER(S) Terry Hughes	CH 5.0 KH 5.0	✓	✓										M
OTHER STAFF	SB 5.1 JB 5.0	✓	✓	(chart)									M
													L
													N
SPECIALISTS													
Maureen Besh													
CDS (AREA)													
Dave Greaves													

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erry Hughes,

ERIN CLASS ASSESSMENT SUMMARY SHEET

Child Age	AT THE BEGINNING OF THE YEAR										AT YEAR'S END			Exp. DR. 0	
	Special Education			Parent D.O.			Disorder Reported				Total PSS Score	Age at Post	Changes Noted		
	Total PSS	Age Range	% at risk	PC title	DH title	MI title	SAC title	VTM title	LANA title						
Cristine Harding	17	1	37.5								27	1	4.5	39.3	3
Kimberly Harding	15	1	56.5								35	1	8.5	38.3	8.-
Jessie	45	1	52.6	Gr 2	5-6										
Sabrina	62	5	65.5		5-5										
Christina			10/22/81												
S.2			8/23/76												



ESD 113 PROGRAM EVALUATION SUMMARY

Topic/Presentation Title: ERIN

Presenters: Marian & Peter Hainsworth

Location: ESD 113

Date of Workshop: 9/12,13,14/90

Clock Hours: n/a

University: n/a

Number of Credits: n/a

Participants by Job Title/Position:

<u>1</u> CDS	<u>2</u> Sp. Ed. Teacher	<u>1</u> Reg. Ed. Teacher
<u>8</u> Preschool Teacher	<u>0</u> Psychologist	<u>0</u> Social Worker
<u>0</u> OT	<u>0</u> PT	<u>0</u> Parent
<u>1</u> Special Ed. Admin	<u>0</u> General Admin.	<u>4</u> Paraprofessional
<u>1</u> Other		

Number of People Completing Evaluation Forms: 18

Number of People Participating in the Session (if known or different from above): 19

Program

	Strongly Agree	Agree	Disagree	Strongly Disagree	Average
1. The program had adequate, clearly identifiable goals.	(16)	(2)	(0)	(0)	3.89
2. Program met my expectations in terms of its stated goals.	(13)	(5)	(0)	(0)	3.50
3. Content was appropriate to the amount of time allowed.	(11)	(5)	(2)	(0)	3.71
4. Assignments were appropriate. (when applicable)	(12)	(5)	(0)	(0)	3.72
5. Physical facilities were suitable for activities.	(10)	(7)	(1)	(0)	3.50
6. Written materials were of high quality and suitable for the program.	(15)	(2)	(0)	(0)	3.88

Instructor

7. The instructor was organized and prepared.	(15)	(3)	(0)	(0)	3.83
8. The instructor had a thorough knowledge of the subject.	(17)	(1)	(0)	(0)	3.94
9. The instructor used effective teaching strategies.	(13)	(3)	(2)	(0)	3.61
10. There was an opportunity for interaction among participants.	(14)	(4)	(0)	(0)	3.78

11. Strengths of this program:

Packets well organized; 20 years of condensed practical experience; knowledge and experience of presenters; taught the subject to the participants, not them; wonderful integration curriculum, philosophy, theory C assessment; good program, well planned lots of ideas; well organized, made participants feel comfortable, taught all levels, management system of ERIN and the presenters' knowledge and experience; very well organized; making materials to take back to our classrooms to use; hands on make it/take it; it gave us materials to use in our classroom; organization; set goals and objectives; excellent management of materials and delivery.

12. Suggestions for improvement:

Too much expensive time used for coloring - colored printing can't be that expensive; somehow reduce overload; specific skills could be in various modes, I happen to learn from top to bottom, they were done from bottom to top; theory related to experience; update audio visuals; longer time frame or one area at a time, alot of information.

13. Other comments:

The teachers were very professional and well organized; thank you; good workshop; theory is wonderful; thanks to everyone who made this possible for so many teachers, it will benefit over 400 children.