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ESEA TITLE IVB PROJECTS IN INDIANA:

An Evaluative Study of Projects

Conducted in 1977-1979

by

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Part I

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OVERVIEW AND CONCLUSIONS

Philosophical Foundation:

In the last 20 years, school libraries have undergone two distinct evolutions in philosophical concept. The first was a broadening of the types of materials acquired, stored, and disseminated by the library. The second has been one of depth. School library media specialists (a new name to reflect a role change) have realized for some time that materials, equipment, and space are of value only if they contribute to the curriculum of the school. For the past ten years, the library media profession has been seeking ways to build curricular impact by creating a new role for the library media specialist - a partnership role with teachers in planning, executing, and evaluating instruction.

Noting these trends, the Division of Instructional Media of the Indiana State Department of Public Instruction under the leadership of Phyllis Land developed a methodology to assist library media specialists in their role shift. Using the federal ESEA Title IVB program as a vehicle, the Division, under the direction of an advisory council created project application forms, held workshops, conducted on-site consultations, and wrote instructions encouraging IVB project directors to orient their proposals more closely to curricular goals.

After three years of Title IVB projects using this curricular focus, this evaluative research was carried out.

Goals of the Research:

The main goals of the research project were:

- A. Determine whether ESEA Title IVB projects funded during 1977-1979 had contributed to the development of successful instructional programs in Indiana schools.

These projects would be considered a success if they:

- a. were based on a needs assessment;
- b. established objectives designed to meet those needs;
- c. used ESEA Title IVB funds to meet the objectives; and
- d. measured the extent to which the objectives were met.

B. Identify both the characteristics of ESEA Title IVB fund recipients who implement successful programs and those who do not.

C. Identify methods by which the Division of Instructional Media can encourage the development of successful programs.

The Methodology in Brief:

Briefly, the research study was conducted as follows:

1. The population of 5,553 projects for the fiscal years 1977-1979 were divided into two sections: a major section containing projects covering all curricular areas, and a minor section containing projects specifically pointed toward counseling, guidance and testing. The later study is reported in a separate report at the end of this one.
2. A research consulting committee composed of a group of outstanding library media specialists, library media educators, and instructional technology educators and counseling specialists was assembled to create a success/failure criteria list for Title IVB projects. A successful project would be one exhibiting specific curricular orientation among other characteristics. A failure would occur if a project lacked sound planning, had little curricular orientation, and had management problems leading to a major weakness.
3. The success/failure criteria were used to construct a questionnaire.
4. The questionnaire was pretested.
5. A random sample of 317 projects was selected.
6. Questionnaires were mailed to the project directors.
7. Follow-up efforts were made. The usable response rate was 80%.
8. The data were analyzed and a success score for high curricular orientation and other success factors was given to each project.
9. Telephone interviews were conducted with 30 project directors. Half had achieved high success scores, half had low scores.
10. The report was written.

Major Conclusions*:

1. The ESEA Title IVB program is a very popular program with educators. Not a single respondent criticized or questioned its existence.
2. There is a strong feeling that the materials and equipment purchased by Title IVB contributes heavily to the increased motivation and interest of the school children of Indiana in their curricular studies.
3. Efforts of the Division of Instructional Media to encourage IVB projects that are curricular oriented show remarkable success. Half of the projects surveyed received above average success scores for focusing on a specific curricular area. This is contrasted to projects which spread purchases among many curricular areas.
4. A number of project directors with high success scores use the IVB program to do in-service with teachers in planning more effective instructional units. These administrators and library media specialists can't say enough good about the creative projects they have planned and executed and the resulting impact on children.
5. The language arts curriculum is the curricular area most often supported with IVB funds. Building research, listening, and reference skills are also popular expenditure areas. All areas of the curriculum receive funding as one looks over state projects as a whole.
6. Many of the project directors use their project money to try a new idea in their school. It may not be innovative, but it is new to them.
7. Eighty percent buy materials and equipment that can be used beyond the specific uses stated in the grant application - a sign of maturity in buying habits.
8. Ninety three percent are satisfied that the materials they purchase get used at the level they anticipated. Twelve percent report more use than expected. Likewise, ninety four percent are satisfied that the equipment gets used and twenty four percent report more use than expected.
9. There is strong evidence that Title IVB remains an integral part of the total library media program of Indiana schools.
10. Sixty six percent feel that IVB funds still purchase essential materials for instruction as opposed to frills. Schools that have little or no local funds for materials and equipment depend on IVB as their major source of funding. Most feel that IVB supplies materials that could and would not be available through local funding sources.
11. Teachers and library media specialists are the two groups most often heavily involved in the planning, execution, and evaluation of IVB projects.
12. In forty five percent of the cases, some sort of group planning and screening takes place to select a project and eighty one percent of the project directors plan their projects with input from a questionnaire.

*Detailed conclusions can be found in the data analysis section. See the analysis section index on pp. 19a-19c.

Major Conclusions - Cont.

13. Almost all (91%) agree that the state application forms facilitate sound planning. They appreciate the curricular orientation of the forms.
14. Monitoring efforts by the Instructional Media Division staff seem to be sufficient to correct any procedural problems encountered by project directors.
15. Almost all (92%) project personnel carry out some form of evaluation. From the interviews and written comments, the technique most often used is best professional judgment.
16. Occasionally, a IVB project fails^e to meet the project director's expectations. Some of these failures stem from experimental projects that fail - others from a lack of planning or personnel problems.

Implications for the Division:

1. Decide whether the curricular orientation of projects should continue.
The shift toward this emphasis has been dramatic over the three year period.
2. If curricular orientation is to continue, plan new efforts to demonstrate the effectiveness of this approach to those not using it.
3. Continue your monitoring efforts - they seem to be effective in dealing with problems encountered by the project directors.
4. Analyze the success/failure criteria used in this study for use by future project directors.
5. Utilize project directors who have high scores on the success/failure criteria to demonstrate a successful project.
6. You may wish to promote comparison of your efforts with those of another state.

THE PROBLEM

Considering the trend of library media centers toward a more curricular oriented role, the objectives of the study were to:

- A. Determine whether ESEA Title IVB projects funded during 1977-1979 fiscal years had contributed to the development of successful instructional programs in Indiana schools.

These projects would be considered a success if they:

- a. were based on a needs assessment;
 - b. established objectives designed to meet those needs;
 - c. used ESEA Title IVB funds to meet the objectives; and
 - d. measured the extent to which the objectives were met.
- B. Identify both the characteristics of ESEA Title IVB fund recipients who implement successful programs and those who do not; and
 - C. Identify methods by which the Division of Instructional Media can encourage the development of successful programs.

THE METHODOLOGY

Population and Sample:

The population consisted of 5,553 projects for the fiscal years 1977-1979 (1,947 projects in 1977, 1,872 projects in 1978, and 1,734 projects in 1979). The population was divided into two sections: a major section containing projects covering all curricular areas, and a minor section containing projects specifically directed toward counseling, guidance, and testing. The later section study is reported separately at the end of this study.

The sample was pulled from the Division files by pulling every 19th project in 1977, every 18th project in 1978, and every 17th project in 1979. A few extras were pulled in the original pull to compensate for multiple projects that would have the same project director. A total of 317 projects were pulled. Project applications were photocopied so that project directors would be referring to a specific project when they answered the questionnaire.

The Advisory Committee:

A research consulting committee composed of a group of outstanding library media specialists, library media educators, and instructional technology educators was assembled in Indianapolis to create a success/failure criteria list for Title IVB projects. A successful project would be one exhibiting specific curricular orientation among other characteristics. A failure would be considered a project that lacked sound planning, had little curricular orientation, and had management problems leading to major deficiencies.

The research consulting committee included: Phyllis Land, Division of Instructional Media; Dr. Donald Zimmerman, Vanderbilt University (on leave from the Indiana Department of Public Instruction, Division of Pupil Personnel Services); Mary Collins, Indianapolis Public Schools; Dr. Robert George, Indiana State University; Dr. Janet Stroud, Purdue University; Ann Deppe, Clark Pleasant Community School Corporation; and Tom Langdoc, Wayne Township Schools.

The committee created the following success/failure criteria:

SUCCESS/FAILURE CRITERIA FOR A TITLE IVB PROJECT

PLANNING STAGE

SUCCESS

1. Cooperative planning between administrators of the project and those who actually implemented it.
2. Needs systematically ascertained.
3. Specifically stated purposes as an extension of needs.
4. Promotes a strong instructional program.
5. Supplements school/district efforts.
6. Supports specific curricular objectives.
7. Sound evaluation measures planned.
8. Fits into district/school long-range plans.

FAILURE

1. No opportunity for involvement of others.
2. Needs "dreamed up."
3. Purposeless, directionless, vague, not necessarily related to needs.
4. Disjointed approach to instruction.
5. Supplants school/district efforts.
6. Indiscriminate purchases.
7. Weak evaluation measures.
8. Not related to district/school plans.

QUESTIONS

1. Were projected and actual expenditures within budgets?
2. Did the project promote cooperation between the LMC program and the instructional program?
3. Did the project give the schools an opportunity to try something new or different?
4. Did the state application forms help in sound project planning procedures?

EXECUTION STAGE

SUCCESS

1. Materials/equipment selected to meet the purpose of the grant.
2. Quality of items purchased commensurate with price.
3. Received what was ordered within project timelines.
4. Materials/equipment inventoried centrally.
5. Intended users were told/shown/demonstrated the materials/equipment.
6. Materials/equipment used for intended purpose.
7. Materials/equipment could be beneficial for other educational purposes than the specified purpose.
8. Materials/equipment purchased met the IVB regulations.
9. Selection criteria used to purchase materials/equipment.

FAILURE

1. Whimsical purchases.
2. Ripped off.
3. Substitutions altered original purpose or delayed arrivals affected project success.
4. No records of materials/equipment kept.
5. Intended users unaware of materials/equipment arrival.
6. Materials/equipment used inappropriately.
7. Little usefulness beyond project.
8. Inelligible purchases made.
9. No criteria used.

EVALUATION STAGE

SUCCESS

1. Carried out evaluation procedure.
2. Evaluation measures involved planners, administrators, users.
3. Measures used judged quality and quantity of impact.
4. Educational program affected by project.
5. Met the goals of the project.

FAILURE

1. No evaluation.
2. Personal opinions of project director.
3. Inappropriate measures.
4. No impact on educational program.
5. No redeeming value.

The research consulting committee then created and revised proposed questions that would measure each of the criteria on the list. The questionnaire was as follows:

INDIANA TITLE IVB EVALUATION QUESTIONNAIRE

The enclosed Title IVB project was selected at random to be evaluated. When answering the questions, please do not refer to any other project that you have had funded.

We urge you to be candid. Your answers will in no way affect the IVB monies you have received or will ever receive.

The return stamped envelope is addressed to: Dr. David V. Loertscher, P.O. Box 1801, Fayetteville, AR 72701.

Thank you very much for your time and effort.

FOR THE FOLLOWING QUESTIONS USE THE SCALE:

5 - Strongly agree
4 - Agree
3 - Neutral, no opinion
2 - Disagree
1 - Strongly disagree
X - Don't know, doesn't apply

- _____ 1. Specific instructional needs were considered in planning this project.
- _____ 2. The state application forms and guidelines facilitated sound planning for this project.
- _____ 3. Initial planning for this project included development of evaluation measures.
- _____ 4. Materials and/or _____ 5. equipment selected met the purpose of the grant.
- _____ 6. Materials and/or _____ 7. equipment purchased were related to curriculum objectives.
- _____ 8. The intended users were made aware of the materials and/or _____ 9. equipment purchased by the grant.
- _____ 10. Use of materials and/or _____ 11. equipment was monopolized by users not specified in the grant.
- _____ 12. The quality of the materials and/or _____ 13. equipment received was inferior.
- _____ 14. Materials and/or _____ 15. equipment purchased had little value beyond the uses specified in the grant.
- _____ 16. This project was an integral part of the library media center program of the district/school.
- _____ 17. This project was related to the long-range district/school education plan.
- _____ 18. The project provided the opportunity to try something new or different.
- _____ 19. The project was a success - it met the goals outlined.
- _____ 20. The evaluation of the project measured what it was intended to measure.
- _____ 21. The evaluation involved mostly counting (quantitative).
- _____ 22. The evaluation measured quality (impact, attitude, results, learning, etc.)

FOR THE FOLLOWING QUESTIONS USE THE SCALE:

3 - Heavy involvement (at least two working sessions)
2 - Some involvement
1 - No involvement
X - Doesn't apply

How heavily involved were each of the following groups in the planning of the project?

- 23. building level administrators
- 24. district library media supervisor
- 25. district level administrators
- 26. federal projects director (in your school corporation)
- 27. library media specialists
- 28. teachers
- 29. students
- 30. counselors
- 31. other library media staff (media aides, etc.)
- 32. other: _____

Evaluation measures were planned/executed by:

- 33. building level administrators
- 34. district library media supervisor
- 35. district level administrators
- 36. federal project directors (in your corporation)
- 37. library media specialist
- 38. outside evaluators
- 39. teachers
- 40. program director

FOR THE FOLLOWING QUESTIONS, PLEASE CHECK THOSE STATEMENTS YOU FEEL APPLY (YOU MAY CHECK MORE THAN ONE UNDER EACH HEADING)

In determining your needs for the project, which of the following sources were used:

- 41. professional judgment
- 42. survey of teachers, librarians, counselors, etc.
- 43. goals/objectives formulation (group development)
- 44. priority categorization of needs (group rating)
- 45. test results

Purchases for this project have been made:

- 46. to fill general requests
- 47. for a single or several specific units of instruction
- 48. to form a basic collection of materials/equipment, i.e., achieving a collection size standard
- 49. to supplement a basic collection
- 50. to replace worn out materials or equipment

51. Equipment was selected using EPIE guidelines or evaluation before purchase (each corp. received a copy of the guidelines from the DPI)

The materials and equipment funded by the project were received:

MATERIALS

EQUIPMENT

- | | |
|---|---|
| <input type="checkbox"/> 52. exactly as ordered | <input type="checkbox"/> 56. exactly as ordered |
| <input type="checkbox"/> 53. with few substitutions | <input type="checkbox"/> 57. with few substitutions |
| <input type="checkbox"/> 54. with many substitutions | <input type="checkbox"/> 58. with many substitutions |
| <input type="checkbox"/> 55. within project time line | <input type="checkbox"/> 59. within project time line |

IVB materials/equipment purchased are:

MATERIALS

EQUIPMENT

- | | |
|--|--|
| <input type="checkbox"/> 60. inventoried centrally | <input type="checkbox"/> 64. inventoried centrally |
| <input type="checkbox"/> 61. cataloged in the library media center | <input type="checkbox"/> 65. cataloged in the library media center |
| <input type="checkbox"/> 62. labeled with IVB identification | <input type="checkbox"/> 66. labeled with IVB identification |
| <input type="checkbox"/> 63. organized in another manner | <input type="checkbox"/> 67. organized in another manner |

CHECK THOSE THAT APPLY:

Promotion of materials/equipment to potential users was done by:

MATERIALS

EQUIPMENT

- | | |
|-------------------------------------|-------------------------------------|
| <u>68.</u> program director | <u>73.</u> program director |
| <u>69.</u> teachers | <u>74.</u> teachers |
| <u>70.</u> library media specialist | <u>75.</u> library media specialist |
| <u>71.</u> principal | <u>76.</u> principal |
| <u>72.</u> other: _____ | <u>77.</u> other: _____ |

The materials/equipment purchased for this project were used:

MATERIALS

EQUIPMENT

- | | |
|--------------------------------|--------------------------------|
| <u>78.</u> more than expected | <u>81.</u> more than expected |
| <u>79.</u> as much as expected | <u>82.</u> as much as expected |
| <u>80.</u> less than expected | <u>83.</u> less than expected |

As you look back at the evaluation phase of your project, your:

- 84. original evaluation plan was carried out
- 85. an alternative plan was carried out
- 86. no evaluation was done
- 87. the evaluation summary is available for inspection

The strength(s) of the IVB project can be attributed to:

- 88. quality of materials purchased
- 89. quality of equipment purchased
- 90. quantity of materials added to the school's collection
- 91. quantity of the equipment added to the school's collection
- 92. increased cooperative planning among teachers and library media staff
- 93. use of a variety of teaching techniques
- 94. subject content which could be covered for the first time
- 95. new cooperative activities by the library media staff and teachers
- 96. increased motivation and interest of students
- 97. improved community-school relations

CHECK THOSE THAT APPLY:

98. Sales person/advertisements were a great help in deciding what to purchase.
99. Actual costs of materials/equipment exceeded budgeted costs.

In a few brief statements, what would you consider to be the greatest benefits of this project to the students and the education program in your school/district?

Pre-test and Questionnaire Mailing:

The pre-testing of the questionnaire was done by the Division of Instructional Media staff who consulted with various types of project directors including school library media specialists, district library media supervisors, and administrators.

A post card survey was done in February to determine who in the district should receive the questionnaire. In March, 317 questionnaires were mailed to project directors or persons who had been designated by the project director as knowing the most about a specific IVB project.

Follow-up efforts were made and 254 questionnaires were received and considered usable for a response rate of 80%.

The Success Score:

Each questionnaire was analyzed by hand to give it a success score based on the success/failure criteria. A point was given each time the responder checked a corresponding success criterium. A point was subtracted if a success criterium was not checked. For items rated on the two scales used, varying number of points were assigned depending on how involved or how the person agreed with a success criterium. Points were also given to the comments section if the comments exhibited the intent of the success criteria.

The researcher noted that after all the success scores were assigned and the projects were placed in piles corresponding to their scores, they formed a perfect normal curve with top scores in the 90's and low scores in the 20's. The purpose of the success score was to prepare for the telephone interviews.

Computerization of the Data:

The data from each questionnaire were entered into the University of Arkansas computer via terminal and descriptive statistics were generated using the SAS statistical package.

Follow-up Interviews:

Thirty telephone interviews were conducted. Half of the interviewees had high success scores, the other half had low scores. Questions included a description of the project, how it was planned, what was purchased, and how the project had succeeded or failed. Respondents were given an opportunity to give any comments they had about Title IVB projects in general.

ANALYSIS OF THE DATA

The following in-depth analysis of the data consists of a criterium by criterium analysis based upon the document created by the consulting committee. Each criterium is followed by an analysis of data from the questionnaire, written comments made by the project directors at the end of the questionnaires, and the telephone interviews of the researcher. A detailed summary of the analysis appears at the end of the data analysis for each section.

To review, each of the following sections consists of:

- A. the criterium statement.
- B. a data analysis from the questionnaire.
- C. a complete recording of written comments made by project directors which treat that specific criterium statement.
- D. Notes from the researcher from telephone interviews.
- E. detailed summary statements for each criterium statement.

To facilitate study, a complete index follows which lists each criterium and where the analysis for that criterium is presented.

ANALYSIS OF DATA INDEX

PLANNING STAGE

SUCCESS

1. Cooperative planning between administrators of the project and those who actually implemented it.
(quest. responses - p. 20; written comnts - p. 21; interview comnts - p. 21; analysis - p.22)
2. Needs systematically ascertained.
(quest. responses - p. 23; written comnts - p. 24; interview comnts - p. 24; analysis - p. 25)
3. Specifically stated purposes as an extension of needs.
(quest. responses - p. 23; written comnts - p. 24; interview comnts - p. 24; analysis- p. 25)
4. Promotes a strong instructional program.
(quest. responses - p. 26; written comnts - p. 27; interview comnts - p. 29; analysis - p. 29)
5. Supplements school/district efforts.
(quest. responses - p. 30; written comnts - p. 31; interview comnts - p. 35; analysis - p. 36)
6. Support specific curricular objectives.
(quest. responses - p. 37; written comnts - p. 38; interview comnts - p. 45; analysis - p. 47)
7. Sound evaluation measures planned.
(quest. responses - p. 49; analysis - p. 50)
8. Fits into district/school long-range plans.
(quest. responses - p. 51; written comnts - p. 51; interview comnts - p. 51; analysis - p. 51)

QUESTIONS

1. Were projected and actual expenditures within budgets?
(quest. responses - p. 52; analysis - p. 52)
2. Did the project promote cooperation between the LMC program and the instructional program?
(quest. responses - p. 52; analysis - p. 52)
3. Did the project give the schools an opportunity to try something new or different?
(quest. responses - p. 53; written comnts - p. 53; analysis - p. 57)
4. Did the state application forms help in sound project planning procedures?
(quest. responses - p. 58; interview comnts - p. 58; analysis - p. 59)

Analysis of data index - Cont.

EXECUTION STAGE

SUCCESS

FAILURE

- | | |
|--|--|
| 1. Materials/equipment selected to meet the purpose of the grant.
(quest. responses - p. 60; analysis - p. 60) | 1. Whimsical purchases. |
| 2. Quality of items purchased commensurate with price.
(quest. responses - p. 61; written comnts - p. 61; analysis - p. 61) | 2. Ripped off. |
| 3. Received what was ordered within project timelines.
(quest. responses - p. 62; written comnts - p. 62; analysis - p. 63) | 3. Substitutions altered original purpose/
delayed arrivals affected project success. |
| 4. Materials/equipment inventoried centrally.
(quest. responses - p. 64; analysis - p. 64) | 4. No records of materials/equipment kept. |
| 5. Intended users were told/shown/ demonstrated the materials/equipment.
(quest. responses - p. 65; written comnts - p. 66; interview comnts - p. 67; analysis - p. 68) | 5. Intended users unaware of materials/
equipment arrival. |
| 6. Materials/equipment used for intended purpose.
(quest. responses - p. 69; written comnts - p. 69; analysis - p. 69) | 6. Materials/equipment used inappropriately. |
| 7. Materials/equipment could be beneficial for other educational purposes than the specified purpose.
(quest. responses - p. 70; analysis - p. 70) | 7. Little usefulness beyond project. |
| 8. Materials/equipment purchased met the IVB regulations.
(quest. responses - p. 71; analysis - p. 72) | 8. Inelligible purchases made. |
| 9. Selection criteria used to purchase materials/equipment.
(quest. responses - p. 73; analysis - p. 73) | 9. No criteria used. |

Analysis of data index - Cont.

EVALUATION STAGE

SUCCESS

FAILURE

- | | |
|---|--|
| 1. Carried out evaluation procedure.
(quest. responses - p. 74; analysis - p. 74) | 1. No evaluation. |
| 2. Evaluation measures involved planners,
administrators, users.
(quest. responses - p. 75; analysis - p. 75) | Personal opinions of project director. |
| 3. Measures used judge quality and quantity
of impact.
(quest. responses - p. 76; analysis - p. 77) | 3. Inappropriate measures. |
| 4. Educational program affected by project.
(quest. responses - p. 77; written comnts - p. 78; analysis - p. 79) | 4. No impact on educational program. |
| 5. Met the goals of the project.
(quest. responses - p. 80; analysis - p. 80) | 5. No redeeming value. |

PLANNING STAGE

SUCCESS

FAILURE

1. Cooperative planning between administrators of the project and those who actually implemented it.

1. No opportunity for involvement of others.

How heavily involved were each of the following groups in planning the project?

%3's*	\bar{X}	
<u>41%</u>	<u>2.28</u>	23. building level administrators
<u>36%</u>	<u>2.06</u>	24. district library media supervisor
<u>18%</u>	<u>1.75</u>	25. district level administrators
<u>29%</u>	<u>1.99</u>	26. federal projects director (in your school corp.)
<u>65%</u>	<u>2.50</u>	27. library media specialists
<u>60%</u>	<u>2.57</u>	28. teachers
<u>7%</u>	<u>1.58</u>	29. students
<u>---</u>	<u>1.47</u>	30. counselors
<u>19%</u>	<u>1.76</u>	31. other library media staff (media aides, etc.)
<u>---</u>	<u>---</u>	32. other: _____

Scale:
 3-Heavy involvement
 2-Some involvement
 1-No involvement
 X-doesn't apply

In determining your needs for the project, which of the following sources were used:

% yes	
<u>91%</u>	41. professional judgment
<u>81%</u>	42. survey of teachers, librarians, counselors, etc.
<u>45%</u>	43. goals/objectives formulation (group development)
<u>52%</u>	44. priority categorization of needs (group rating)
<u>29%</u>	45. test results

Scale:
 Yes/No

*the percent that marked a "3" - heavy involvement. This percentage has been adjusted so that the X responses are not computed into the figure. This means that of all those that had any involvement, _____% were heavily involved.

Planning stage - Cont.

SUCCESS

Cooperative planning between administrators of the project and those who actually implemented it.

FAILURE

No opportunity for involvement of others

Success Comments:

1. Staff: The greatest benefit is the cooperative planning that was needed to determine our needs here. One of the most professional activities is to our priorities. They could readily see the fruits of their labors with this project. X
Students: Expanded curricular and learning experience - more eager teachers.
Note: This is easily the most effective of all the federal projects with which we have been involved.
2. Materials added to our program met program needs as determined by the staff. Provision for staff participation in materials selection enabled us to concentrate the funds in areas of need.
3. One of our best projects - total building involvement.
4. It offers our four elementary schools the opportunity to plan a project that would be cooperative in nature and of benefit to all.
5. In writing this program the staff had much input and worked together. Care was taken to provide the staff with materials they wanted and to choose for themselves to insure that the materials would be used.

Failure Comments:

1. I have replaced the person who was in charge of this project. From talking with our teachers, I gather that the previous lady made all purchases on her own judgement. I have found no evaluation form other than circulation statistics so it is hard to comment on her program. I have made several changes in the past two years in the Title IVB program administration in our school in an attempt to make better use of the monies in providing materials and equipment needed.

Interview Comments:

1. This librarian is in complete control of the IVB program. She determines the needs - in this case, classroom dictionairies. She does little evaluation of the projects she writes.

Planning stage - Cont.

SUCCESS

Cooperative planning between administrators of the project and those who actually implemented it.

FAILURE

No opportunity for involvement of others.

ANALYSIS

From the questionnaire: Those on the firing line - the teachers and library media specialists are the most often involved in the planning of Title IVB projects (60% and 65% respectively report heavy involvement). Of other personnel, 41% of the principals and 36% of the district library media specialists are heavily involved in the planning.

Almost all project directors use a combination of professional judgment (91%) and a survey of school professionals (81%) to determine their needs before they write their projects. About half conduct some sort of group activity in which they determine the needs.

From written comments: The comments concerning planning were few but they do emphasize that those who feel very strongly about their success attribute part of their success to the involvement of many persons.

From interviews: Occasionally, we find a project director who plans, executes and evaluates the complete IVB project. In these cases, the quality of the project will depend on the competence of the project director.

Planning stage - Cont.

SUCCESS

2. Needs systematically ascertained.
3. Specifically stated purposes as an extension of needs.

FAILURE

2. Needs "dreamed up"
3. Purposeless, directionless, vague, not necessarily related to needs.

$\bar{X} = \underline{4.64}$ 1. Specific instructional needs were considered in planning this project.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Planning Stage - Cont.

SUCCESS

Needs systematically ascertained

Specifically stated purposes as an extension of needs.

FAILURE

Needs "dreamed up"

Purposeless, directionless, vague, not necessarily related to needs.

Success statements:

1. One of the most notable problems facing adolescents is coping with peer pressure. The materials have helped initiate discussions in this area.

Failure statements:

1. The greatest benefits from the project came and will continue to come from the student discussion of the picutres. Teachers are better able to understand the different personalities and points of view by listening to a student's comments about the wall decorations. ✓

Students are permitted to vent their desires for room decoration by selecting those picutres that will be hung.

Although the project did not totally correspond with the objectives originally noted on the ESEA IVB form, the project has been a success.

Interview comments:

1. A library media specialist described her IVB projects as being a thread in a web of intense planning by many persons in the district to achieve accreditation. This district does not have much money so extensive planning is done far in advance of the actual expenditures. A curriculum committee and the library media specialist usually buy materials to correlate with the textbook adoption.

Planning stage - Cont.

ANALYSIS

SUCCESS

FAILURE

Needs systematically ascertained.

Needs "dreamed up"

Specifically stated purposes as an extension of needs.

Purposeless, directionless, vague, not necessarily related to needs.

From the questionnaire: The project directors feel that IVB projects address the unique needs of their local schools. This is probably a major factor in the popularity of this federal program.

From written comments: One project director stated that the materials had been used to discover student's personal needs so that the counselors and other school professionals could respond to those needs in meaningful ways. One director admitted that the original project goals were not achieved but other beneficial goals were met.

From interviews: Only one interview was actually listed in the section, but all those who achieved high success scores and were interviewed indicated that they use extensive analysis of needs and that these needs are translated into very specific curricular-related projects.

Planning stage - Cont.

SUCCESS

FAILURE

4. Promotes a strong instructional program. 4. Disjointed approach to instruction.

The strength(s) of the IVB project can be attributed to:

%yes

56% 93. use of a variety of teaching techniques. (144/254)

35% 94. subject content which could be covered for the first time. (89/254)

33% 95. new cooperative planning among teachers and library media staff. (85/254)

79% 96. increased motivation and interest of students. (201/254)

\bar{X}

3.82 18. The project provided the opportunity to try something new or different.

4.20 19. The project was a success - it met the goals outlined.

(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Planning stage - Cont.

SUCCESS

FAILURE

Promotes a strong instructional program. Disjointed approach to instruction.

Success statements:

1. The program exceeded our expectations. Spin-offs from the project included improvements in math, geography, letter writing, and publicity for the school media program (TV-Governor's Conference on Libraries exhibit, state media conference exhibit, etc.). The project also increased and motivated reading better than anything we've tried -- actual reading excitement!
2. Before we bought the many assessment tests we did buy with Title IVB 1978 monies, the media center had no assessment section. Many teachers informally tested their students, but did not formally test them. In accordance with P.L. 94-142, the teacher's needed to make a specific statement about each student's educational objectives and if they have met the objectives set out in the beginning of the year. With the many assessment tests the students should be benefiting by having a more structured and sound educational program. By helping the teachers, the students are benefiting also.
3. The project helped to upgrade our materials and equipment. It also helped our teachers do a better job with individualization and grouping. This project has helped us "pull" our slower students and "push" some of the faster students. We added to our program again this year with Title IVB grants.
4. We were able to allow students to develop learning materials and bring these materials into the LMC collection. They have been used by counselors, peers and many other students.
5. The greatest benefit of this project to the students and the educational program in our school corporation is that a new dimension was added to help attain behavioral objectives. These new materials were used to supplement the basal program now being used and also allowed additional practice to meet math goals.
6. The greatest benefits of this project are: 1) students are readily accepting and in some instances clamoring for the materials, 2) more supplementary materials for students and teachers to use in language arts and other content areas of the curriculum, 3) high interest and diversity of content stimulate use of materials by groups and individuals, 4) use of materials is getting students closer to the terminal objective of mastery to the height of capability of all skills in all subject areas.
7. Students were exposed to a variety of AV forms in a number of curriculum areas which reinforced the traditional teacher-textbook approach.

Planning stage - Cont.

8. 1) helped to develop some responsibility for some students, 2) incentive to work at learning how to use the equipment properly in order to get their audio-visual licenses so they could take the equipment and materials home. 3) I am not sure how much educational value it had as far as being a reading incentive but probably had clean entertainment value and may have had some influence in getting parents and siblings to interact.
9. The greatest benefit of this project was the fact that we were able to upgrade the reference section. It was possible to purchase many materials that would have been impossible to fit into our annual budget. Both the students and teachers were greatly pleased to see and use the new materials.
10. The greatest benefits were the increased variety of teaching techniques and the added student interest.
11. Materials and equipment has greatly increased opportunities to develop and utilize techniques and methods of instruction that more adequately meet the needs of students requiring special instruction.
12. This project included the purchase of ten VTR units which allowed the librarians and science teachers to video tape TV programs for classroom presentation in the science area. The 16mm projector allowed a more flexible scheduling of 16mm films from the regional center. In summary, this project enabled the classroom teacher to present more audiovisual materials in their instruction as opposed to the textbook-lecture approach. This was one of our program goals.
13. I feel that it has given us a greater source of supply from which to choose AV materials in the area of values clarification. The filmstrips and tapes provide an interesting vehicle for good discussions and more mature understandings in this area of learning which is so vital for all.
14. The opportunity to expand the horizons of our students via the use of films and filmstrips has broadened their experiences and given them insights not readily achieved through the written word. The use of film materials gives our teachers the opportunity to use alternative techniques particularly helpful to the more visually oriented child. By adding these materials to a central media repository, they are available to the entire staff.
15. Having adequate amounts of materials and equipment allow more students access at a given time which in turn allow the teachers to cover more material in a shorter period of time.

Having adequate and appropriate materials and equipment allow for diagnostic procedures to be implemented in remedial situations.
16. Provides various learning experiences for the kindergarten child.

Planning stage - Cont.

From interviews:

1. A library media specialist described her efforts at helping teachers learn to write better goals and objectives. She used IVB to help them in this effort. They purchased tests which gave the teachers data to write IUPs. It has been a very successful learning program for the teachers and has benefited the students tremendously. (high success score)

ANALYSIS

SUCCESS

FAILURE

Promotes a strong instructional program. Disjointed approach to instruction.

From the questionnaire: There is a strong feeling that the materials and equipment purchased by IVB contributes heavily to the increased motivation and interest of the students (79% agree). This coupled with the 56% who use IVB projects to give teachers a choice among teaching techniques, shows that most believe that IVB makes a strong contribution to their instructional program.

From written comments: A very common comment concerning Title IVB is that the money allows schools to purchase a variety of media for use in a particular instructional unit. In addition, media is purchased to stimulate various types of learners. This means that a teacher faced with a specific unit of instruction has a larger variety of materials for more types of learners than have been available in the past or that could be afforded with normal district budgets.

From interviews: Only one comment was listed in this section but it was indicative of other comments by those achieving a high success score. A number of administrators and some library media specialists use IVB as an in-service activity to help teachers plan for more effective instruction. Usually, goals and objectives are formulated as a group and then everyone has a stake in how effectively the instruction is carried out.

Planning stage - Cont.

SUCCESS

FAILURE

5. Supplements school/district efforts.

5. Supplants school/district efforts.

Purchases have been made:

41%* 46. to fill general requests. (120/254)

66% 48. to form a basic collection of materials/equipment, i.e., achieving a collection size standard. (167/254)

46% 49. to supplement a basic collection. (116/254)

57% 50. to replace worn out materials or equipment (145/254)

* %yes

Planning stage - Cont.

SUCCESS

FAILURE

Supplements school/district efforts.

Supplants school/district efforts.

Success statements:

1. It provided us with the equipment to give the students a more varied, relevant and educational experience. It provided equipment that we would not be able to obtain by another method.
2. Providing quantity and variety of materials in a new media situation.
3. I feel that the greatest benefit of this project is that it supplements and enriches our curriculum. With the funds from this project, we are able to purchase AV materials, books, and equipment which greatly support our programs. These materials help students to understand concepts being taught. These materials help teachers to teach the concepts. The materials help librarians to keep up libraries with the minimum standards set by ALA and Indiana guidelines.
4. The main benefits of this program would be the enrichment and development of the resource materials available for our media center. The program has enabled us to supplement our curriculum and to set new goals and objectives for the continuation of the educational process.
5. Since we had few of these items before purchasing through Title IVB, it would seem that we now have greater variety of materials, to visually help to enrich the children's normal curriculum. We believe that the enrichment materials have been of benefit, since we are continually asked to purchase more of the same. In fact, we need to replace a few filmstrips which are wearing out due to repeated use.
6. It offers us the opportunity to supplement the curriculum offerings in our building. To expand upon the learning resource materials available to students for their educational enjoyment and benefit. It's an added fringe benefit for our boys and girls who are working their way through our school.
7. The project allows us to purchase equipment and materials that we would otherwise be unable to secure. We were able to really build up our library programs within our elementary schools.
8. The greatest benefit of this project, as well as previous ESEA Title IVB projects, to the students and educational program of the _____ County Community School Corporation is that of providing additional monies to supplement local educational agency's efforts for the constant improvement and enrichment of the courses of study through the purchase of library books, periodicals, audiovisual materials, and equipment.
9. Opportunity to purchase expensive equipment which is being used to improve educational opportunities for the students.



Planning stage - Cont.

10. We could buy materials that we wouldn't be able to buy otherwise.
11. I have found that IVB has been one of the back bones in keeping our small school up to date with larger systems. It has supplied us with that extra that is never there in our annual budget.
12. The materials bought through Title IVB, both hard and soft, have filled a need in our school. Even though our school media budget is very good, the Title program has enabled our school to purchase added equipment, and a variety of audiovisual materials which certainly enhances learning and teacher performance.
13. The additional funding has made possible the purchase of needed materials and equipment used in developing a quality media/classroom cooperative program that would not otherwise be possible.
14. The greatest benefit of this program was the additional material that was added to our collection. The additional material has enhanced the teaching of social studies, has made the course more interesting for the students and has been a valuable aid to the teachers. If we had relied on our regular budget, it would have been many years before this much material could have been added to our collection for just one area.
15. Title IVB has been a very significant supplement to our total educational program. It enables us to progress in many ways that our regular financing would restrict.
16. This project provides the money to buy materials for our school which we normally would have to wait years for. The money also allows us to purchase materials quickly to satisfy an instant need in a teaching project.
17. 1) Expanded scope of materials that can be made available. 2) Increase in student exposure to written works.
18. The program provided materials which were used to complement the existing program. Without the materials/equipment provided by this program, we would have been unable to help the slower students in our school. The materials we purchased were used primarily for this purpose and funds were not available at the local level. We serve a limited number of students who really need help with reading skills. A number of them elect to take a second course (we take this as an indication that they feel they are being helped) in their junior-senior year. As a private school with limited resources for special programs, we are helping students we would not otherwise be able to help.
19. This program provided the staff with additional materials and books which our school would not have been able to buy without these special funds. students had access to new, stimulating materials which increased their enjoyment of reading.
20. It provides us with materials that would normally be out of our price range. We have bought equipment that has enlarged our present stock.



Planning stage - Cont.

21. The Title IVB program allows materials to be purchased that otherwise would not be purchased because of a lack of funds. Materials needed can be purchased in large quantities thus allowing for more student individualization.
22. We were able to get material and equipment which otherwise could not have been obtained.
23. Students and faculty were able to have a working library with the books and maps provided. Since many had more than classroom libraries and miscellaneous map and globe equipment, this potential and overall curriculum with the quality of classroom instruction.
24. Enrichment: Supplemental materials - students would have had less audiovisual and tactile materials to work with. Motivational: Impact - new and varied materials kept students interest.
25. This project is vital to the maintenance of my instructional materials center - it allows me to purchase many more materials and equipment. My school budget is not large enough to allow all the purchases necessary to meet curriculum, teacher and student demands. I have an excellently equipped media center!!!
26. The most obvious advantage of a project like this is the ability to purchase items with a large price tag. These items might be hard to finance with local funds.
27. Helps our school obtain materials we could not afford any other way.
28. Speaking from the position of building level principal, this project has offered our students educational opportunities that would not otherwise have been available within our budgetary allowances.
Test results and an observable increase in student interest have shown this project to have been successful.
29. The Title IVB project enables our school to purchase and use materials we would otherwise not be able to afford. Because of limited budgets and the high cost of materials, it is not possible to acquire all the materials needed. The Title IVB project enables us to purchase extras which help a great deal in the updating and development of school programs.
30. The greatest benefit of this program was that it provided enrichment materials for the teachers and students to use.
31. 1) This project provided the funds to purchase additional equipment for our corporation. This was extremely important because the following year we joined the Wilson Center Cooperative of films and other materials. With this equipment, we have been able to use these Coop. materials adequately.
2) Also, we purchased a laminator (local funds) and have used the filing cabinets to store learning materials for language arts classes.
3) Remodeling of guidance area has been very useful for career information on an individual and small group basis. A six week course in careers has been added to the curriculum.
32. This project helps all schools to update and expand existing teaching



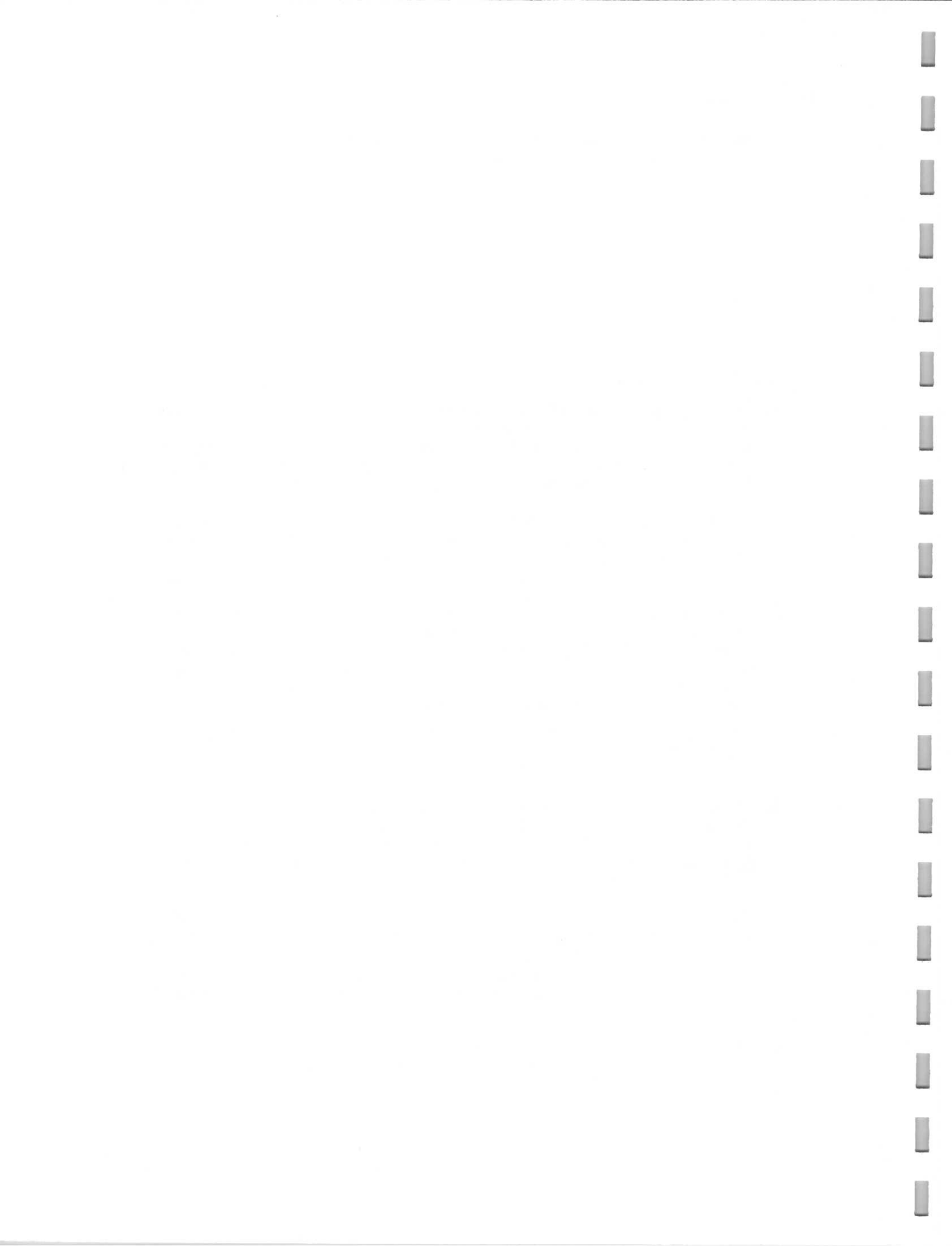
Planning stage - Cont.

materials in the school. With wise planning the materials purchased can increase learning motivation in students.

Failure statements:

1. In our own particular situation, we are faced with building a media center that can serve our program and our school. We started with, literally, junk, and whatever else the high school did not need when it moved to a new building. We have made remarkable progress, thanks, chiefly to Title IVB monies. We hope to continue to update and expand our facility and services.
2. Non-public schools are facing an increasing problem of lower enrollments due to our economy. Because of this situation, the ability to purchase necessary educational materials and equipment has reached a critical stage. The small allocation we received has provided a helping hand.
3. At one point, Title IVB was a greatly appreciated supplement to our existing budget. Because of it, we were able to continue buying materials for a student population that is always thirsty for new materials. There is so much available now that I don't believe we could ever be saturated. We used our regular budget to try the "musts" and "have-to-haves" and Title IV to try those items you want but can't afford.

Unfortunately with budget cuts, Title IVB is no longer a supplement, but a great necessity. Student interest is increasing, needs are increasing, but budgets and buying powers are at an all-time low.
4. Because we are so small and short of funds, this has allowed us to add to the media center collection even in a small amount. Also the media center here has never really had a full time librarian to evaluate the needs each year. Being able to purchase books to update the reading is very much appreciated. Wish the funds could be more.
5. The major benefit of this project is to upgrade the quantity and quality of a very poor collection which would otherwise have been impossible due to insufficient funds. The entire educational program will also be upgraded, because the students now have access to tools which will broaden the scope of their studies as well as better prepare them for the transition from elementary to junior high school.
6. Because our AV budget is so limited we would not be able to purchase hardly any AV materials or equipment if it was not available. Thank you Title IVB.

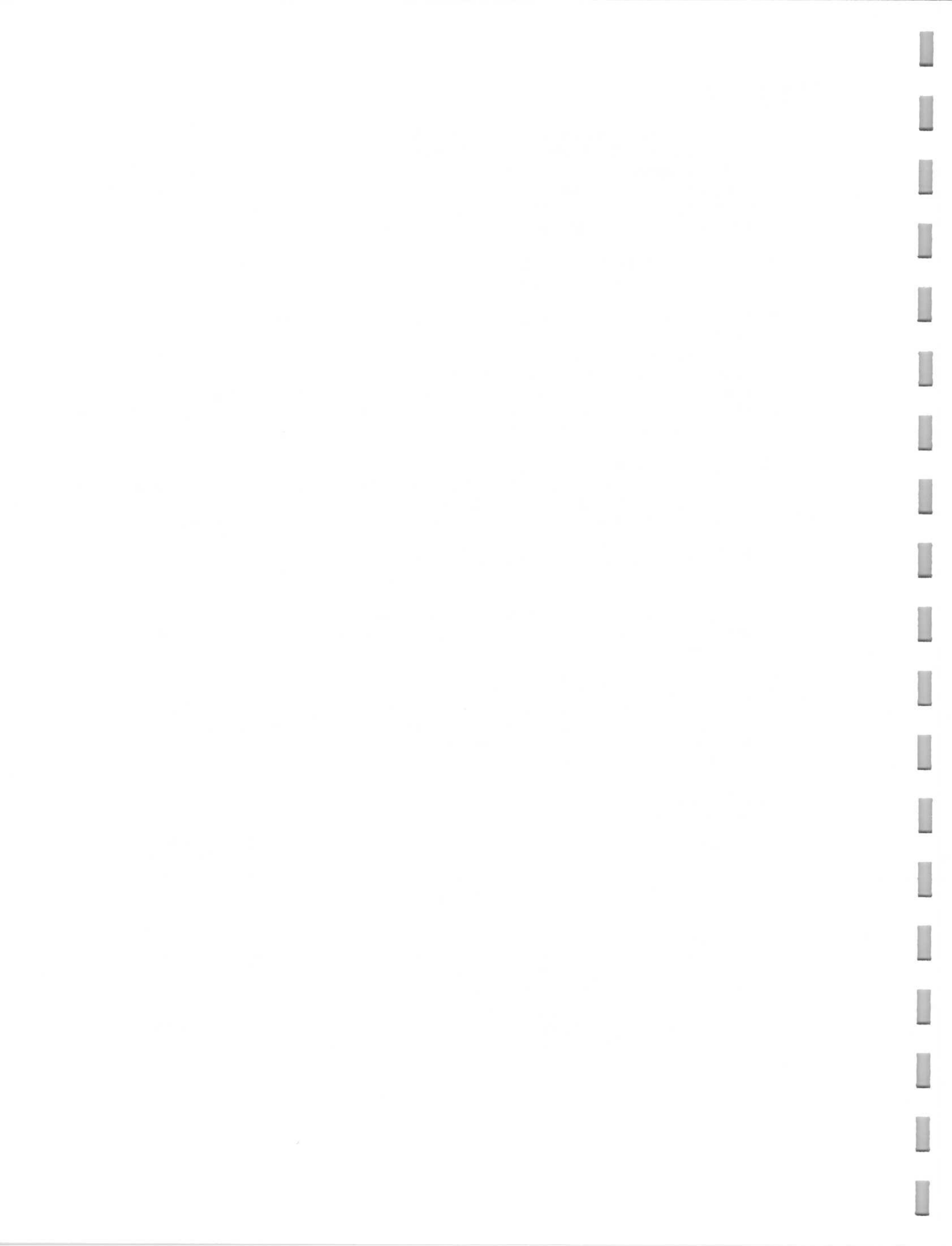


Planning stage - Cont.

7. We are a small school in a fairly small school corporation, therefore the Title IVB funds help add to our collection of print and non-print media and equipment. Without the funds our resources would be much smaller and the students wouldn't benefit from the variety and quantity of materials we are now receiving. The AV materials available now for purchase help so much to supplement the curriculum and to motivate the students to learn.
8. This program gave us a better chance to increase purchases to meet state standards and to maintain our North Central Accreditation.
9. This money was used to supplement the budget provided by the local school board. Although our budget has been increased slightly each year, costs of materials also rise each year. In this particular project, there is more teacher participation through requests than usual. It also enabled us to comply with some suggestions a North Central Association evaluation committee had made. Some subject areas not here-to-for covered adequately now had materials - especially driver's education and earth science.
10. 1) It helps make more materials available in curricular areas and the reference areas -- without this money we could be extremely limited and would not be able to purchase some of the materials at all or very few of them.
2) Benefits the reading program - more diverse selection for students. Literature also helped in this area.
3) Helps us purchase more current materials so we aren't so limited on selection for student use - increase in numbers and quality of needed materials.
4) Student excitement and use of new materials is wonderful - they are definitely motivated by self-interest to read, explore, learn, etc. by using them (new materials)
11. Thanks for your patience. I misplaced your questionnaire over the holidays. Our parish school is small and excellent. We truly appreciate the added help that comes to us through Title IVB. It makes possible not only additional books and audiovisual media, but also enables us to use our own limited funds for remodeling our facilities.

From interviews:

1. One project director, a principal, described how he formed a committee of teachers to select the materials that would be purchased by Title IVB. Materials were selected from many areas and they bought some materials and equipment that they couldn't normally buy out of local funds.
2. A library media specialist described her effort to dramatically improve the basic collection in her school. Three schools had been combined into one and the library media specialist weeded 2/3 of the combined collection. The IVB project then bought the basics from recommended book lists. The second year she concentrated on basic AV materials and equipment. She describes her efforts as a bootstrap operation in a district where there is not a lot of administrative support for quality collections and equipment.



Planning stage - Cont.

3. A library media specialist says that money is getting harder to come by each year. She usually tries to purchase curriculum needs out of regular funds and then surveys the students and purchases their requests and materials to interest them on her IVB project.
4. A library media specialist described her job in serving four schools. She said her selection procedure is to take requests from teachers - usually things that will go along with the textbook adoption cycle. She first buys requested materials from IVB funds and then from local funds. She has also purchased equipment on IVB funds. Teachers report to her that her buying patterns really have given them the things they need for their classrooms.

ANALYSIS

SUCCESS

FAILURE

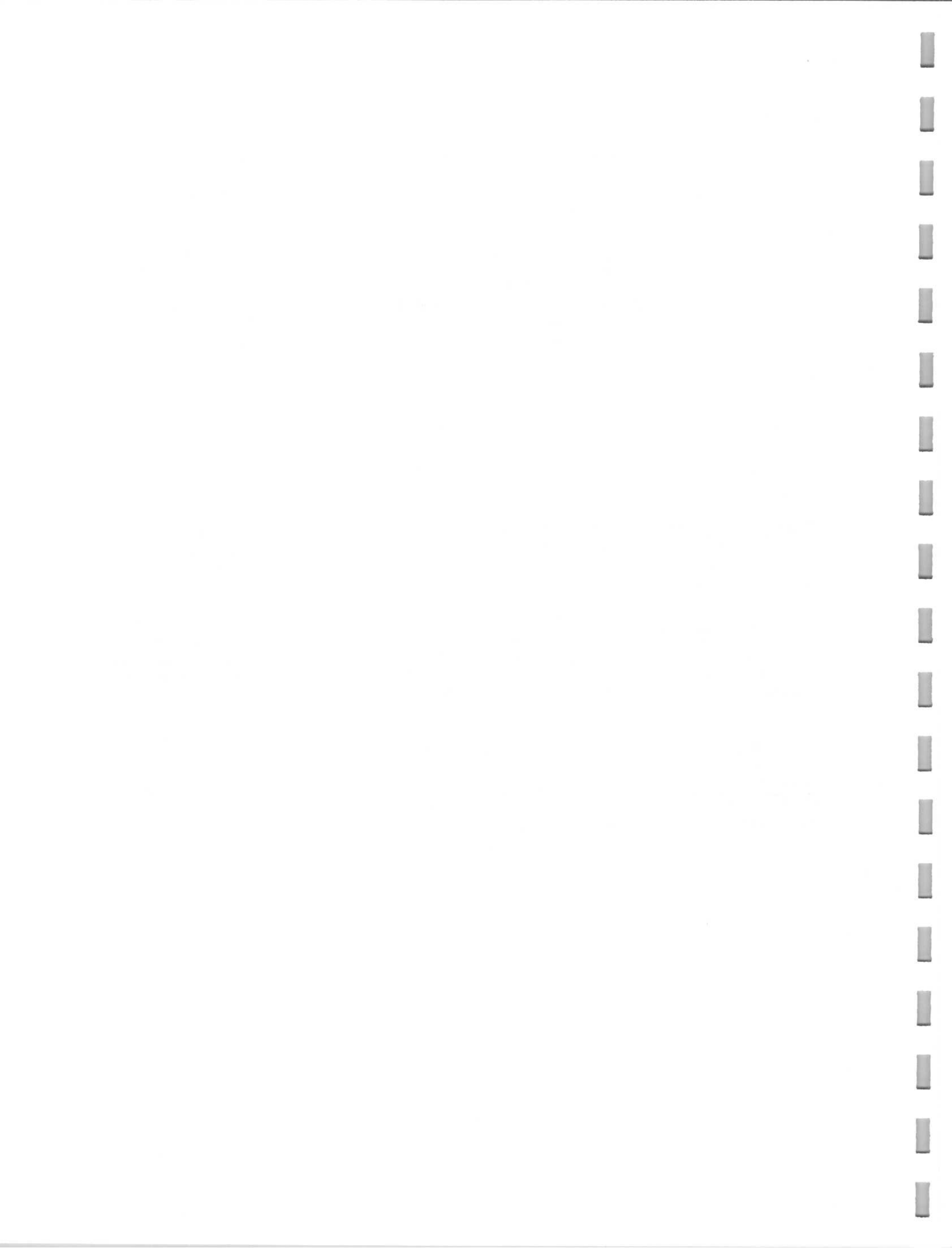
Supplements school/district efforts.

Supplants school/district efforts.

From the questionnaire: More project directors feel that Title IVB buys the basics of collections rather than enrich already strong collections. Specifically, 46% believe that their purchases supplement their collections while 66% are still working to achieve collection size standards.

From written comments: Most of the comments center around the idea that IVB funds buy things that the schools would not be able to afford out of local budgets. Schools that have poor budgets or are feeling the pressures of inflation have a tendency to let title funds take the place of local funds. Private schools are particularly in dire need of materials and rely on IVB to provide the basics. At times, IVB funds do what local school districts should do, i.e., ~~some~~ provide a base of instructional materials out of local funds. Occasionally, we find schools using IVB funds to replace local funds so that other needed projects in the school can be funded.

From interviews: districts merge IVB money and regular funds into a single buying project, i.e., teacher requests are purchased from local or federal monies on a random basis. In these schools, teachers may not be particularly aware that a IVB project is in progress since it is not a distinct entity.



Planning stage - Cont.

SUCCESS

FAILURE

6. Support specific curricular objectives. 6. Indiscriminate purchases.

\bar{X}
4.53 6. Materials and/or

4.50 7. equipment purchased were related to curriculum objectives.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Purchases for this project have been made:

65%* 47. for a single or several specific units of instruction. (167/254)

* %yes



Planning stage - Cont.

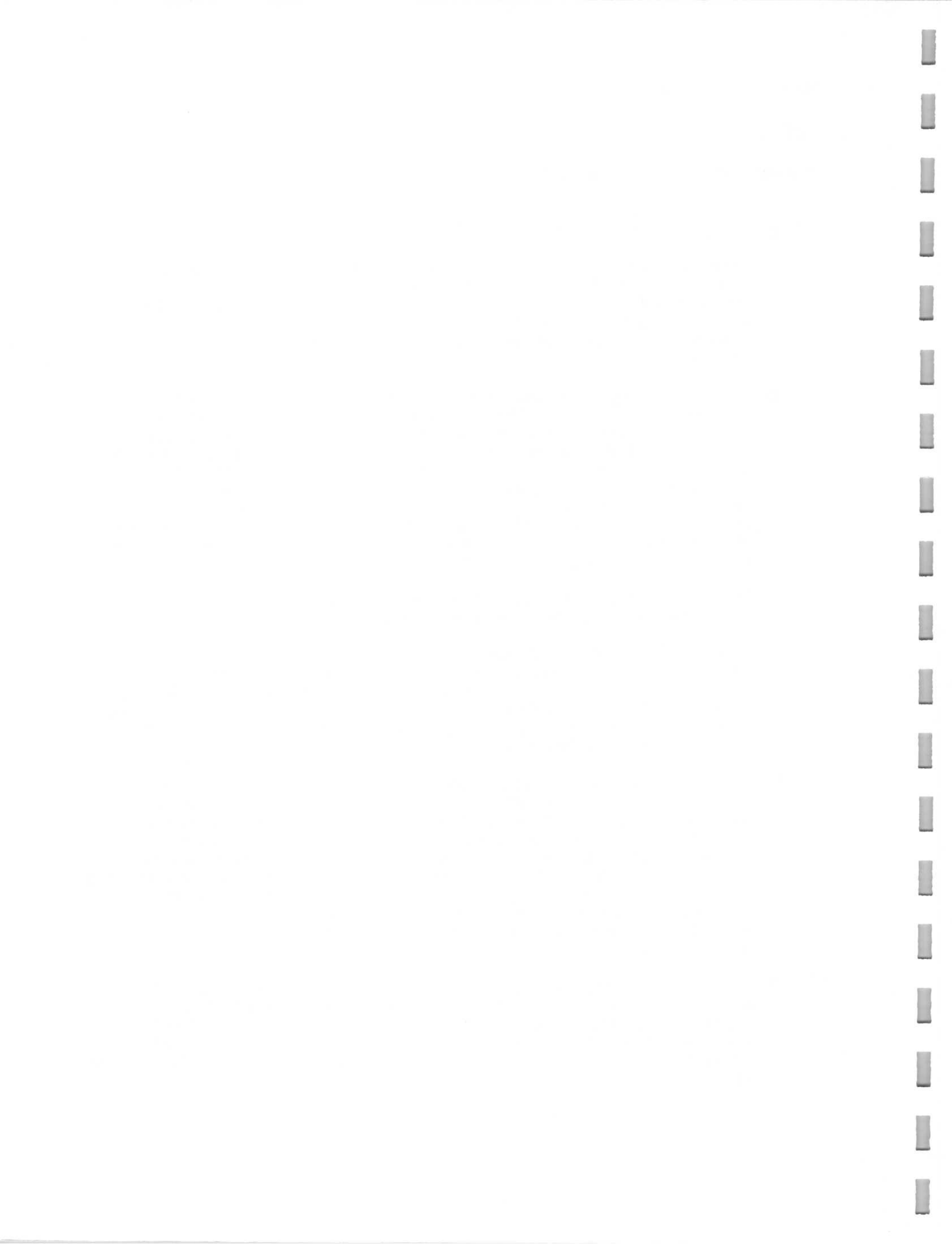
SUCCESS

FAILURE

Support specific curricular objectives. Indiscriminate purchases.

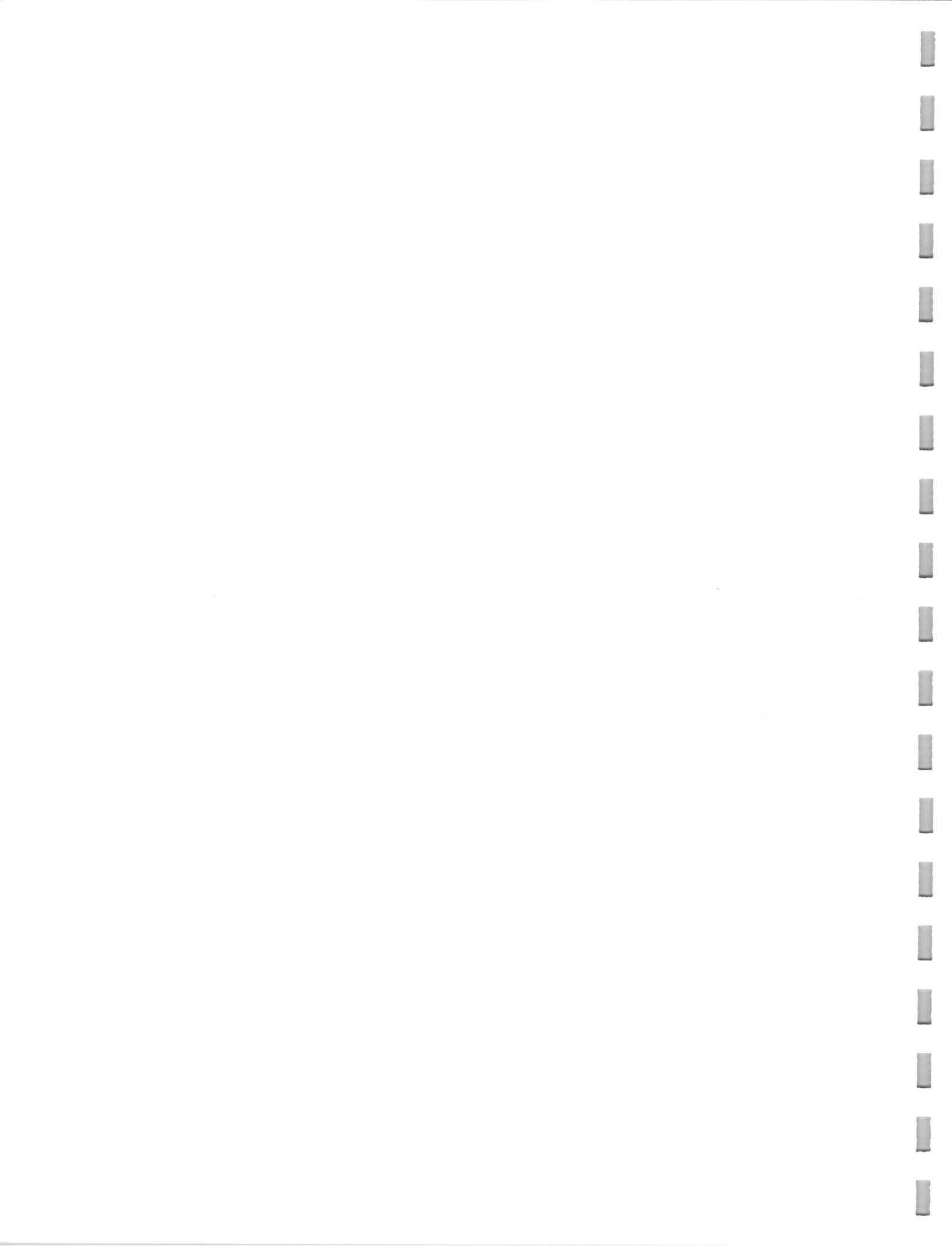
Success statements:

1. The materials selected formed a nucleus of a special "life skills" collection designed to offer students information that will be of practical value to them after completion of their education. Attention was focused on providing some learning materials emphasizing basic skills. Title IVB funds have assisted us in keeping our audiovisual equipment up-dated for effective instruction.
2. One of the greatest benefits of this project for the students and our educational program involves an increased awareness of career possibilities through the provision of filmstrips, tapes, and books. The students have access to a wide range of information concerning jobs. Another important benefit of this project involves the incorporation of topics such as family violence, alcohol, loneliness, etc. in small group situations. The guidance department has used filmstrips in these and other areas to reach out to students and help them get in touch with their thoughts and feelings. Finally, supplemental materials used in the classroom have made it possible for teachers to present and reinforce concepts in various ways, making it easier and clearer to many students.
3. Students have opportunity for more concentrated, and more varied study. Also more opportunity for independent or small group work.
4. Contributed to a stronger library reading program with more books for students to read and/or greater enthusiasm for reading those books. Our students soon learn what is available on the library shelves. It is good to keep new materials (books) coming in to surprise the students and keep them coming. We try to select materials that will meet interests and needs of the different levels of achievement.
5. The greatest benefit of the project was to the teachers, but the students eventually benefited. Because appropriate materials were added to the basic language arts curriculum, the teachers believed that they were doing a better job teaching the specific parts of the curriculum that had been ineffective in the basic adoption. The materials were interesting as well as being fundamentally sound. The teaching/learning aides enriched the curriculum and enhanced the learning experience for students. The teachers were able to evaluate the results of the program through middle school and were pleased that the materials they had chosen had provided an effective teaching tool.
6. The children develop a sense of patriotism -- a certain pride in themselves and their heritage -- an acknowledgement that rules are important for society and cooperative action from all benefits all of us. The maps and globes help encourage an understanding of other cultures and promote an awareness of responsibility in our country and others in working for peace and unity.



Planning stage - Cont.

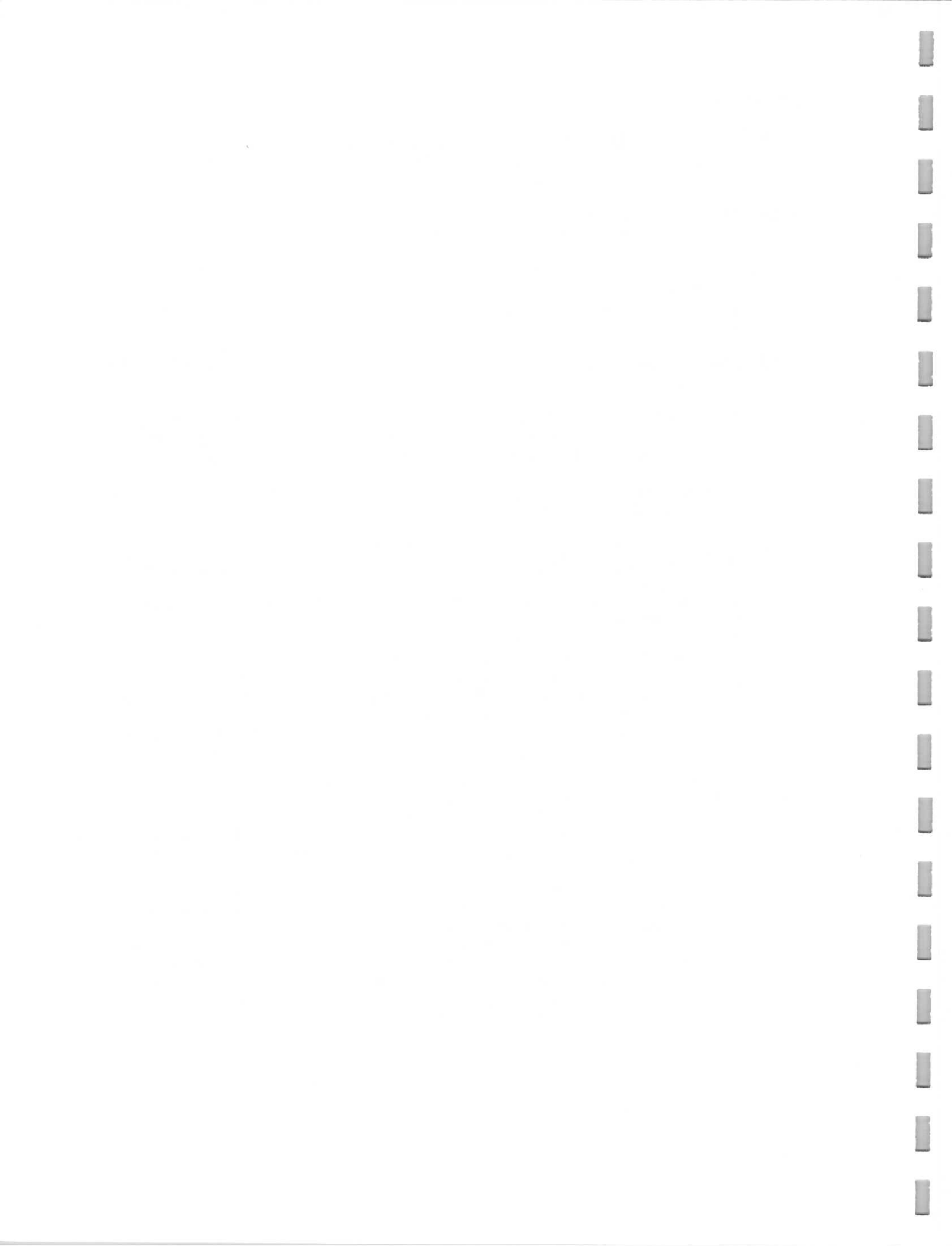
7. Through this program students have broadened their use of media materials and developed knowledge about various jobs. The parents have become aware of materials available to stimulate career awareness.
8. The medical biology course for which the equipment was purchased has been instrumental in preparing our students for college.
9. The specific instruction has helped the students become more independent library users. This instruction has also been given to 7th grade students in the 1978-79 and 1979-80 school years.
10. The building trades students actually construct a house each year. However, part of their time is spent in the classroom. These materials allowed the teacher to demonstrate so that all could see (not just the few standing closest to him) proper block-laying, cutting and assembling with supports, floor tile, etc. The materials pre-taught and reinforced on-the-job activities after the student had experienced the task. Student response to the materials was positive.
11. The materials and equipment that were purchased in this project have greatly enhanced the school-wide developmental reading program. A unique program has been organized in which each ninth grade student must spend a period of time in the reading laboratory. The materials and equipment have helped meet the individual needs of the students involved. It was felt that each student benefited from the variety and the uniqueness of each piece of material and equipment. The _____ School Corp. and the five secondary schools certainly have made good use of all the materials and equipment purchased in the project.
12. This project enlarges our collection and provides our students with books in a wide variety of subjects and a variety of reading levels which is supportive of the educational philosophy of our school system. These acquisitions better fulfill the needs of students and faculty, and improved reading level test scores have been noted. By participating in the program, hopefully, I have helped to 1) create a desire for the students to seek higher reading levels, 2) increased the student's personal enjoyment and satisfaction in reading, and 3) broadened the student's interest in more areas.
13. The materials purchased through this Title IVB project have created more interest in reading both for assigned and recreational reading. The recordings are very helpful as supplementary materials for teachers and enrich their classroom instruction.
14. The students became more aware of holidays through the filmstrips.
15. We ordered foreign language tapes that correlated with our textbooks. These add so much for oral comprehension, variety of voices, and motivation for the students, we, the foreign language teachers, feel that this is a very necessary part of foreign language study.



Planning stage - Cont.

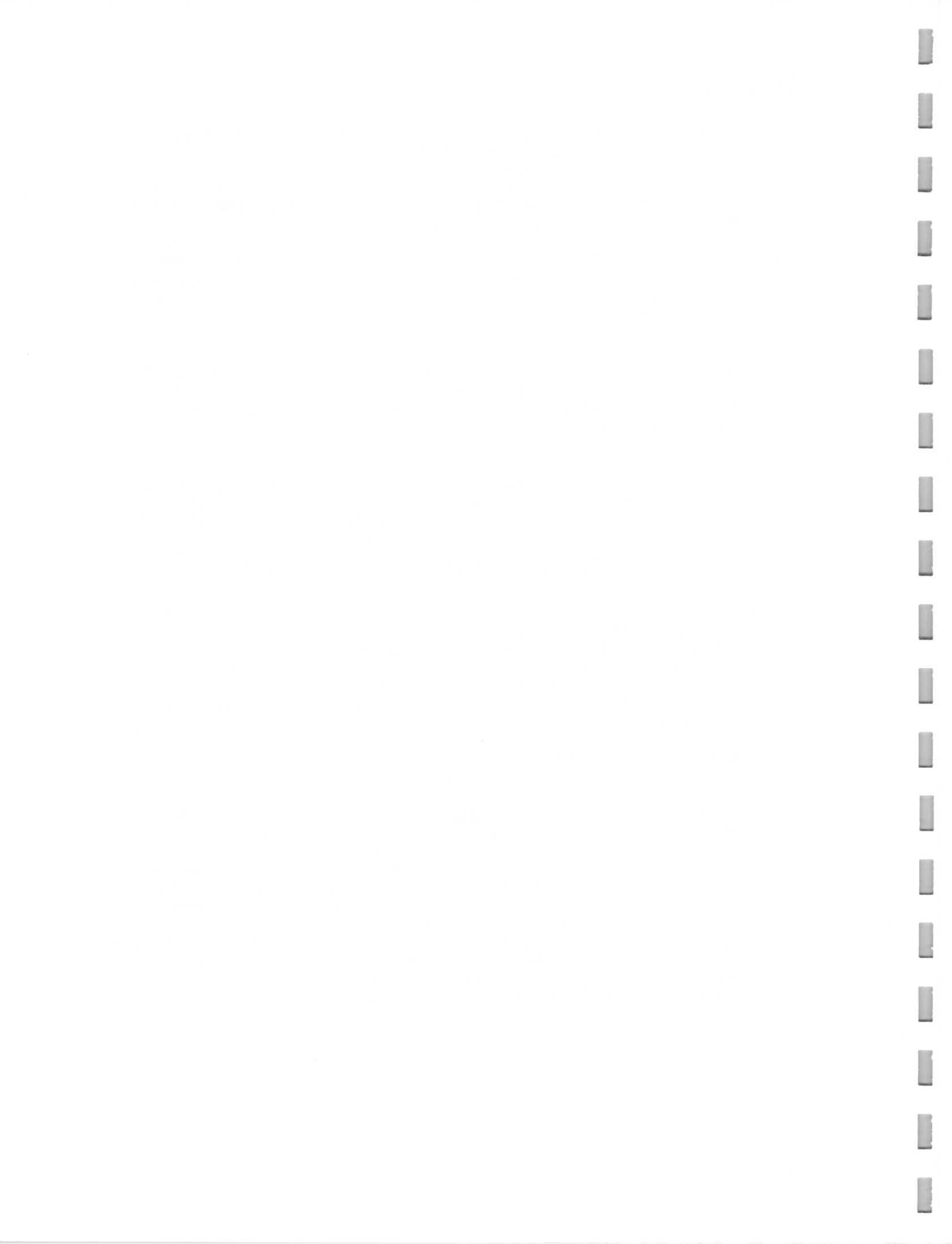
16. The materials increased the motivation and interest of the students. The students displayed increased competency in the expressive and receptive areas of the language arts program.
17. Those students reading below grade level found these books to be interesting, enjoyable to read and they wanted to read more.
18. This material provided a tutorial type lesson tape which was a reinforcement for the lessons being taught in reading. Through a selective group of students, follow-up could be done more efficiently as there were no aides available in these classrooms.
19. Students with low reading ability now have a better situation with interesting books to read.
20. These materials, particularly the books, have been used by many students to complete independent reports. Many of our students that are below grade level in reading have used these high interest books for pleasure reading.
21. 1) Added a dimension to curriculum the community wanted and felt was needed.
2) Attitude of students toward subject was greatly improved.
22. 1) By utilizing the _____ in the classrooms, the students were able to get additional reinforcement with the basic computational math skills on an individual basis.
2) Students were able to perform daily practice drills independently without the aid of teachers.
3) Many of the disabled learners and under-achievers conducted math practice drills at their own pace of learning in small or large group setting.
4) The _____ provided the student with visual cues of basic math computational skills which aided them in giving immediate verbal or written responses to math skills and 100% accuracy.
5) According to our informal testing and improved classroom performances, some of the students were able to increase their math computational skills.

Additional student's comments concerning the _____ :
The _____ provided repetitious math practice drills.
It was a fun and easy way of learning math skill.
The _____ provided self-help practice skills, and they individualized learning.
The _____ weren't very durable. They were always in need of repairing.
23. Our staff has been able to involve kids with quantitative "hands-on" activities with maps and globes to develop familiarities and skills which, as a result, have fostered better student attitudes and values about these valuable tools. My conclusions as building principal about the project are:
1) Maps and globes are used more extensively in our program as supplementary tools during other lessons. 2) Five teachers have created learning centers on the topic of maps and globes. 3) Eleven teachers have planned new units of instruction around the materials.



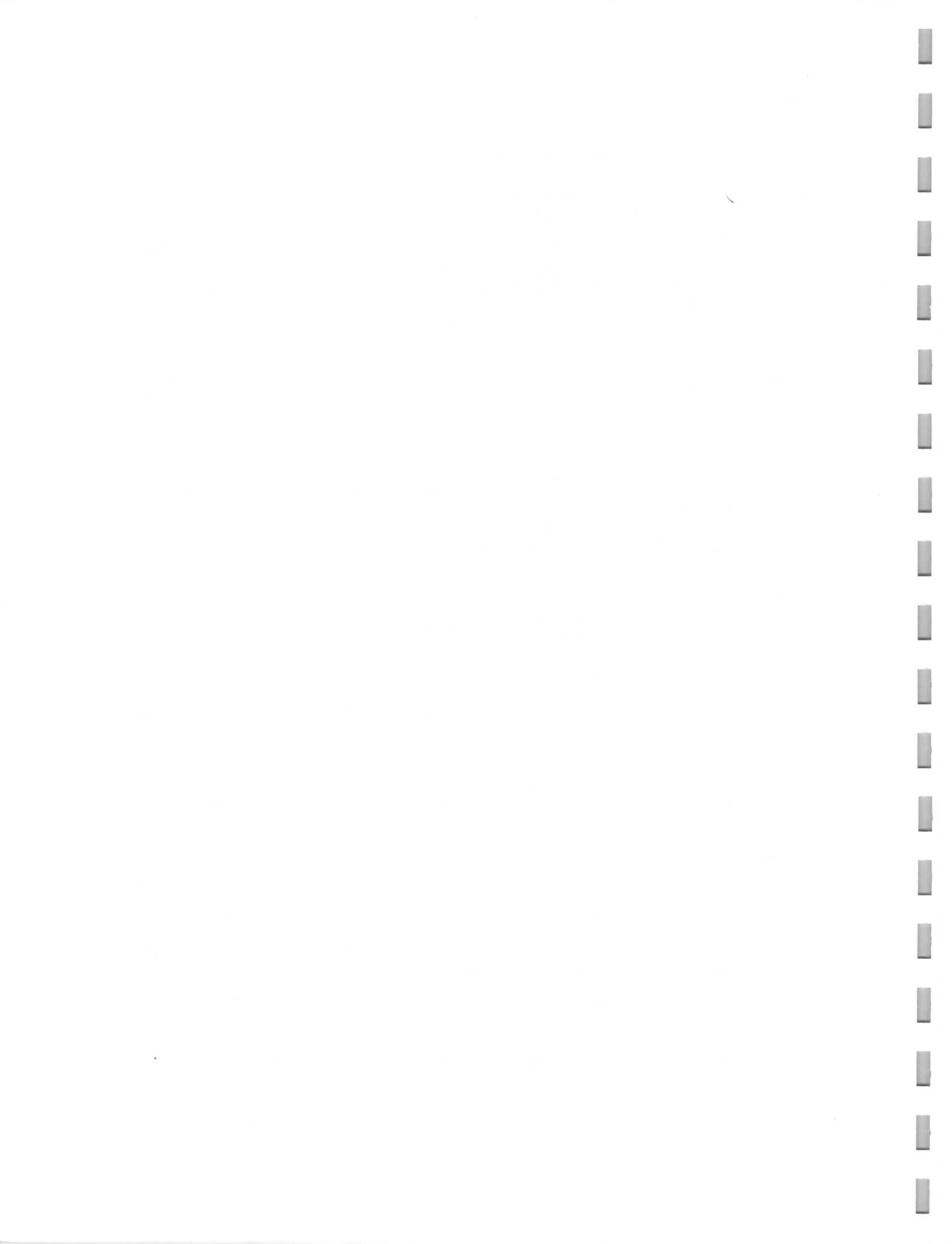
Planning stage - Cont.

24. The teacher in this case was able to supplement and enrich her reading program. The _____ books were also a good transitory step between basals and independent longer selections for the students. This proposal was one of several _____ aimed at improving the variety of reading materials in our school based on the judgment of several teachers in conjunction with the media director.
25. I think the greatest benefits of the Title IVB project are: 1) It has provided updated material for student research. 2) It has provided some high interest materials for reluctant readers. 3) It has provided some needed curriculum materials for teachers.
26. The volume and quality of reading materials available to the students. Materials are selected to develop and maintain an interest in reading. Through the use of high interest and low ability materials, reading levels and skills have improved. By focusing upon the student's interests and ability, a variety of reading areas will be developed.
27. Our library is very small. _____ was without a centralized library until five years ago. The reading specialist suggested this particular Title IVB program to aid her reading program while the holdings of the library would increase. Since that was Miss _____ last year with us, it is impossible to evaluate how helpful this program was to her classroom. The added volumes to the library were enthusiastically received and stimulated interest to those beginning readers at which the program was aimed.
28. We were able in one year to update our reference area and to increase its coverage in areas previously weak (science - both physical and natural). Our ordinary budget would never have allowed for such concentrated spending in one area. Our school also purchased a sound filmstrip to teach reference skills to intermediate grade children - an area where our material was so outdated as to be almost unusable. Several grade levels have availed themselves of instruction in this area by the librarian or the classroom teacher. The main benefit is increased use of reference materials by students.
29. Children are made aware of natural features that appear on the surface of the earth. Students study man-made features that can be represented on maps and globes. Students are given many opportunities to observe and _____ is a useful teaching aid that stimulates and motivates the learner. They gained _____ knowledge of maps and globes that included comparison of benefits and disadvantages of both. The children learned to identify and locate: the poles, four cardinal and four intermediate directions, lines of latitude and longitude, four oceans and seven continents. They also learned to use a map legend. They became acquainted with contour, political and pictorial relief maps. They learned about rotation and revolution to distinguish between the earth's daily and yearly movements.



Planning stage - Cont.

30. The materials purchased for child care and health occupations have been a great benefit to these programs. The materials have been used by both teachers and students. The cassette tapes purchased for child care have been used by students for class reports or used as a means of make-up work if a student has missed a particular lesson. The child care filmstrips are used by the instructor as an introduction to various subject areas. The health occupations filmstrips are used by the instructor to further develop curriculum and the students have used these materials for independent study projects. The reproduction equipment purchased has been used by our Auto Mechanics instructors to develop independent study packets for the students. This has allowed the instructor to prepare materials better suited for individual student needs.
31. The _____ kit involves the parents along with the children. It presents the beginning consonant and vowel sounds in a variety of ways. It uses many of the methods children enjoy. They enjoy the songs and games that the kit provides.
32. First, the greatest benefits from this project are that it enables us year after year to keep materials in our LMC that support the classes that are brought into the Reader's Guide, careers center, and reference areas on a regular basis, and provides materials, both print and non-print, for the teachers who write into their learning packets the projects for the over-achievers and those students who are absent from class and need make-up work as well as for the under-achievers.
33. The new materials strengthen a weak area in our program. They provide a resource that staff members can use to further the education of our students. They also add to our growing library in an area we were weak in. We are able to provide information/guidance in a very necessary area.
34. Providing equipment/materials which would not be available to students and teachers within a typical media center budget. Allows for large purchases which would stagger the media center budget.
35. Financial ability to purchase supplemental material-diverse materials are available to students to enhance interest-- and improved subject area coverage.
36. The guidance counselor, for a period of time, used the filmstrips in a classroom setting and with students on an individual basis. These helped him tremendously to focus on specific teacher perceived problems on a classroom and on an individual basis. Some teachers have used the materials as a focal point for discussion of classroom problems and in the teaching of certain values. When used, both the primary and intermediate teachers felt that the materials have been of high quality and have been beneficial. In January of this school year we purchased a set of filmstrips from _____ for the sixth grade titled "_____". The filmstrip titles included: "Courage," "Deceit," "Vanity," "Perserverance," "Jealousy," and "Loyalty." The teachers felt that it was necessary to have an older appearing student portrayed than was available in materials we had on hand.



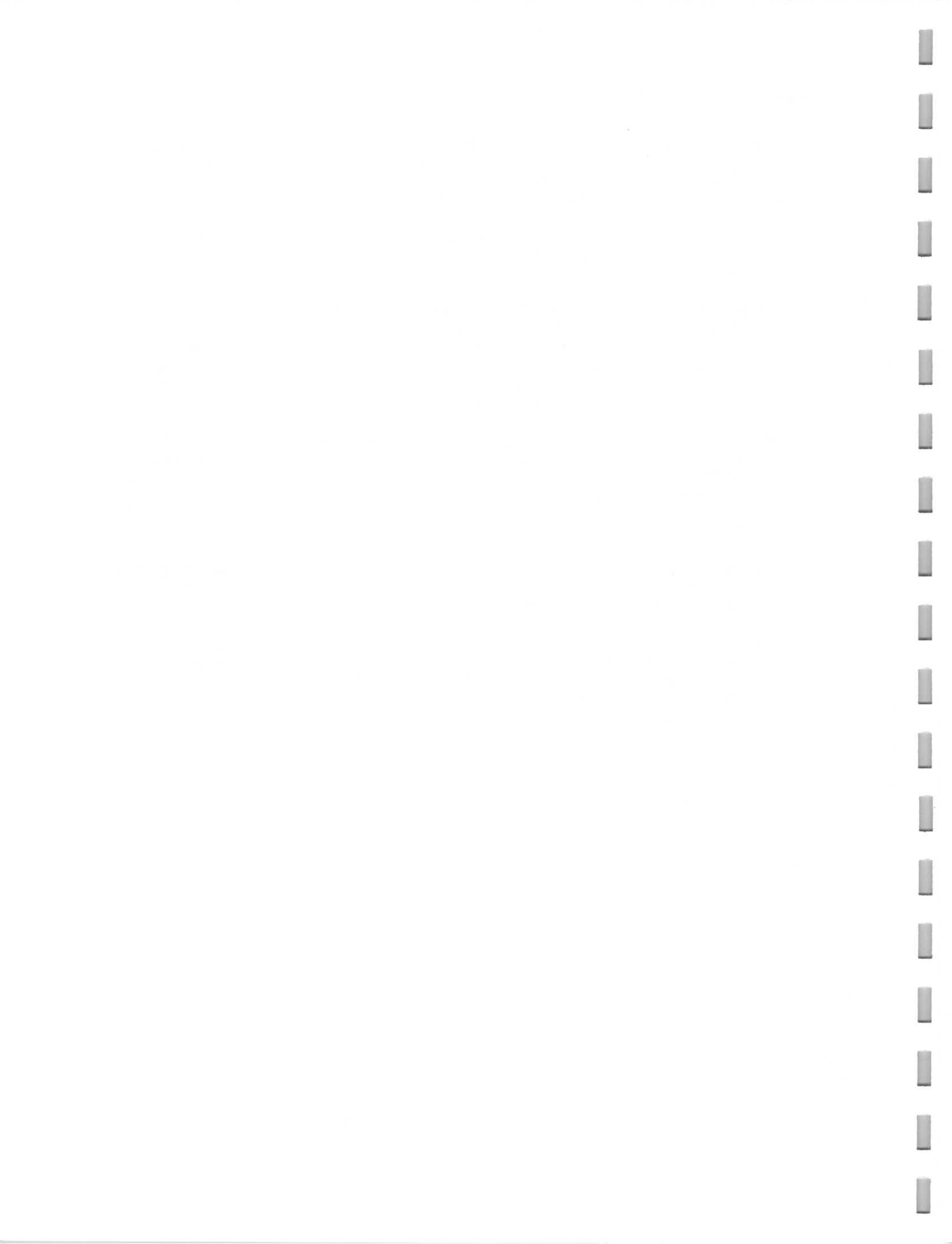
Planning stage - Cont.

37. 1st member: "1) It enabled us to have materials that we were lacking in our curriculum. 2) It enabled students to have a hands-on approach. 3) It enabled teachers to use a variety of teaching techniques."
2nd member: "Provided them with clear, concise materials for practical use at their grade level."
38. Greatest benefits are in providing: new and up-to-date materials; an overview of subject areas with possible cross-disciplinary application; a review of curriculum objectives; direction for purchasing; cooperative planning among teaching and media staffs.
39. Created a greater interest in reading by: 1) providing books of high interest at lower reading levels. 2) Providing books on subjects not previously in the library.
40. 1) independent study strengthened; 2) good review of basic skills, 3) good listening skills strengthened; 4) the crucial areas were given remedial drill and progress was noted.
41. The greatest benefit of this project to the students and curriculum of our school has been the broader base of knowledge which students have once they have processed the materials. These students will not be as far behind in their knowledge level base when entering college health related programs.
42. The students now have adequate research materials for this area of study and the teachers have software to use in presentations for motivation and interest.
43. By using these tapes, students have developed skills in listening through which they have been able to associate the sounds with the appropriate printed words. The project materials, " _____," consists of five parts. Three parts were purchased through IVB funds and the other two were purchased with local funds.
44. We were able to provide audiovisual materials in the science area for primary students. Such materials were obsolete or inadequate until this Title IVB purchase. Teachers could emphasize conservation of natural resources through the use of these new materials.
45. Students were provided with additional practice to reinforce and review reading and arithmetic skills and for some students to master these specific skills through another set of materials.
46. All schools in the corporation including this school were involved in a program during 1978 to update reference and study skills. The importance of these skills in the adopted reading/language arts program received special emphasis. We have noted increased usage and improved student reference skills at the intermediate grade levels. We are convinced that our efforts to focus on these special skills have been beneficial. Our independent reading titles were specifically selected for primary reading levels. The bibliographies noting the correct reading levels have proved helpful to both media staff and especially to teachers. Title IVB funds were important to use in providing materials for improved reference usage and independent reading. Having specific program goals encourages the staff in its attempts to improve curriculum goals and objectives.



Planning stage - Cont.

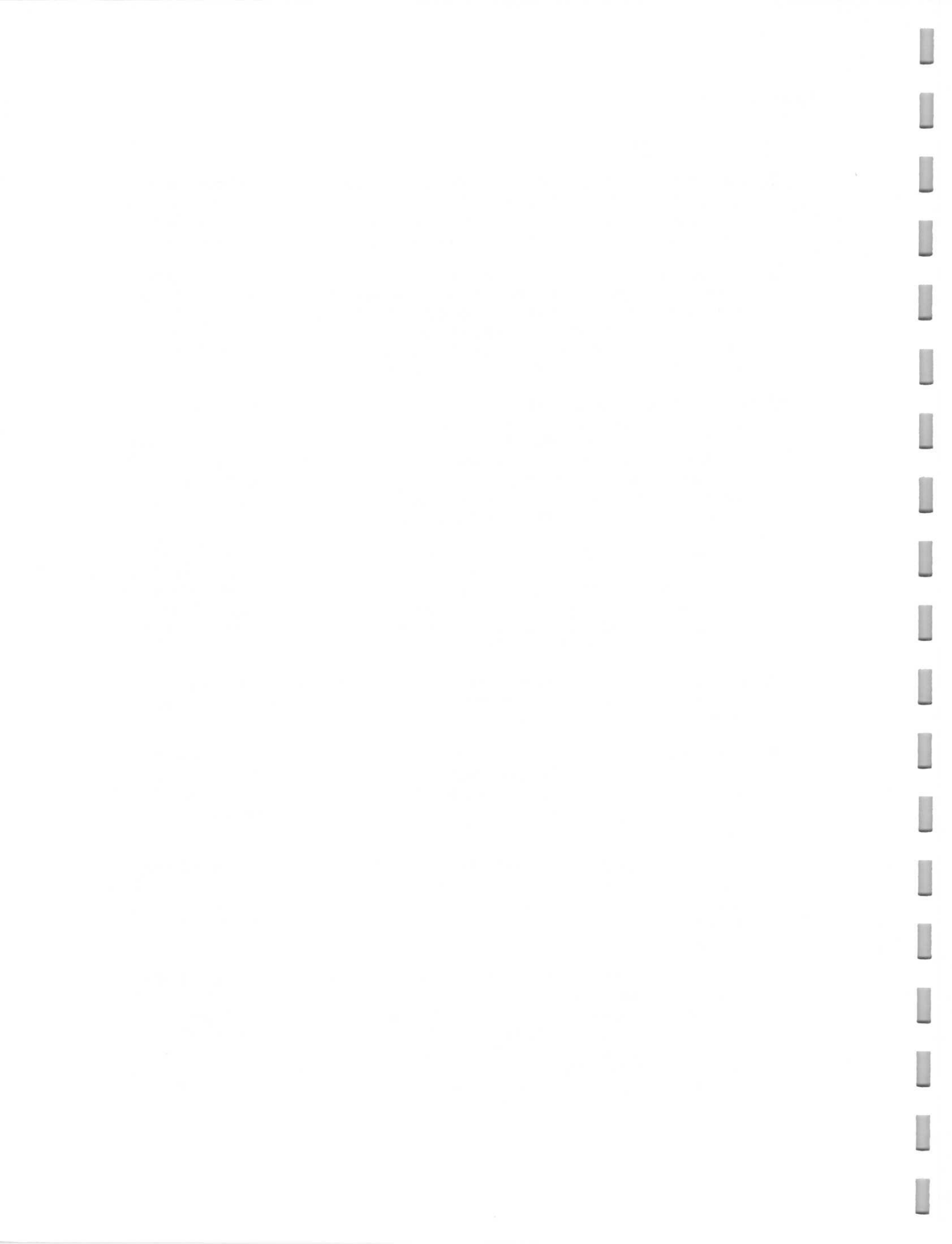
47. This program teaches our children responsibility as well as stimulating their enjoyment of reading. It also trains them in the use of audiovisual equipment. The parents have shown enthusiasm for this program. The children can hardly wait until it is their turn.
48. The greatest benefit was the simplicity of the material which enabled volunteer mothers to work with the foreign-born in building language skills in a step-by-step manner.
49. A career corner was established in our media center as a result of this program. Student involvement began immediately and interest in this area increased greatly. Listening stations were placed in this area, which captured the interests of many students. The most positive results were shown through the performance of the freshman. For the first time, students at this age became involved in career goals.
50. The Title IVB project placed large, quality art reproductions within the reach of the pupils. The reproductions were accompanied by thoroughly researched written guides for teachers and pupils. This program can be used with open-ended or directed teaching techniques.
51. To give additional reinforcement to the reading program.
52. The students were exposed to detailed visual slides of the Indiana Dunes which enhanced their learning experiences and field trips. Teachers were able to focus on the varied seasonal changes and discussed the implications.
53. The greatest benefit, as intended was to acquire more materials in the specific field of geography. The new materials, books and filmstrips, have been used extensively to improve the quality of teaching and the depth of learning. The materials will continue to be of use for sometime.



Planning stage - Cont.

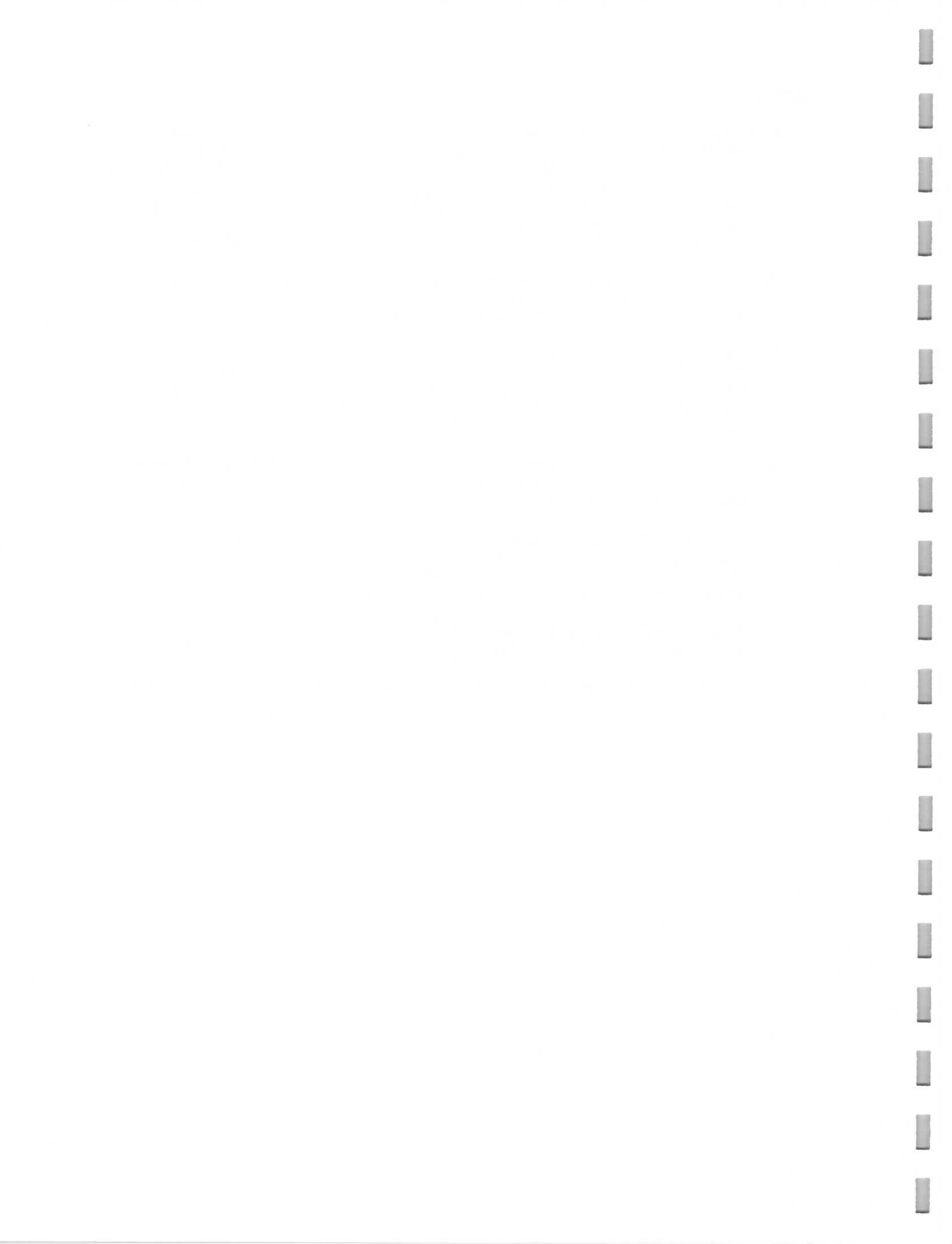
From Interviews:

1. A district coordinator described how she sat down with the superintendent and planned a pattern of IVB purchases. Each year they work to plan and purchase materials and equipment for the new textbook adoption. After the initial IVB project, then that text is supported out of local funds.
2. An assistant superintendent described how he used Title IVB almost in an in-service way. He assembles interested teachers and they jointly focus their efforts to write curricular objectives for a project. They purchase the materials and equipment that will help achieve those objectives and then their focus of the year is to carry them out. He feels that the project is a great tool in the improvement of teacher planning.
3. One principal reported that he takes the leadership on IVB projects. He consults with teachers and then chooses a few strong teachers and builds a project. He reported that the map company _____ came and did an inventory for him of all the maps and globes in the school. The principal and the teacher's committee then studied the _____ recommendations, tempered them and then wrote the project. With the budget crunch, this principal feels that Title IVB is a life-saver for instructional materials.
3. In a district with only one library media specialist for the whole district, the superintendent takes the lead for IVB. The superintendent polls the principals to select an area. In this particular project, they bought the kits that accompanied the adopted text. The kits have been extensively used and could not have been purchased without the grant. In the budget crunch, this superintendent really appreciates the funds.
5. A library media specialist said that her IVB project had concentrated on her library skills curriculum units. The materials purchased have been used every time she has taught her units.
6. One high school library media specialist noted that she had never seen IVB funds put to better use than this particular project. The music teacher at her high school is very creative and put together a number of funding sources to create an innovative inter-disciplinary music program. The project would be a good one for a case study. Truly unique.
7. An assistant superintendent reported that he is the leader for federal programs. He feels that Title IVB is the best federal project he is involved with. Their district is building a videotape library and camera plus other equipment that is used extensively. They try to target the text book cycles for program emphasis every year.
8. A principal reported that he involves one teacher on each grade level each year and together they decide on a curriculum area. For this project they decided that science was in critical need of assistance. A "gung-ho" teacher was chosen as leader and they purchased materials and equipment to work on science fair projects. The project has continued over two years and the principal reports that the resulting science fairs have never been better. He likes the curricular orientation of the forms which gives him an opportunity to be the instructional leader.



Planning stage - Cont.

9. A superintendent said that any district-level specialist can apply to him to have a IVB project. In the case of this project, the district had done some things with reading labs as an extension of the English classes but their efforts had not proved successful. This project gave them the materials and incentive they needed to put the program into operation. Two years later, it is still going strong and the teachers think it is very beneficial. IVB bought the materials, local funds paid the reading person's salary.
- x 10. The library media specialist reported failure in planning which lead to unwise purchases. The machines they purchased broke down and were useless after two years. A project they would like to forget.
11. The project director reported that this was the worst IVB project they have done. They were experimenting and had a personnel change which really destroyed hopes of carrying out the project as intended. It was a mess. Their other projects have been very good (did we have to pick this one to probe?)
12. A curriculum director was impressed to say that IVB is the most effective federal program. They try to follow the textbook adoptions each year and IVB purchases the teacher requests to support the adoption.
- x 13. This librarian gets her wish file out and buys the things recommended by teachers with either local or federal funds. She reports that all her federal project applications are written about the same - she views the projects as acquisition projects - not curricular ones.
14. This librarian inherited a mess! There was no basic collection and no reference collection. She has used the IVB funds to buy the essentials.
- x 15. The described project was never carried out but materials were purchased.



Planning stage - Cont.

ANALYSIS

SUCCESS

FAILURE

Support specific curricular objectives. Indiscriminate purchases.

From the questionnaire: The majority (65%) feel that the materials selected zero in on specific curricular needs. Others tend to purchase what they term "the basics."

From written comments: Comments were analyzed to provide a clue as to which areas of the curriculum were the most often served by IVB. The categorization is as follows:

1. Reading and language arts (24 comments)
 - a. provision of recreational reading (4 comments)
 - b. building reading skill (9 comments)
 - c. provision of books for low or advanced reading levels (4 comments)
 - d. developing reading motivation (5 comments)
 - e. providing a wider variety of reading materials (2 comments)
2. Skill areas (16 comments)
 - a. library skills (3 comments)
 - b. writing reports (1 comment)
 - c. research techniques (2 comments)
 - d. providing reference sources (2 comments)
 - e. study skills (2 comments)
 - f. drill (2 comments)
 - g. listening skills (2 comments)
 - h. use of equipment (2 comments)
3. Guidance program (11 comments)
 - a. general guidance materials (4 comments)
 - b. improving family life (1 comment)
 - c. alcohol problems (1 comment)
 - d. coping with loneliness (1 comment)
 - e. career awareness (4 comments)
4. Map and globe skills (3 comments)
5. Science (3 comments)
6. Social studies (2 comments)
7. Foreign language (2 comments)
8. Mathematics (2 comments)
9. Health (2 comments)
10. Building trades (1 comment)
11. Holidays (1 comment)
12. Art (1 comment)



Planning stage - Cont.

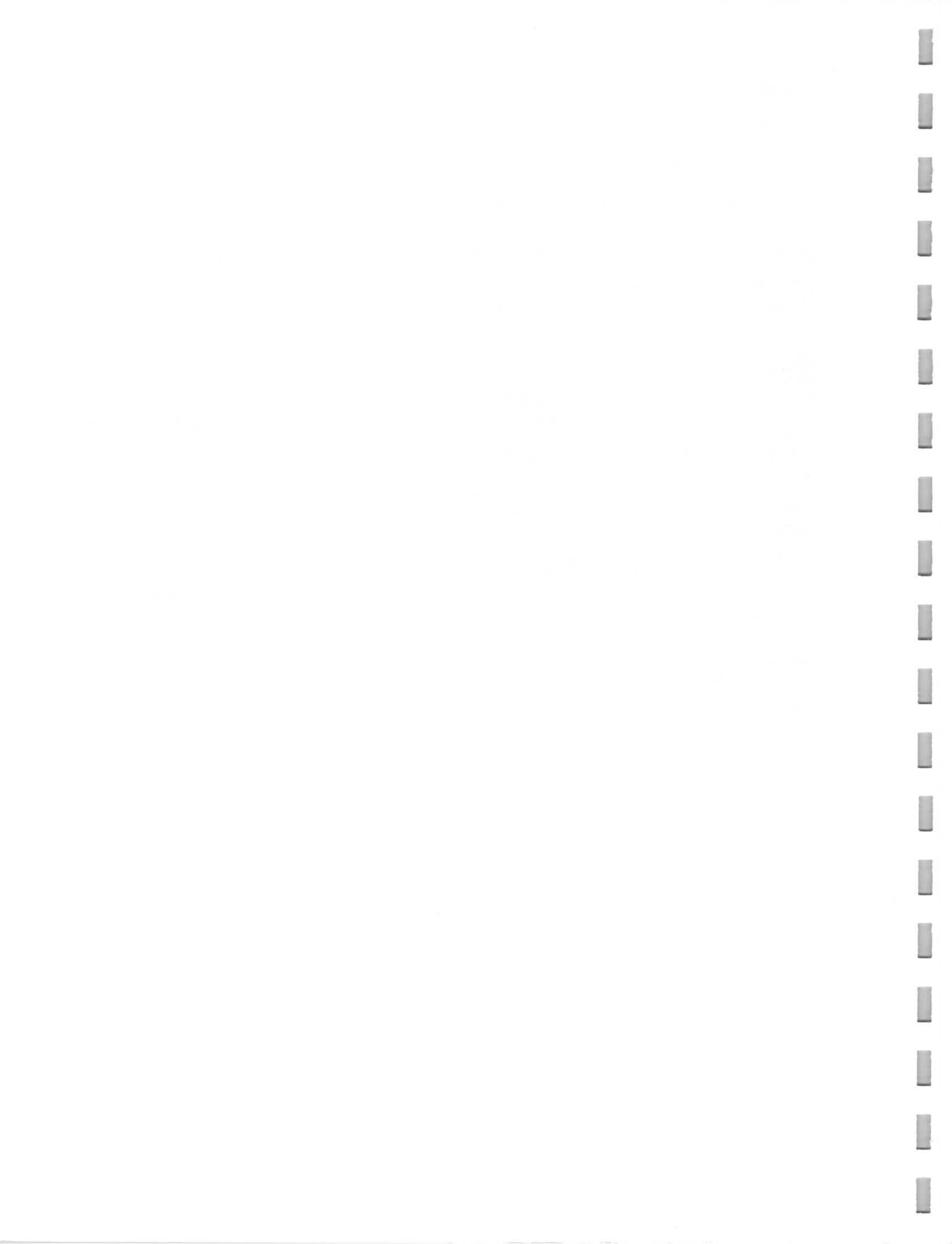
13. Independent study packets (2 comments)
14. Filling holes in the collection (2 comments)
15. Materials for slow and advanced students (2 comments)

From the above, the language arts programs seem to dominate project buying. Building research, listening, and reference skills is also popular. Guidance areas receive considerable attention as expected since guidance was part of the IVB emphasis for these three years.

From interviews: The highlight of the research findings is the discovery that there are many project directors who use IVB as a tool to improve their entire educational programs. It is not surprising to find superintendents and principals who realize the curriculum improvement potential of a IVB project. Administrators who take the time to be involved as instructional leaders of their schools delight in the progress and the impact that their projects have on the students they serve. These administrators usually target a curricular area for attention and then search for creative teachers who will design and carry out a model IVB project. Examples of these kinds of projects included a reading laboratory, a science fair project, map and globe skills, and a videotape library.

Project directors who received low success scores report that IVB is usually an acquisition program indistinguishable from on-going local buying programs. Other low scorers report that they have used the funds to experiment in some way and that the experiment has failed.

What was said above about the involvement of administrators also applies to library media specialists who take the leadership in curricular-related projects and who use them to participate in the curricular process with some of their staff for the first time. The experience is vital in their quest to shift roles from merely a support/supply person to an active participant in instruction.



Planning stage - Cont.

SUCCESS

FAILURE

7. Sound evaluation measures planned.

7. Weak evaluation measures.

\bar{X}
3.87 3. Initial planning for this project included development of evaluation measures.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Evaluation measures were planned/executed by:

\bar{X} % 3's

1.95 31% 33. building level administrators (70/220)

1.82 28% 34. district library media supervisor. (36/127)

1.53 15% 35. district level administrators. (23/158)

1.66 18% 36. federal project directors (in your corporation). (26/145)

2.34 55% 37. library media specialist. (111/203)

1.13 1% 38. outside evaluators. (2/130)

2.47 55% 39. teachers. (131/236)

2.40 58% 40. program director. (114/196)
(scale: 3-heavy involvement, 2-some involvement, 1-no involvement, X-doesn't apply)



Planning stage - Cont.

SUCCESS

FAILURE

Sound evaluation measures planned.

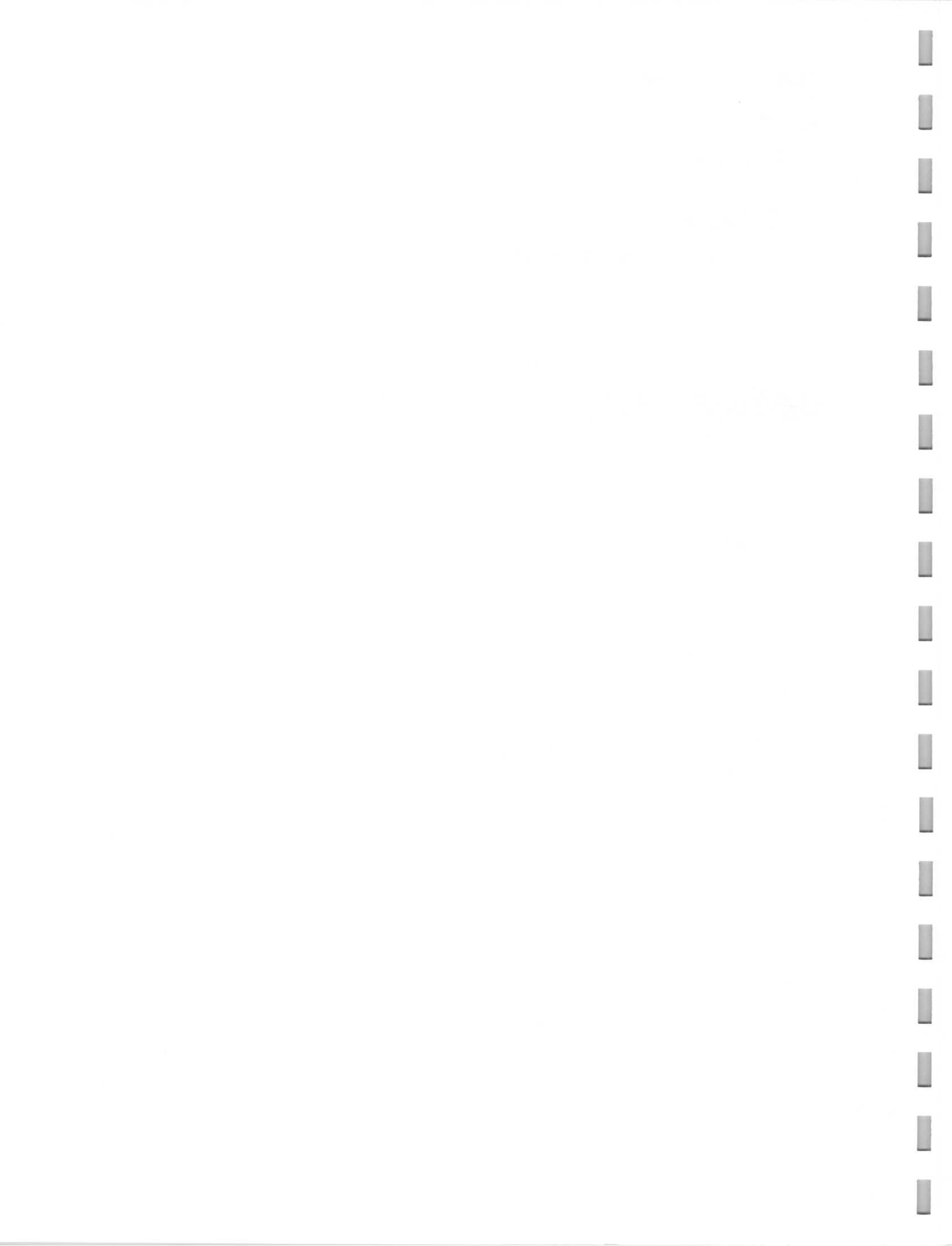
Weak evaluation measures.

Success statements.

1. Specific objectives and evaluation procedures are of better quality and in writing.

ANALYSIS

From the questionnaire: Teachers and library media specialists who are the most heavily involved groups in planning IVB projects are also the groups who select the evaluation measures.



Planning stage - Cont.

SUCCESS

FAILURE

Fits into district/school long-range plans. Not related to district/school plans.

X

4.00 17. This project was related to the long-range district/school education plan.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Success statements:

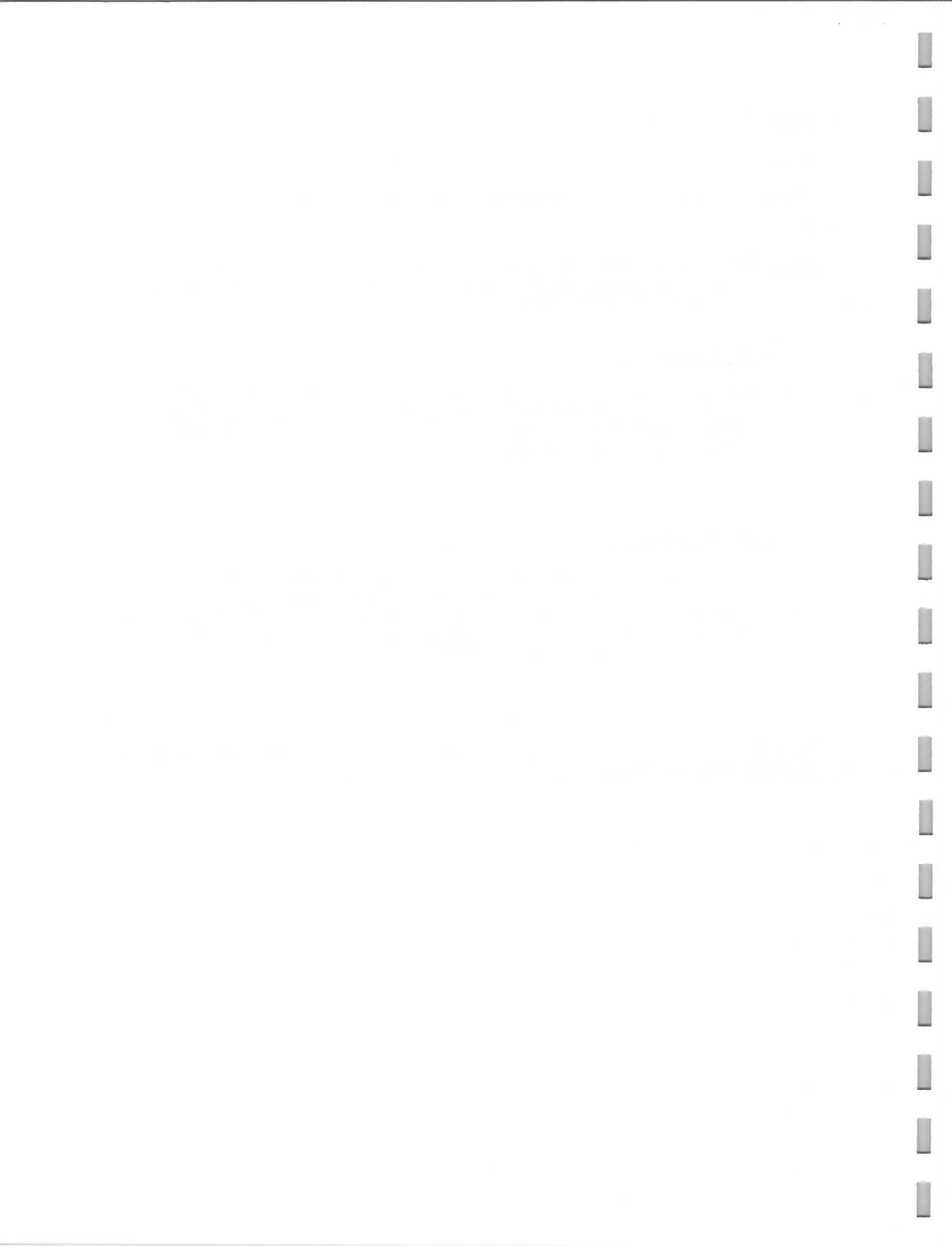
1. Additional benefits are those of continual evaluation of the educational program and communication between teacher/principal/central office. ESEA Title IVB is a worthwhile endeavor that is well organized and implemented by the state office.

Interview comments:

1. A principal noted that he looks at the total needs of the school as he expends funds of any type. They needed a strong remedial program but the space was inadequate so they used IVB funds for minor remodeling. He says his staff considers their program very successful and has contributed to a lower drop-out rate.

ANALYSIS

From the questionnaire: Almost all agree that IVB projects fit into their long-range district/school education plans. Only 16 persons disagreed.



Planning stage - Cont.

QUESTIONS ABOUT THE PLANNING PHASE

1. Were projected and actual expenditures within budgets?

11% 99. Actual costs of materials/equipment exceeded budgeted costs. (28/254)

2. Did the project promote cooperation between the LMC program and the instructional program?

\bar{X}

3.85 16. This project was an integral part of the library media center program of the district/school.

(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree X-doesn't apply) (82% marked 5 or 4, 18% marked 2 or 1)

The strength(s) of the IVB project can be attributed to:

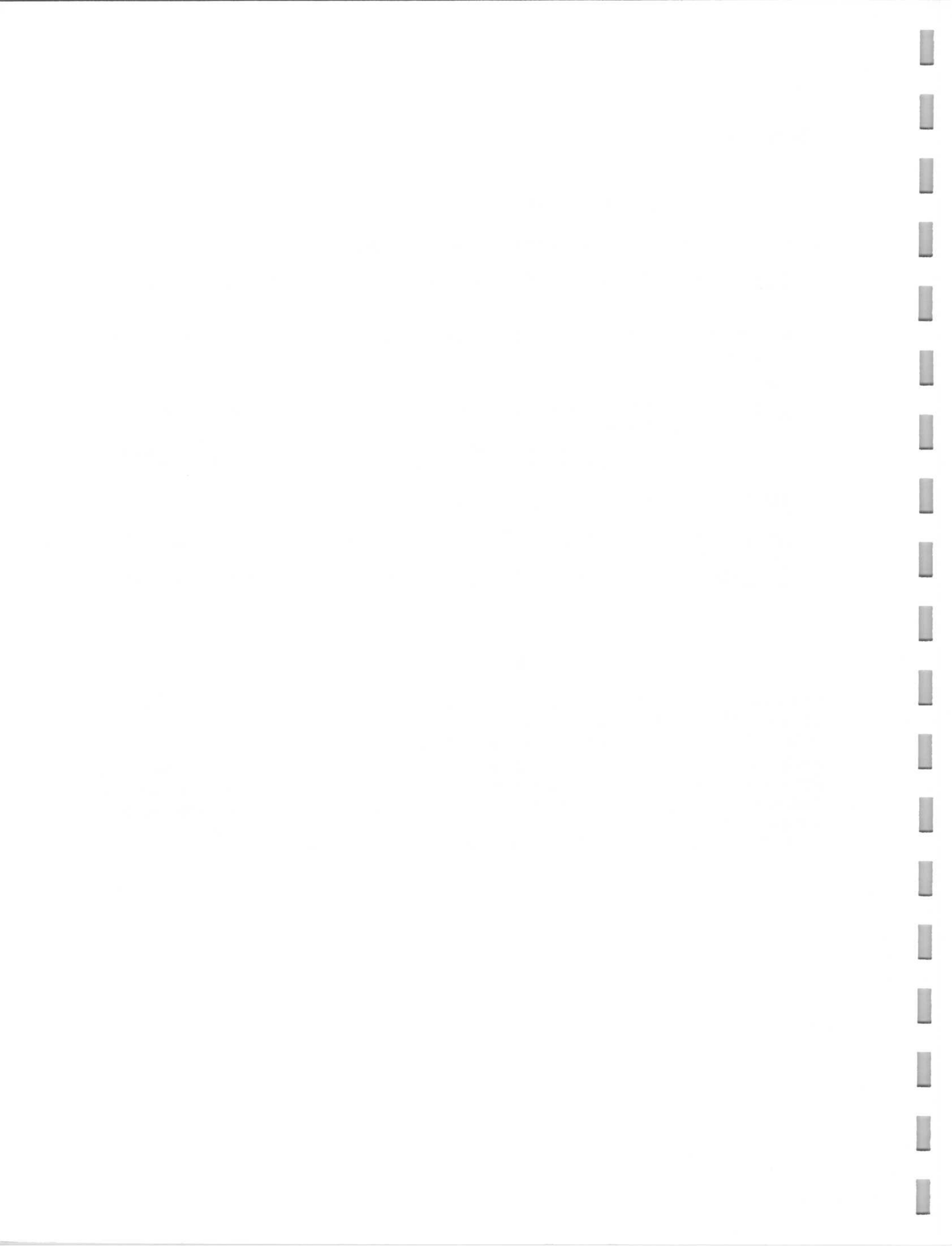
46% 92. increased cooperative planning among teachers and library media staff. (118/254)

57% 95. new cooperative activities by the library media staff and teachers. (144/254)

ANALYSIS

From the questionnaire: One in ten projects exceed their budgeted costs. This is not surprising considering the inflation rate. Price changes often occur even when ordering from the latest company catalogs.

While the broadening of the Title IVB program in 1977 included guidance and counseling, 82% still agree that their projects are integral parts of the library media center program. Almost half (46%) use the projects to increase planning sessions between library media professionals and teachers. Over half (57%) plan cooperative activities between the library media center and the teachers as their IVB project.



Planning stage - Cont.

3. Did the project give the schools an opportunity to try something new or different?

The strength(s) of the IVB project can be attributed to:

57% 93. use of a variety of teaching techniques. (144/254)

35% 94. subject content which could be covered for the first time. (84/254)

Success statements:

1. This project was to initiate a school newspaper and journalism class. The greatest benefits of this program are 1) an increased interest in the school activities. 2) an increased interest in writing/and improved skills in writing by the students in journalism. 3) an improved relationship among all grade levels through articles in the paper. 4) an increased interest in journalism as a career for the students.
2. Student motivation through the novelty of using the hand-held calculator.
3. The video playback/recorder and monitor has been greatly used in speech classes in particular. Students were able to see themselves and notice where improvement was needed.
This has been an excellent form of self-evaluation. Other areas such as radio and TV classes have also received much use from this equipment.
4. Since we are living in the age of computers, what better way to capture the motivational forces of children than by utilizing this means (digitor) to develop the interest, attention, and learning experiences that these machines afford. Not only do they provide an innovative and fun approach to learning but they also supplement time that is so vital to the classroom teacher.
5. The audiovisual format of the materials allowed all students to participate in the program. With teacher organization of objectives, it was possible for each student to reach the maximum level of objective pre-determined for him. The filmstrip maker has been used to meet the needs of the curriculum at a cost lower than purchasing ready-made kits. One activity which was not anticipated has been student involvement in the production of sound filmstrips. With a little supervision concerning operation of equipment, these students have been turned loose and have produced some impressive sound filmstrips.
6. I think it has developed an interest that for the first time in a long time, we are adding advanced courses to our curriculum.
7. This did not work as well as we had hoped. The chosen machine was too advanced for general training of students (actually took more work on the instructor's part). It's greatest value was in convincing us that we must give computer training and have micro-computers available to students.

The calculator was useful in that some students were able to do more advanced work than they would have without the machine.

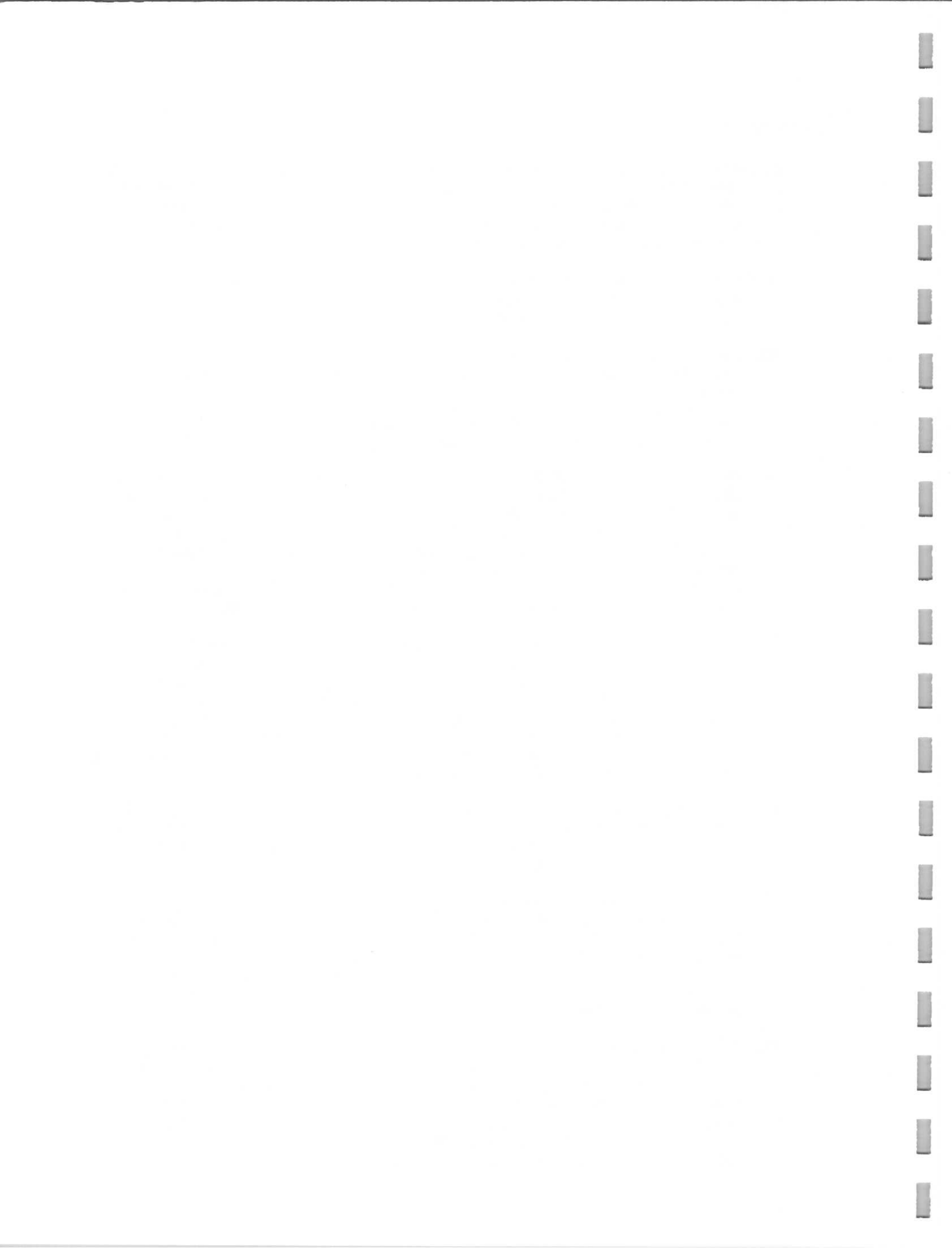
This particular project is probably the only IVB program we haven't been extremely satisfied with.



Planning stage - Cont.

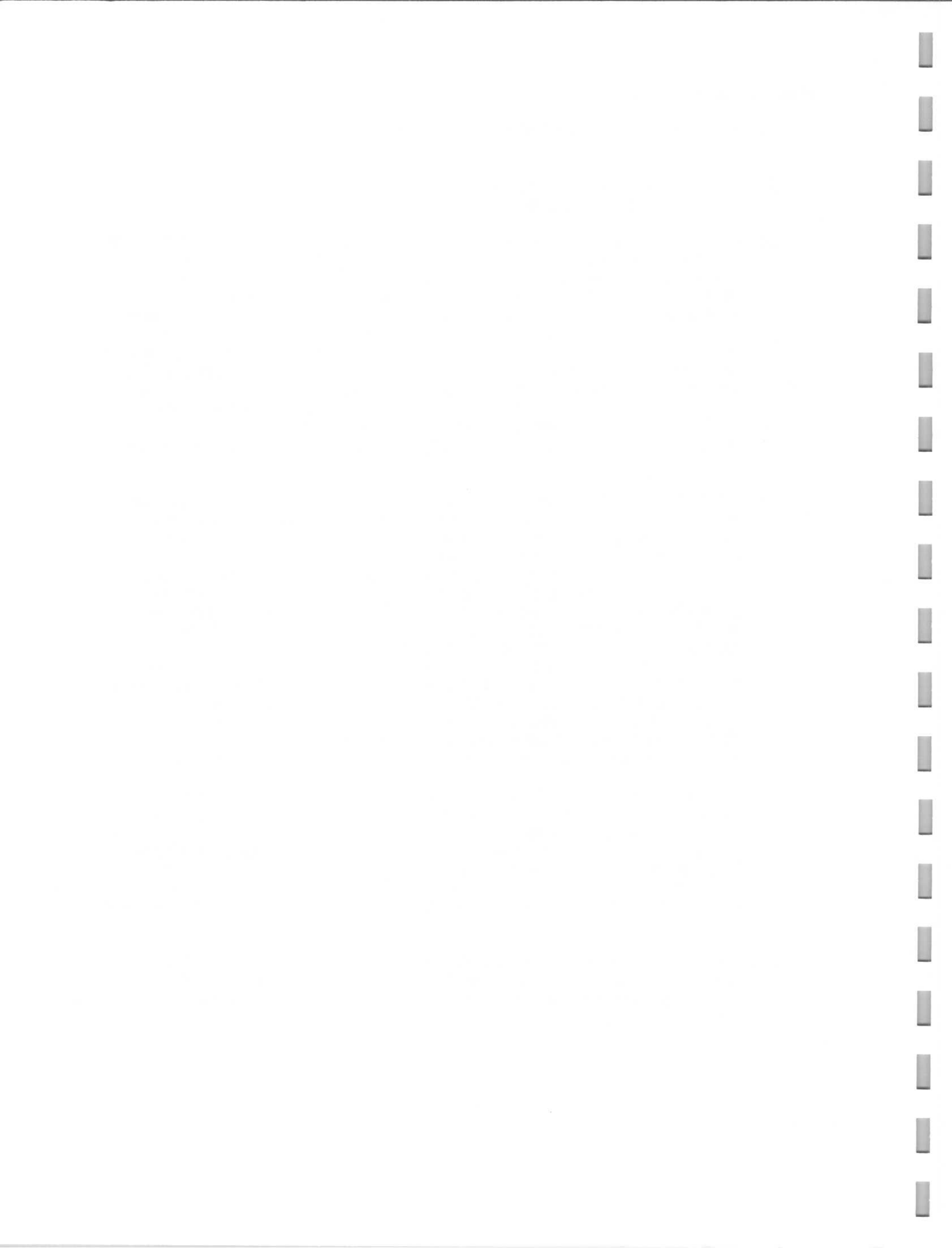
8. Our students and education program received another means to provide a sound approach to new materials. Since the purchases were specifically for new areas, we have found it interesting to observe how often each item has been utilized. Teachers are especially pleased since the materials have provided them with additional assistance to provide a broad background for students.
9. Material was provided to encourage reading. Circulation improved immediately, and as we developed a "sustained reading period" once a week, the collection filled the bill.
10. The P.E. teacher has presented many innovative and creative lessons using the parachute. It has measurably strengthened many motor and learning skills.

Reference materials are used daily by all upper classes -- benefits are difficult to measure but reading and vocabulary skills on ITBS have improved.
11. The benefits of the equipment that was purchased for this project are obvious. The video-tape equipment has allowed students to see their own mistakes and thus correct them. The copy machine has allowed more students to use our reference and reserve materials, by making it possible to copy certain passages rather than check out the material and thus making the materials unavailable to others. What is not so obvious, but is of the greatest importance in this project, or any other Title IVB project, is that this equipment could not have been purchased by our school without Title IVB funds.
12. I believe it is important that materials and the equipment be available to teachers when the unit of study dictates a use for them. It breaks the continuity of a unit if equipment is not available for presentation of materials at the specific time it is needed. Due to having a dry mount press that works perfectly, we have been able to try new techniques in mounting a variety of materials. (example: 6 sets of 10 types of leaves - with the leaf laminated on both sides so observations could be noted. Each laminated leaf was then framed with cardboard to give a longer life to the item.
13. The development of a listening center by the use of a cassette recorder and earphones have created additional needs for such equipment as teachers have seen many more uses. We have since added seven additional listening centers which are used daily.
14. The cassette tape recorders - one high quality _____ stereo and one portable _____, enabled us to record native foreign language speakers with comparative ease. Once a master tape was made, then with our tape duplicator, we were able to produce multiple copies so individual students could have them for instructional purposes. It has been quite beneficial to our German and Spanish students and they have been able to pursue independent study and make better use of the media center.
15. Through the purchase of the self-contained slide projectors, the interest and the number of faculty and students has increased in the slide programs and especially slide productions. In the Fall of 1978, one faculty member assessed each student a fee for materials used in slide/sound essays from class assignments. Three curriculum areas will accept slide/sound essays as a semester project. The IVB equipment is used almost daily as in other equipment pertaining to slides, cameras, recorders, mixers, _____ projectors.



Planning stage - Cont.

16. A good opaque projector improves flexibility in presenting materials for instruction.
17. The greatest benefit was in planning. The problem was we were not able to find materials to fit our needs.
18. My purpose in wanting the career and decision making manual was to give the students better and more valid ways of analyzing themselves. This, I felt, would enhance their ability to make more appropriate decisions. In my opinion the activities as set forth in the manual can help a person, individually, to analyze situations and finally arrive at a decision, however, I have found that many of the high school freshmen are either too sensitive to answer the more personal questions, or they lack a background of experience necessary in many instances to come up with valid answers to the questions. This material would be more appropriate for older and more experienced students. Even so, certain chapters are selected for our 9th graders to give them experience and ideas about the decision-making process. We plan to continue using the materials as supplementary materials for our career program.
19. First, initially there was much "down time" (computer) because of equipment problems. Second, use by teachers in other subject areas at this time has been negligible because of inexperience on their part and not up to their expectations. That has not been the case with the students. For the most part, the students using it have been very enthusiastic. In addition, new teachers on the staff have had computer experience and are teaching programming to their students. There has been a problem in entering new problems and programs as they must be typed in. Shortly, we hope to have a paper tape reader which should alleviate this problem. The computer was displayed during the open house for parents and they seemed to be enthused about it and several used it. The use of the computer initially started out slow because of problems. However, in the last few months, it has perked up very much. With the new programs, it is expected that use should exceed expectations and parts of the proposal not implemented before can now be implemented (because of new software)
20. Through the acquiring of this equipment, more students were able to have first hand experiences of using the equipment. Also, new and existing materials could be used more adequately by more students. Part of this equipment was a "hands-on" type of equipment. This gave students first-hand experience in handling, examining, and using the equipment. I feel the additional equipment has been very beneficial in up-grading our total educational program and has a very positive impact upon the improvement of the audiovisual department of our school.
21. Students were able to do more independent work. Teachers could set up learning centers in their classrooms for this purpose. The students were able to operate the equipment and carry out **the work assignments by themselves**, even at the first grade level.



Planning stage - Cont.

22. We need as much extra material and equipment as we can get. Our teachers often need stimulation of new and challenging materials and equipment as well as students. The program allows us to experiment.
23. This area did not have the materials needed to conduct the proper program. With the new materials the program worked much better for both teacher and students.
24. It gave us a start on an individualized program for qualified students which has resulted in work of excellent quality and awards presented to the student involved.
25. Opportunity to work in areas of art that, previously were unable to be touched upon because of the lack of proper equipment.
26. An opportunity to acquire materials and equipment which could be used in new curricular trends. It allows innovative projects to be implemented, a great source of refreshing motivation, and new ideas which stimulates teachers, children, and parents.



ANALYSIS

QUESTION:

Did the project give the schools an opportunity to try something new or different?

From the questionnaire: A third (35%) use IVB projects to cover new content in their curriculum and most (57%) use it to enlarge teaching variety.

From written comments: Many of the directors use their money to try a new idea for their school. It may not be innovative, but it is new to them. Experimentation with new types of AV equipment were mentioned most often. This equipment included:

- a. an opaque projector (1 project)
- b. calculators (2 projects)
- c. video tape recorders (2 projects)
- d. computers (1 project)
- e. filmstrip makers (1 project)
- f. a copy machine (1 project)
- g. a dry mount press (1 project)
- h. a listening center (1 project)
- i. an audio tape duplicator (1 project)
- j. a self-contained slide projector (1 project)

Other experimentation mentioned included:

- a. student interaction with AV equipment for the first time.
- b. student production of audiovisual materials including slide/sound essays.
- c. experimentation with learning centers.
- d. new areas of the curriculum that could be taught for the first time.
- e. individualization made possible.
- f. a school newspaper started.
- g. a sustained silent reading program instigated.
- h. a parachute purchased for physical education activities.

Project directors did admit that in taking the risks of experimentation, they did fail on occasion. One reported that they couldn't find commercial materials to bring their creative idea into practice. One stated that the equipment failure was so high that it ruined the project. Another said they had purchased too sophisticated equipment for the students and the idea they had in mind.



Planning stage - Cont.

4. Did the state application forms help in sound project planning procedures?

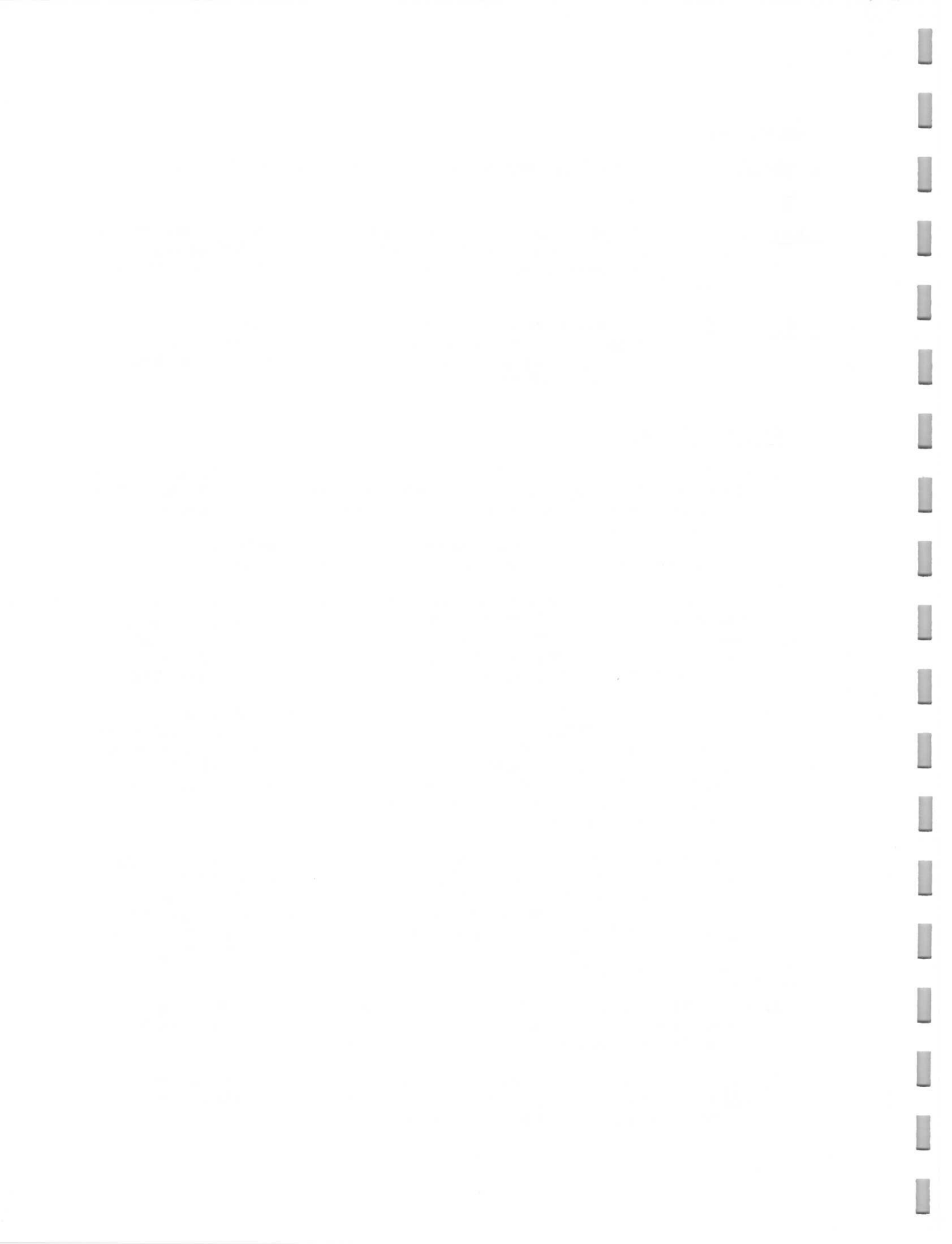
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3.81 2. The state application forms and guidelines facilitated sound planning for this project. (scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply) (91% marked a 5 or 4, 9% marked a 2 or 1)

54% 51. Equipment was selected using EPIE guidelines or evaluation before purchase (each corp. received a copy of the guidelines from the DPI) (out of 156 respondents who said they purchased equipment, 84 said they used the EPIE guideline s)

Interview Comments:

1. A library media supervisor at the district level described her district as having excellent budgets for materials and equipment. She said that when IVB curricular oriented forms first came out, she was not pleased but after working with them for several years, she can see much value in the curricular orientation. She complains that the latest state forms don't encourage as much curricular orientation as the past ones.
2. A first year library media specialist said that this was the first time that her school had had a IVB project. She serves two schools and the collections are very poor so she spends her money to buy the basics for the collection. She does not care for the curricular orientation of the forms when she feels she needs to spread the money around to buy a little bit of everything.
3. A principal expressed his disfavor at the state forms - particularly when the school wishes to buy equipment. This school has a filmstrip projector and a tape recorder in almost every classroom. The principal usually announces that the IVB project is about to be written to the teachers in teacher's meeting and then they decide what to buy - kind of a shopping bag approach. The interviewer in this case felt that this principal is very things-oriented rather than program-oriented.
4. A library media specialist reported that she is in charge of IVB every year. She includes teachers and they decide on things that would be nice to have and then they try to fill out the forms. She doesn't like the forms because there are a number of materials that they need but don't know how to justify them in terms of the forms. She does not try to do much evaluation -- only the verbal comments of teachers. She reports that her local budget has increased every year for four years.
5. A librarian said she had no funds from local sources so she is buying the very basic materials out of IVB funds. In this case, she finds the application forms difficult when she just needs basic materials.
6. The project director described their private school as being very very poor. They need materials desperately. A state consultant could assist them very much in filling out the forms and focusing their program.



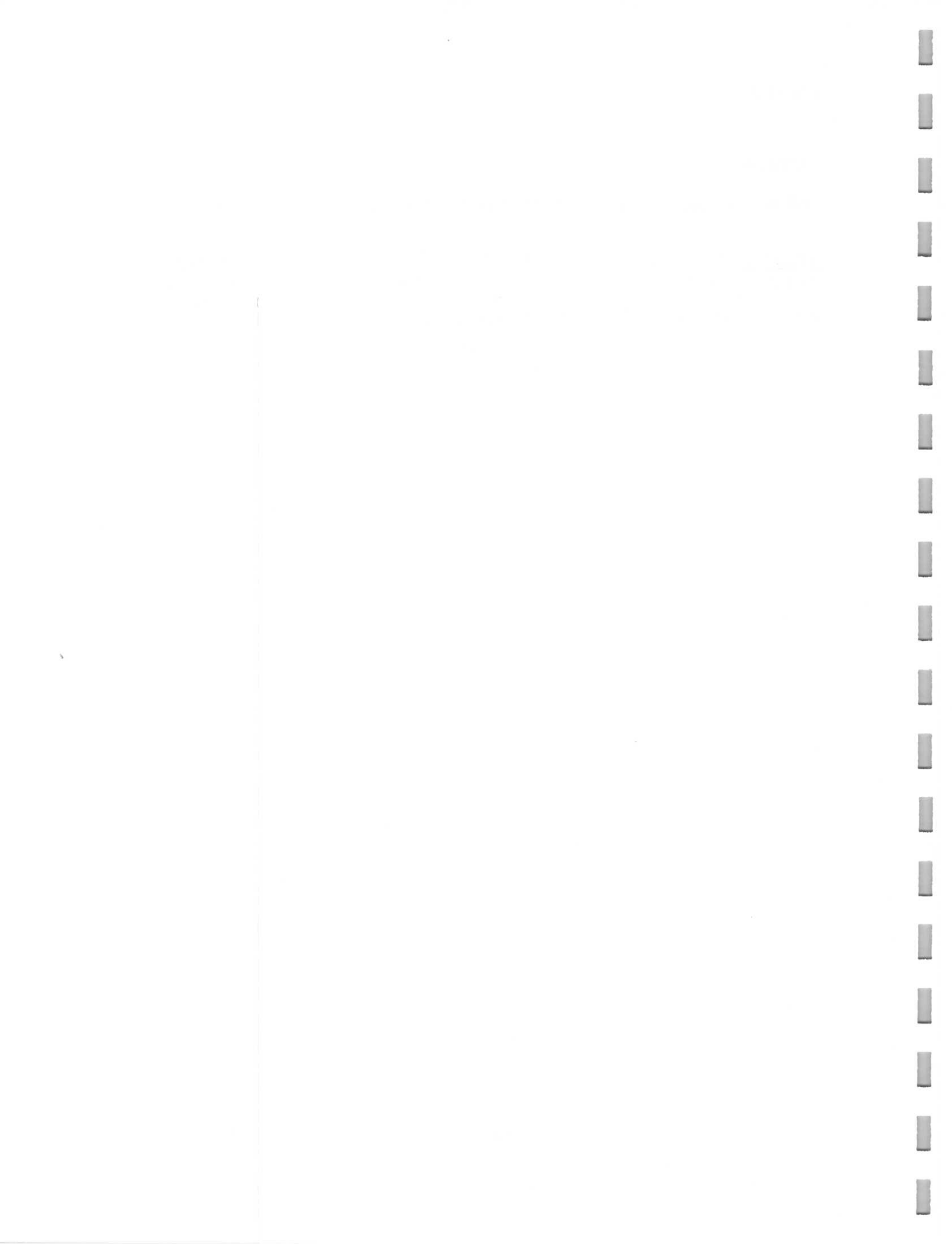
Planning stage - Cont.

ANALYSIS

QUESTION:

Did the state application forms help in sound project planning procedures?

From the questionnaire: Almost all (91%) agree that the state application forms facilitate sound planning. Context clues in the questionnaire indicate that about 60% of the projects written include some equipment purchases. Half of these indicate they used the EPIE guidelines sent out from the state department.



EXECUTION STAGE

SUCCESS

1. Materials, equipment selected to meet the purpose of the grant.

\bar{X}
4.48 4. Materials and/or

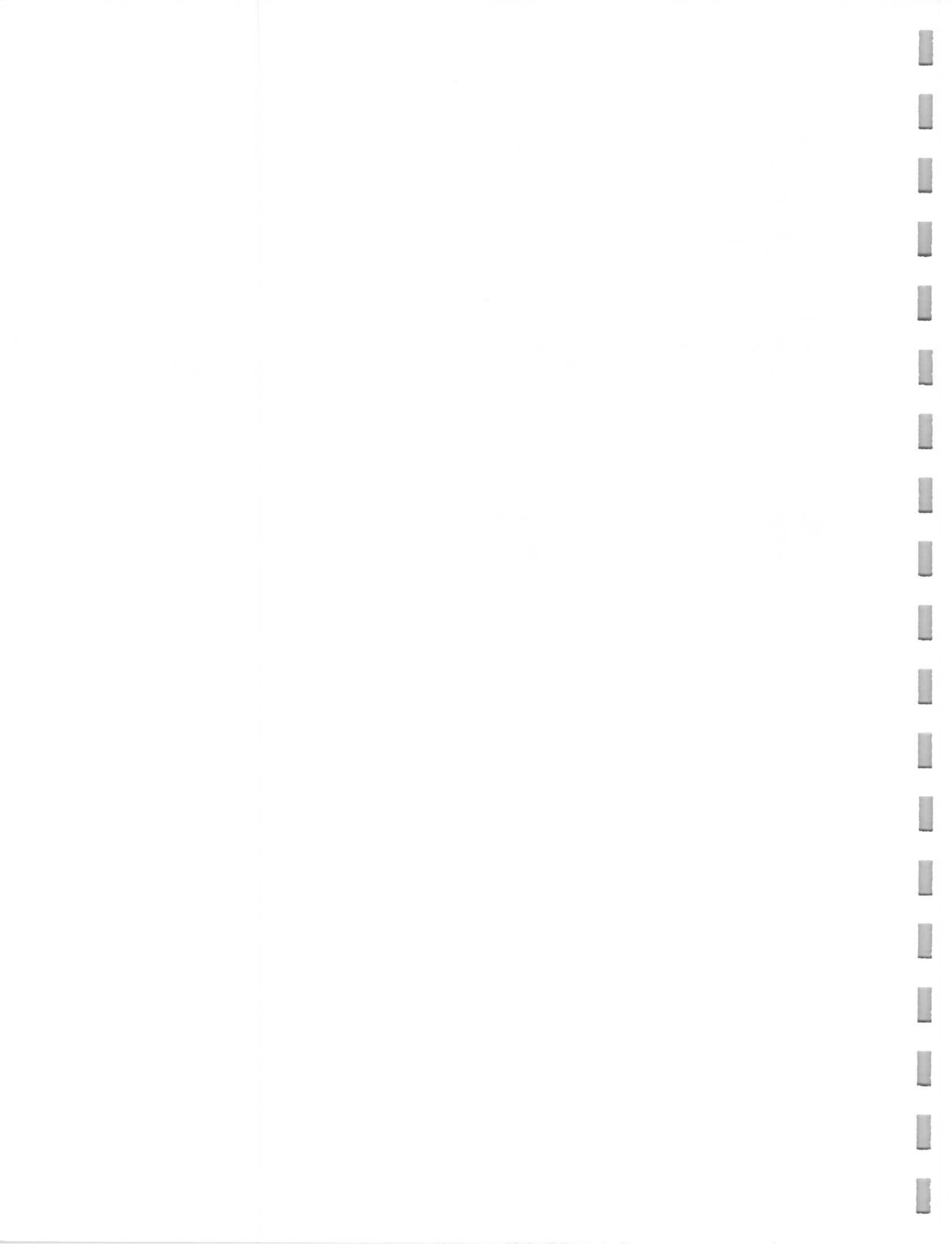
- 4.49 5. equipment selected met the purpose of the grant.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply) (only one person marked disagreement on the above two questions)

FAILURE

1. Whimsical purchases.

ANALYSIS

From the questionnaire: Virtually all agree that they select materials and equipment to zero in on the objectives and purposes of the grant. Only one person disagreed with this proposition.



Execution stage - Cont.

SUCCESS

FAILURE

2. Quality of items purchased commensurate with price

2. Ripped off

\bar{X}
1.47 12. The quality of the materials and/or

1.49 13. equipment received was inferior.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Success statements:

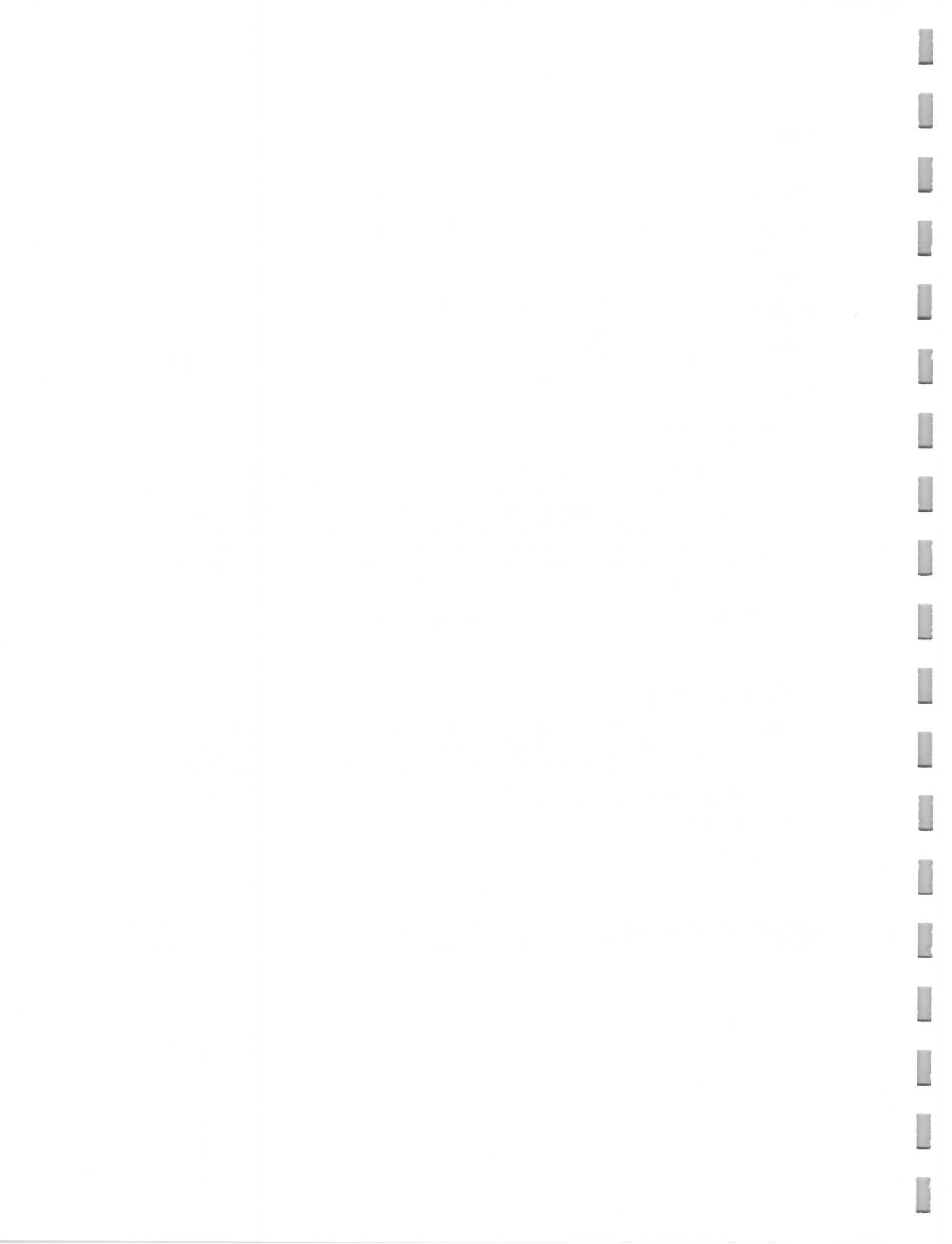
1. By using the \$5,000 for elementary 16mm films we were able to add 50 films to the elementary AV central library which circulates films to our ten elementary buildings. By planning ahead, we were able to take advantage of the company's 100% fund-matching plan and we used the matching \$5,000 for 16mm films for our high school AV library. In short, our school system gained \$10,000 worth of 16mm films which we could not have acquired without IVB.
2. Better selection of material and/or equipment.

Failure statements:

1. It is difficult to evaluate this program as the principal and media specialist have changed since it was written and the information on the sheet was sketchy. We have had a hard time keeping the calculators running because the batteries wear out with little use. The greatest benefit is to have these additional materials in the school, and available for use.

ANALYSIS

From the questionnaire: Project directors feel that they do get their money's worth. They feel that the equipment and materials they buy are generally quality items.



Execution stage - Cont.

SUCCESS

FAILURE

3. Received what was ordered within project timelines.
3. Substitutions altered original purpose/ delayed arrivals affected project success.

The materials and equipment funded by the project were received:

MATERIALS

- 76% 52. exactly as ordered (167/220 who purchased materials)
- 30% 53. with few substitutions. (66/220 who purchased materials)
- 1% 54. with many substitutions (3/ 220 who purchased materials)
- 59% 55. within project time line (129/220 who purchased materials)

EQUIPMENT

- 84% 56. exactly as ordered (131/156 who purchased equipment)
- 19% 57. with few substitutions. (30/156 who purchased equipment)
- 1% 58. with many substitutions. (2/156 who purchased equipment)
- 54% 59. within project time line. (85/156 who purchased equipment)

Failure statements:

1. Our basic problem was that we received filmstrip projectors, but no filmstrips (as requested); tape recorders, but no tapes; and the junction box with 8 headsets was never received. We could have done a better job of implementation if we had filmstrips and tapes in the language arts area. The implementation we did do was with the equipment from Title IVB, but with materials borrowed or donated from other sources. The greatest benefits of this project were that we received equipment we needed to supplement our language arts program.



Execution stage - Cont.

ANALYSIS

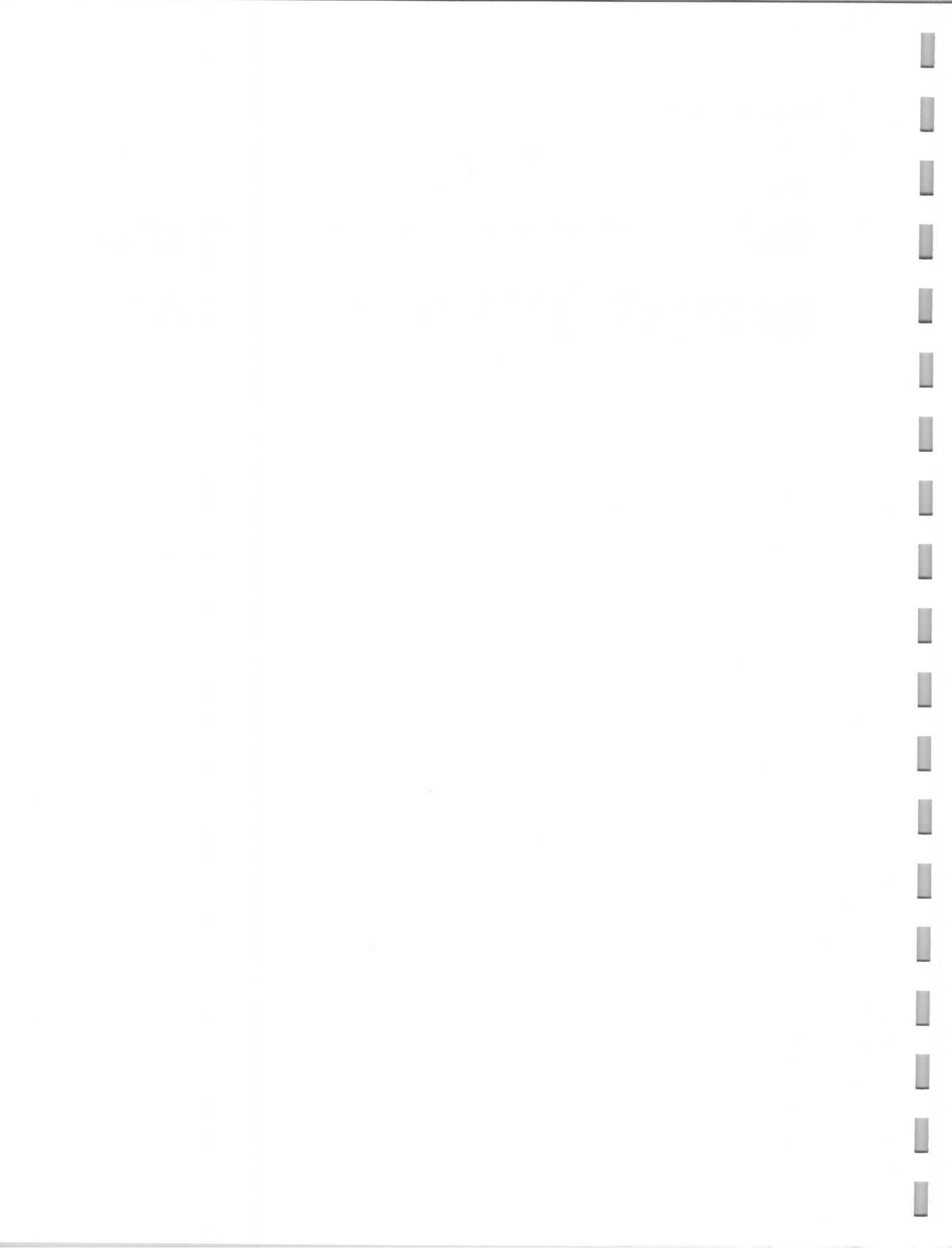
SUCCESS

FAILURE

Received what was ordered within project timelines.

3. Substitutions altered original purpose/
delayed arrivals affected project success.

From the questionnaire: The majority who purchase materials (59%) and equipment(54%) feel that their purchases arrive within the project timelines. Reasons for delay could well be studied by the state department staff.



Execution stage - Cont.

SUCCESS

FAILURE

4. Materials/equipment inventoried centrally. 4. No records of materials/equipment kept.

IVB materials/equipment purchased are:

MATERIALS

50% 60. inventoried centrally (111/220 who purchased materials)

77% 61. cataloged in the library media center (171/220 who purchased materials)

96% 62. labeled with IVB identification (212/220 who purchased materials)

8% 63. organized in another manner. (18/220 who purchased materials)

EQUIPMENT

60% 64. inventoried centrally (95/156 who purchased equipment)

65% 65. cataloged in the library media center (101/156 who purchased equipment)

97% 66. labeled with IVB identification (151/156 who purchased equipment)

7% 67. organized in another manner (11/156 who purchased equipment)

ANALYSIS

From the questionnaire: Very few fail to label materials with the source of funding.
Normal monitoring procedures of the state department seem adequate in this regard.



Execution stage - Cont.

SUCCESS

FAILURE

5. Intended users were told/shown/
demonstrated the materials/equipment

5. Intended users unaware of materials/
equipment arrival

X

4.54 8. The intended users were made aware of the materials and/or

4.53 9. equipment purchased by the grant

(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply) (only 3 persons were in disagreement for both of the above questions)

Promotion of materials/equipment to potential users was done by:

MATERIALS

39% 68. program director (86/220 who purchased materials)

64% 69. teachers (140/220 who purchased materials)

71% 70. library media specialist (156/220 who purchased materials)

43% 71. principal (94/220 who purchased materials)

7% 72. other (20/220 who purchased materials) _____

EQUIPMENT

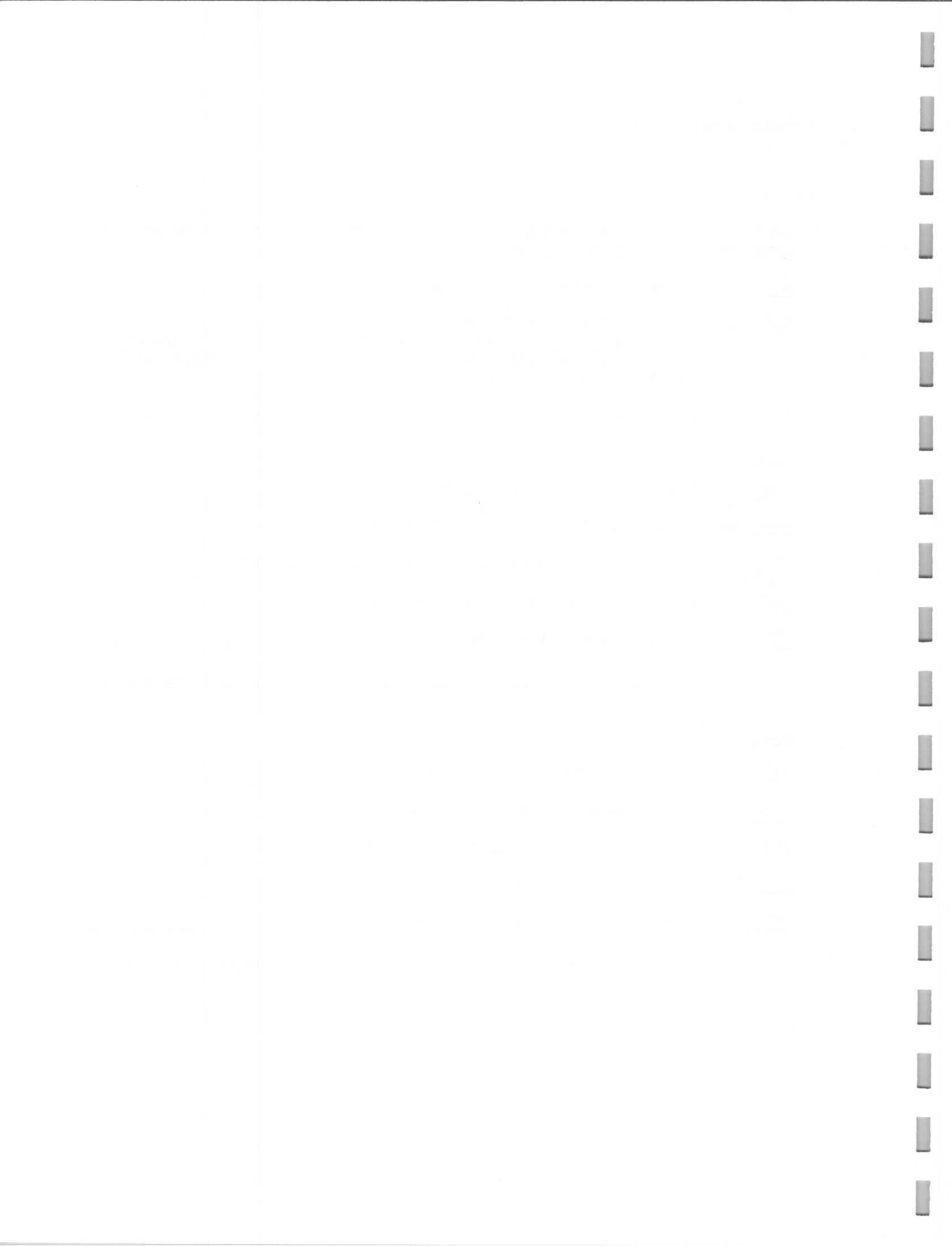
38% 73. program director (60/156 who purchased equipment)

61% 74. teachers (96/156 who purchased equipment)

65% 75. library media specialist (102/156 who purchased equipment)

47% 76. principal (73/156 who purchased equipment)

7% 77. other (11/156 who purchased equipment) _____



Execution stage - Cont.

SUCCESS

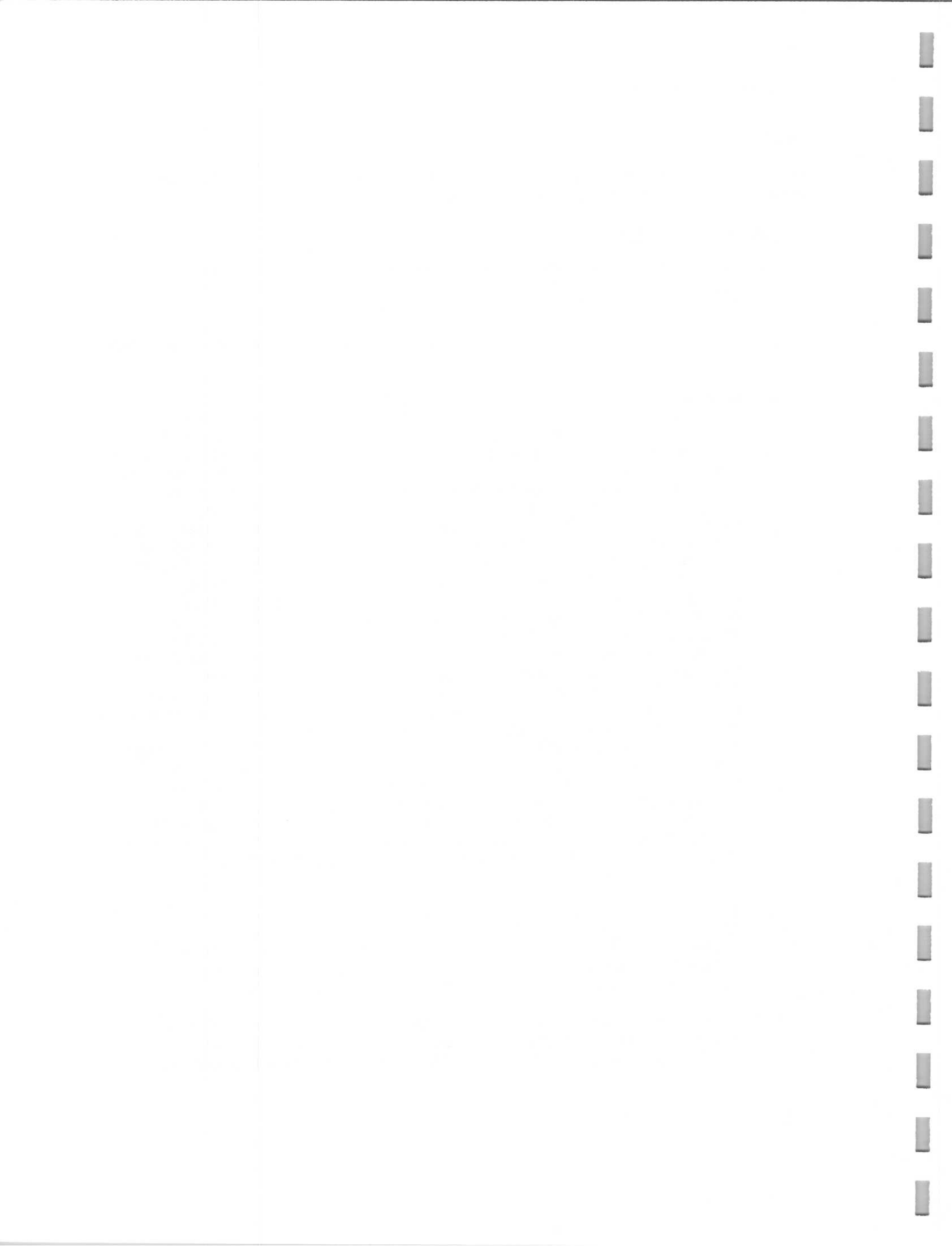
Intended users were told/shown /
demonstrated the materials/equipment

FAILURE

Intended users unaware of materials/
equipment arrival.

Success statements:

1. Our students benefited greatly by the number of new books purchased for our library. Many students have used the teaching machine and certain teachers have found it very useful and are still using it.
2. Many of the books purchased with these funds have been so well used that they will soon have to be replaced.
3. Two grant proposals have been written and approved by staff members of the school corporation who saw the results of the items purchased through the use of Title IVB monies. The guidance people wrote and received a grant for \$10,000 to hold a workshop this summer in order to provide staff members with information concerning career awareness in the classroom. This endeavor was directly related to the enthusiasm that was noted for the materials and equipment acquired by use of federal funds. Undoubtedly, students will benefit from this training program as teachers transfer the information gained to classroom situations. The student who leaves this corporation will be better prepared to select a career and enter the work world. Another grant proposal for \$4,720 was approved and a computer training workshop will be held the summer of 1980. Participants will receive a week's training period in computer usage in the school, career education possibilities and other computer related information. The staff members involved with vocational education have agreed to purchase an _____ typewriter to use with the computer. Their students will be able to expand their knowledge in this area through the purchase. Additional pieces of equipment are being bought by the school corporation as they see the tremendous response of those persons involved with the projects (students and staff). Also, the corporation is planning to add another staff person to pursue the computer course development and implementation. Classrooms are being altered slightly to accomodate the computer, more students and materials. (it will all be housed in the media center, the career resource center, and in the computer classroom). We think that many positive things have happened through the use of Title IVB funds. The students of this area will certainly benefit as will society in general as these persons later apply their knowledge and skills.
4. This project has helped to provide an incentive for the slower readers or students that were having trouble. The students and teachers have enjoyed using the equipment. At first there wasn't a check-out and return schedule in the library for its use. There was a problem so a schedule had to be developed. This is only an indication of how it was utilized by the staff.
5. Having the equipment within the classroom is far more convenient for the teacher. He has the equipment at hand whenever he needs it. He no longer has to wait to use equipment because there is a sufficient amount available.



Execution stage - Cont.

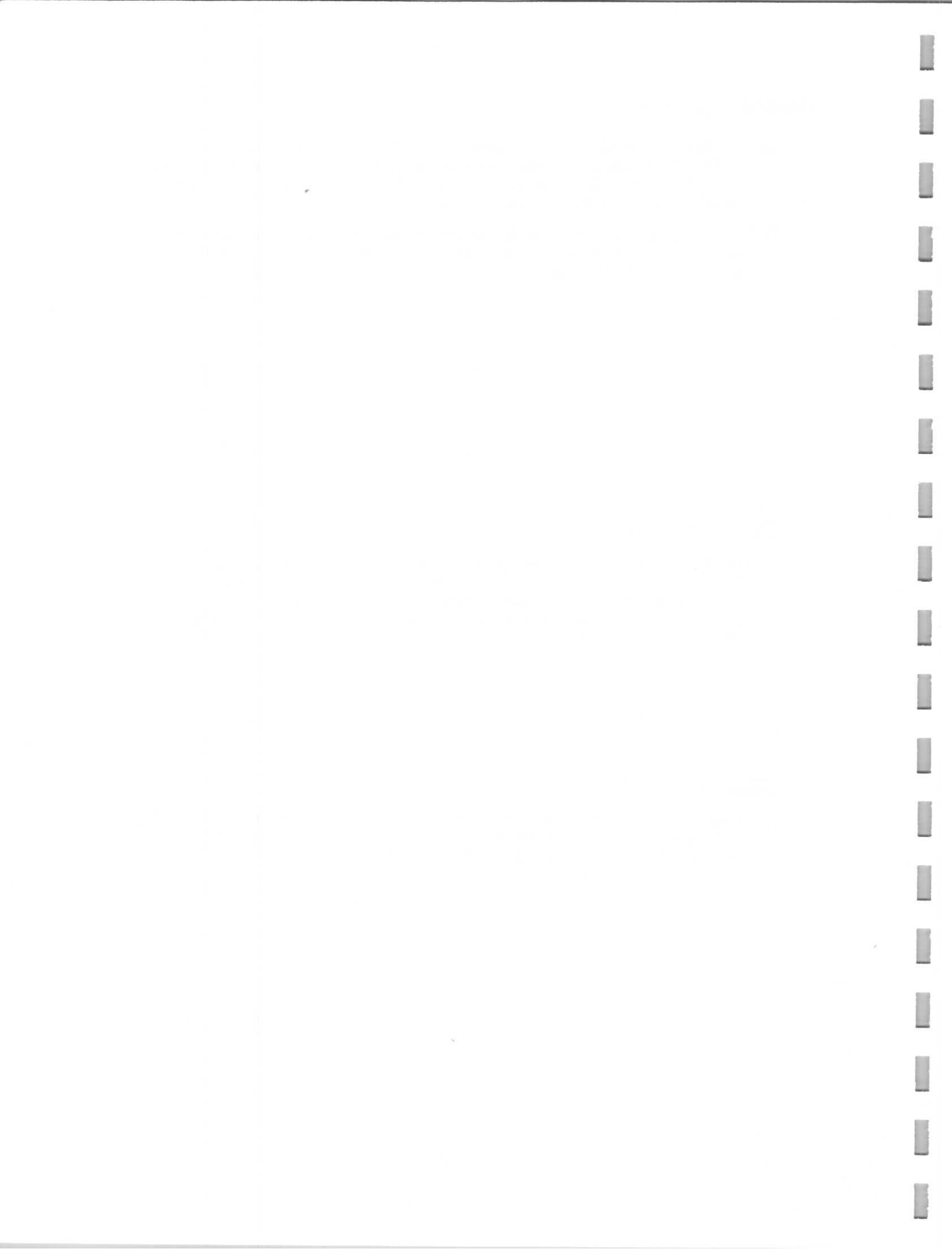
6. Through this funding we have been able to meet specific classroom instructional needs for some and very general curricular needs for others. The additions made to the collections of the central media center are heavily borrowed - indicating their usefulness.
7. The children who have used this program, have become even more enthusiastic after their first take-home experience. Impressions from parents have been delightfully enthusiastic too. Our program is working!!

Failure statements:

1. The individual instruction programs benefited the students who used them. Their pre and post-test scores showed that they learned by using the program. If more students were channeled into the program by the teachers in the appropriate departments, there would be a great deal of benefit to the over-all school program.

Interview Comments:

1. In this school, there is no library media specialist. The teachers felt they needed an opaque projector and the principal reports that the one purchased with IVB funds gets continual use.



Execution stage - Cont.

ANALYSIS

Intended users were told/shown/
demonstrated the materials/equipment . . . Intended users unaware of materials/
equipment arrival.

From the questionnaire: Promotion of materials to users is done principally by the library media specialist and teachers. Almost half of the principals get involved in the promotional efforts.

From written comments: The few who directed their comments toward the usage of materials noted efforts at in-service to prepare teachers to use the equipment or materials that were purchased. Others indicate that the materials were accepted so well that they are being used up and worn out. One commentator complained that teachers were not using the materials that were purchased - an indication that promotion was lacking or that poor quality materials were selected.



Execution stage - Cont.

SUCCESS

FAILURE

6. Materials/equipment used for intended purpose. 6. Materials/equipment used inappropriately.

\bar{X}
1.58 10. Use of materials and/or

1.63 11. equipment was monopolized by users not specified in the grant.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply) (5 disagreed on #10, 6 disagreed on #11)

Success statements:

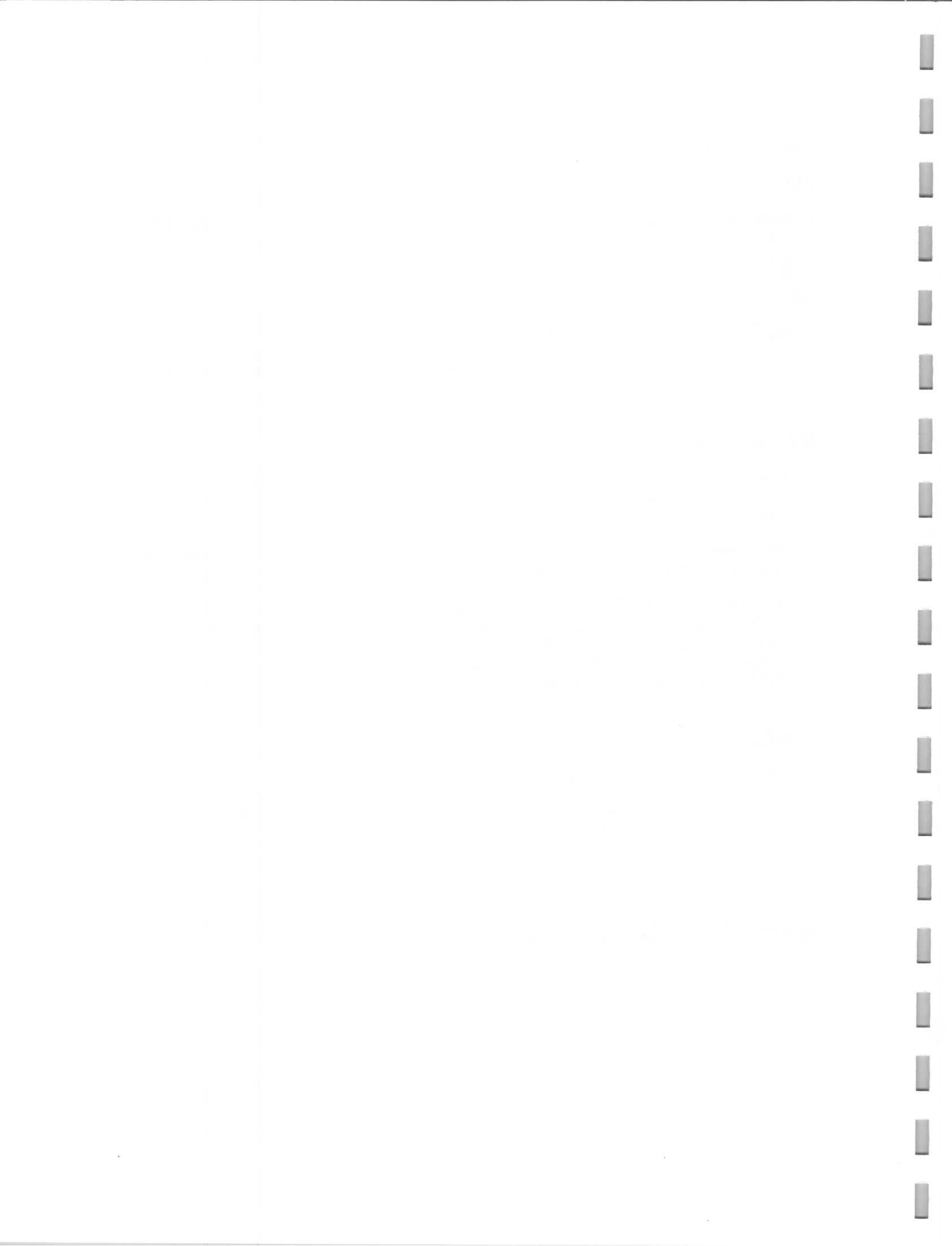
1. More supplemental materials were made available for the students as well as the teachers. The AV materials were used throughout the building, not just one particular teacher.
2. The materials and equipment obtained for this project are still being used, not only by those originally interested but also by others for related areas.
3. The greatest benefit has been that the students have access to magazine issues which are missing from our hard copy collection. The materials/equipment are frequently used at times other than when research projects are scheduled. Only a few students have refused to use this format when the hard copy has been unavailable.

Failure statements:

1. One half of the materials purchased could not be used again after two times. Thus, the program ended after two years (machines are glued and consumable). Plants are taught, but the green house is not centrally located for all students and it should be bigger.

ANALYSIS

From the questionnaire: Almost without exception, project directors say that the materials and equipment get used for the intended purpose of the grant.



Execution stage - Cont.

SUCCESS

FAILURE

7. Materials/equipment could be beneficial for other educational purposes than the specified purpose.

7. Little usefulness beyond project.

\bar{X}

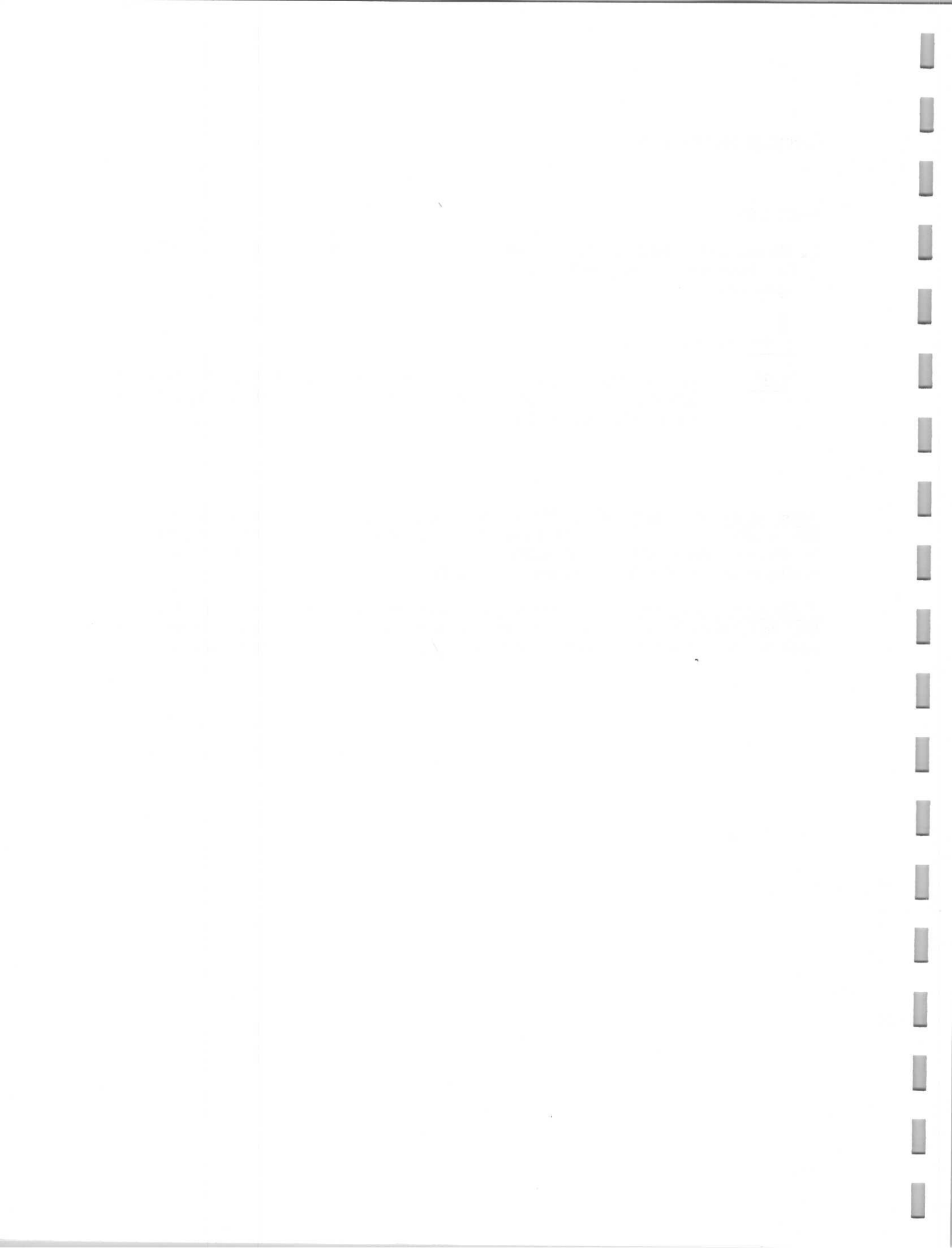
1.90 14. Materials and/or

1.80 15. equipment had little value beyond the uses specified in the project.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

ANALYSIS

From the questionnaire: About 80% buy their materials and equipment so that they can be used on beyond the specific uses stated in the grant application. This seems to indicate a maturity in buying habits, i.e., project directors look for and purchase quality materials that have a potential of multiple uses.

From written comments: Three directors commented specifically that the material they had purchased were used throughout the school. One noted that a poor choice had been made so that the materials were consumed rapidly and could not be used again.



Execution stage - Cont.

SUCCESS

FAILURE

8. Materials/equipment purchased met the IVB regulations.

8. Ineligible purchases made.

IVB materials/equipment purchased are:

MATERIALS

50% 60. inventoried centrally (111/220 who purchased materials)

77% 61. cataloged in the library media center (171/220 who purchased materials)

96% 62. labeled with IVB identification (212/220 who purchased materials)

8% 63. organized in another manner (18/220 who purchased materials)

EQUIPMENT

60% 64. inventoried centrally (95/156 who purchased equipment)

65% 65. cataloged in the library media center (101/156 who purchased equipment)

97% 66. labeled with IVB identification (151/156 who purchased equipment)

7% 67. organized in another manner (11/156 who purchased equipment)

The materials and equipment funded by the project were received:

MATERIALS

76% 52. exactly as ordered (167/220 who ordered materials)

30% 53. with few substitutions (66/220 who ordered materials)

1% 54. with many substitutions (3/220 who ordered materials)

59% 55. within project time line (129/220 who ordered materials)

EQUIPMENT

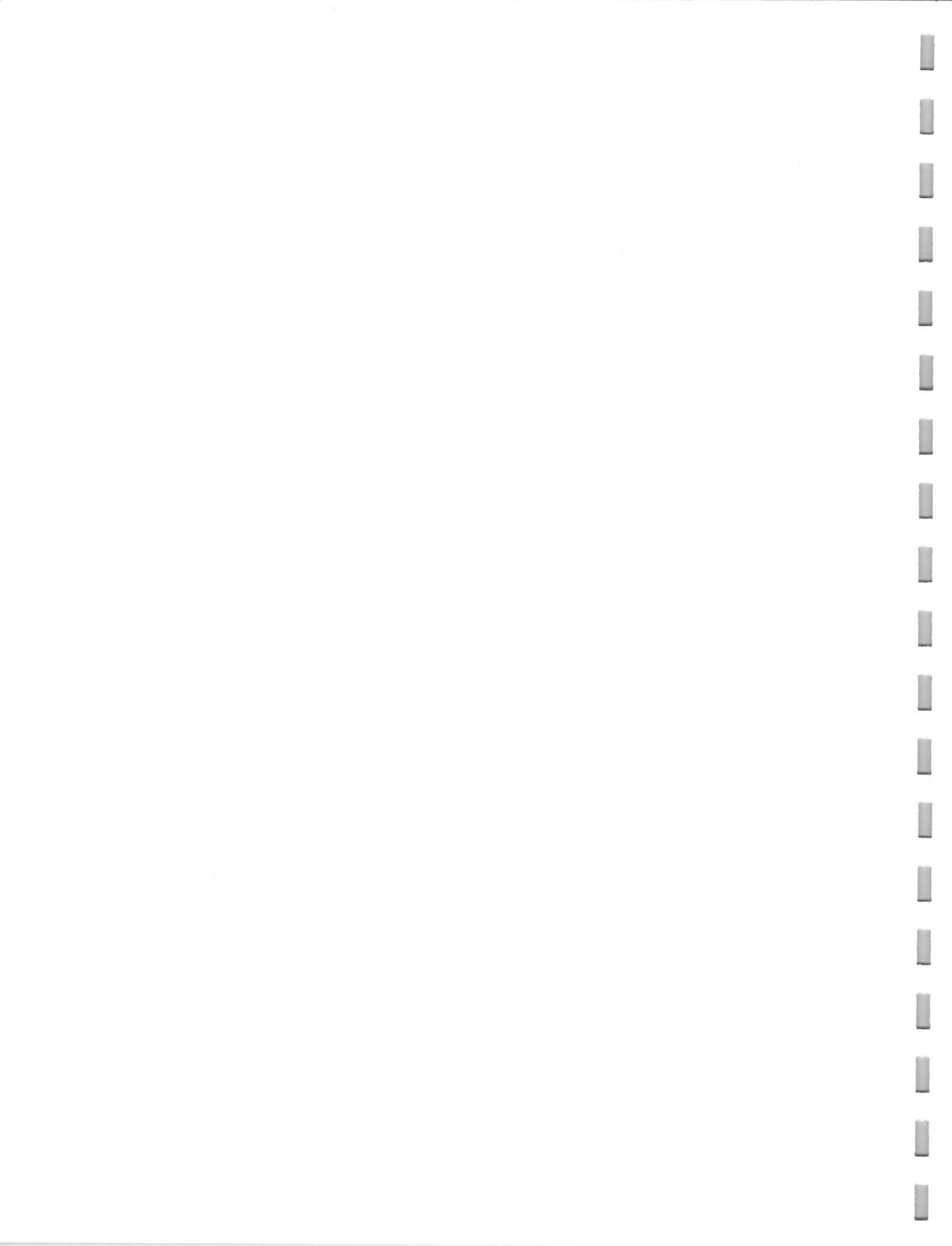
84% 56. exactly as ordered (131/156 who ordered equipment)

19% 57. with few substitutions (30/156 who ordered equipment)

1% 58. with many substitutions (2/156 who ordered equipment)

54% 59. within project time line (85/156 who ordered equipment)

11% Actual costs of materials/equipment exceeded budgeted costs (28/254) (#99)



Execution stage - Cont.

ANALYSIS

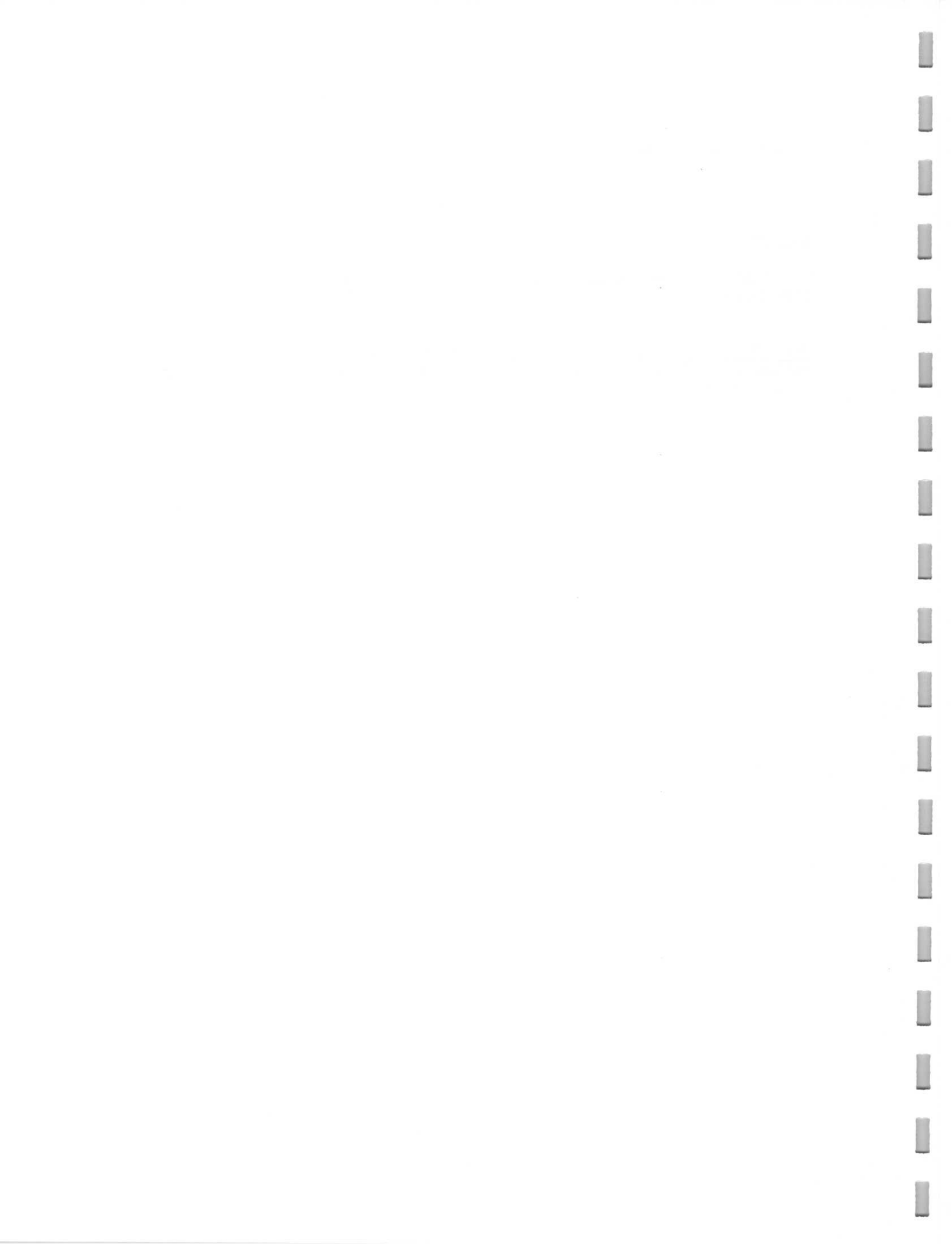
SUCCESS

Materials/equipment purchased met the
IVB regulations.

FAILURE

8. Inelligible purchases made.

From the questionnaire: Purchase and proper handling of IVB materials within the federal regulations is not a problem. Normal program monitoring seems to be working in this regard.



Execution stage - Cont.

SUCCESS

FAILURE

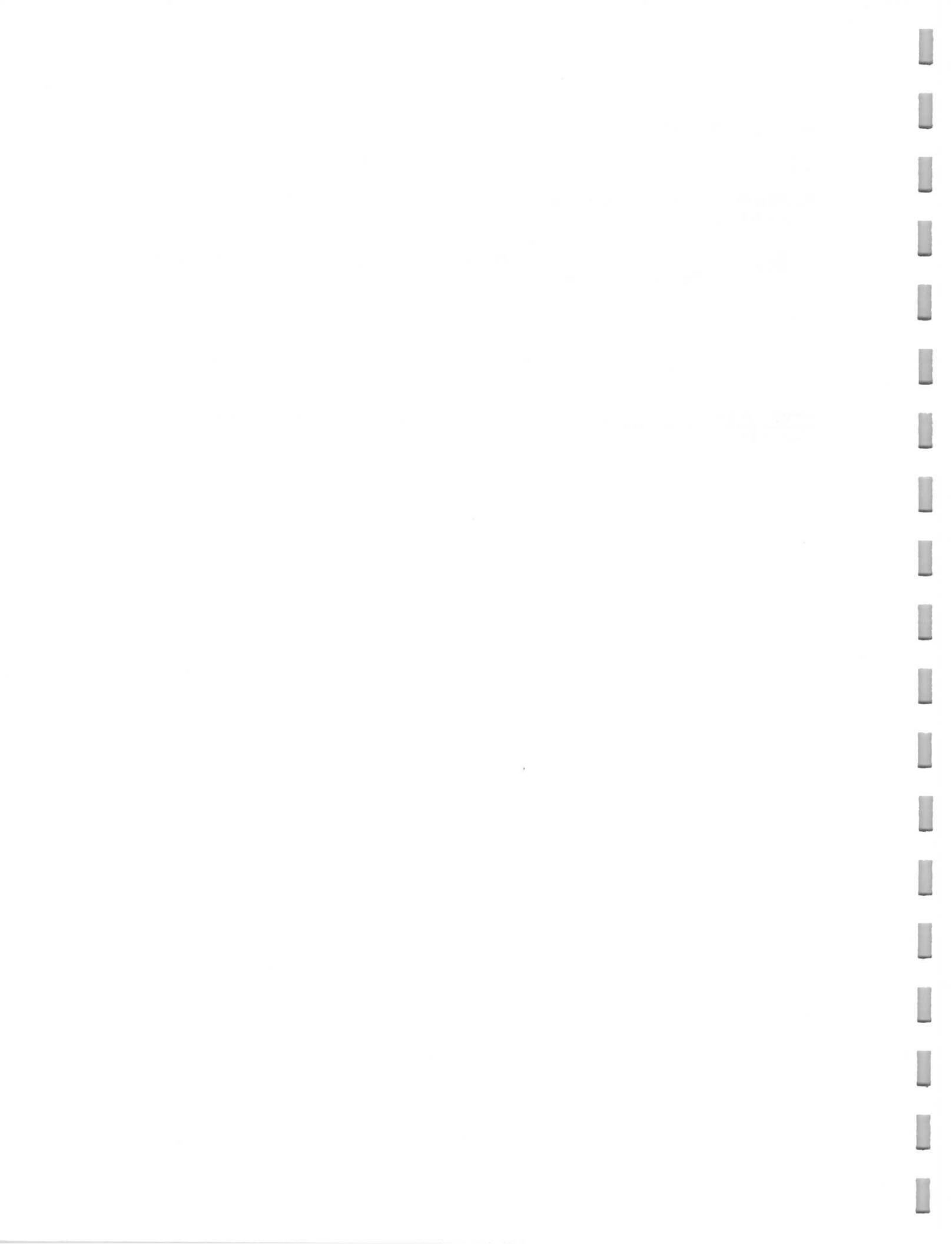
9. Selection criteria used to purchase materials/equipment.

8. No criteria used.

31% 98. Sales person/advertisements were a great help in deciding what to purchase (79/254)

ANALYSIS

From the questionnaire: A third (31%) are influenced by salespersons in what they buy.



EVALUATION STAGE

SUCCESS

1. Carried out evaluation procedure.

As you look back at the evaluation phase of your project, your:

76% 84. original evaluation plan was carried out. (194/254)

17% 85. an alternative plan was carried out. (42/254)

8% 86. no evaluation was done. (22/254)

18% 87. the evaluation summary is available for inspection. (45/254)

FAILURE

1. no evaluation.

ANALYSIS

From the questionnaire: Almost all carry out some form of evaluation.

From the interviews: Those that do not carry out some form of evaluation tend to come from the group that view Title IVB only as an acquisition project.



Evaluation stage - Cont.

SUCCESS

FAILURE

2. Evaluation measures involved
planners, administrators, users

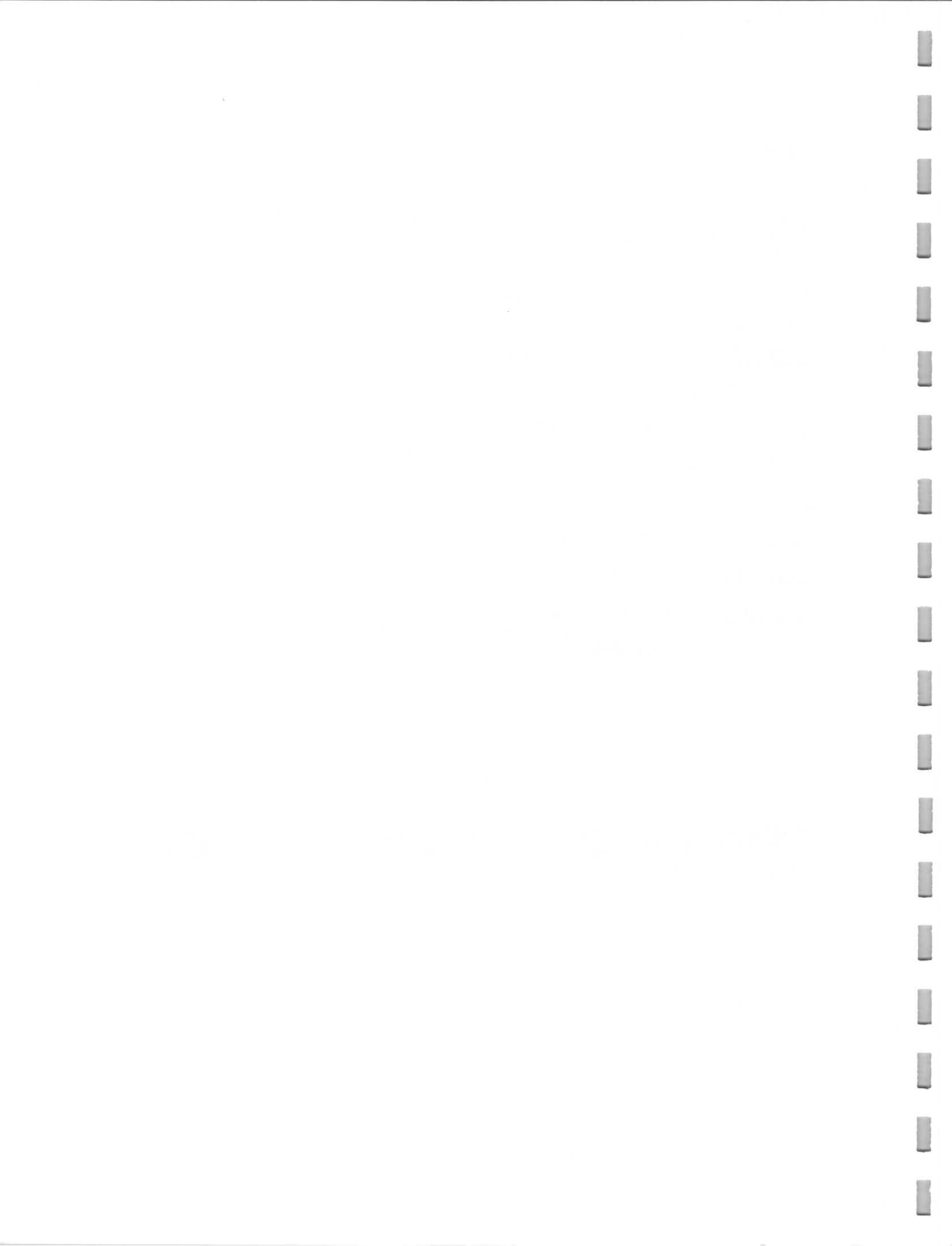
2. Personal opinions of project director

Evaluation measures were planned/executed by:

\bar{X}	%3's	
<u>1.95</u>	<u>32%</u>	33. building level administrators (70/220)
<u>1.82</u>	<u>28%</u>	34. district library media supervisor (36/127)
<u>1.53</u>	<u>15%</u>	35. district level administrators (23/158)
<u>1.66</u>	<u>18%</u>	36. federal projects directors (in your corporation) (26/145)
<u>2.34</u>	<u>55%</u>	37. library media specialist (111/202)
<u>1.13</u>	<u>1%</u>	38. outside evaluators (2/130)
<u>2.47</u>	<u>56%</u>	39. teachers (131/236)
<u>2.40</u>	<u>58%</u>	40. program director (114/196) (scale: 3-heavy involvement, 2-some involvement, 1-no involvement, X-doesn't apply)

ANALYSIS

From the questionnaire: Teachers and library media specilists are the persons most usually involved in the evaluation of the project (56% and 55% report heavy involvement respectively)



Evaluation stage - Cont.

SUCCESS

FAILURE

3. Measures used judge quality and quantity of impact.

3. Inappropriate measures

\bar{X}

3.98 20. The evaluation of the project measured what it was intended to measure. (6 disagreed)

2.74 21. The evaluation involved mostly counting (quantitative). (121 disagreed, 84 agreed)

3.28 22. The evaluation measured quality (impact, attitude, results, learning, etc.) (28 disagreed, 183 agreed)

(scale: 5-strongly agree, 4- agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

The materials/equipment purchased for this project were used:

MATERIALS

% yes

12% 78. more than expected (27/232)

81% 79. as much as expected (187/232)

7% 80. less than expected (18/232)

EQUIPMENT

24% 81. more than expected (39/163)

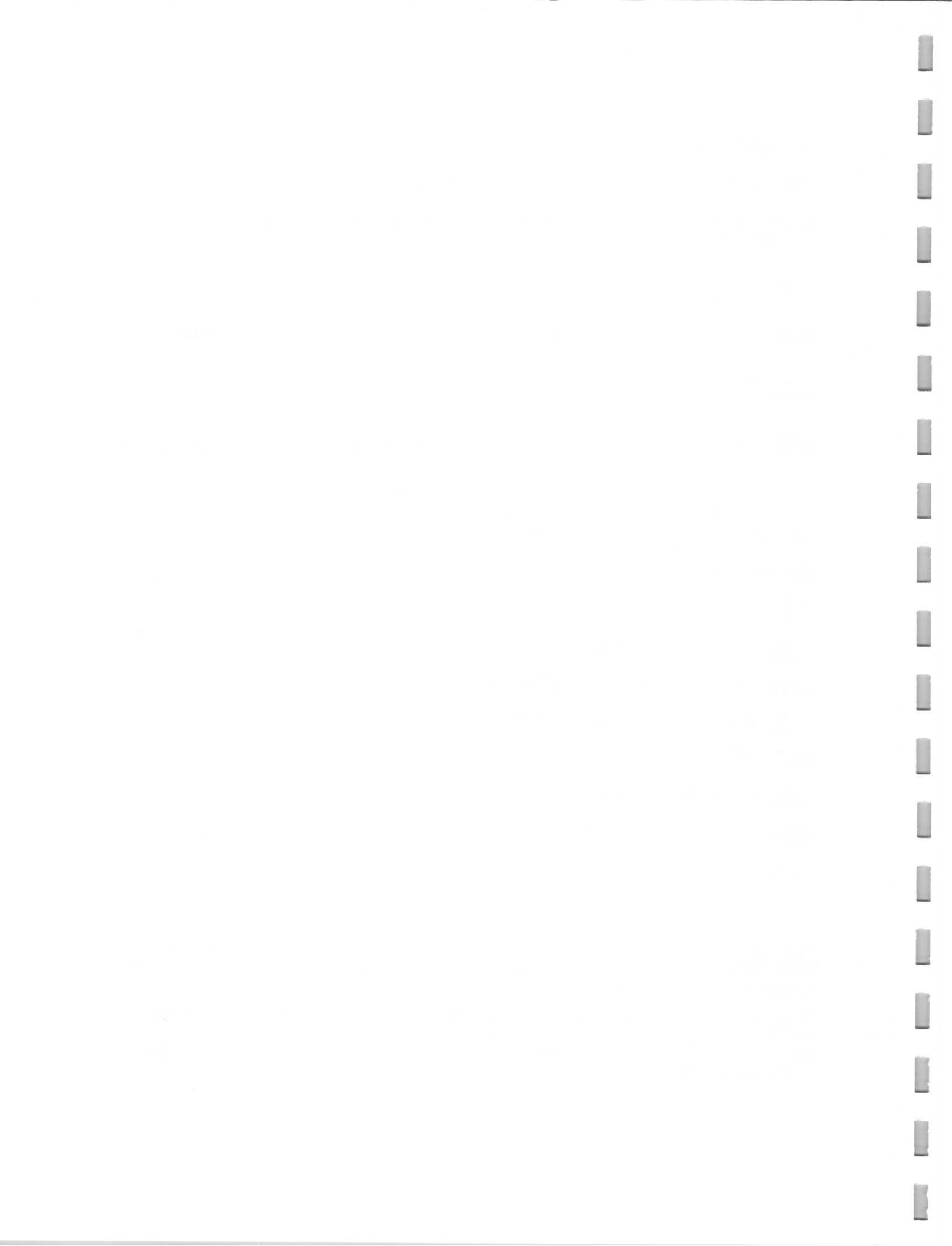
68% 82. as much as expected (111/163)

8% 83. less than expected (13/163)

ANALYSIS

From the questionnaire: Project directors feel they measure quality. From the interviews and written comments, the technique most often used in quality measurement is best professional judgment.

Nine out of ten indicate that the materials and equipment are used as much or more than expected. Twenty five percent of those that purchased equipment not that the equipment gets used more than they expected - an excellent indication of maturity in buying patterns.



Evaluation stage - Cont.

SUCCESS

FAILURE

4. Educational program affected by project.

4. No impact on educational program

The strength(s) of the IVB project can be attributed to:

% yes

76% 88. quality of materials purchased (194/254)

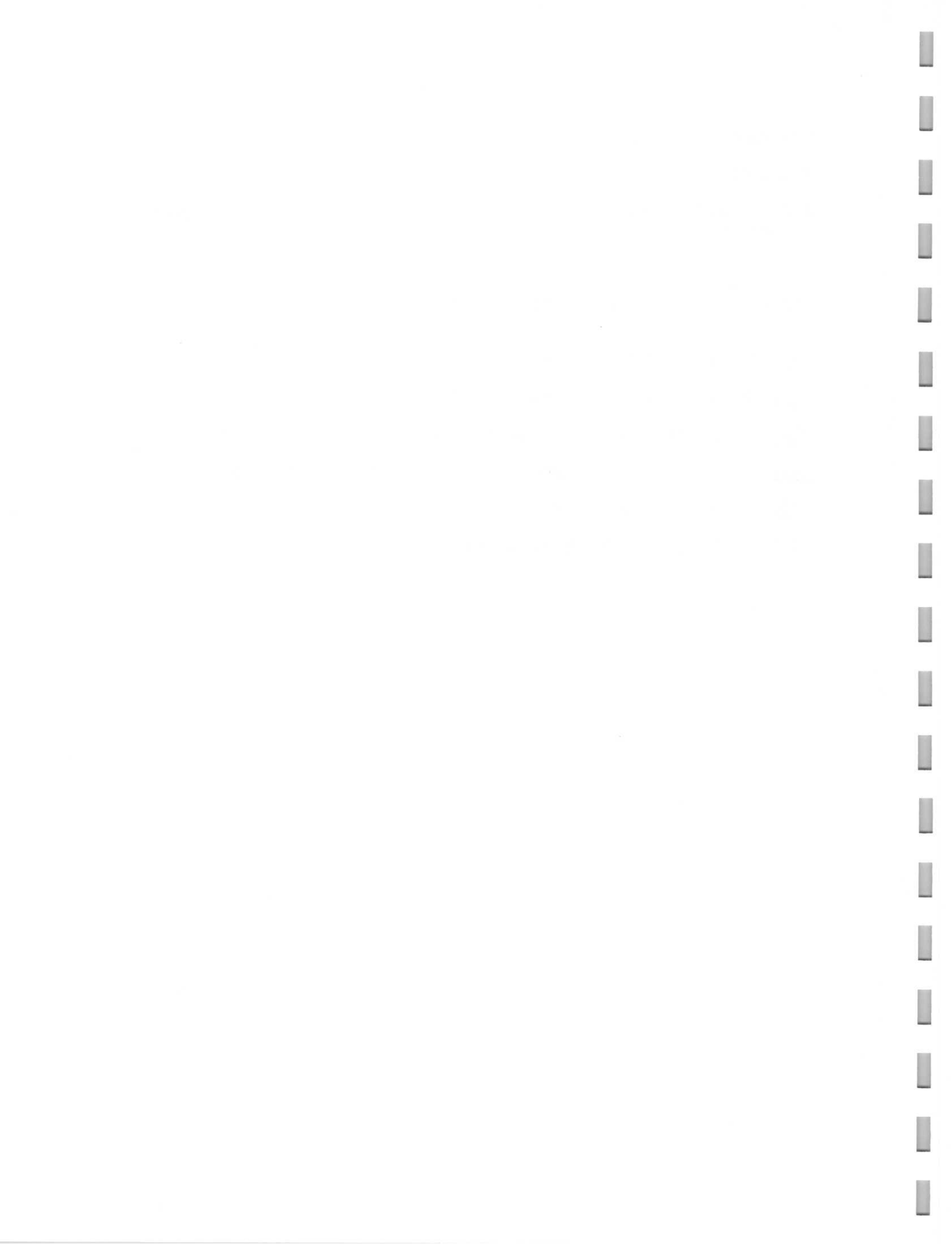
52% 89. quality of equipment purchased (133/254)

59% 90. quantity of materials added to the school's collection (149/254)

32% 91. quantity of the equipment added to the school's collection (81/254)

79% 96. increased motivation and interest of students (201/254)

15% 97. improved community-school relations (38/254)



Evaluation stage - Cont.

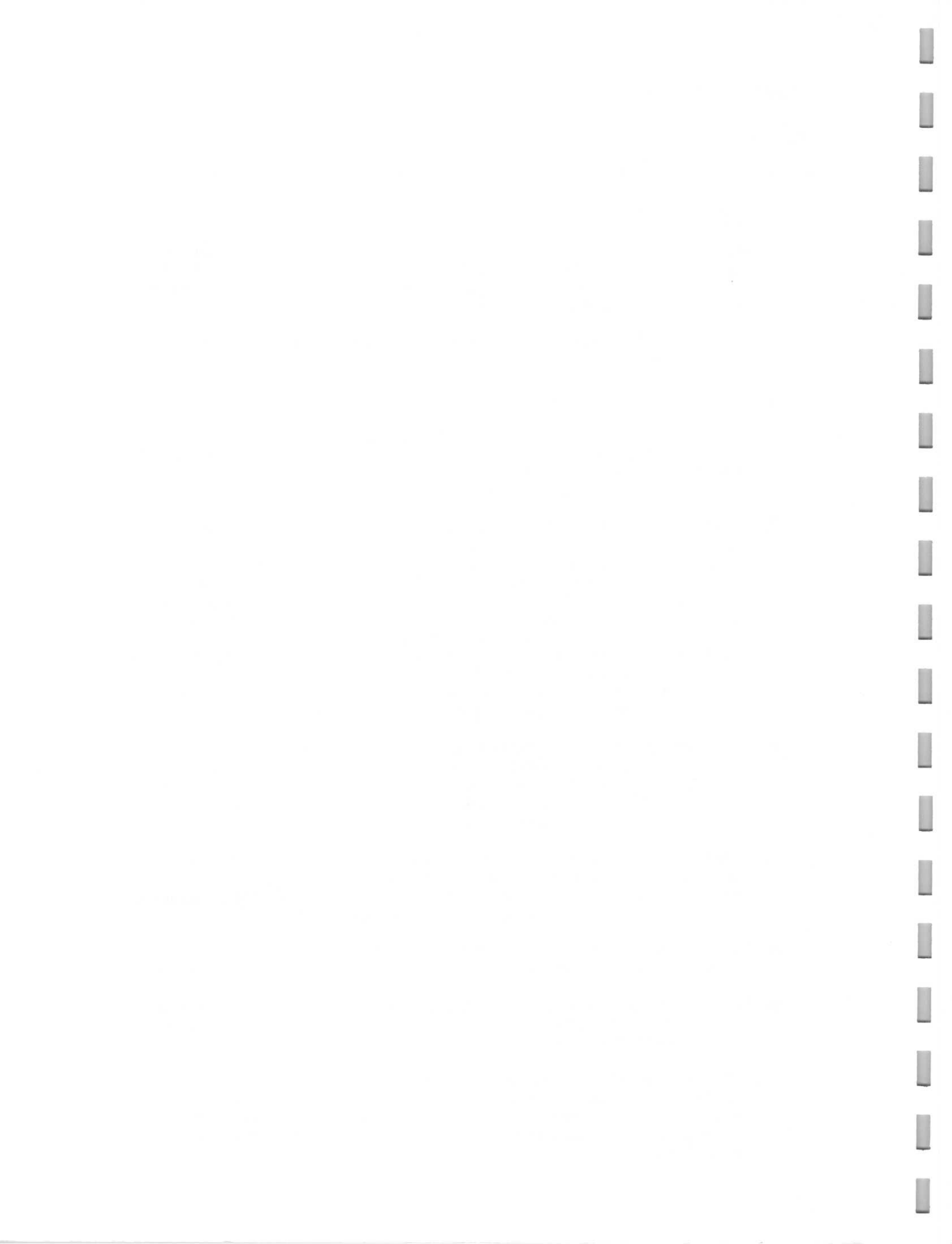
SUCCESS

FAILURE

Educational program affected by project. No impact on educational program.

Success statements:

1. Students (especially 6th grade) became aware of the help they could receive from the school counselor. Students learned that their problems were not unique but were shared by their peers and could be resolved to an extent by group viewing of materials and by group discussion.
2. The materials and equipment purchased increased opportunity to attain curriculum goals.
3. Stimulation given to slow and/or non-readers.
4. The audiovisual materials and equipment enhanced the amount of learning and according to the teachers involved, the enthusiasm with which the learning took place. The encyclopedias made available more access by students to encyclopedias in the classroom.
5. We were able to purchase additional materials in the areas of science, home economics, and social studies particularly which, besides giving the students additional and needed reference materials, made the teachers in those areas feel that the library wanted very much to help supplement their specific areas. Those students who are our readers were delighted with the additional choices provided by the title purchases and their exuberance rubbed off on others who wanted to examine and select from the new books. Title IVB, in these days of rising costs, helps school libraries supplement corporation funds to the point where we can keep your head above water and purchase needs and some wants instead of getting behind with the average cost per book now being \$6.00 plus processing.
6. Equipment and materials provided more avenues to teachers for presenting subject (curriculum) materials to students. Filmstrips and films on drug abuse, personal hygiene, and careers were well received by students. The equipment permitted more teachers to utilize materials at their convenience and not go on a "waiting list."
7. We were able to motivate some of the slower students by encouraging them to try new skills and as a result the children were able to show a measurement of self-discipline which resulted in fewer discipline problems. It also helped students change their attitude about school.
8. Items will encourage students to further their educational needs by individual study. Items will encourage faculty to build activity centers.
9. As stated in the objectives, the immediate feedback to students concerning their tests has been the best result. Also, this does allow teachers more time to plan for their teaching.
10. The materials have greatly aided to the improvement and elevation of the levels of performance as noted in the Iowa Test results as well as the daily classroom instruction. Improvement has been noted particularly in the reading, social studies and math classes, which has been looked upon as an added bonus.



Evaluation stage - Cont.

11. I believe this program has contributed much to helping those under-achievers who were failing. It also surely contributed to the prevention of dropouts. We are extremely well pleased with the new program which we could not get without the Title IVB support.
12. Motivating non-readers to read. Due to the music, rhyme and high interest material, children choose and used the Bill Martin taped books over and over.
13. 1) Extending involvement to general student body as well as musically trained students. 2) Developing cultural and social awareness in students. 3) Giving opportunities for creativity in individual projects. 4) Improving human relations through mutual understanding. 5) Developing appreciation for individual worth.
14. Teachers are varying their teaching methods. Teachers who only lectured before are trying audiovisual material. Teachers are varying audiovisual presentation. Teachers are making their own audiovisual materials. Students are doing creative work and making AV material as a part of it.
15. Equipment and materials have better prepared our students for industry employment.
16. Testing indicates that our children are improving in social skills areas and that our students are achieving above the national norm consistently year after year. The materials and equipment are being used daily and without IVB we would not have this advantage.

ANALYSIS

SUCCESS

FAILURE

Educational program affected by project. No impact on educational program.

From the questionnaire: Three project directors in four agree that the quality of the materials and the resulting motivation and interest of the students as the strength of the IVB program.

From written comments: Project directors are not bashful to use their best professional judgment to claim an impact on the instruction program. They point to new techniques used, motivation increased, learning affected, creativity stimulated, and challenges met because of their IVB projects.



Evaluation stage - Cont.

SUCCESS

FAILURE

5. Met the goals of the project.

5. No redeeming value

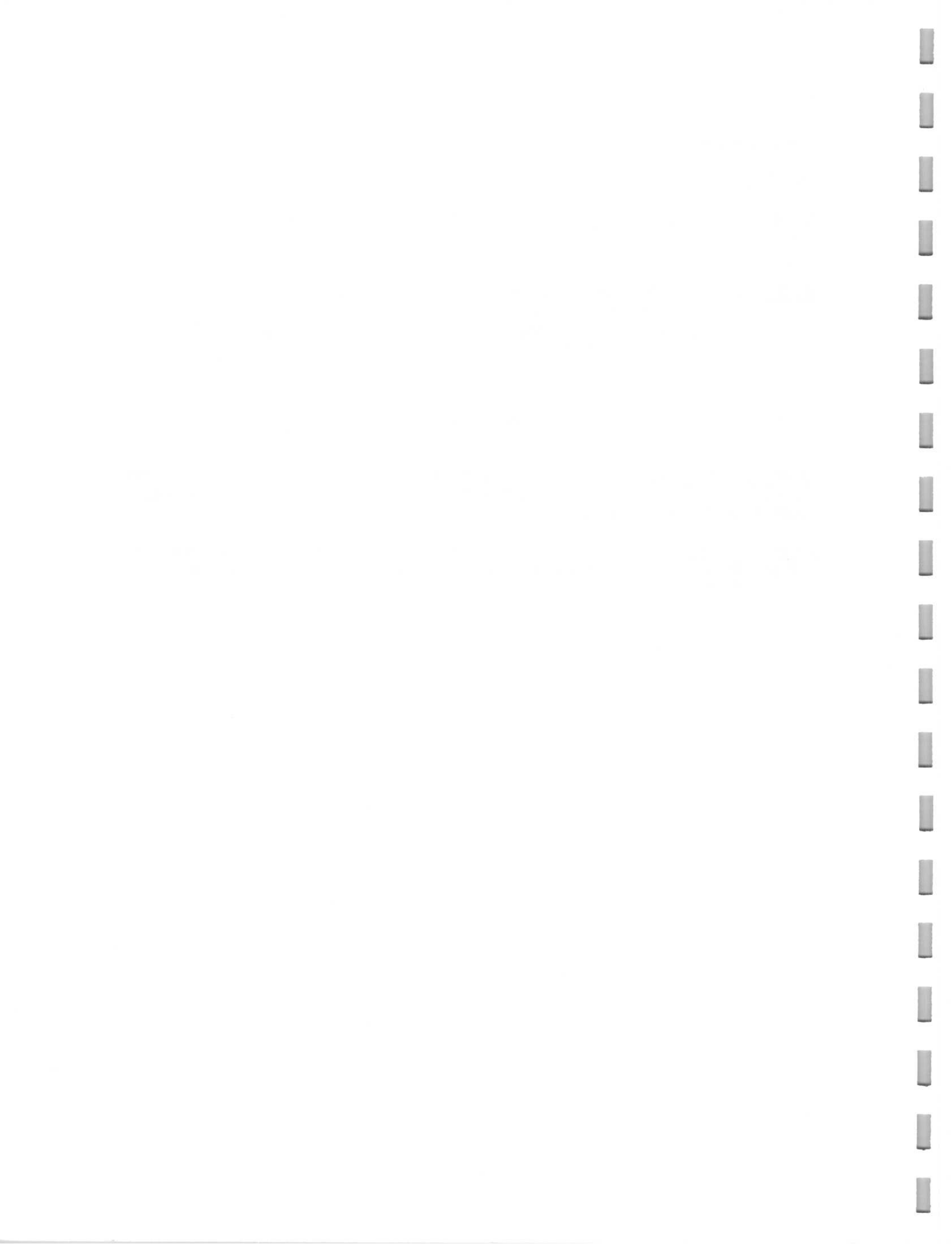
\bar{X}

4.22 19. The project was a success - it met the goals outlined.
(4 disagreed, 60% agreed, 31% strongly agreed)
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree
1-strongly disagree, X-doesn't apply)

ANALYSIS

From the questionnaire: Four project directors did not feel that their projects were a success. This is in contrast to 31% who strongly agree and 60% who agree that their projects were successful.

From interviews: Some of the failure can be attributed to those who use Title IVB to experiment on curriculum topics or adopt new ideas. A degree of failure in this respect should be expected.



MISCELLANEOUS STATEMENTS

1. Equipment and materials enabled our students to acquire an understanding of the uses of the items purchased. Students acquired precision skills from using equipment purchased.
2. The materials are much better organized and easily accessible to teachers and students. Because more space is available, we are able to increase the AV software collection. The additional space has relieved the crowded situation in our main reading area, so we can also add to the book collections. We consider it one of the best projects (most useful) we have used federal funds for, and are very pleased with the results. God bless IVB
3. The addition of library books and audiovisual materials and equipment satisfied a greater variety of interests and needs of our children.
4. Overall, our student body has benefited greatly from the materials purchased through this program.
5. It has encouraged students to be responsible in handling equipment and caring for it. Also the program has encouraged students to read by introducing them to stories. I think it has been a very good program and am happy that we had the opportunity to participate in it. Thanks.
6. The project has permitted for expanded opportunities for children which could not have been provided with limitations in local funding. A good deal of our library / resources plan has been facilitated through this project.
7. It provides needed material and equipment to meet the needs of students.
8. This school is a difficult one to work with to promote new ideas and concepts. This community is Amish and certain materials they will not use. We have worked for years to include AV materials such as recorders and cassettes. This year (1980) is the first year we have had a 16mm projector in the school. We are making progress! The Amish children read a great amount so quantity is important and the type of books that they read is limited. Mostly fiction, biographies, and animal books. This is a different situation from all other schools in our school corporation.
9. The units of study for the children were enriched greatly by the Title IVB materials. _____ is an educational child care program serving preschool children. Preschool children learn through their senses therefore books and filmstrips to see pictures and to listen to assist them in their learning.
10. Title IVB funds enable us to acquire new or additional materials and equipment which otherwise could not be secured through regular school budgeting. These materials enable our teachers to develop new methods of subject presentation, which adds variety to class study for both the teacher and the students. Extra equipment enables the AV staff to provide requested facilities, as equipment is more readily available.
11. The greatest benefit is the additional dollars which we use to supplement our present library materials.



12. As in any project the material purchased are only as good as the teachers who use them. Title IVB is a great program to help schools do things with children that could not be done if it were not for the money. Helping children is our number one job.
13. Students were provided with resources they would not have had otherwise.
14. Mrs. _____ was hospitalized because of her pregnancy. I'm filling out the form in her place. I'm not sure it will be very helpful for you. All of the people working on the project are no longer employed at _____ I am now the media specialist and filled out the questionnaire based on what little knowledge I have of those people involved. I do know that many of the materials that were selected with this grant were for French classes. At this time, French is not being taught. The school hopes to be offering French again next year.
15. Receiving assistance from the government to a parochial school. Opportunities for students to work independently, but many find that difficult today. Yet the opportunity is possible!
16. The wide variety of material expose the students to new adventures.
17. This project was developed and carried out prior to my becoming principal two years ago. The federal projects director has asked me to complete this form the best I can.
18. 1) Updating and adding to curriculum. 2) Assessment and evaluation of goals/objectives. 3) Better meeting of individual needs of students.
19. As far as further use, the Title funds can be used to maintain the quantity of library materials and will be used to update reference materials.
20. Students gained added sense of responsibility for and interest in the library and what it has to offer.

A

ESEA TITLE IVB PROJECTS IN INDIANA:
An Evaluative Study of Projects
Conducted in 1977-1978

by

David V. Loertscher

Part II

October, 1980

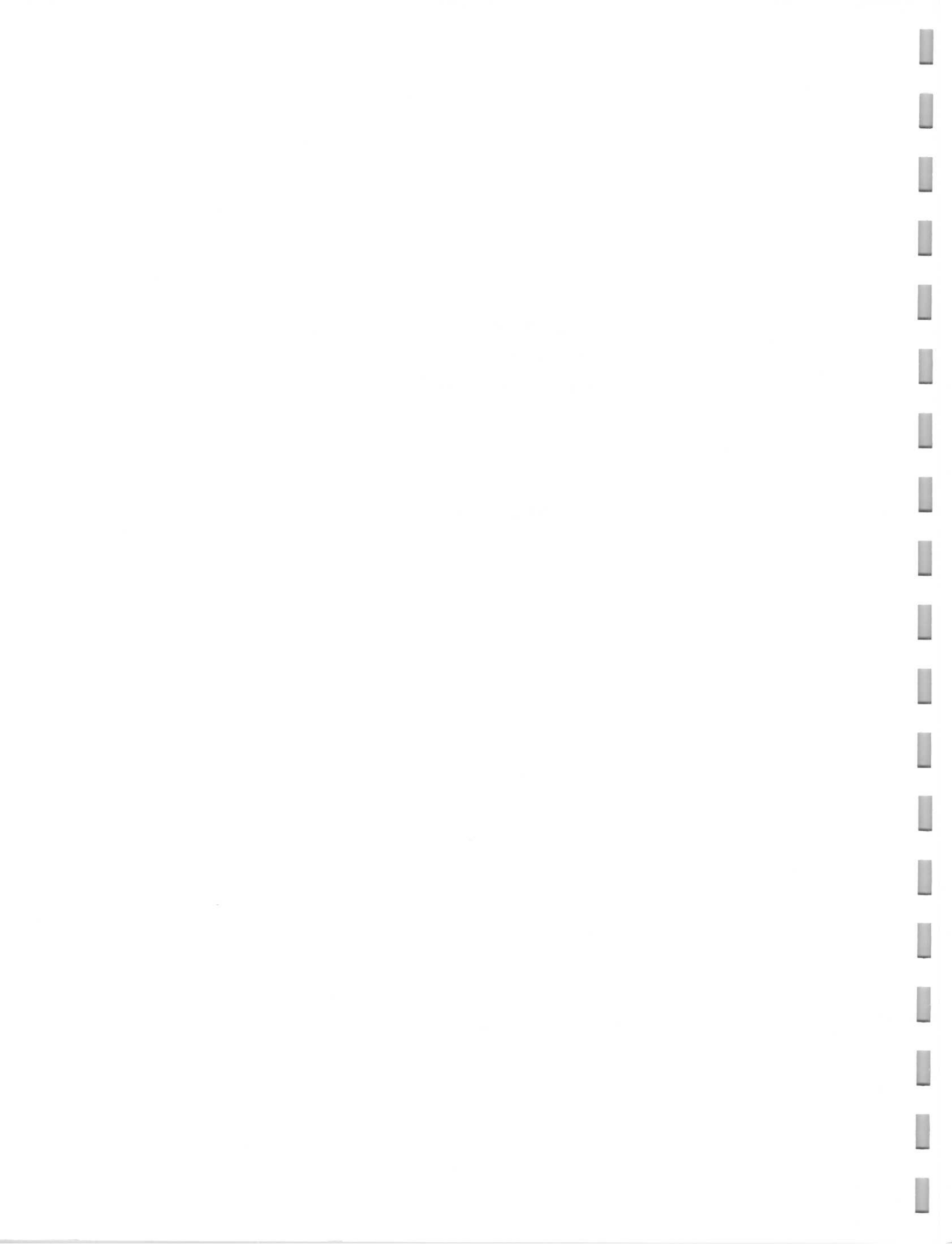
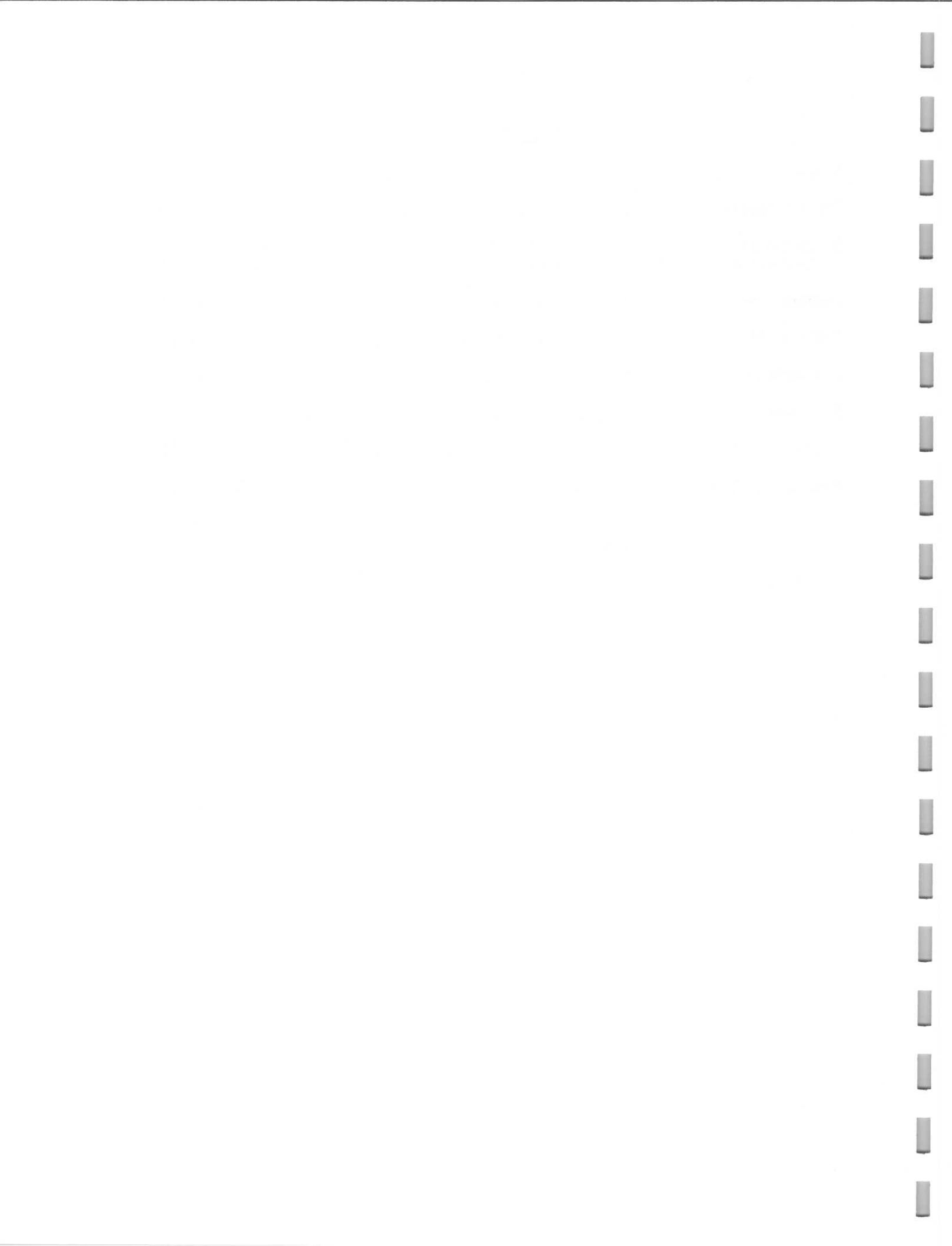


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OVERVIEW

In the fiscal years 1976-80 when guidance and counseling/testing were included in the Title IVB legislation, the Division of Instructional Media cooperated with the Div. of Pupil Personnel Services to encourage IVB projects that would help develop sound counseling projects, foster experimentation with new ideas, and would provide information to counselors, teachers, and administrators about children's academic and personal development.

After four years of Title IVB projects using this program building focus, this evaluative research was carried out.

Goals of the Research:

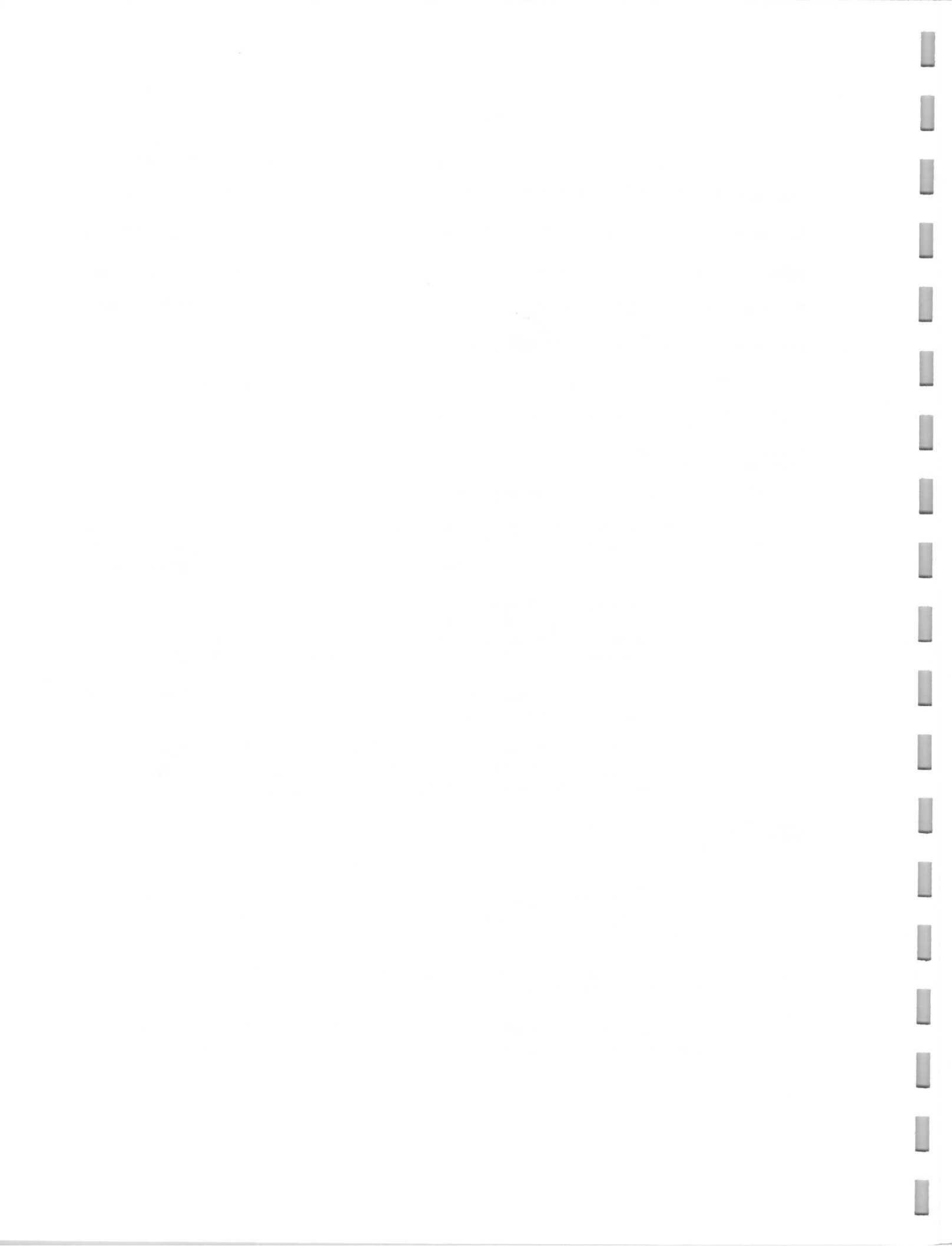
The main goals of the research project were to:

- A. Determine whether ESEA Title IVB projects funded during 1976-80 had contributed to the development of successful guidance and counseling and/or testing programs. These projects would be considered a success if they:
 - a. were based on needs assessment;
 - b. established objectives designed to meet those needs;
 - c. used ESEA Title IVB funds to meet the objectives; and
 - d. measured the extent to which the objectives were met.
- B. Identify both the characteristics of ESEA Title IVB fund recipients who implement successful programs and those who do not.
- C. Identify methods by which the Division of Instructional Media in cooperation with the Division of Pupil Personnel Services can encourage the development of successful programs.

The Methodology in Brief:

Briefly, the research study was conducted as follows:

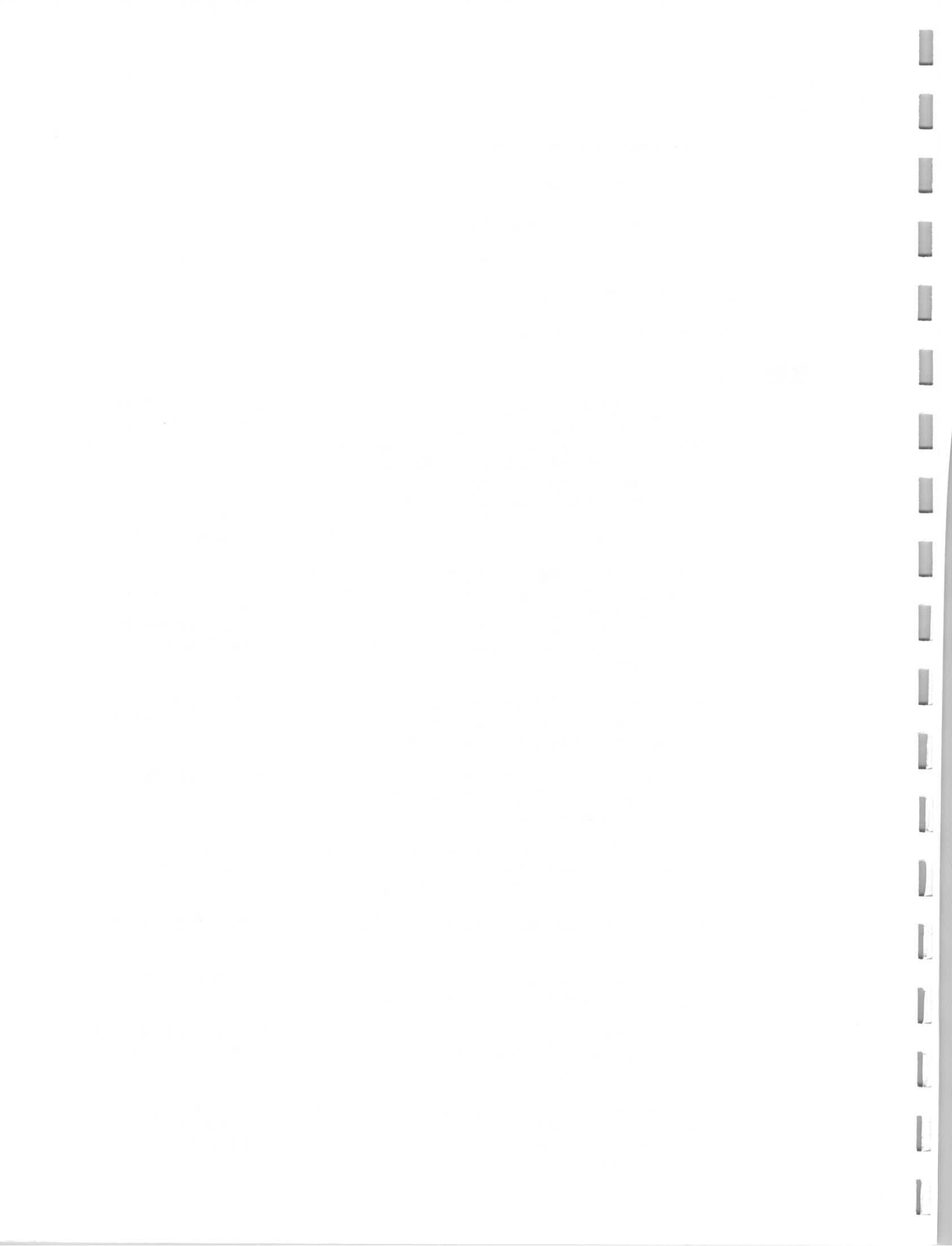
1. Fifty five projects of 309 projects that covered guidance and counseling or testing or both were selected for study at random from 1976-80.
2. A research consulting committee created a success/failure criteria for Title IVB projects.
3. The success/failure criteria was used to construct two questionnaires: one that covered guidance and counseling aspects and one that covered testing aspects.



4. The questionnaires were pretested.
5. Questionnaires were mailed to the project directors.
6. the response rate was 76%.
7. Telephone interviews were conducted with 12 project directors.
8. The data were analysed.
9. The report was written.

Major Conclusions:

1. The strength of the guidance and counseling projects and testing projects was that many schools were able to experiment with counseling and testing ideas that they had been unable to try before. Project directors were enthusiastic about their efforts to:
 - a. lower drop out rates;
 - b. start career education programs;
 - c. provide clerical help to professional counselors so that the counselor would have more time to devote to student problems.
2. The results of the testing projects included:
 - a. the identification of needed curriculum changes (38%);
 - b. changes needed in the current testing program (48%)
 - c. changes that were made in the curriculum because of the tests (33%)
 - d. changes made because of the tests in the general education program (14%).
3. Recipients of IVB funds were very appreciative of the opportunity to improve their programs. Many commented that they could not have accomplished what they did without the outside funding.
4. Above 90% of the project directors were satisfied that the materials and equipment purchased did receive the expected amount of use or were used more than expected.
5. Most schools purchased materials, tests, and equipment in areas not served before and so their projects could be classed as basic rather than supplementary in nature.
6. A number of projects supported the larger objectives of the Indiana CAPPS program.
7. Educational achievement and ability tests were the types of tests most often funded by the IVB projects.
8. Project directors feel strongly that the projects selected met the specific needs of their individual schools rather than needs dictated by outside groups.
9. Considerable planning did take place. About 80% of the project directors did conduct some sort of group activity in which they determined the needs of their schools in the guidance, counseling and testing area.



10. The guidance and counseling and testing programs in Indiana seem to be in a developmental stage as evidenced by:
 - a. Only 46% of those doing counseling-related projects had the professional training to carry out the project.
 - b. There was much more experimentation in the counseling-related IVB projects than in non-counseling projects and consequently a higher failure rate. ✓
 - c. There was less involvement of teachers in the counseling-related projects than in non-counseling projects. The planning centered around counseling staffs at the building and district level. However, teachers were heavily involved in the execution of the projects.
 - d. There was a higher incidence of IVB regulation problems in counseling-related projects than in non-counseling projects probably due to the unfamiliarity of federal programs like IVB. The problems did not seem serious.
 - e. There was a problem with receiving materials and equipment within the project time line. 60% had some type of difficulty.

Implications for the Divisions:

If the new Title IVD is funded, the Division of Instructional Media and the Division of Pupil Personnel Services might:

1. Develop the success/failure criteria into publishable guidelines that could be used in the planning, execution, and evaluation stages of a counseling and guidance project.
2. increase efforts to provide clear guidelines, directions, and suggestions to project applicants with the goal of decreasing project compliance problems.
3. Work for a greater leadership role in the types of projects funded. The lack of building level counseling staffs would seem to suggest that more direction and assistance is needed from the state level. Exemplary projects could be highlighted and more news published about possible projects without the state mandating specific projects and curtailing experimentation.
4. Work to get more actual users such as teachers involved in the planning of projects.



THE METHODOLOGY

Population and Sample.

The study of counseling, guidance and testing projects in the entire Indiana Title IVB program was somewhat difficult because of no clearly defined population. There were those projects that were clearly a testing project and others that focused totally on guidance and counseling. But the population was clouded by those projects that combined guidance and counseling with testing or included aspects of guidance and counseling in an overall materials project. For example, career materials could be purchased along with many other types of materials in a IVB project.

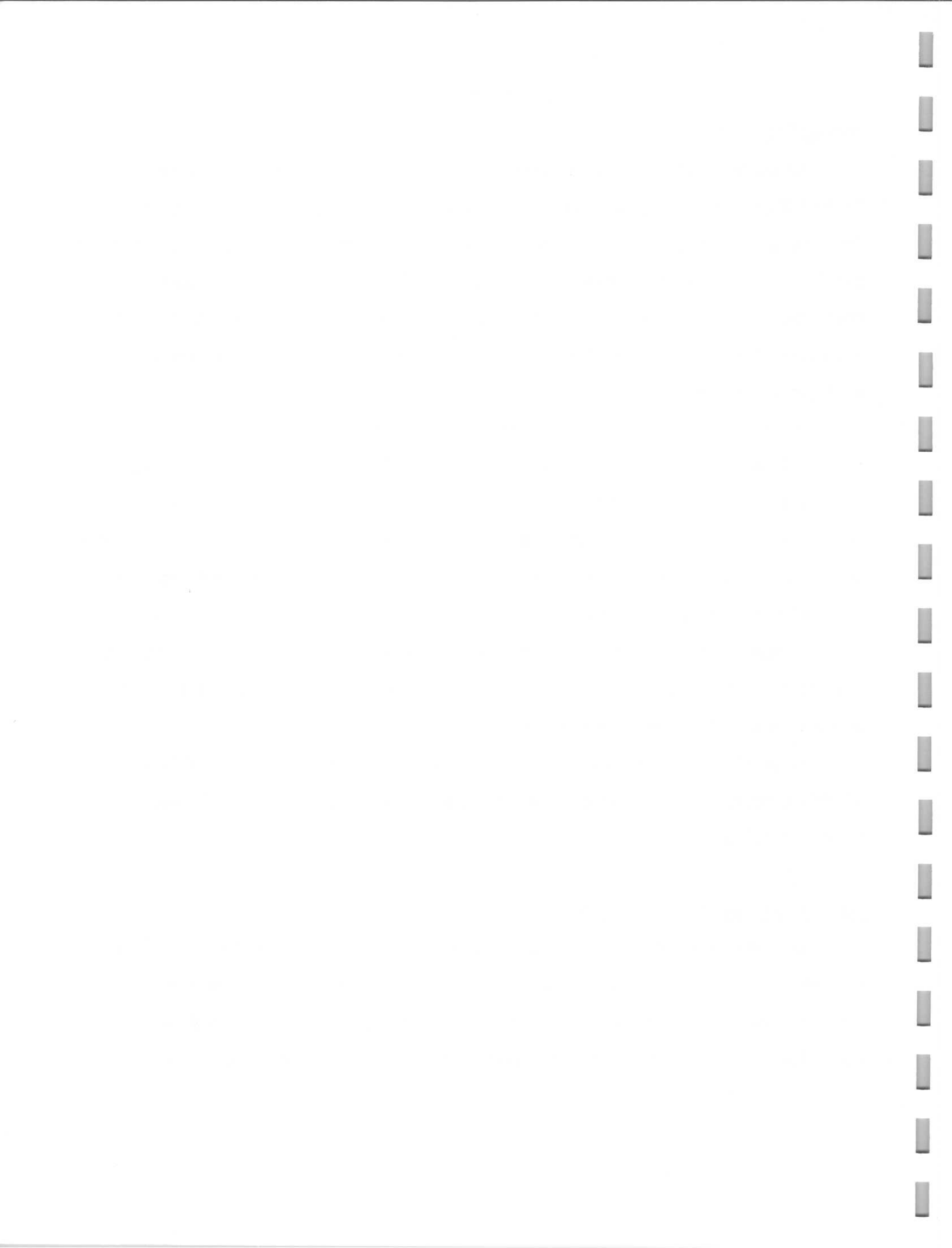
The original random sample done for the main study identified 13 projects that could be categorized as either a guidance and counseling project or a testing project or both. The records of the Instructional Media Division identified a total of 309 projects for the years 1976-1980 that were clearly either guidance and counseling or testing or both. A sampling fraction of 15% was used to draw projects at random until 55 projects were selected.

Two questionnaires were constructed - one for guidance and counseling projects and one for testing projects. The sample schools were sent one of the questionnaires or both depending on their project focus.

The total return rate was 42 out of 55 for a usable response rate of 76%. Of this number, 26 questionnaires covered guidance and counseling and 21 questionnaires covered testing.

The Criteria and Questionnaires.

The criteria constructed by the research consulting committee for general IVB projects was modified slightly to apply to guidance, counseling and testing projects and questions on the general questionnaire were modified to reflect the changes in the criteria. The resulting questionnaire was divided into two parts. The first



part printed on green paper covered guidance and counseling aspects of a project, the second part printed on blue paper covered testing aspects of a project. Both the criteria and the questionnaires follow.

Administration of the questionnaire and data analysis.

Questionnaires were mailed in April to the 55 project directors. Follow-up telephone interviews were conducted in May with 12 of the project directors.

The data from each questionnaire were entered into the University of Arkansas computer via terminal and descriptive statistics were generated using the SAS statistical package.

ANALYSIS OF THE DATA

Like the data analysis of the main study, this analysis of the data consists of a criterium by criterium analysis based upon the document created by the research consulting committee. Each criterium is followed by an analysis of data from the questionnaire, written comments made by the project directors at the end of the questionnaires, and the telephone interviews of the researcher. A detailed summary of the analysis appears at the end of the data analysis for each section.

To review, each of the following sections consists of:

- A. the criterium statement.
- B. a data analysis from the questionnaire.
- C. a complete recording of written comments made by project directors which treat that specific criterium statement.
- D. notes from the researcher from telephone interviews.
- E. detailed summary statements for each criterium statement.

To facilitate study, a complete index follows which lists each criterium and where the analysis for that criterium is presented.



INDIANA TITLE IVB GUIDANCE AND COUNSELING QUESTIONNAIRE

The enclosed Title IVB project was selected at random to be evaluated. When answering the questions, please do not refer to any other project that you have had funded.

We urge you to be candid. Your answers will in no way affect the IVB monies that you have received or will ever receive.

The return stamped envelope is addressed to: Dr. David V. Loertscher, P.O. Box 1801 Fayetteville, Arkansas 72701

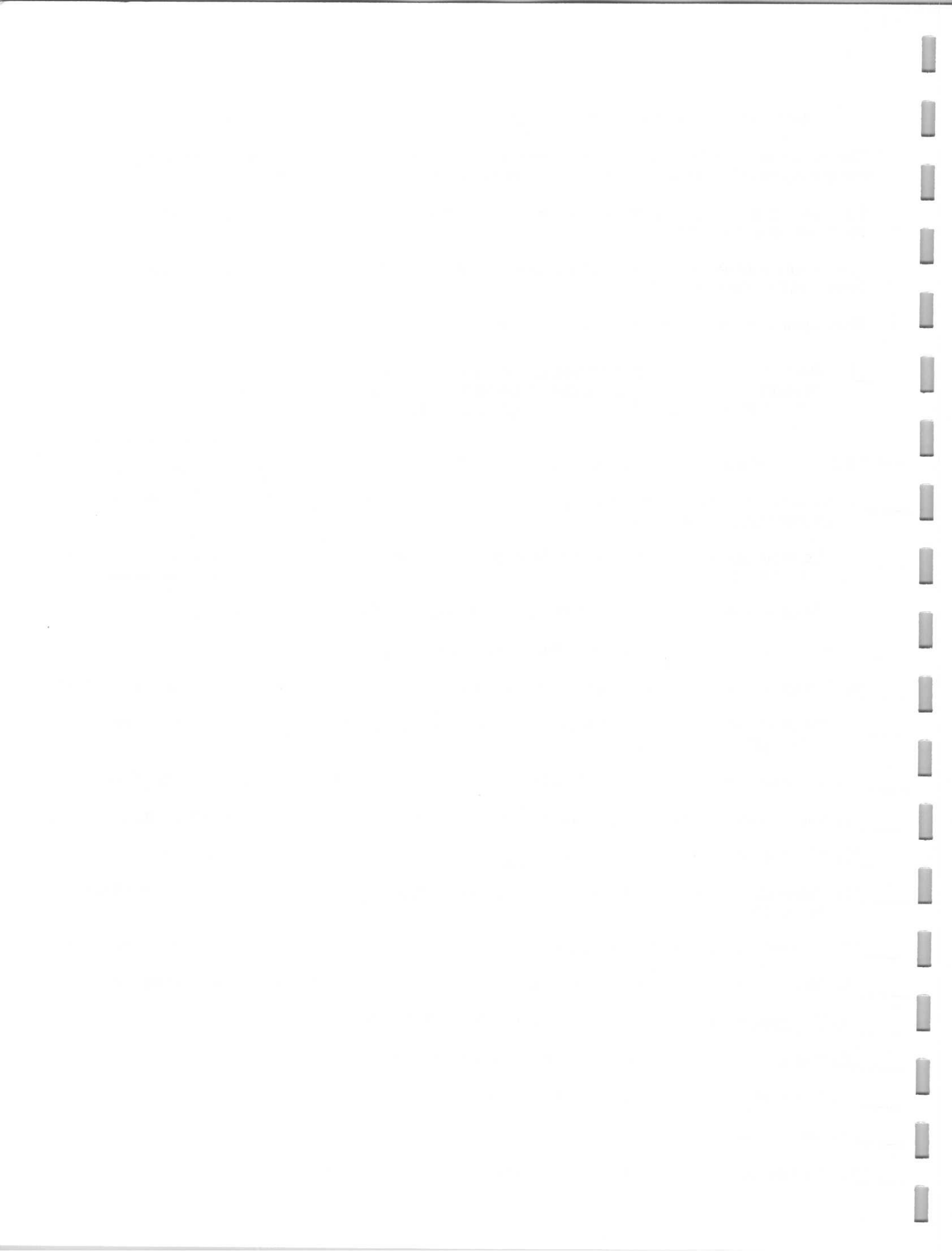
Thank you very much for your time and effort.

- Check here if no certified counselors were available to work on and plan this project. If this is true, assume that administrators and teachers took the counselor role when answering this questionnaire.

FOR THE FOLLOWING QUESTIONS USE THE SCALE:

5 - Strongly agree
4 - Agree
3 - Neutral, no opinion
2 - Disagree
1 - Strongly disagree
X - Don't know, doesn't apply

- ___ 1. Specific guidance and counseling needs were considered in planning this project.
- ___ 2. The state application forms and guidelines facilitated sound project planning.
- ___ 3. Initial planning for this project included development of evaluation measures.
- ___ 4. Materials and/or ___ 5. equipment selected met the purpose of the grant.
- ___ 6. Materials and/or ___ 7. equipment purchased were related to guidance and counseling objectives.
- ___ 8. The intended users were made aware of the materials and/or ___ 9. equipment purchased by the grant.
- ___ 10. The intended users were made aware of the consultant services available because of the grant.
- ___ 11. Use of materials and/or ___ 12. equipment was monopolized by users not specified in the grant.
- ___ 13. The quality of the materials and/or ___ 14. equipment received was inferior.
- ___ 15. Materials and/or ___ 16. equipment purchased had little value beyond the uses specified in the grant.
- ___ 17. This project was an integral part of the guidance and counseling program of the district/school.
- ___ 18. This project was related to the long-range district/school guidance and counseling plan.
- ___ 19. The project provided the opportunity to try something new or different.
- ___ 20. The project was a success - it met the goals outlined.
- ___ 21. The evaluation of the project measured what it was intended to measure.
- ___ 22. The evaluation involved mostly counting (quantitative).
- ___ 23. The evaluation measured quality (attitudes, knowledge, impact, etc.)



FOR THE FOLLOWING QUESTIONS USE THE SCALE:

3 - heavy involvement (at least two working sessions) 2 - some involvement 1 - no involvement X - don't know, doesn't apply

How heavily involved were each of the following groups in planning this project?

- 24. building level administrators
- 25. district pupil personnel services director or personnel and guidance director
- 26. district level administrators
- 27. federal projects director (in your school corporation)
- 28. counselors
- 29. library media specialists
- 30. teachers
- 31. students
- 32. other pupil personnel services staff (career ed. personnel, school psychologist, etc.)
- 33. other: _____

Evaluation measures were planned/executed by:

- 34. building level administrators
- 35. district pupil personnel services director or personnel and guidance director
- 36. district level administrator
- 37. federal projects director (in your school corporation)
- 38. counselors
- 39. library media specialists
- 40. outside consultants
- 41. teachers
- 42. program director



FOR THE FOLLOWING QUESTIONS, PLEASE CHECK THOSE STATEMENTS YOU FEEL APPLY (YOU MAY CHECK MORE THAN ONE UNDER ANY MAIN QUESTION)

In determining your needs for the project, which of the following sources were used:

- 43. professional judgement
- 44. survey of counselors, teachers, etc.
- 45. goals/objectives formulation (group development)
- 46. priority categorization of needs (group development)
- 47. community input

Purchases for this project have been made:

- 48. to fill specific requests by counselors, teachers, etc.
- 49. to form a basic collection of materials/equipment, i.e., achieving a collection size standard
- 50. to supplement a basic collection
- 51. to replace worn out materials or equipment

The materials and equipment funded by the project were received:

MATERIALS

EQUIPMENT

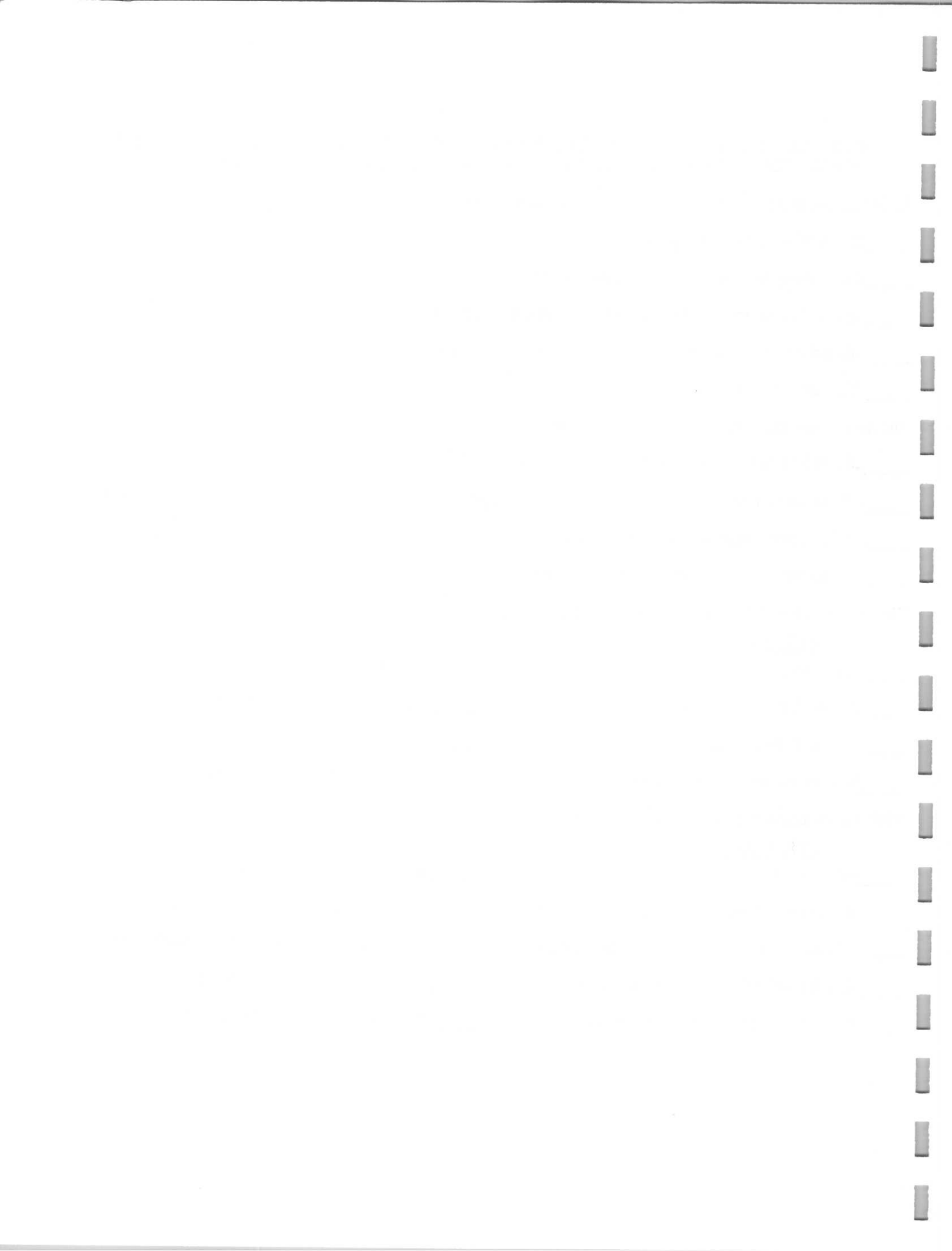
- | | |
|---|---|
| <input type="checkbox"/> 52. exactly as ordered | <input type="checkbox"/> 56. exactly as ordered |
| <input type="checkbox"/> 53. with few substitutions | <input type="checkbox"/> 57. with few substitutions |
| <input type="checkbox"/> 54. with many substitutions | <input type="checkbox"/> 58. with many substitutions |
| <input type="checkbox"/> 55. within project time line | <input type="checkbox"/> 59. within project time line |

IVB materials/equipment purchased are:

MATERIALS

EQUIPMENT

- | | |
|---|---|
| <input type="checkbox"/> 60. inventoried centrally | <input type="checkbox"/> 65. inventoried centrally |
| <input type="checkbox"/> 61. inventoried in guid. and Couns. office | <input type="checkbox"/> 66. inventoried in guid. and couns. office |
| <input type="checkbox"/> 62. cataloged in the library media center | <input type="checkbox"/> 67. cataloged in the library media center |
| <input type="checkbox"/> 63. labled with IVB identification | <input type="checkbox"/> 68. labled with IVB identification |
| <input type="checkbox"/> 64. organized in another manner | <input type="checkbox"/> 69. organized in another manner |



CHECK THOSE THAT APPLY:

Promotion of materials/equipment to potential users was done by:

MATERIALS

EQUIPMENT

70. program director

76. program di rector

71. counselors

77. counselors

72. teachers

78. teachers

73. library media specialist

79. library media specialist

74. principal

80. principal

75. other: _____

81. other: _____

The materials/equipment purchased for this project were used:

MATERIALS

EQUIPMENT

82. more than expected

85. more than expected

83. as much as expected

86. as much as expected

84. less than expected

87. less than expected

As you look back at the evaluation phase of your project, your:

88. original evaluation plan was carried out

89. an alternative plan was carried out

90. no evaluation was done

91. the evaluation summary is available for inspection

The strength(s) of the IVB project can be attributed to:

92. quality of materials purchased

93. quality of equipment purchased

94. quantity of materials added to the school's collection

95. quantity of the equipment added to the school's collection

96. increased cooperative planning among counselors and other school personnel

97. use of a variety of guidance and counseling techniques

98. guidance and counseling activities which could be conducted for the first time

99. new cooperative activities by the counselors and other school personnel

100. increased motivation and interest of students in utilizing guidance and counseling services

101. improved community-school relations



CHECK THOSE THAT APPLY:

102. Sales persons/advertisements were a great help in deciding what to purchase.

103. Actual costs of materials/equipment exceeded budgeted costs.

Equipment purchased under the grant was placed in:

104. guidance and counseling area including career areas

105. main office

106. library media center

107. other places

Guidance and counseling personnel hired for this project:

108. had the professional qualifications needed for this job

109. had guidance and counseling/psychologist/psychometrist certification

110. had appropriate paraprofessional qualifications

111. had suitable clerical skills

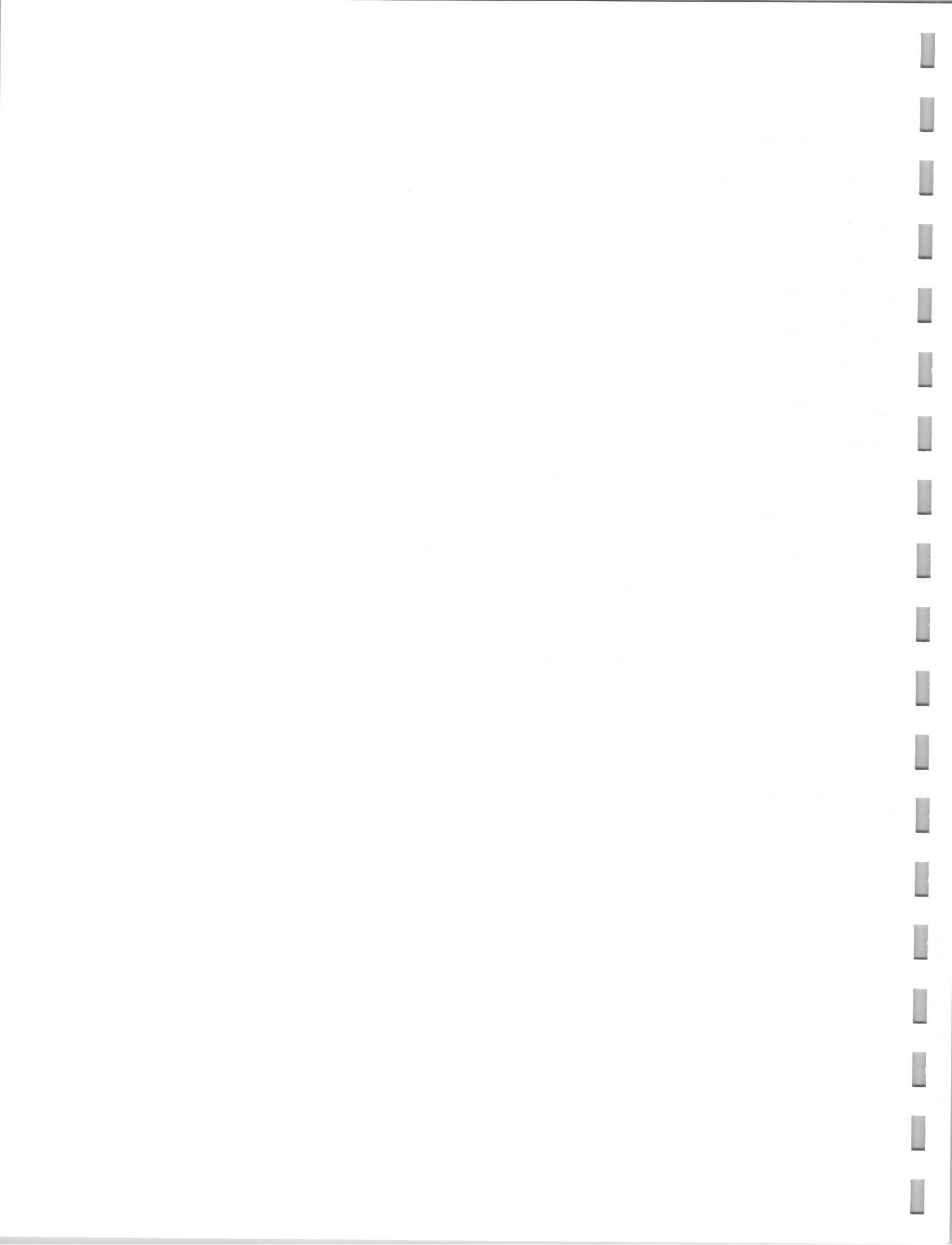
Personnel hired for this project:

112. performed only duties outlined in the grant and allowed by state guidelines

113. performed other needed tasks in the school

114. Personnel were available to be hired when needed.

In a few brief statements, what would you consider to be the greatest benefits of this project to the students and the educational program in your school/district?



INDIANA TITLE IVB TESTING PROGRAM QUESTIONNAIRE

The enclosed Title IVB project was selected at random to be evaluated. When answering the questions, please do not refer to any other project that you have had funded.

We urge you to be candid. Your answers will in no way affect the IVB monies that you have received or will ever receive.

The return stamped envelope is addressed to: Dr. David V. Loertscher, P.O. Box 1801 Fayetteville, Arkansas 72701

Thank you very much for your time and effort.

FOR THE FOLLOWING QUESTIONS USE THE SCALE:

- | |
|-------------------------------|
| 3 - heavy involvement |
| 2 - some involvement |
| 1 - no involvement |
| X - don't know, doesn't apply |

How heavily involved were guidance personnel and/or school psychologists in:

- 1. planning the project
- 2. implementing the project
- 3. evaluating the project
- 4. To what extent did guidance personnel and/or school psychologists conduct and coordinate this testing program?

FOR THE FOLLOWING QUESTIONS, PLEASE CHECK THOSE STATEMENTS YOU FEEL APPLY (YOU MAY CHECK MORE THAN ONE UNDER EACH HEADING)

Which of the following were emphasized in your purchases with grant funds?

- 5. test booklets
- 6. test answer sheets
- 7. scoring services
- 8. personnel

Which type(s) of tests did you purchase for this project?

- 9. ability test
- 10. educational achievement tests
- 11. career interest tests
- 12. other interest/aptitude tests
- 13. specific academic area tests (math, reading, etc.)
- 14. other: _____



CHECK THOSE THAT APPLY:

To what extent was the testing program a component of the total guidance and counseling program?

15. integral part of G & C

16. moderate part of G & C

17. separate part of G & C

The results of the testing program:

18. pointed out needed changes in curriculum

19. brought about specific changes in the curriculum

20. brought about changes in the general educational program

21. pointed out needed changes in current testing program

The results of this testing program:

22. identified those students in need of remedial help

23. directed immediate remedial help to specific individual students

24. directed students to counselors for academic counseling

25. directed students to counselor for career counseling

26. helped in scheduling/placement of students

27. other: _____

Which of the following groups were the main users of testing results:

28. counselors

29. teachers

30. administrators

31. school psychologist/special education personnel

32. other: _____

Please make brief additional comments on how the testing program contributed to the overall guidance program and/or testing program in your school/district.



SUCCESS/FAILURE CRITERIA FOR A TITLE IVB PROJECT
GUIDANCE, COUNSELING, AND TESTING

PLANNING STAGE

SUCCESS

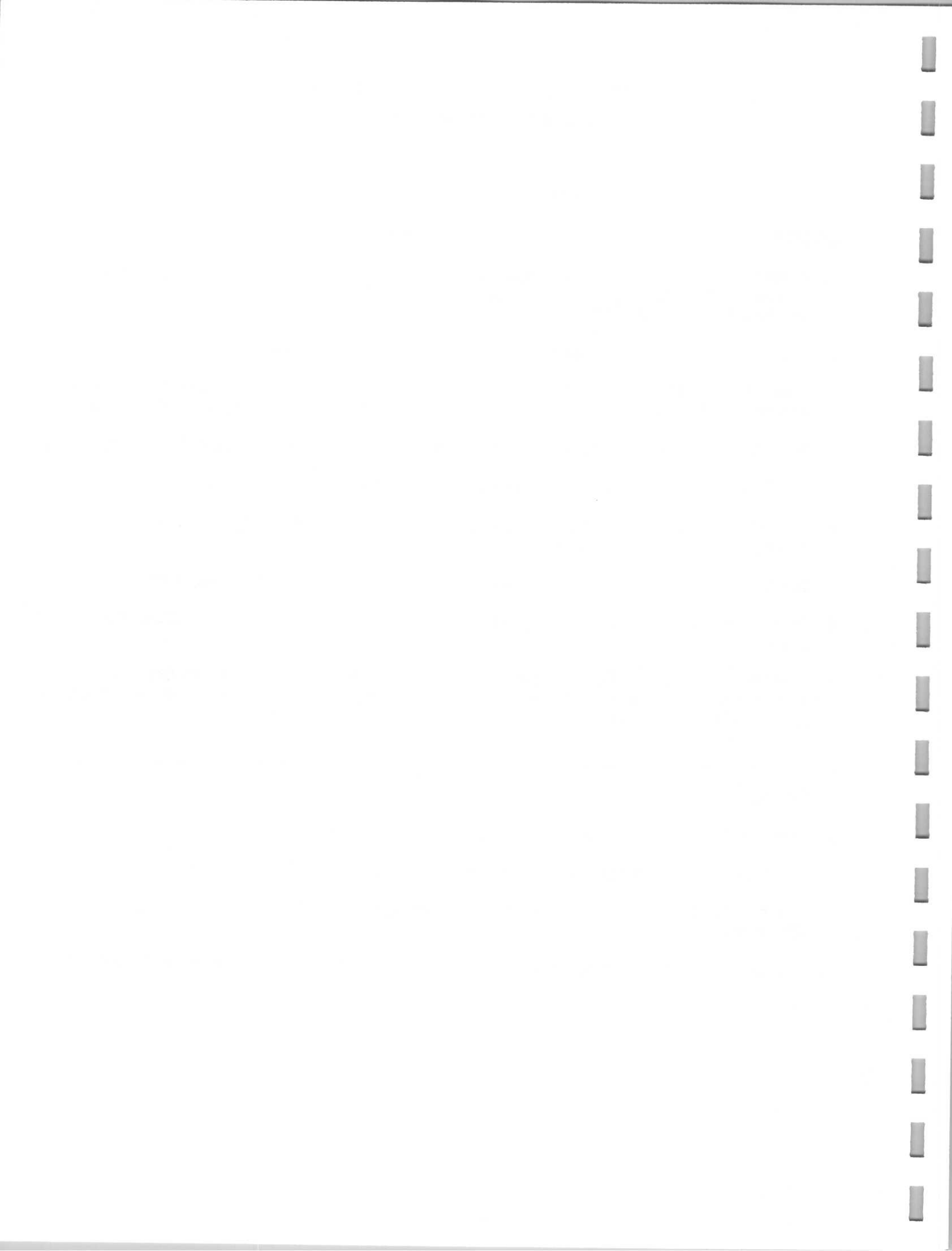
1. Cooperative planning between administrators of the project and those who actually implemented it.
2. Needs systematically ascertained.
3. Specifically stated purposes as an extension of needs.
4. Promotes a strong instructional program.
5. Supplements school/district efforts.
6. Support specific guidance and counseling objectives.
7. Sound evaluation measures planned.
8. Fits into district/school long range plans.
9. Guidance and counseling and testing programs under direction of pupil personnel services staff.

FAILURE

1. No opportunity for involvement of others.
2. Needs "dreamed up."
3. Purposeless, directionless, vague not necessarily related to needs.
4. Disjointed approach to instruction.
5. Supplants school/district efforts.
6. Indiscriminate purchases.
7. Weak evaluation measures.
8. Not related to district/school plans.
9. Inappropriate administration for guidance and counseling and testing program.

QUESTIONS

1. Were projected and actual expenditures within budgets?
2. Did the project promote a strong guidance and counseling program?
3. Did the project give the schools an opportunity to try something new or different?
4. Did the state application forms help in sound project planning procedures?



EXECUTION STAGE

SUCCESS

1. Materials/equipment/personnel/services selected to meet the purpose of the grant.
2. Quality of items/services/personnel acquired commensurate with price.
3. Received what was ordered within project time lines.
4. Materials/services inventoried centrally.
5. Intended users were told/shown/demonstrated the materials/equipment and/or extended consultant services.
6. Materials/equipment could be beneficial for other educational purposes than the specified purpose.
7. Materials/equipment used for intended purpose.
8. Materials/equipment/services/personnel met the IVB regulations.
9. Inter-departmental projects were carried out as planned.
10. All office equipment housed and used in guidance office.
11. Testing program conducted and coordinated by guidance office or school psychological services.
12. Tests purchased used to measure abilities, educational achievement, interests, or aptitudes that pertain to individuals total educational or career development.

FAILURE

1. Whimsical purchases of materials or services; qualifications inappropriate for the job.
2. Ripped off.
3. Substitutions altered original purpose or delayed arrivals affected project success.
4. No records of materials/equipment kept.
5. Intended users unaware of materials/equipment arrival and/or consultant services available.
6. Little usefulness beyond the project.
7. Materials/equipment used inappropriately.
8. Ineligible purchases made.
9. Cooperation fizzled.
10. Inappropriate placement/use of office equipment.
11. Testing program separate entity from guidance program/school psychology program.
12. Tests purchased designed for use in specific instructional or academic area.



EVALUATION STAGE

SUCCESS

1. Carried out evaluation procedure.
2. Evaluation measures involved planners, administrators, users.
3. Measures used judge quality and quantity of impact.
4. Educational program affected by project.
5. Met the goals of the project.
6. Overall guidance and counseling program affected by project.
7. Testing program affected by project.
8. Counseling and guidance and/or school psychological service personnel involved in planning, implementing, and evaluating the project.

FAILURE

1. No evaluation.
2. Personal opinions of project director.
3. Inappropriate measures.
4. No impact on educational program.
5. No redeeming value.
6. No impact on guidance and counseling program.
7. No impact on testing program.
8. No involvement.



ANALYSIS OF DATA INDEX

PLANNING STAGE

SUCCESS

1. Cooperative planning between administrators of the project and those who actually implemented it.
(quest. responses - p. 20; interview comments - p. 20; analysis - p. 21)
2. Needs systematically ascertained.
(quest. responses - p. 22; interview comments - p. 22; analysis - p. 22)
3. Specifically stated purposes as an extension of needs.
(quest. responses - p. 22; interview comments - p. 22; analysis - p. 22)
4. Promotes a strong instructional program.
(quest. responses - p. 23; analysis - p. 23)
5. Supplements school/district efforts.
(quest. responses - p. 24; analysis - p. 24)
6. Support specific guidance and counseling objectives.
(quest. responses - p. 25; written comments - p. 25; analysis - p. 25)
7. Sound evaluation measures planned.
(quest. responses - p. 26; interview comments - p. 26; analysis - p. 26)
8. Fits into district/school long range plans.
(quest. responses - p. 27; analysis - p. 27)
9. Guidance and counseling and testing programs under direction of pupil personnel services staff.
(quest. responses - p. 28; analysis - p. 28)

FAILURE

1. No opportunity for involvement of others.
2. Needs "dreamed up."
3. Purposeless, directionless, vague not necessarily related to needs.
4. Disjointed approach to instruction.
5. Supplants school/district efforts.
6. Indiscriminate purchases.
7. Weak evaluation measures.
8. Not related to district/school plans.
9. Inappropriate administration for guidance and counseling and testing program.

QUESTIONS

1. Were projected and actual expenditures within budgets? (p. 29)
2. Did the project promote a strong guidance and counseling program? (p. 29)
3. Did the project give the schools an opportunity to try something new or different? (p. 29)
4. Did the state application forms help in sound project planning procedures? (p. 30)

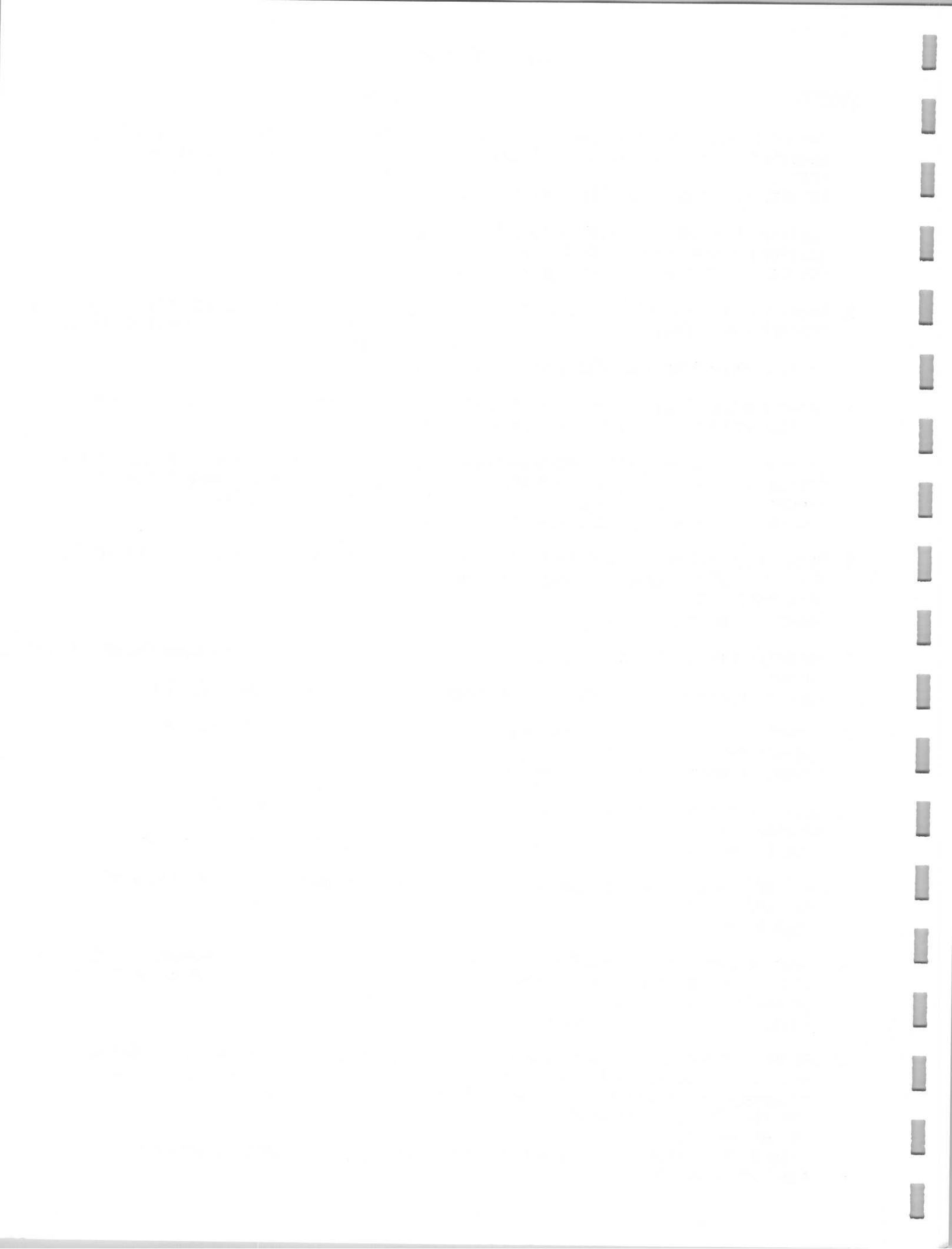


EXECUTION STAGE

SUCCESS

FAILURE

- | | |
|---|---|
| <p>1. Materials/equipment/personnel/ services selected to meet the purpose of the grant.
(quest. responses - p. 31; analysis - p. 31)</p> | <p>1. Whimsical purchases of materials or services; qualifications inappropriate for the job.</p> |
| <p>2. Quality of items/services/personnel acquired commensurate with price.
(quest. responses - p. 32; analysis - p. 32)</p> | <p>2. Ripped off.</p> |
| <p>3. Received what was ordered within project time lines.
(quest. responses - p. 33; analysis - p. 33)</p> | <p>3. Substitutions altered original purpose or delayed arrivals affected project success.</p> |
| <p>4. Materials/services inventoried centrally.
(quest. responses - p. 34; analysis - p. 34)</p> | <p>4. No records of materials/equipment kept.</p> |
| <p>5. Intended users were told/shown/demonstrated the materials/equipment and/or extended consultant services.
(quest. responses - p. 35; analysis - p. 35)</p> | <p>5. Intended users unaware of materials/equipment arrival and/or consultant services available.</p> |
| <p>6. Materials/equipment could be beneficial for other educational purposes than the specified purpose.
(quest. responses. - p. 36; analysis - p. 36)</p> | <p>6. Little usefulness beyond the project.</p> |
| <p>7. Materials/equipment used for intended purpose.
(quest. responses - p. 37; written comments - p. 37; analysis - p. 37)</p> | <p>7. Materials/equipment used inappropriately.</p> |
| <p>8. Materials/equipment/services/personnel met the IVB regulations.
(quest. responses. - p. 38; analysis - p. 38)</p> | <p>8. Ineligible purchases made.</p> |
| <p>9. Inter-departmental projects were carried out as planned.
(quest. responses - p. 39; interview comments - p. 39; analysis - p. 39)</p> | <p>9. Cooperation fizzled.</p> |
| <p>10. All office equipment housed and used in guidance office.
(quest. responses. - p. 40; analysis - p. 40)</p> | <p>10. Inappropriate placement/use of office equipment.</p> |
| <p>11. Testing program conducted and coordinated by guidance office or school psychological services.
(quest. responses - p. 41; analysis - p. 41)</p> | <p>11. Testing program separate entity from guidance program/school psychology program.</p> |
| <p>12. Tests purchased used to measure abilities, educational achievement, interests, or aptitudes that pertain to individuals total educational or career development.
(quest. responses - p. 42; written comments - p. 42; interview comments - p. 43 analysis - p. 43)</p> | <p>12. Tests purchased designed for use in specific instructional or academic area.</p> |



EVALUATION STAGE

SUCCESS

FAILURE

- | | |
|--|--|
| 1. Carried out evaluation procedure.
(quest. responses - p. 44; analysis - p. 44) | 1. No evaluation. |
| 2. Evaluation measures involved planners, administrators, users.
(quest. responses - p. 45; analysis - p. 45) | 2. Personal opinions of project director. |
| 3. Measures used judge quality and quantity of impact.
(quest. responses - p. 46; written comments - p. 46; analysis - p. 46) | 3. Inappropriate measures. |
| 4. Educational program affected by project.
(quest. responses - p. 47; written comments - p. 47; interview cmts - p. 48; analysis - p. 48) | 4. No impact on educational program. |
| 5. Met the goals of the project.
(quest. responses - p. 49; written comments - p. 49; analysis - p. 49) | 5. No redeeming value. |
| 6. Overall guidance and counseling program affected by project.
(quest. responses - p. 50; written comments - p. 50; interview cmts. - p. 52; analysis - p. 52) | 6. No impact on guidance and counseling program. |
| 7. Testing program affected by project.
(quest. responses - p. 54; interview comments - p. 54; analysis - p. 54) | 7. No impact on testing program. |
| 8. Counseling and guidance and/or school psychological service personnel involved in planning, implementing, and evaluating the project.
(quest. responses - p. 55; interview comments - p. 55; analysis - p. 56) | 8. No involvement. |



PLANNING STAGE

SUCCESS

FAILURE

1. Cooperative planning between administrators of the project and those who actually implemented it.

1. No opportunity for involvement of others.

How heavily involved were each of the following groups in planning this project?

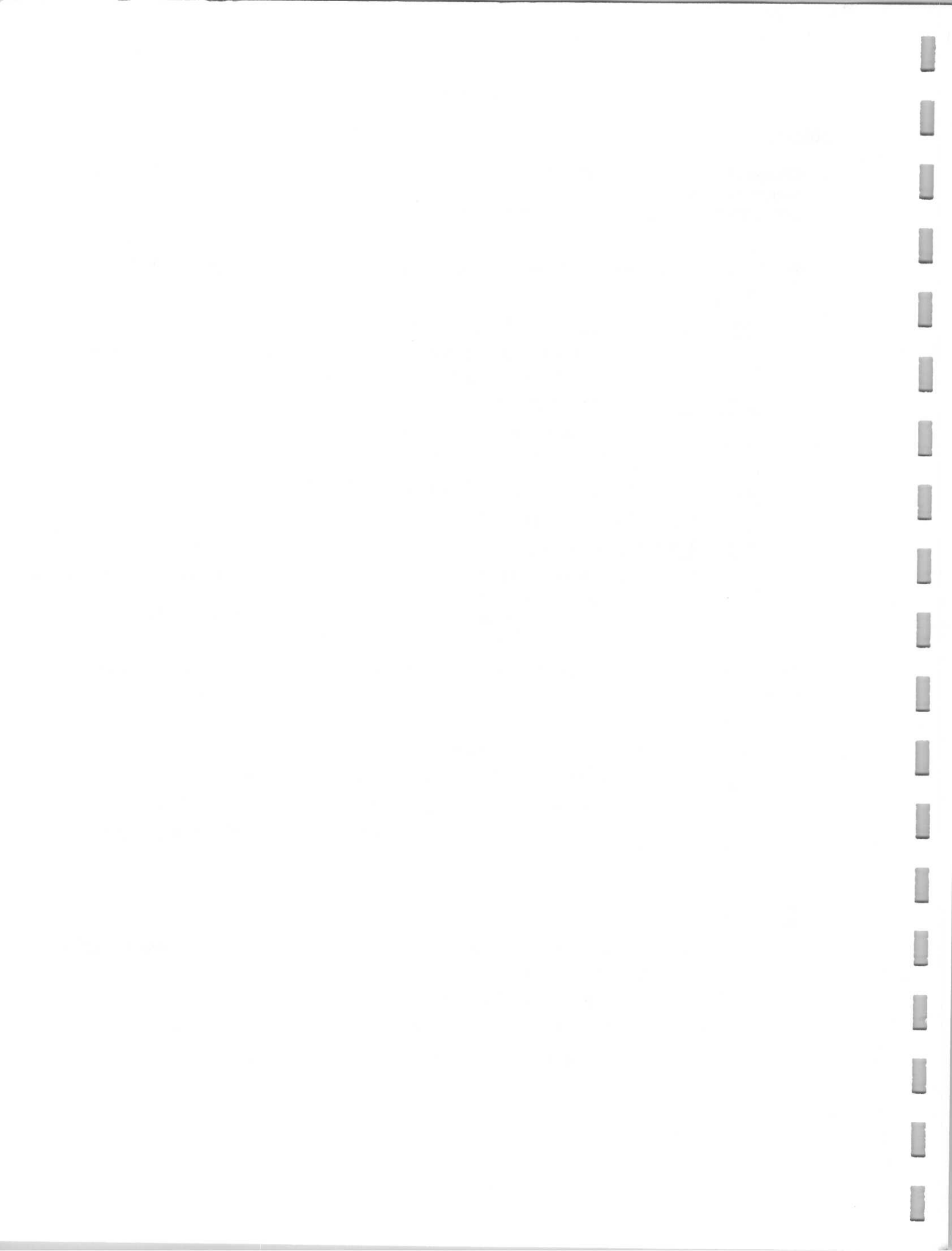
<u>%3's</u>	<u>\bar{X}</u>	
<u>38%</u>	<u>2.24</u>	24. building level administrators (10/26)
<u>65%</u>	<u>2.68</u>	25. district pupil personnel services director or personnel and guidance director (17/26)
<u>19%</u>	<u>1.89</u>	26. district level administrators (5/26)
<u>23%</u>	<u>2.06</u>	27. federal projects director (in your school corporation)(6/26)
<u>73%</u>	<u>2.79</u>	28. counselors (19/26)
<u>42%</u>	<u>2.37</u>	29. library media specialists (11/26)
<u>27%</u>	<u>2.23</u>	30. teachers (7/26)
<u>23%</u>	<u>1.80</u>	31. students (6/26)
<u>12%</u>	<u>1.68</u>	32. other pupil personnel services staff (career ed. personnel, school psychologists, etc. (3/26) (scale: 3-heavy involvement, 2-some involvement, 1-no involvement, X-don't know, doesn't apply)

In determining your needs for the project, which of the following sources were used:

<u>%yes</u>	
<u>85%</u>	43. professional judgment (22/26)
<u>81%</u>	44. survey of counselors, teachers, etc. (21/26)
<u>46%</u>	45. goals/objectives formulation (group development) (12/26)
<u>42%</u>	46. priority categorization of needs (group development) (11/26)
<u>23%</u>	47. community input (6/26)

Interview Comments:

1. The testing program encouraged and promoted coordination/communication between counselors, teachers, students.
2. Strong, well respected director of PPS.
3. Good personnel, (counselors) to run program, well accepted.
4. PPS team had already gained acceptance by schools.



Planning stage - Cont.

SUCCESS

Cooperative planning between administrators of the project and those who actually implemented it.

FAILURE

No opportunity for involvement of others.

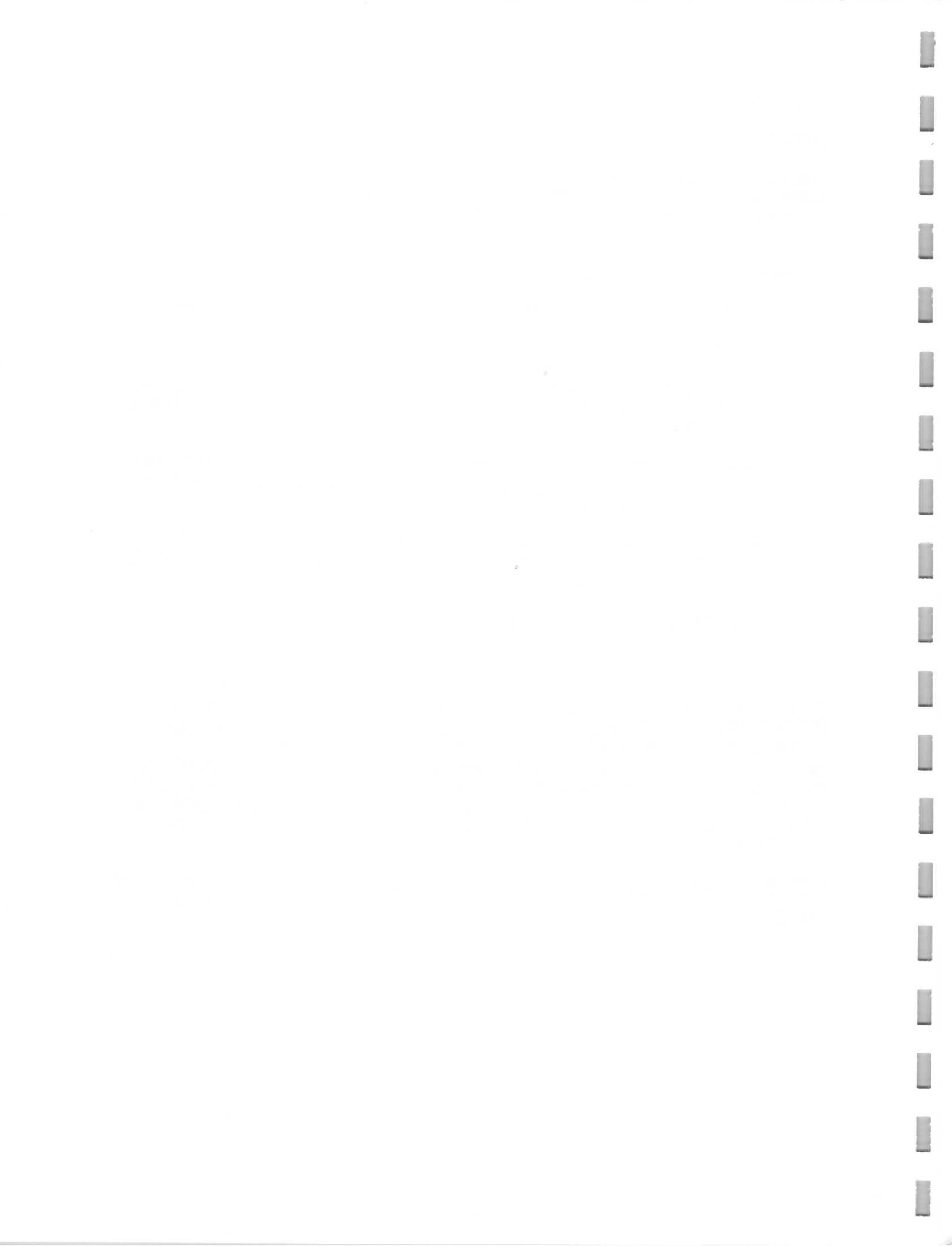
Interview Comments - Cont.

5. Program director interested and heavily involved in program.
6. Strong support of building principal.
7. Guidance programs not limited to guidance staff or office; integrated into school; increasing cooperative planning among counselors and other school personnel.
8. Program developed solely by central administration or building administration with little or no input from guidance staff or other building staff.
9. Testing program was an administrative decision; building level staff (those implementing and using tests) were not involved in needs and planning phase.
10. Program director not fully aware of program.

ANALYSIS

From the questionnaire: Building and district level counseling staffs (73% and 65% respectively) are the principal planners of G & C projects. A lack of counseling staffs at the elementary level accounts for the heavy involvement of district level personnel in building level projects. Most project directors use a combination of professional judgment (85%) and a survey of school professionals (81%) to determine their needs before they write their projects. About half conduct some sort of group activity in which they determine needs.

From interviews: Most seem to use the IVB project to plan programs cooperatively with persons who will be involved. A few take the responsibility for planning without any input.



Planning stage - Cont.

SUCCESS

FAILURE

2. Needs systematically ascertained.

2. Needs "dreamed up."

3. Specifically stated purposes as an extension of needs.

3. Purposeless, directionless, vague not necessarily related to needs.

\bar{X} = 4.48

1. Specific guidance and counseling needs were considered in planning this project. (scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Interview Comments:

1. Ability to identify concrete, specific need and then then develop a specific program to reach that need as opposed to speaking in generalities.
2. Developed specific goals and objectives - a planned program as opposed to general concept of what was going to take place.
3. Program pro active in nature.
4. Need for program not identified arbitrarily, but systematically.
5. Prioritized needs.

ANALYSIS

From the questionnaire: Project directors feel that their IVB projects meet specific needs which have been identified in their schools.

From written comments: Five persons specifically remarked that their IVB projects met specific needs in their schools - a strong affirmation that IVB is tailored to local needs rather than projects dictated by outside groups.



Planning stage - Cont.

SUCCESS

FAILURE

4. Promotes a strong instructional program. 4. Disjointed approach to instruction.

The strength(s) of the IVB project can be attributed to:

%yes

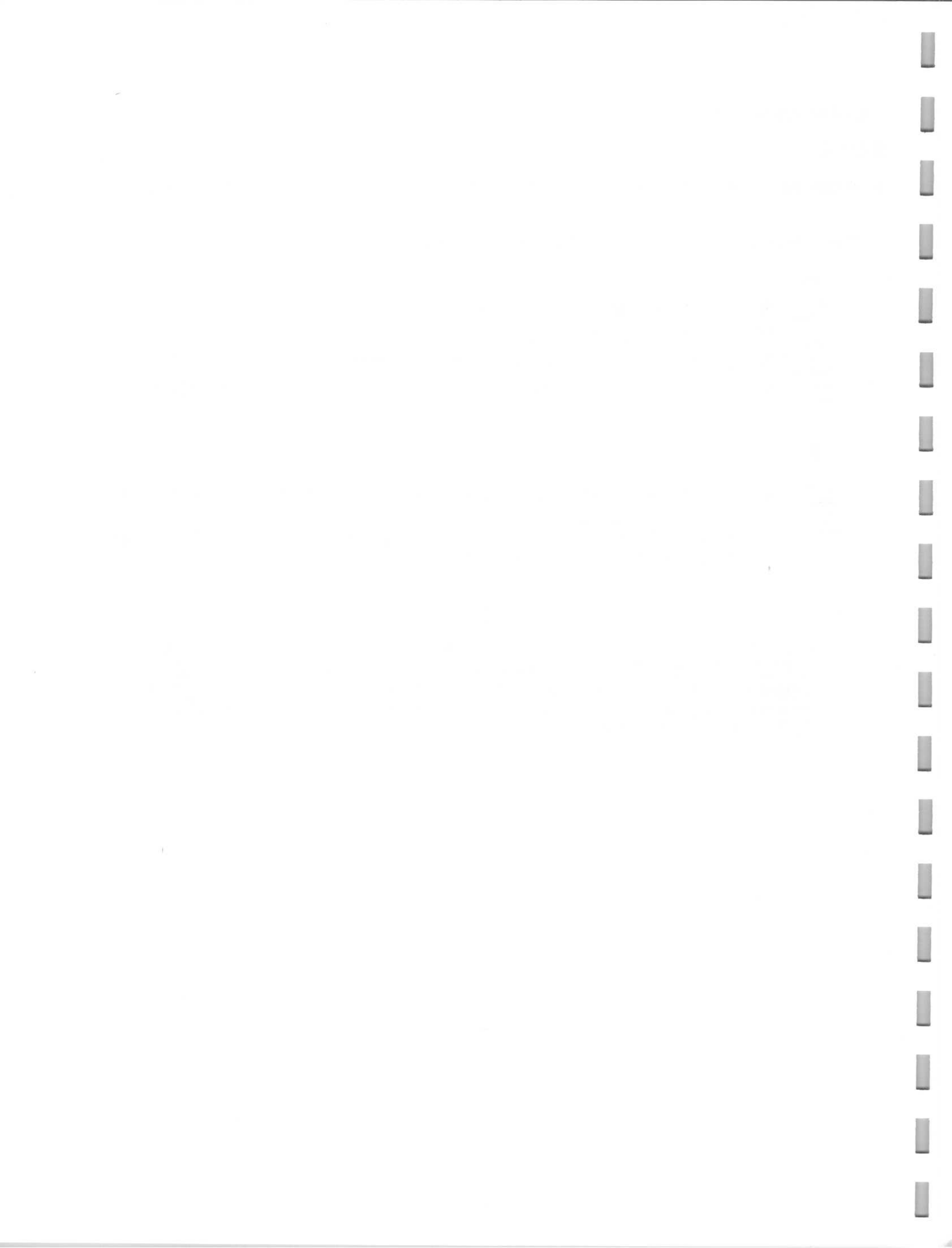
- | | |
|------------|---|
| <u>70%</u> | 92. quality of materials purchased (16/23) |
| <u>60%</u> | 93. quality of equipment purchased (9/15) |
| <u>52%</u> | 94. quantity of materials added to the school's collection (12/23) |
| <u>40%</u> | 95. quantity of the equipment added to the school's collection (6/15) |

\bar{X}

- | | |
|-------------|--|
| <u>4.20</u> | 19. The project provided the opportunity to try something new or different. |
| <u>4.20</u> | 20. The project was a success - it met the goals outlined.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply) |

ANALYSIS

From the questionnaire: A majority feel that the addition of materials and equipment to the instructional program is a strength of their IVB project. There seems to be a little more experimentation with counseling-related projects than with other non-counseling IVB projects (\bar{X} = 4.20 vs. 3.82 on a 5 point scale).



Planning stage - Cont.

SUCCESS

FAILURE

5. Supplements school/district efforts.

5. Supplants school/district efforts.

Purchases have been made:

%yes

- | | |
|------------|---|
| <u>81%</u> | 48. to fill specific requests by counselors, teachers, etc. (21/26) |
| <u>62%</u> | 49. to form a basic collection of materials/equipment, i.e., achieving a collection size standard (16/26) |
| <u>42%</u> | 50. to supplement a basic collection (11/26) |
| <u>27%</u> | 51. to replace worn out materials or equipment (7/26) |

ANALYSIS

From the questionnaire: When only 42% purchase materials to supplement a basic collection, the distinct impression is given that areas not served by collections in the past are receiving attention, i.e., the funds purchased basics in response to specific requests by counselors and teachers.



Planning stage - Cont.

SUCCESS

FAILURE

6. Support specific guidance and counseling objectives.

6. Indiscriminate purchases.

\bar{x}

4.40

6. Materials and/or

4.41

7. equipment purchased were related to guidance and counseling objectives.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

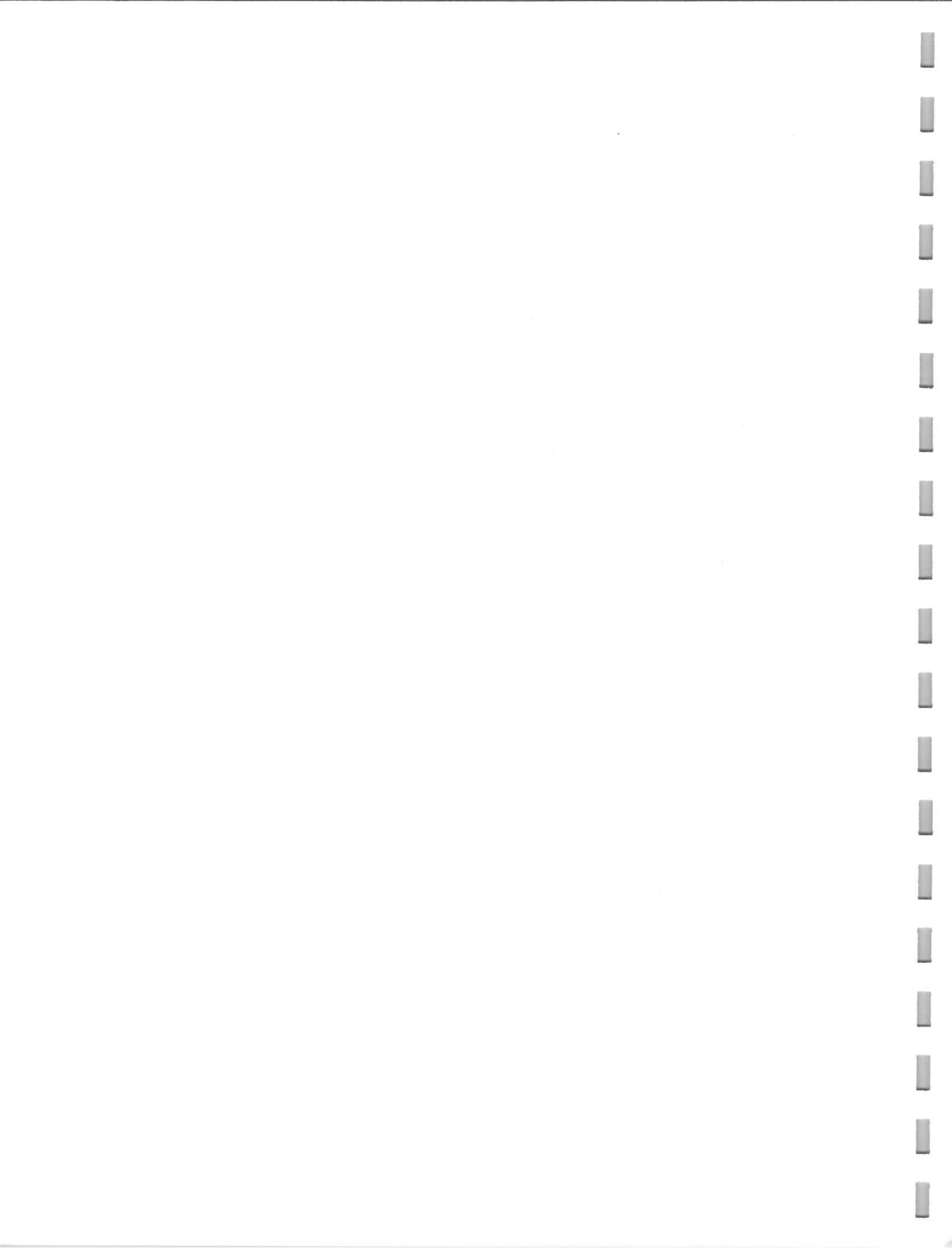
Success Comments:

1. Individual profile sheets were obtained from the scoring service which made it possible to counsel with students and partents relative to students' strengths and weaknesses.
2. The testing provides available support for our guidance and counseling. It also assists in our CAPPS program for state reports.

ANALYSIS

From the questionnaire: The means of 4.4 and 4.41 on a 5 point scale indicate a very strong feeling that specific G & C objectives are being targeted with these IVB projects.

From written comments: The CAPPS program objectives were supported by a number of G & C IVB projects as demonstrated by a number of comments written at the end of the questionnaires.



Planning stage - Cont.

SUCCESS

FAILURE

8. Fits into district/school long range plans.

8. Not related to district/school plans.

\bar{x}

4.12 18. This project was related to the long-range district/school guidance and counseling plan. (scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Interview Comments:

1. Testing done for testing sake rather than integrating into the main testing program.

ANALYSIS

From the questionnaire: There is high agreement (4.12 on a 5 point scale) that counseling-oriented IVB projects fit in with school/district long range plans.

From written comments: One project director felt that the testing done had not contributed to the total testing program.



Planning stage - Cont.

SUCCESS

FAILURE

7. Sound evaluation measures planned.

8. Weak evaluation measures.

\bar{x}

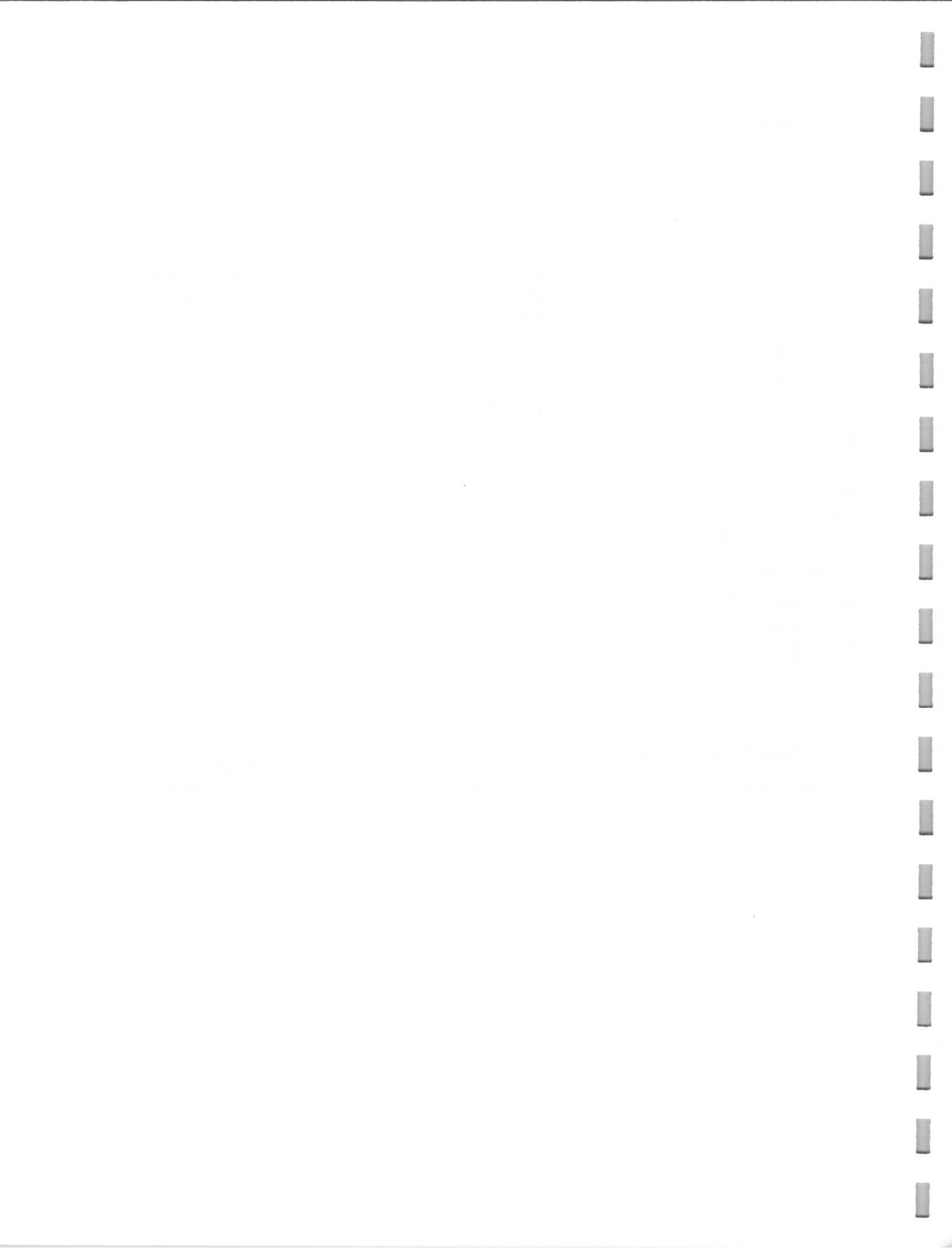
4.24 3. Initial planning for this project included development of evaluation measures. (scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, x-doesn't know)

Evaluation measures were planned/executed by:

\bar{x}	%3's	
2.00	31%	34. building level administrators (8/26)
2.42	50%	35. district pupil personnel services director or personnel and guidance director (13/26)
1.70	12%	36. district level administrator (3/26)
1.80	15%	37. federal projects director (in your school corporation) (4/26)
2.65	65%	38. counselors (17/26)
2.28	30%	39. library media specialists (8/26)
1.13	7%	40. outside consultants (2/26)
2.04	15%	41. teachers (4/26)
2.57	54%	42. program director (14/26)

ANALYSIS

From the questionnaire: Building level counselors and district level PPS staff who are the most heavily involved groups in planning IVB projects are also the groups who select the evaluation measures (65% and 50% respectively).



Planning stage - Cont.

SUCCESS

FAILURE

9. Guidance and counseling and testing programs under direction of pupil personnel services staff.

9. Inappropriate administration for guidance and counseling and testing program.

Guidance and counseling personnel hired for this project:

%yes

- 46% 108. had the professional qualifications needed for this job. (12/26)
- 27% 109. had guidance and counseling/psychologist/psychomistrist certification (7/26)
- 8% 110. had appropriate paraprofessional qualifications (2/26)
- 8% 111. had suitable clerical skills (2/26)

Personnel hired for this project:

- 42% 112. performed only duties outlined in the grant and allowed by state guidelines (11/26)
- 12% 113. performed other needed tasks in the school (3/26)
- 12% 114. were available to be hired when needed. (3/26)

ANALYSIS

From the questionnaire: A lack of qualified professionals in the counseling programs shows up here. Only 46% of those doing counseling-related projects had the professional training to carry out the project. Three project directors indicated that personnel hired under the IVB project were performing duties other than project duties.



Planning stage - Cont.

QUESTIONS ABOUT THE PLANNING PHASE

1. Were projected and actual expenditures within budgets?

%yes

19% 103. Actual costs of materials/equipment exceeded budgeted costs. (5/26)

ANALYSIS

From the questionnaire: One project in five exceeded budgeted costs which is a little higher than one would expect from pure inflationary pressures.

2. Did the project promote a strong guidance and counseling program?

\bar{x}

4.08 17. This project was an integral part of the guidance and counseling program of the district/school (scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

ANALYSIS

From the questionnaire: There is moderate agreement (4.08 on a 5 point scale) that the project promoted a strong guidance and counseling program.

3. Did the project give the schools an opportunity to try something new or different?

\bar{x}

4.20 19. The project provided the opportunity to try something new or different?

The strength(s) of the IVB project can be attributed to:

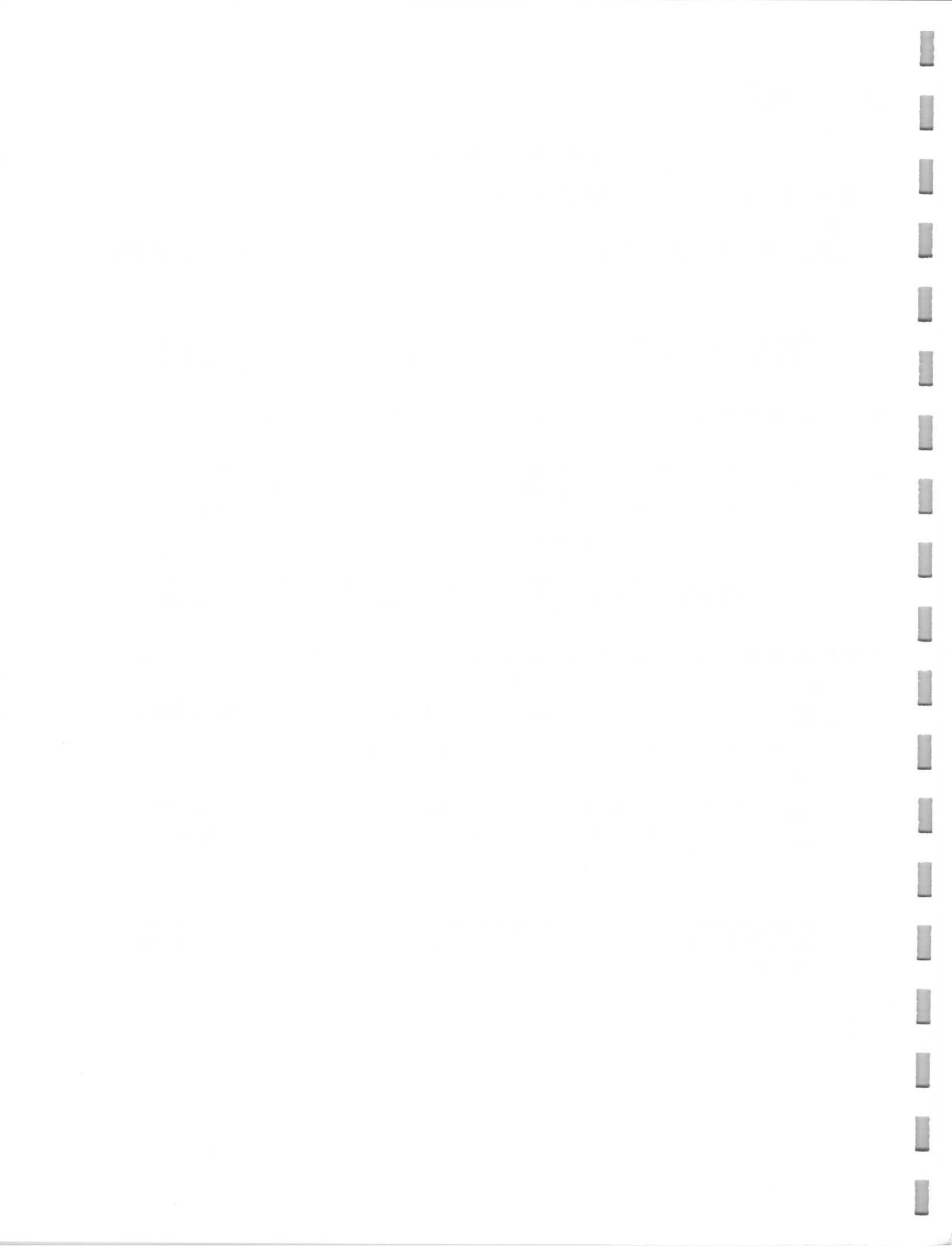
%yes

53% 97. use of a variety of guidance and counseling techniques (14/26)

53% 98. guidance and counseling activities which could be conducted for the first time (14/26)

ANALYSIS

From the questionnaire: There was a high degree of experimentation done in the counseling-related IVB projects. Fifty three percent said their activities were being conducted for the first time.



Planning stage - Cont.

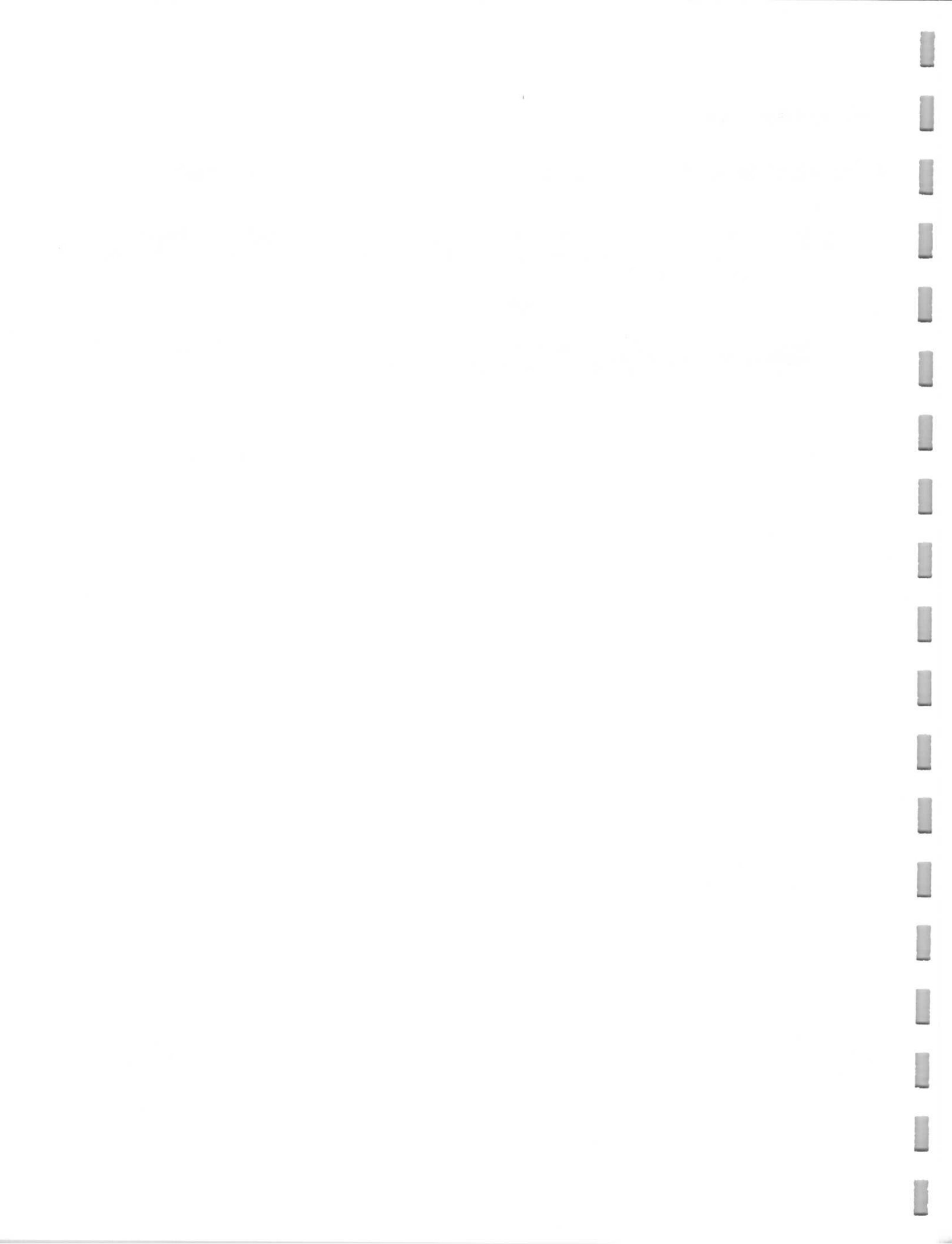
4. Did the state application forms help in sound project planning procedures?

\bar{X}

3.80 2. The state application forms and guidelines facilitated sound project planning. (scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

ANALYSIS

From the questionnaire: There was moderate agreement (3.8 on a 5 point scale) that the state forms facilitated sound project planning.



EXECUTION STAGE

SUCCESS

1. Materials/equipment/personnel/ services selected to meet the purpose of the grant.

\bar{x}

4.68 4. Materials and/or

4.85 5. equipment selected met the purpose of the grant.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

FAILURE

1. Whimsical purchases of materials or services; qualifications inappropriate for the job.

ANALYSIS

From the questionnaire: There was high agreement that the materials and equipment purchased were selected to meet the purpose of the grant.



Execution stage - Cont.

SUCCESS

FAILURE

2. Quality of items/services/personnel
acquired commensurate with price.

2. Ripped off.

\bar{x}

1.36 13. The quality of the materials/and/or

1.15 14. equipment received was inferior.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree,
1-strongly disagree, X-doesn't apply)

ANALYSIS

From the questionnaire: Project directors definitely feel they got
their money's worth in materials and equipment.



Execution stage - Cont.

SUCCESS

3. Received what was ordered within project time line.

FAILURE

3. Substitutions altered original purpose or delayed arrivals affected project success.

The materials and equipment funded by the project were received:

MATERIALS

%yes

- 74% 52. exactly as ordered (17/23 who purchased materials)
- 22% 53. with few substitutions (5/23 who purchased materials)
- 0% 54. with many substitutions (0/20 who purchased materials)
- 43% 55. within project time line (10/23 who purchased materials)

EQUIPMENT

- 87% 56. exactly as ordered (13/15 who purchased equipment)
- 13% 57. with few substitutions (2/15 who purchased equipment)
- 0% 58. with many substitutions -
- 40% 59. within project time line (6/15 who purchased equipment)

ANALYSIS

From the questionnaire: Under half agree that materials and equipment arrive when expected (43% and 40% respectively). Reasons for delay should be studied by state department staff.



Execution stage - Cont.

SUCCESS

4. Materials/services inventoried centrally.

FAILURE

4. No records of materials/equipment kept.

IVB materials/equipment purchased are:

MATERIALS

%yes

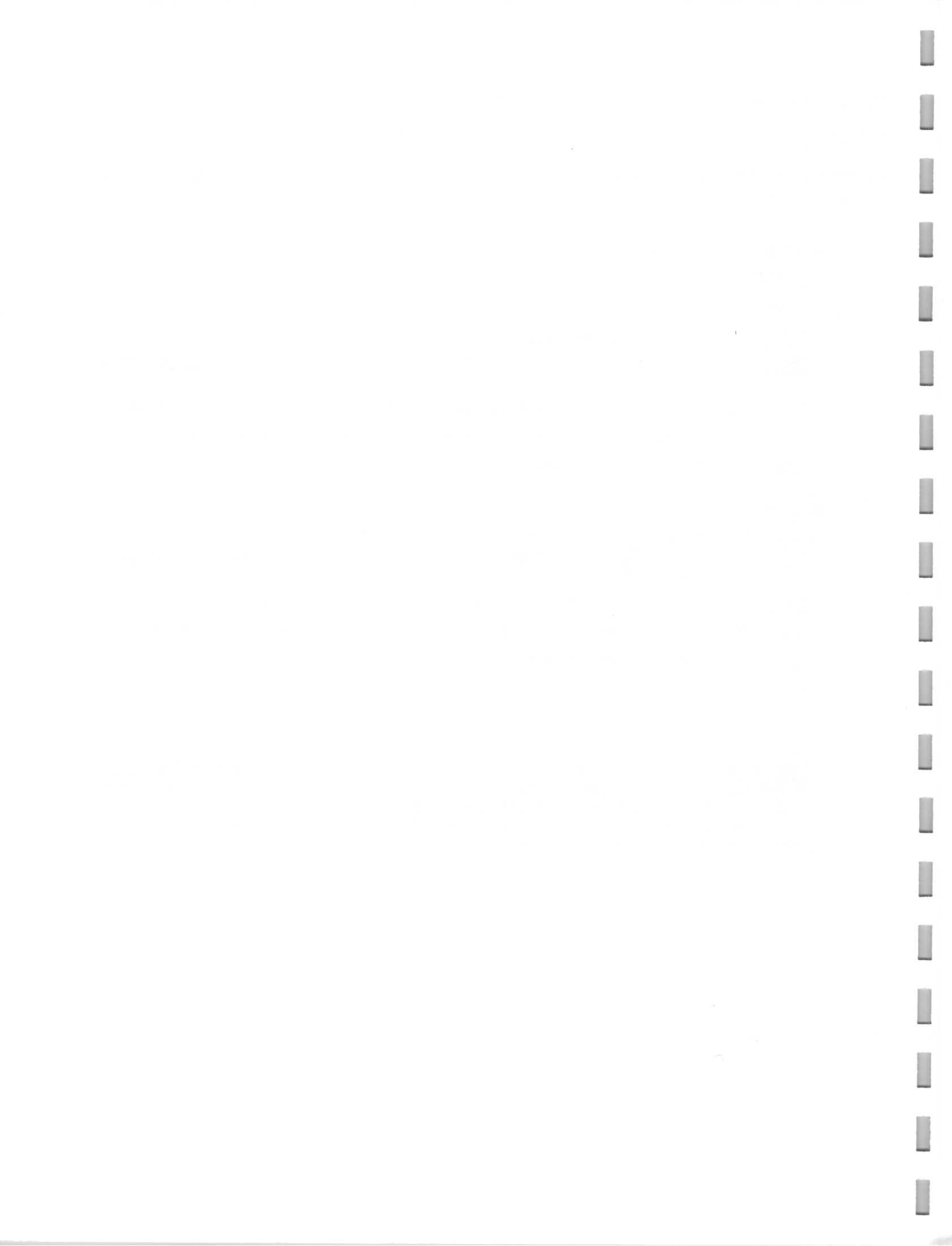
- 17% 60. inventoried centrally (4/23 who purchased materials)
- 48% 61. inventoried in guidance and counselor's office (11/23 who purchased materials)
- 52% 62. cataloged in the library media center (12/23 who purchased materials)
- 74% 63. labled with IVB identification (17/23 who purchased materials)
- 0% 64. organized in another manner

EQUIPMENT

- 33% 65. inventoried centrally (5/15 who purchased equipment)
- 53% 66. inventoried in guidance and counselor's office (8/15 who purchased equipment)
- 53% 67. cataloged in the library media center (8/15 who purchased equipment)
- 80% 68. labeled with IVB identification (12/15 who purchased equipment)
- 0% 69. organized in another manner.

ANALYSIS

From the questionnaire: Monitoring checks from state dept. personnel should be analyzed for their completeness. Labeling and central inventory practices in counseling-related projects are substantially below other types of projects. For example: IVB lables for materials are applied in 74% of the counseling-related projects - 96% in non-counseling projects.



Execution stage - Cont.

SUCCESS

5. Intended users were told/shown demonstrated the materials/equipment and/or extended consultant services.

FAILURE

5. Intended users unaware of materials/equipment arrival and/or consultant services available.

\bar{x}

- 4.63 8. The intended users were made aware of the materials and/or
4.64 9. equipment purchased by the grant.
3.70 10. The intended users were made aware of the consultant services available because of the grant.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

Promotion of materials/equipment to potential users was done by:

MATERIALS

%yes

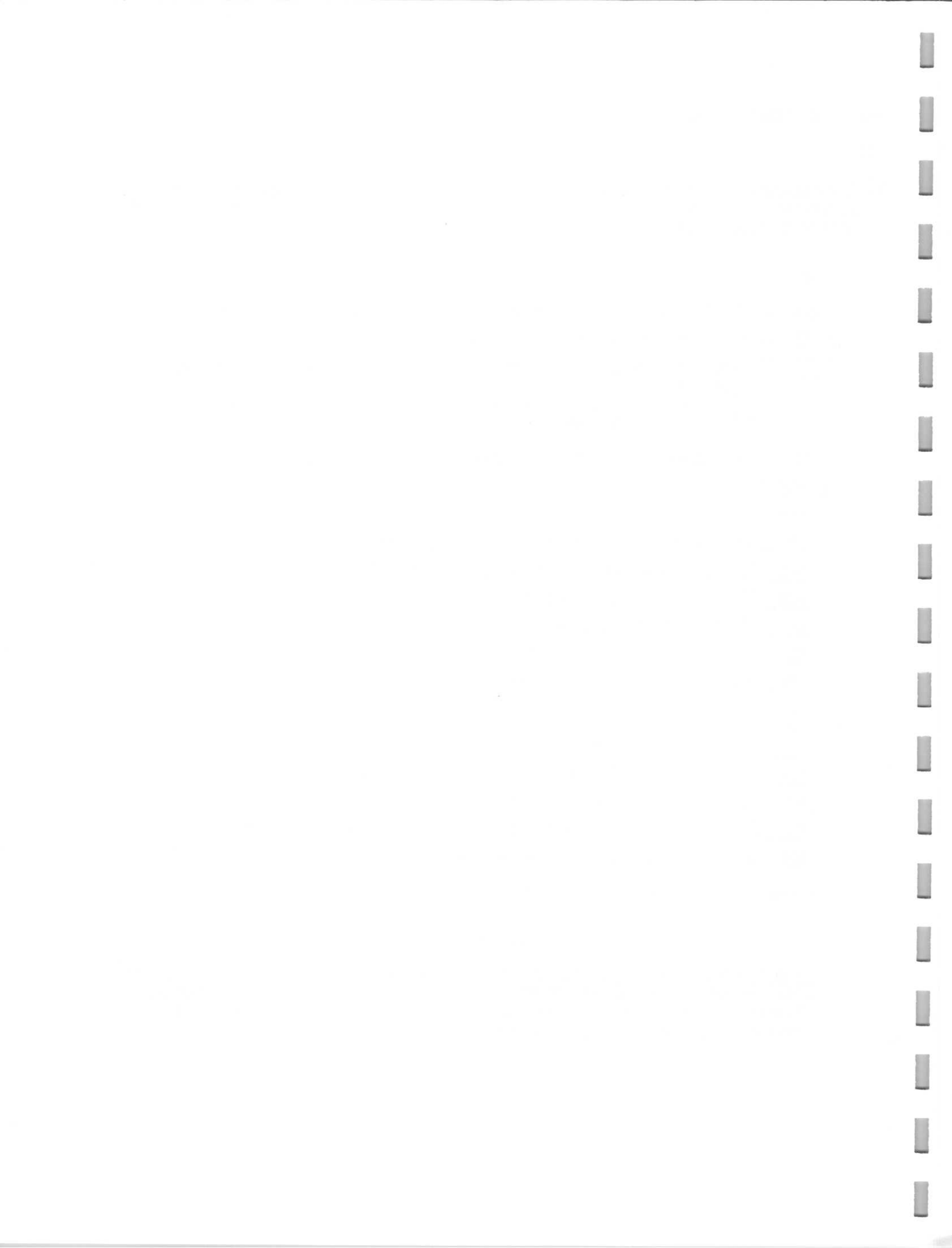
- 39% 70. program director (9/23 who purchased materials)
65% 71. counselors (15/23 who purchased materials)
65% 72. teachers (15/23 who purchased materials)
48% 73. library media specialist (11/23 who purchased materials)
43% 74. principal (10/23 who purchased materials)
8% 75. other (2/23 who purchased materials)

EQUIPMENT

- 40% 76. program director (6/15 who purchased equipment)
67% 77. counselors (10/15 who purchased equipment)
67% 78. teachers (10/15 who purchased equipment)
40% 79. library media specialist (6/15 who purchased equipment)
40% 80. principal (6/15 who purchased equipment)
7% 81. other (1/15 who purchased equipment)

ANALYSIS

From the questionnaire: Counselors and teachers were the two groups who most often promoted the use of materials and equipment to users. The involvement figures show that teachers were heavily involved in promotion of materials (over 65%) but not in the planning of the projects (27%)



Execution stage - Cont.

SUCCESS

FAILURE

6. Materials/equipment could be beneficial for other educational purposes than the specified purpose.
6. Little usefulness beyond the project.

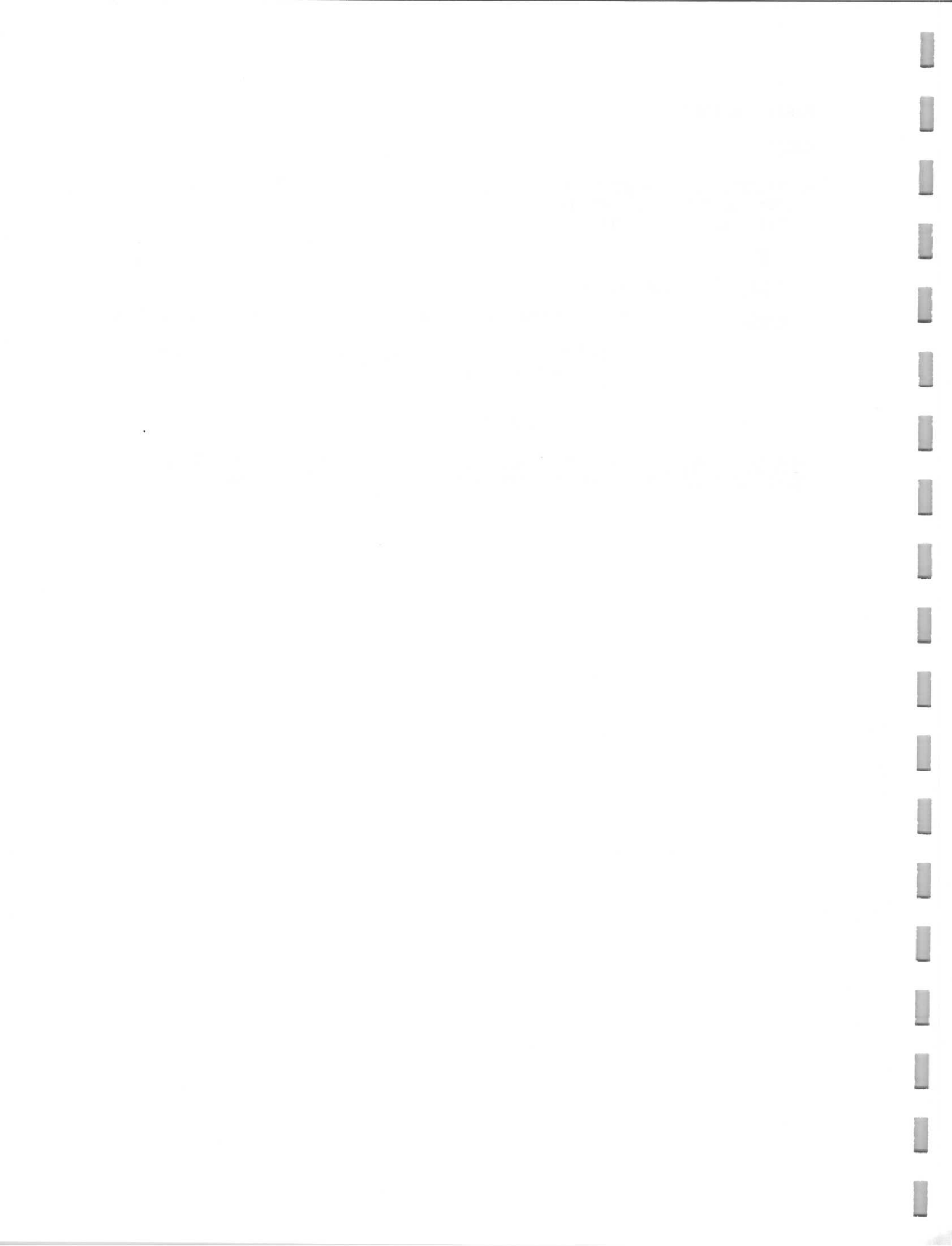
\bar{x}

1.63 15. materials and/or

1.40 16. equipment purchased had little value beyond the uses specified in the grant.
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

ANALYSIS

From the questionnaire: There was a strong feeling that the materials and equipment purchased would be beneficial on beyond the grant time period.



Execution stage - Cont.

SUCCESS

FAILURE

7. Materials/equipment used for intended purpose.

7. Materials/equipment used inappropriately.

\bar{x}

1.65 11. Use of materials and/or

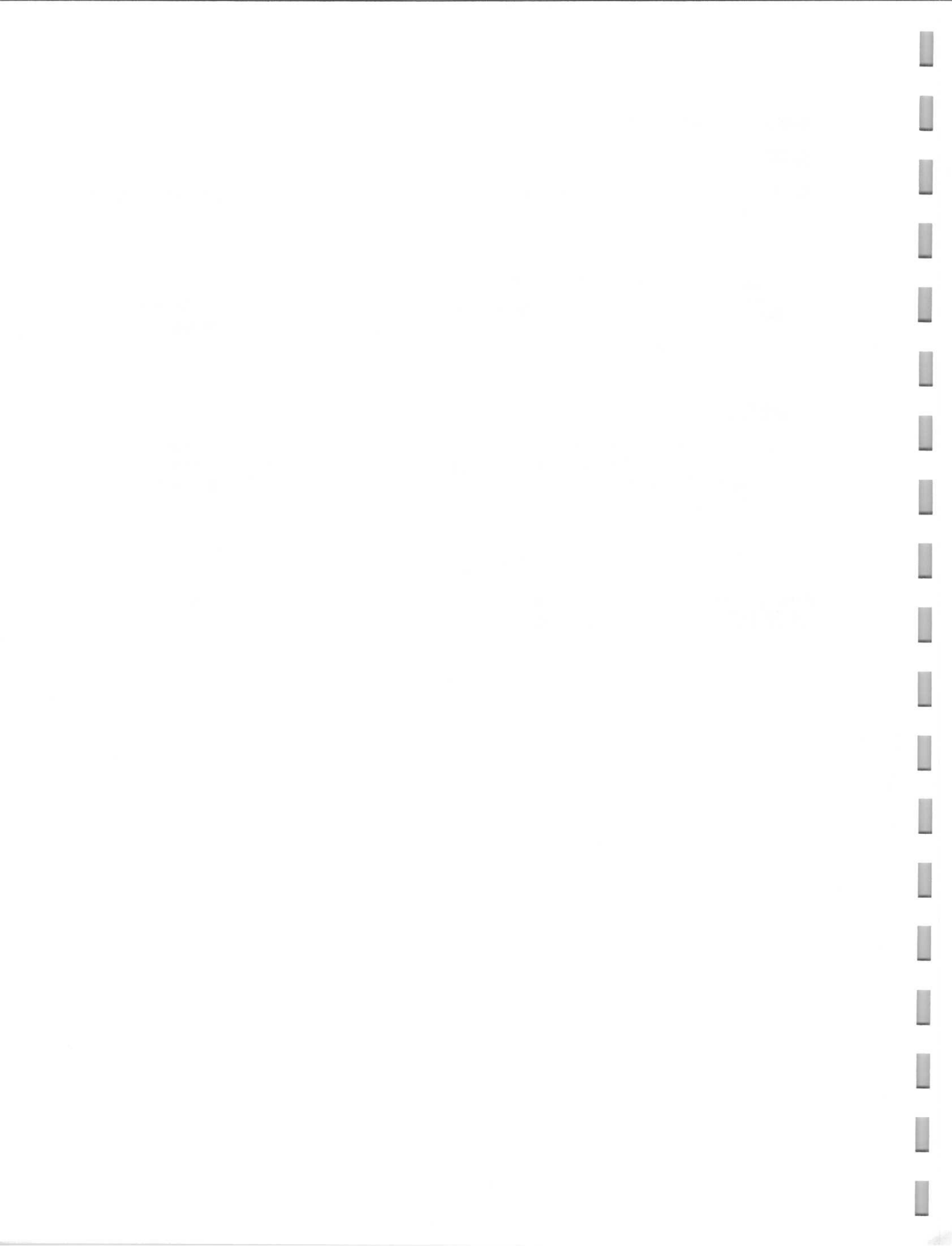
1.53 12. equipment was monopolized by users not specified in the grant.
(scale: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree, X-Doesn't apply)

Success Comments:

1. The machine is being used mostly for scoring tests for classroom teachers and for scoring guidance tests. Immediate results are available to students. It is being utilized to score CAPP'S tests this year for Guidance.

ANALYSIS

From the questionnaire: Project directors report that materials and equipment get used for the intended purpose of the grant.



Execution stage - Cont.

SUCCESS

FAILURE

8. Materials/equipment/services/
personnel met IVB regulations.

8. Ineligible purchases made.

IVB materials/equipment purchased are:

MATERIALS

%yes

- 17% 60. inventoried centrally (4/23 who purchased materials)
48% 61. inventoried in guidance and counselor's office (11/23 who purchased materials)
52% 62. cataloged in the library media center (12/23 who purchased materials)
74% 63. labled with IVB identification (17/23 who purchased materials)
0% 64. organized in another manner

EQUIPMENT

- 33% 65. inventoried centrally (5/15 who purchased equipment)
53% 66. inventoried in guidance and counselor's office (8/15 who purchased equipment)
53% 67. cataloged in the library media center (8/15 who purchased equipment)
80% 68. labled with IVB identification (12/15who purchased equipment)
0% 69. organized in another manner.

The materials and equipment funded by the project were received:

MATERIALS

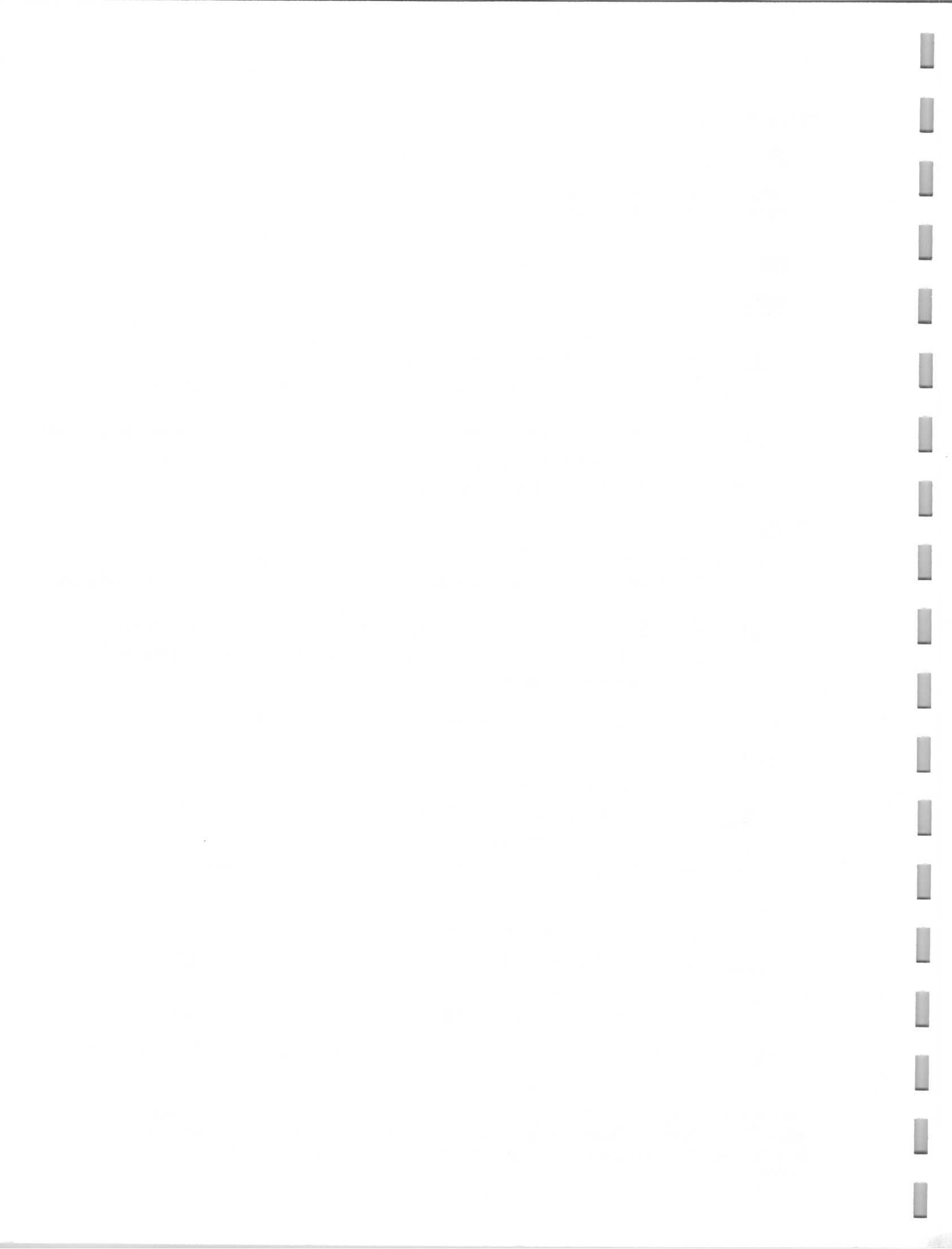
- 74% 52. exactly as ordered (17/23 who purchased materials)
22% 53. with few substitutions (5/23 who purchased materials)
0% 54. with many substitutions
43% 55. within project time line (10/23 who purchased materials)

EQUIPMENT

- 87% 56. exactly as ordered (13/15 who purchased equipment)
13% 57. with few substitutions (2/15 who purchased equipment)
0% 58. with many substitutions
40% 59. within project time line (6/15 who purchased equipment)
19% 103. Actual costs of materials/equipment exceeded budgeted costs.(5/26)

ANALYSIS

From the questionnaire: The need for slightly revised monitoring procedures by state department personnel have been mentioned elsewhere and is reflected in the data above. The apparent problem should not, however, be considered a major deficiency.



Execution stage - Cont.

SUCCESS

FAILURE

9. Inter-departmental projects were carried out as planned.

9. Cooperation fizzled.

The strength(s) of the IVB project can be attributed to:

%yes

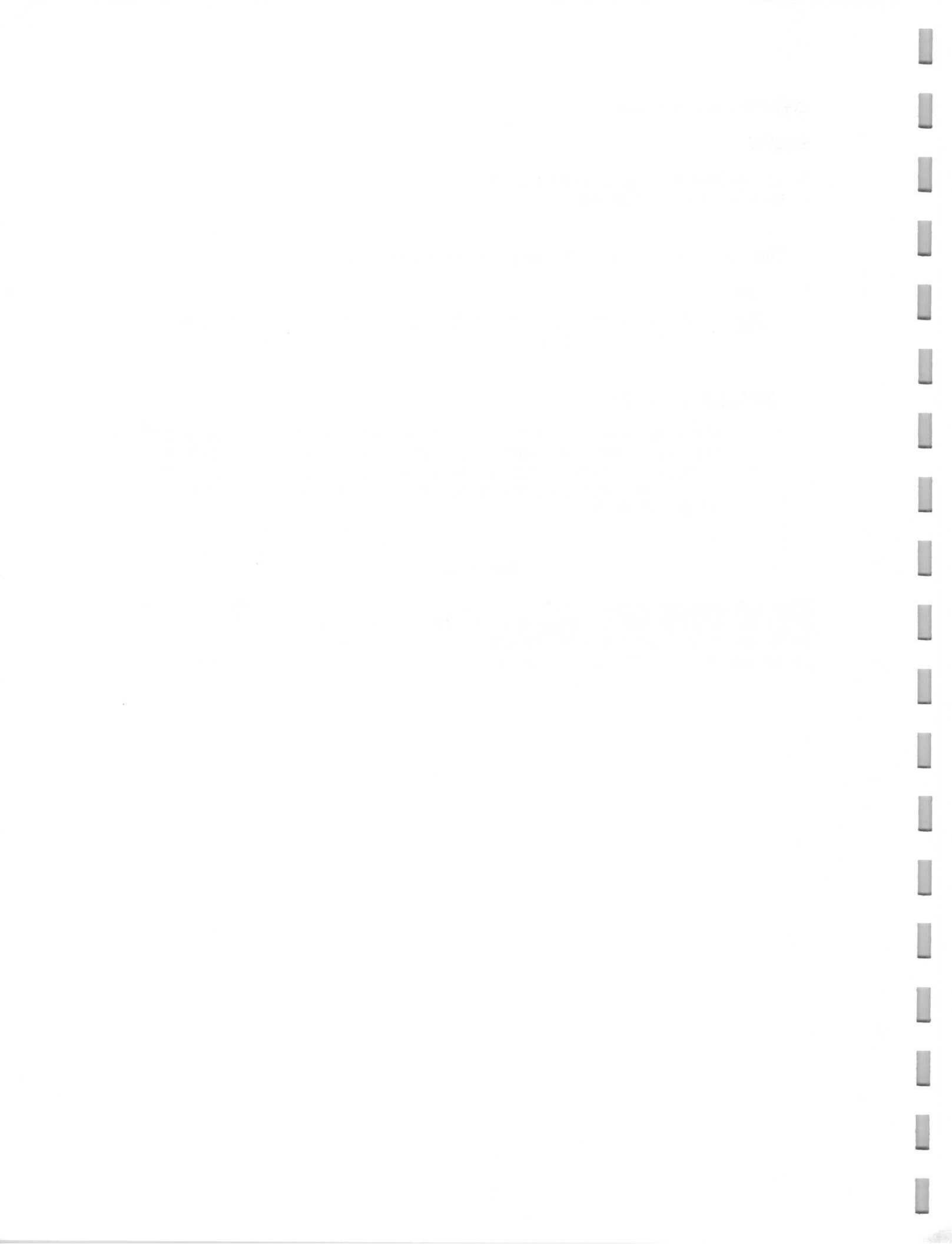
54% 99. new cooperative activities by the counselors and other school personnel (14/26)

Interview Comments:

1. Where guidance materials were purchased through the media center, a successful program (career guidance) had good communication/cooperation between media center and guidance office...viewed as a total program as opposed to either a separate media program or guidance program.

ANALYSIS

From the questionnaire: Half of the project directors (54%) describe their projects as cooperative ventures with other school personnel, however, the involvement of teachers and library media specialists in the planning phase was not as high as indicated here (27% and 42% respectively).



Execution stage - Cont.

SUCCESS

FAILURE

10. All office equipment housed and used in guidance office.

10. Inappropriate placement/use of office equipment.

Equipment purchased under the grant was placed in:

%yes

100% 104. guidance and counseling area including career areas (15/15)

0% 105. main office

67% 106. library media center (10/15)

33% 107. other places (5/15)

ANALYSIS

From the questionnaire: Without exception, equipment purchased under grant is a part of G & C areas and other instructional areas including the LMC.



Execution stage - Cont.

SUCCESS

FAILURE

11. Testing program conducted and coordinated by guidance office or school psychological services.

11. Testing program separate entity from guidance program/school psychology program.

How heavily involved were guidance personnel and/or school psychologists in:

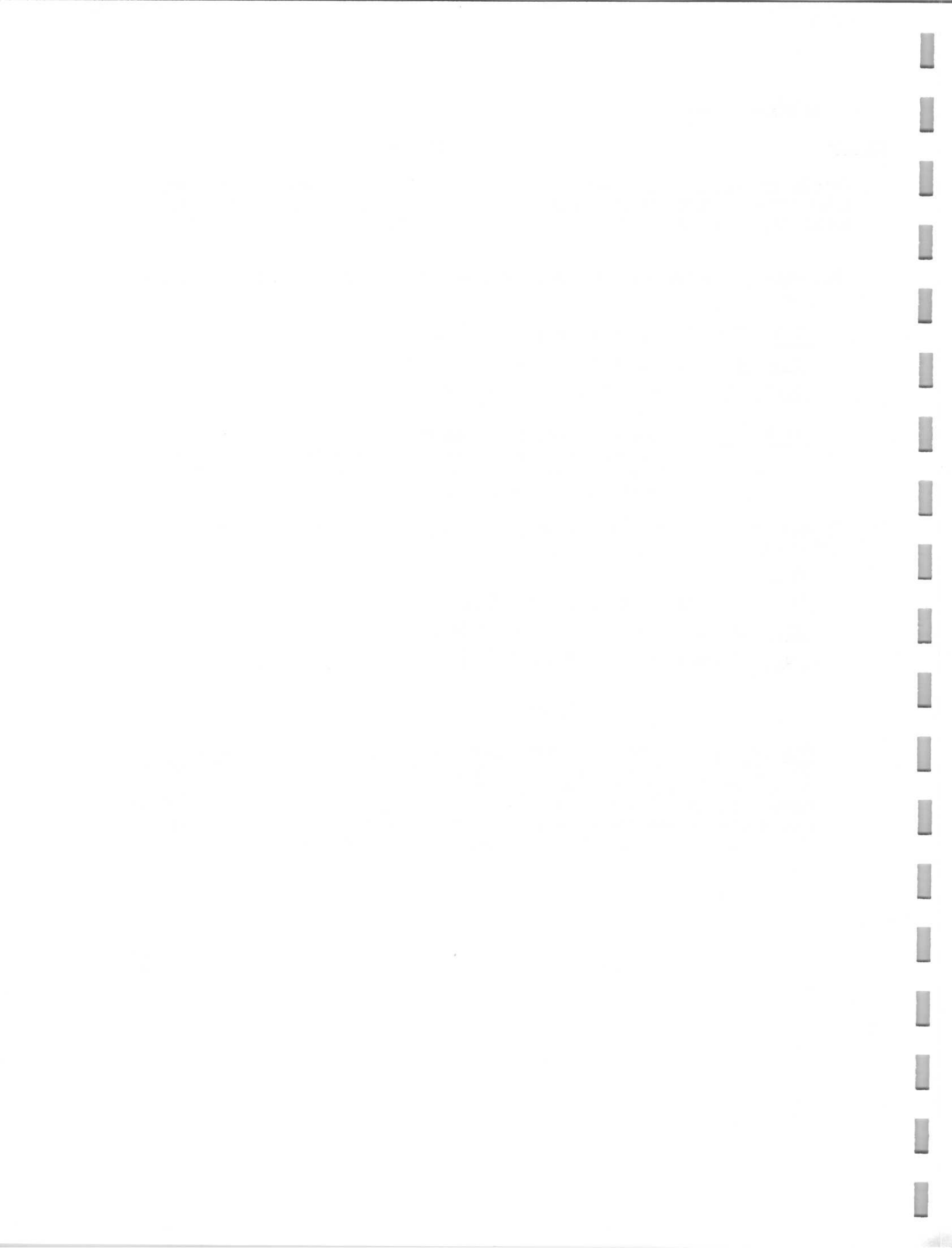
<u>X</u>	<u>%3's</u>	
<u>2.6</u>	<u>67%</u>	1. planning the project (14/21)
<u>2.57</u>	<u>67%</u>	2. implementing the project (14/21)
<u>2.38</u>	<u>48%</u>	3. evaluating the project (10/21)
<u>2.42</u>	<u>57%</u>	4. To what extent did guidance personnel and/or school psychologists conduct and coordinate this testing program? (scale: 3-heavy involvement, 2- some involvement, 1-no involvement, X-doesn't apply) (12/21)

To what extent was the testing program a component of the total guidance and counseling program?

<u>%yes</u>	
<u>38%</u>	15. integral part of G & C (8/21)
<u>33%</u>	16. moderate part of G & C (7/21)
<u>9%</u>	17. separate part of G & C (3/21)

ANALYSIS

From the questionnaire: In most cases, G & C personnel helped plan and implement the testing projects (67% and 67% respectively). However, only 38% of the respondents claimed that their testing project was an integral part of their G & C programming. Another 33% claimed a moderate state of involvement. Apparently, enough experimentation with testing was being done so that its function in a total G & C program was not yet in focus.



Execution stage - Cont.

SUCCESS

12. Tests purchased used to measure abilities, educational achievement, interests, or aptitudes that pertain to individuals total educational or career development.

FAILURE

12. Tests purchased designed for use in specific instructional or academic area.

Which type(s) of tests did you purchase for this project?

%yes

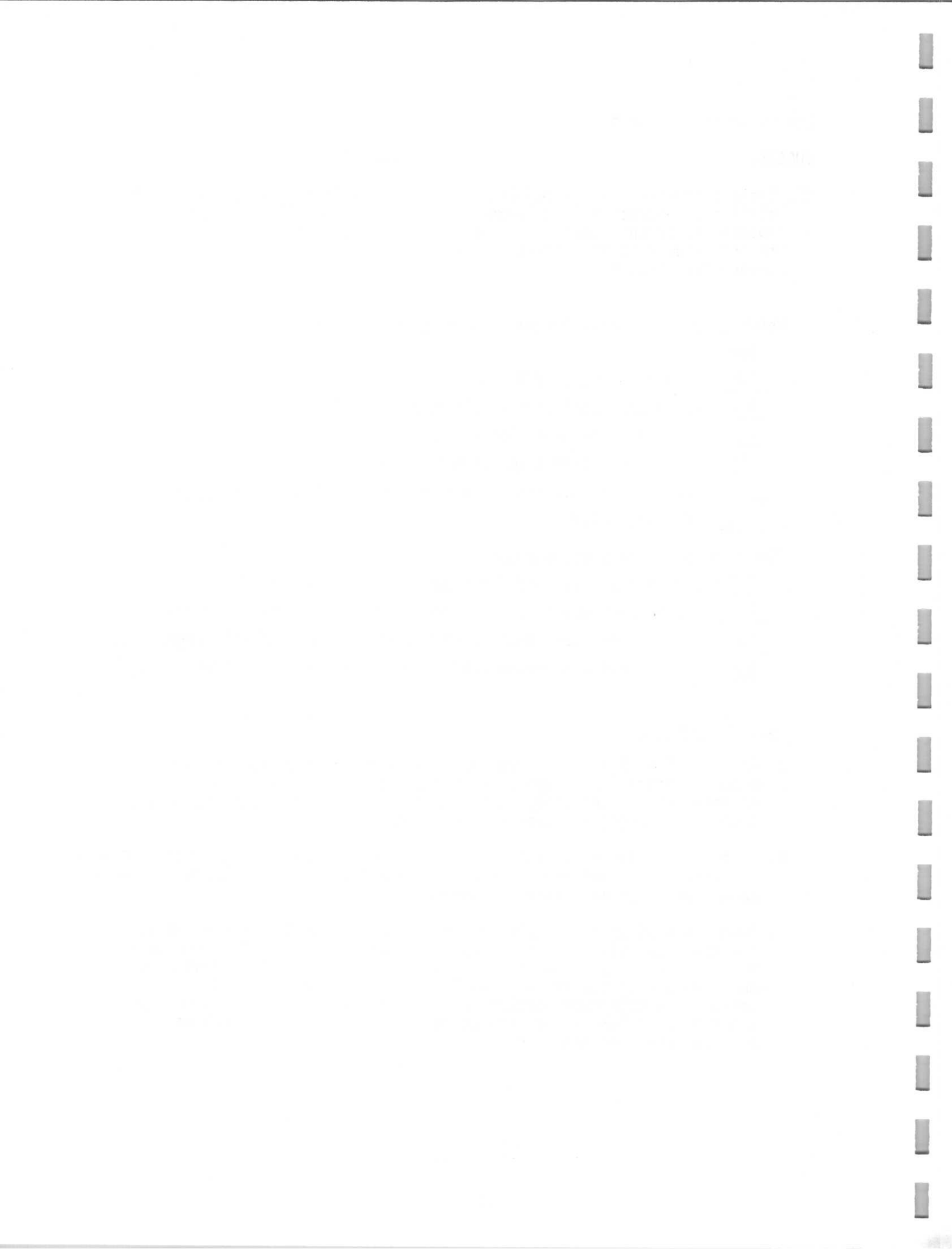
- 43% 9. ability test(9/21)
52% 10. educational achievement tests (11/21)
24% 11. career interest tests (5/21)
19% 12. other interest/aptitude tests(4/21)
29% 13. specific academic area tests (math, reading, etc.)(6/21)
5% 14. other (1/21)

The results of the testing program:

- 38% 18. pointed out needed changes in curriculum (8/21)
33% 19. brought about specific changes in the curriculum (7/21)
14% 20. brought about changes in the general educational program (3/21)
48% 21. pointed out needed changes in current testing program (10/21)

Failure Comments:

1. At this time, I have not located a suitable testing tool for our reading program, although this was part of our original plan. At this time we are using other means to determine placement, rather than giving a general test of reading ability.
2. Tests were given only to students enrolled in math classes - not used when students would come in for results or questioning what courses to take - so not every student aware of score.
3. Tests were given in the spring and student may have forgotten about the tests by Fall. The tests were limited to a specific center area - math. Since some students are no longer in math, those scores were not used and so the project resulted in little remedial help. There was little coordination or communication between the math dept. and the counselors - the project seemed to be more of a math dept. project than a guidance one.



Execution stage - Cont.

SUCCESS

Tests purchased used to measure abilities, educational achievement, interests, or aptitudes that pertain to individuals total educational or career development.

FAILURE

Tests purchased designed for use in specific instructional or academic area.

Success Comments:

1. Supplement to on-going corporation testing program. Aided in identifying students in need of special services. Gave emphasis to better selection of testing services needed.

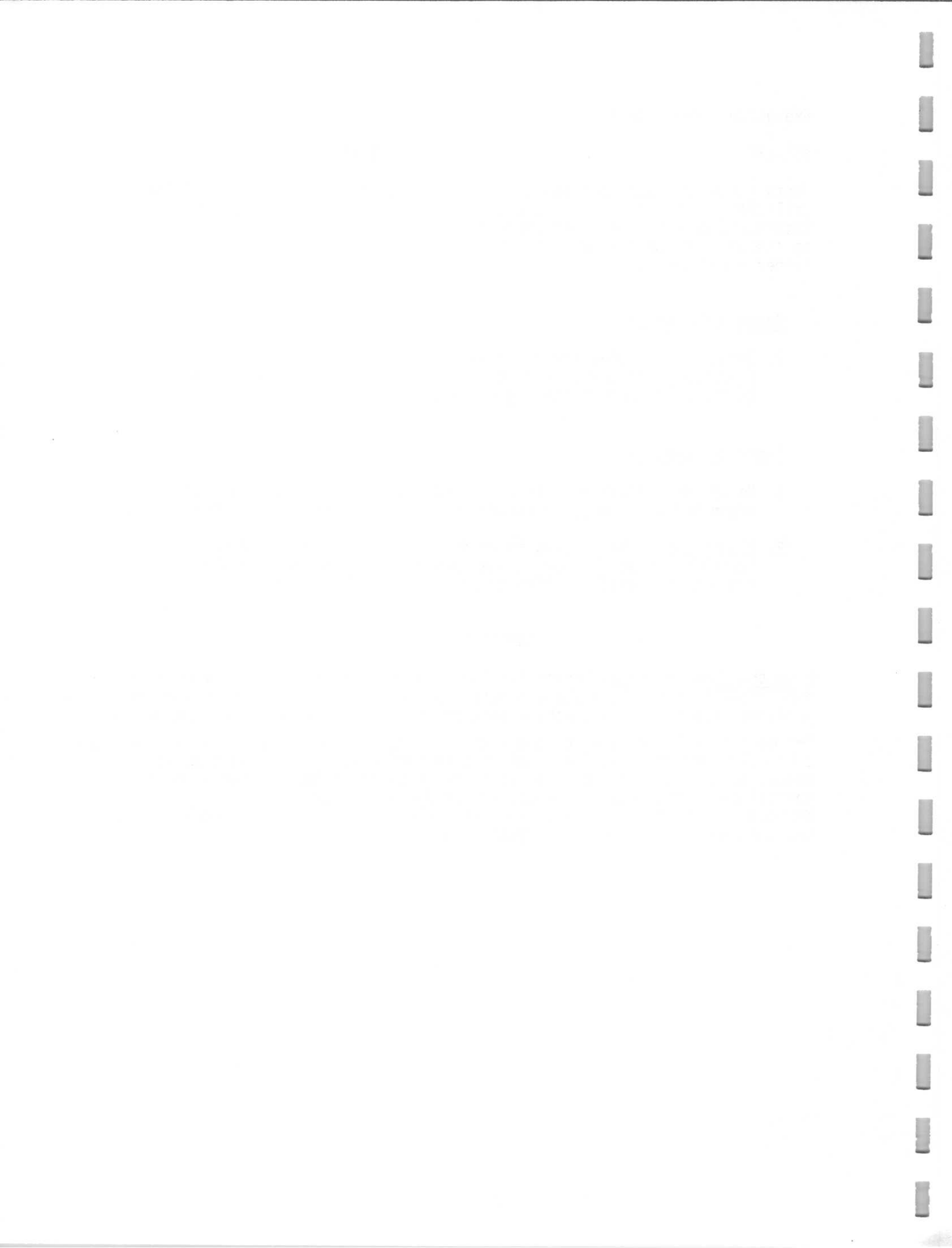
Interview Comments:

1. No specific tests identified in program proposal, consequently often had difficulty in acquiring test, and then implementing.
2. Bought tests that needed to be individually administered or identified need for such tests, and then discovered that they did not have staff or time to utilize results properly.

ANALYSIS

From the questionnaire: Educational achievement and ability tests were the tests most often funded by the IVB projects. Six persons indicated that they purchased academic area tests - a purchase considered undesirable by the success criteria.

The most positive results of the testing projects were the changes made in educational programs or at least information indicating that those changes needed to be made. To recapitulate: the results of the testing program pointed out needed changes in curriculum (38%) and the current testing program (48%); and the results brought about changes in the curriculum (33%) and the general educational program (14%)



EVALUATION STAGE

SUCCESS

1. Carried out evaluation procedure.

FAILURE

1. No evaluation.

As you look back at the evaluation phase of your project, your:

%yes

92% 88. original evaluation plan was carried out (24/26)

4% 89. an alternative plan was carried out (1/26)

4% 90. no evaluation was done (1/26)

Interview Comments:

1. Good evaluation planned and followed through on.
2. Evaluation plan carried out and written summary made.

ANALYSIS

From the questionnaire: 96% of the project directors report carrying out some form of evaluation.

From the interviews: Two project directors had been very thorough in carrying out their evaluation phase.



Evaluation stage - Cont.

SUCCESS

FAILURE

2. Evaluation measures involved planners, administrators, users.

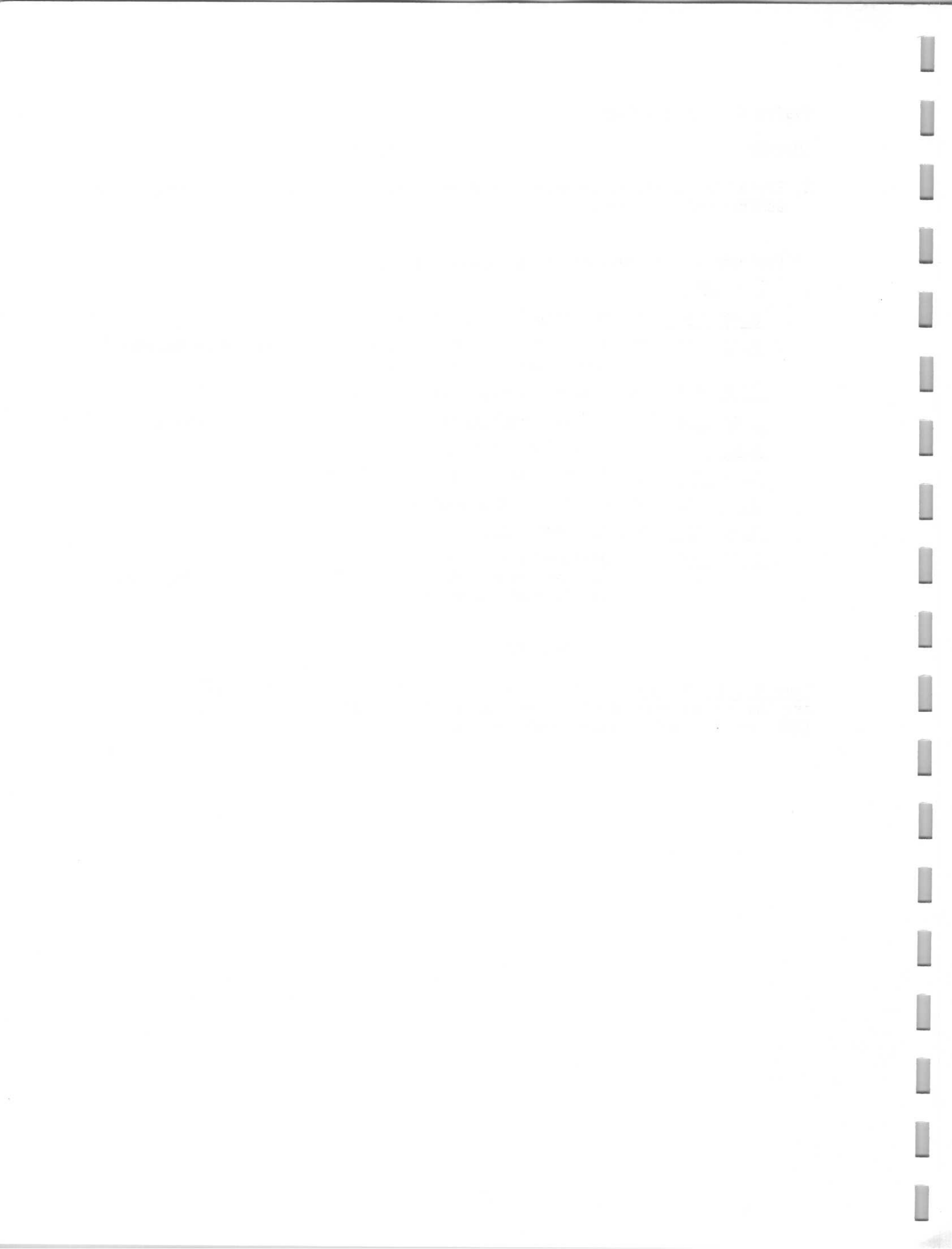
2. Personal opinions of project director.

Evaluation measures were planned/executed by:

\bar{X}	%3's	
<u>2.00</u>	<u>31%</u>	34. building level administrators (8/26)
<u>2.42</u>	<u>50%</u>	35. district pupil personnel services director or personnel and guidance director (13/26)
<u>1.70</u>	<u>12%</u>	36. district level administrator (3/26)
<u>1.80</u>	<u>15%</u>	37. federal projects director (in your school corporation) (4/26)
<u>2.65</u>	<u>65%</u>	38. counselors (17/26)
<u>2.28</u>	<u>31%</u>	39. library media specialists (8/26)
<u>1.13</u>	<u>8%</u>	40. outside consultants (2/26)
<u>2.04</u>	<u>15%</u>	41. teachers (4/26)
<u>2.57</u>	<u>54%</u>	42. program director (14/26) (scale: 3-heavy involvement, 2-some involvement, 1-no involvement, X-doesn't apply)

ANALYSIS

From the questionnaire: Building-level counselors and district PPS staff are the groups most usually involved in the evaluation of the project (65% and 50% report heavy involvement respectively).



Evaluation stage - Cont.

SUCCESS

FAILURE

3. Measures used judge quality and quantity of impact.

3. Inappropriate measures.

\bar{X}

- 4.12 21. The evaluation of the project measured what it was intended to measure.
2.42 22. The evaluation involved mostly counting (quantitative).
3.86 23. The evaluation measured quality (attitudes, knowledge, impact, etc.)
(scale: 5-strongly agree, 4-agree, 3-no opinion, 2-disagree, 1-strongly disagree, X-doesn't apply)

The materials/equipment purchased for this project were used:

MATERIALS

%yes

- 22% 82. more than expected (5/23)
74% 83. as much as expected (17/23)
4% 84. less than expected (1/23)

EQUIPMENT

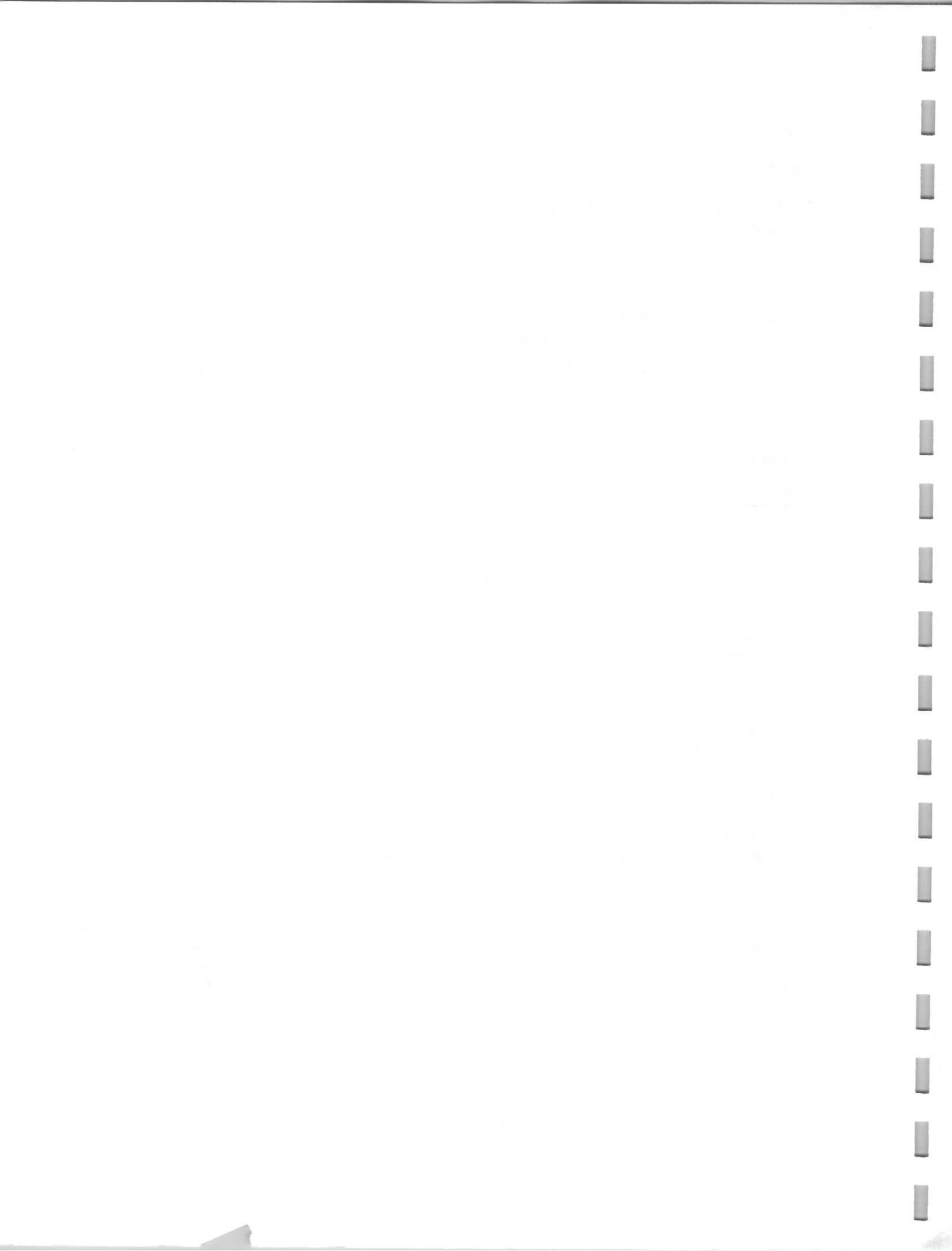
- 27% 85. more than expected (4/15)
67% 86. as much as expected(10/15)
6% 87. less than expected (1/15)

Success Comments:

1. Materials were added to the guidance area and enhanced the student's usage of these and other guidance materials.

ANALYSIS

From the questionnaire: Over 90% of the project directors reported expected or more than expected use of the materials and equipment purchased. They also used more quality measures than quantitative to evaluate their projects.



Evaluation stage - Cont.

SUCCESS

FAILURE

4. Educational program affected by project.

4. No impact on educational program.

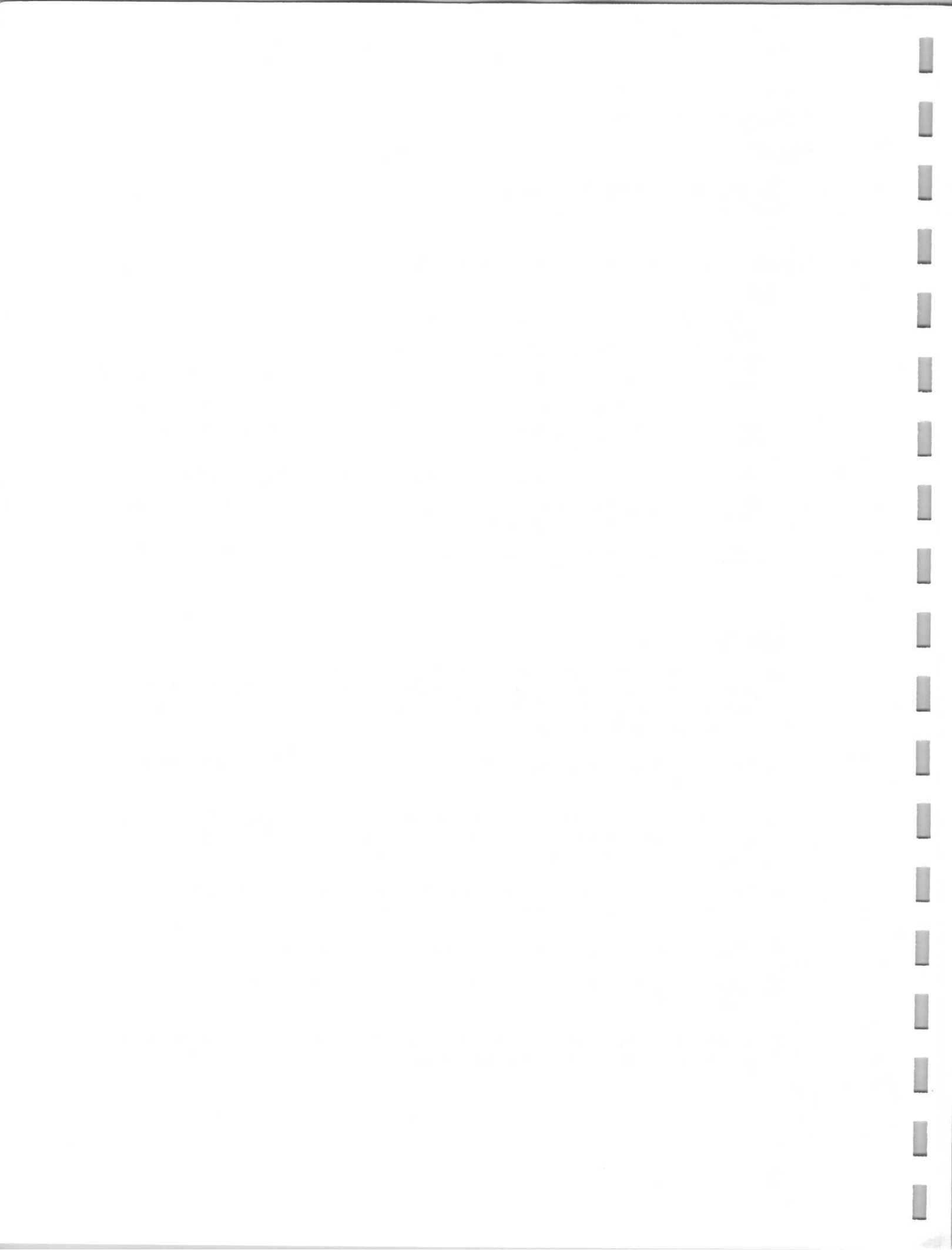
The strength(s) of the IVB project can be attributed to:

%yes

<u>70%</u>	92. quality of materials purchased (16/23)
<u>60%</u>	93. quality of equipment purchased (9/15)
<u>52%</u>	94. quantity of materials added to the school's collection (12/23)
<u>40%</u>	95. quantity of the equipment added to the school's collection (6/15)
<u>85%</u>	96. increased cooperative planning among counselors and other school personnel (22/26)
<u>54%</u>	97. use of a variety of guidance and counseling techniques (14/26)
<u>54%</u>	98. guidance and counseling activities which could be conducted for the first time (14/26)
<u>54%</u>	99. new cooperative activities by the counselors and other school personnel (14/26)

Success Comments:

1. We feel more organized and systematic with the actual results in hand when we meet to discuss needs and plan curriculum for the following year. The tests have also aided our teachers in their efforts to individualize instruction.
2. We are able to preserve, view and duplicate materials to the betterment of our school.
3. The materials secured in the project are used to provide students with current basic information as well as job oriented activities so that they can begin to explore the world of work.
4. We are able to preserve and duplicate and better facilitate the use of materials for students and teachers.
5. Students used results to plan their course selection.
6. Provided more AV materials thus providing a variety in the media program.
7. It helped to provide for our school system materials and equipment which would have been virtually unavailable otherwise.



Evaluation stage - Cont.

SUCCESS

FAILURE

Educational program affected by project.

No impact on educational program.

Interview Comments:

1. When weaknesses identified, changes made in academic program (what was emphasized in class)
2. Resulted in remedial help.
3. Scoring services used to provide more immediate results to staff and students.
4. Test results and personnel used to develop specific remedial programs for students...
5. Resulted in little remedial help.

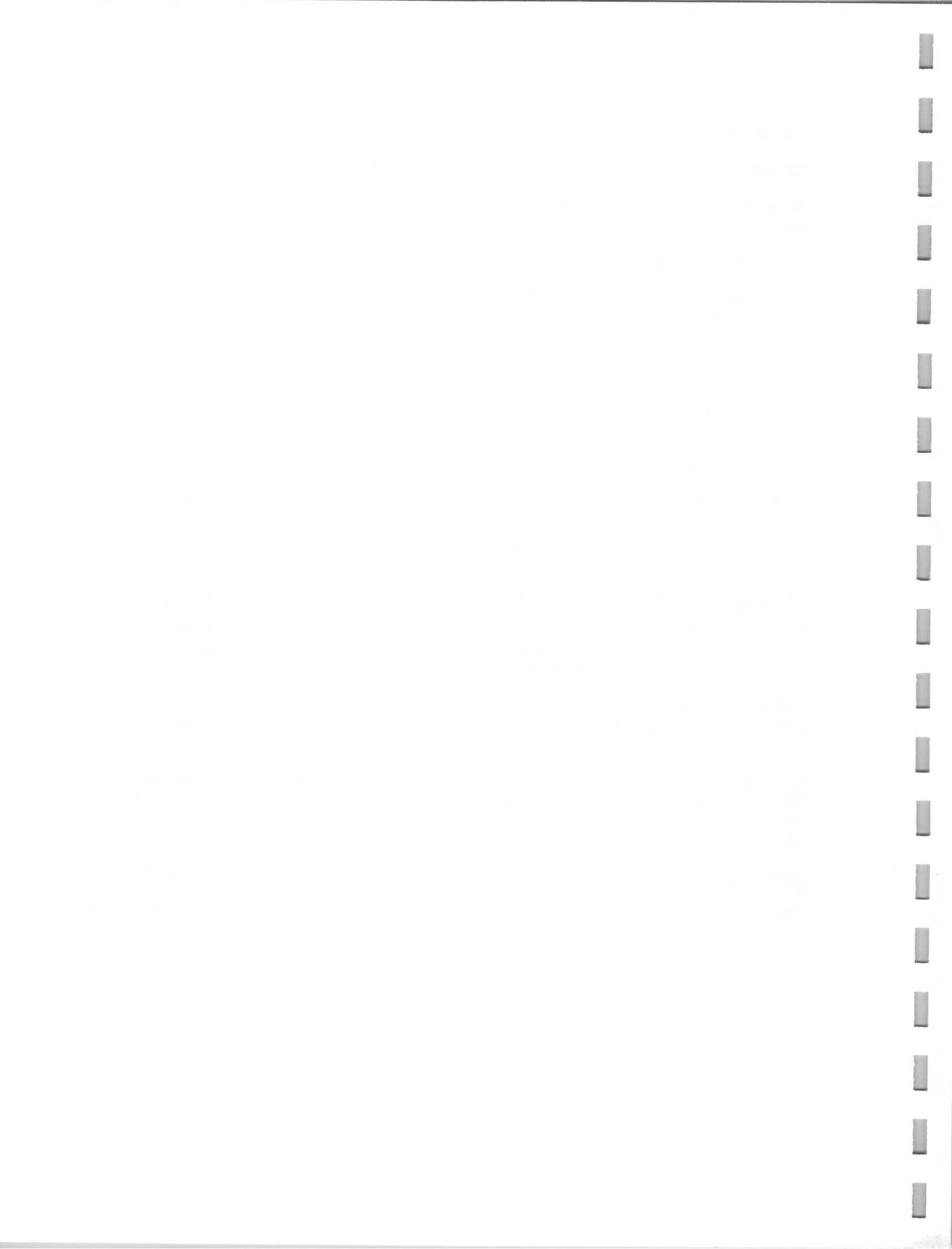
ANALYSIS

From the questionnaire: While teachers and library media specialists were not heavily involved in the planning of the IVB projects, they did become heavily involved in the execution of the projects. 85% of the project directors list increased cooperative planning among counselors and other school personnel as a strength of their IVB project.

Another strength was the quality of materials and equipment added to the school's collections. Experimentation with new ideas and approaches was also very popular.

From the written comments: Project directors expressed appreciation for equipment and materials that could be used in the curriculum. They also mentioned that students were able to select their coursework more wisely and that teachers had used test results to individualize their instruction.

From the interviews: Two program directors said they were able to furnish more remedial help as a result of test scores. Another person said that scoring equipment provided test results quickly to students for faster feedback.



Evaluation stage - Cont.

SUCCESS

FAILURE

5. Met the goals of the project.

5. No redeeming value.

\bar{x}

4.20 20. The project was a success - it met the goals outlined.
(scale: 5-strongly agree, 4-agree, 3 - no opinion,
2-disagree, 1-strongly disagree, X-doesn't apply)

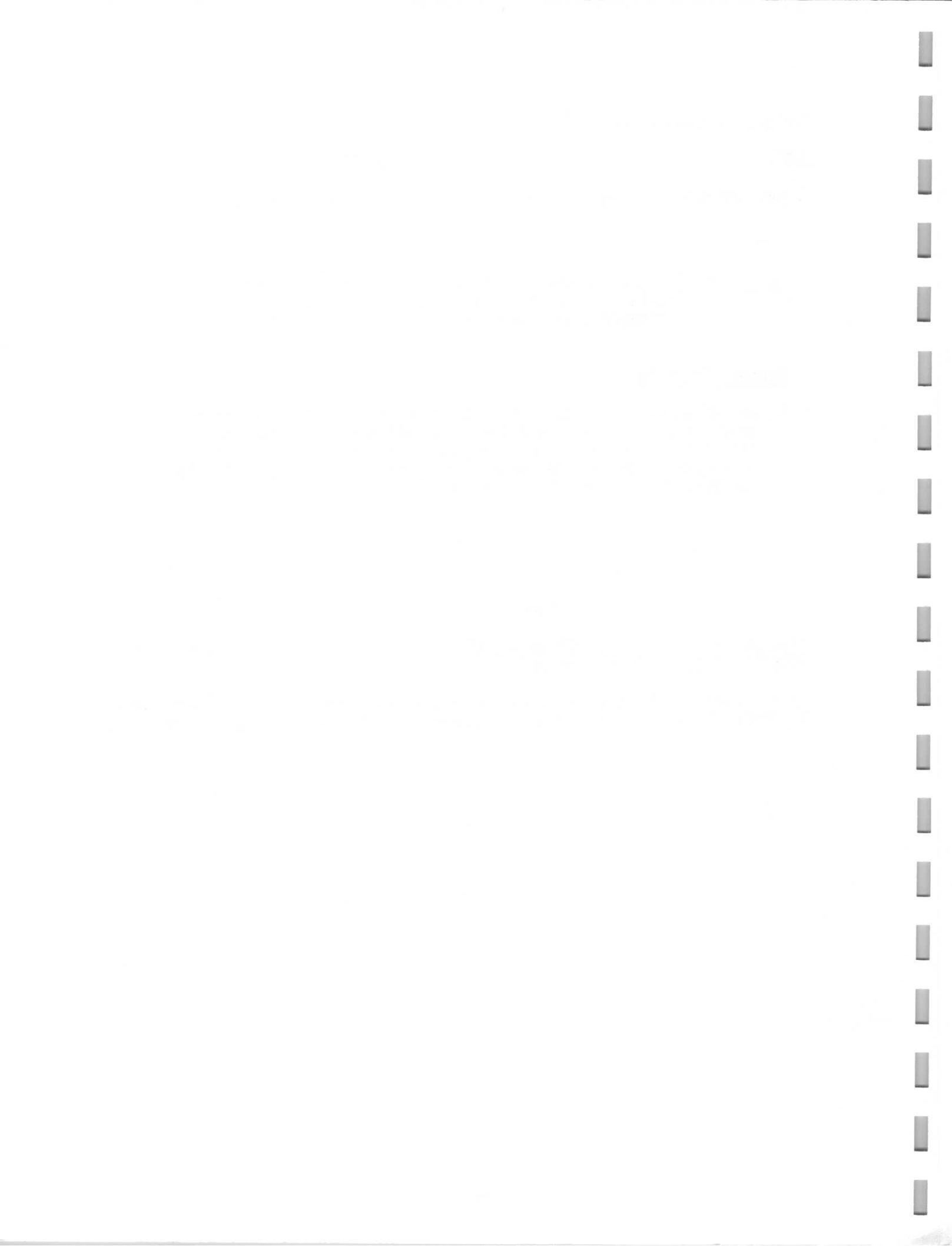
Success Comments:

1. Helped students develop goals in relation of high school course selection. It also provided a high interest or motivational method to get students to think and talk about their future. In addition, it provided counselors, teachers, and students the opportunity to interact with each other.

ANALYSIS

From the questionnaire: There was high agreement (4.2 on a 5 point scale) that projects had been successful.

From the written comments: One project director commented on the successful interaction on the topic of careers among counselors, teachers and students.



Evaluation stage - Cont.

SUCCESS

FAILURE

6. Overall guidance and counseling program affected by project.

6. No impact on guidance and counseling program.

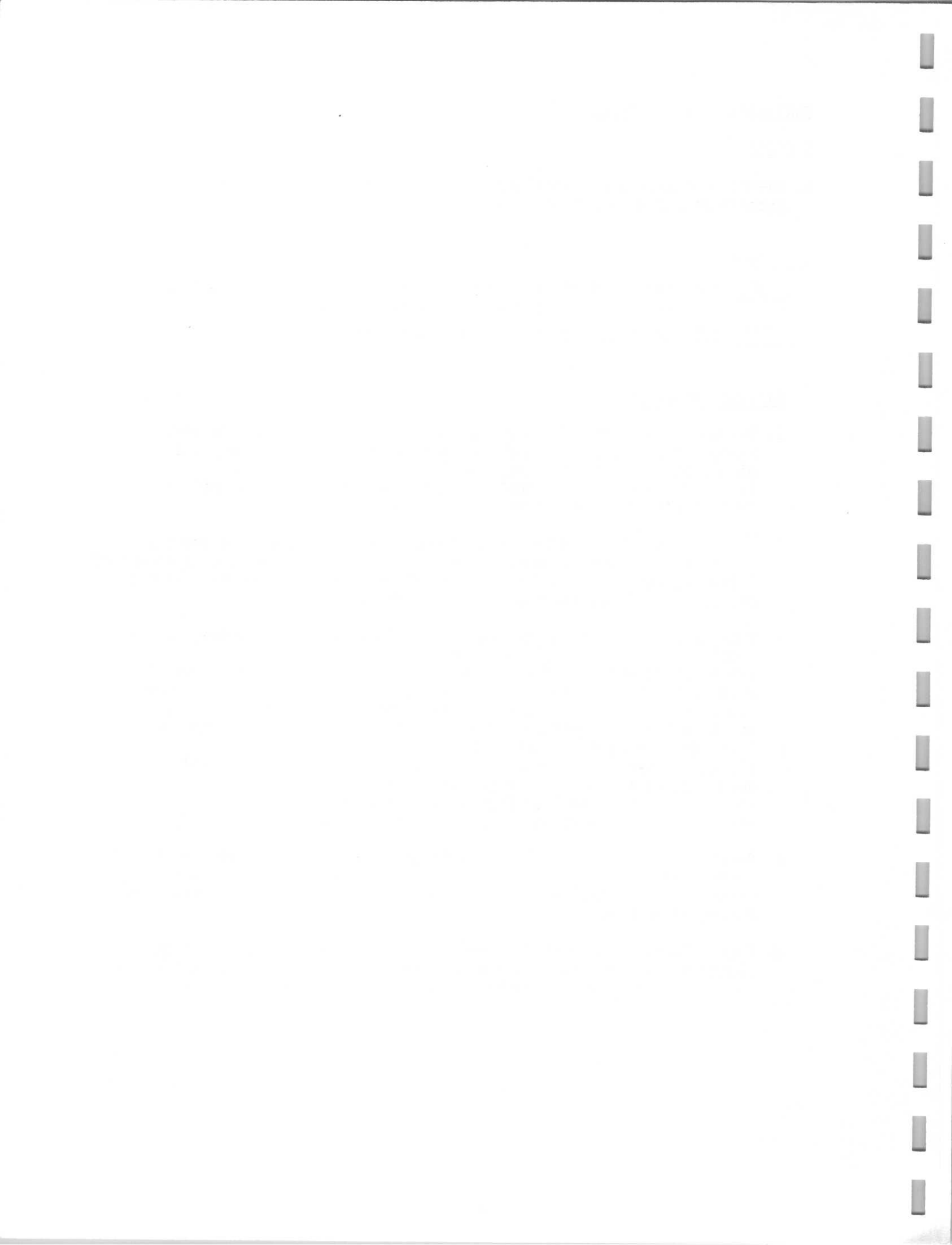
%yes

54% 100. increased motivation and interest of students in utilizing guidance and counseling services (14/26)

31% 101. improved community-school relations(8/26)

Success Comments:

1. Our guidance personnel used the results heavily, but at the high school level only, for academic counseling. Our elementary and middle school principals make good use of test results to evaluate their instructional programs. Results are also used for Title I and CAPPS reporting at the state level.
2. I sincerely believe that the greatest benefit has been the greatly increased interest in vocations and search for life work, as a result of Title IVB materials, added emphasis of counselors, teachers, and media people, as well as other purchased materials.
3. Because of the added materials and supplied career ed classes in the middle school were initiated (9 week courses in grades 6,7,8) The added materials and equipment made it possible to help students with individual problems more - both singularly and in small group sessions. Our school system has made the GIS available to our school so it is hard to separate the effects of the two upon the students. There is increased motivation and interest. The key element - a planned program to insure material is used - good support and acceptance by administration and staff
-has increased student contact with counselor
-counselor working as consultant with career ed teacher.
4. Provides the basis for all students to receive career education information during the sophomore year. It added to overall program by furnishing materials for interest and aptitude testing that would not have been funded otherwise.
5. This allowed us to have a better communications line to the parents and placed a greater responsibility on them in the education of their child. The testing allowed for better placement in the various classes.



Evaluation stage - Cont.

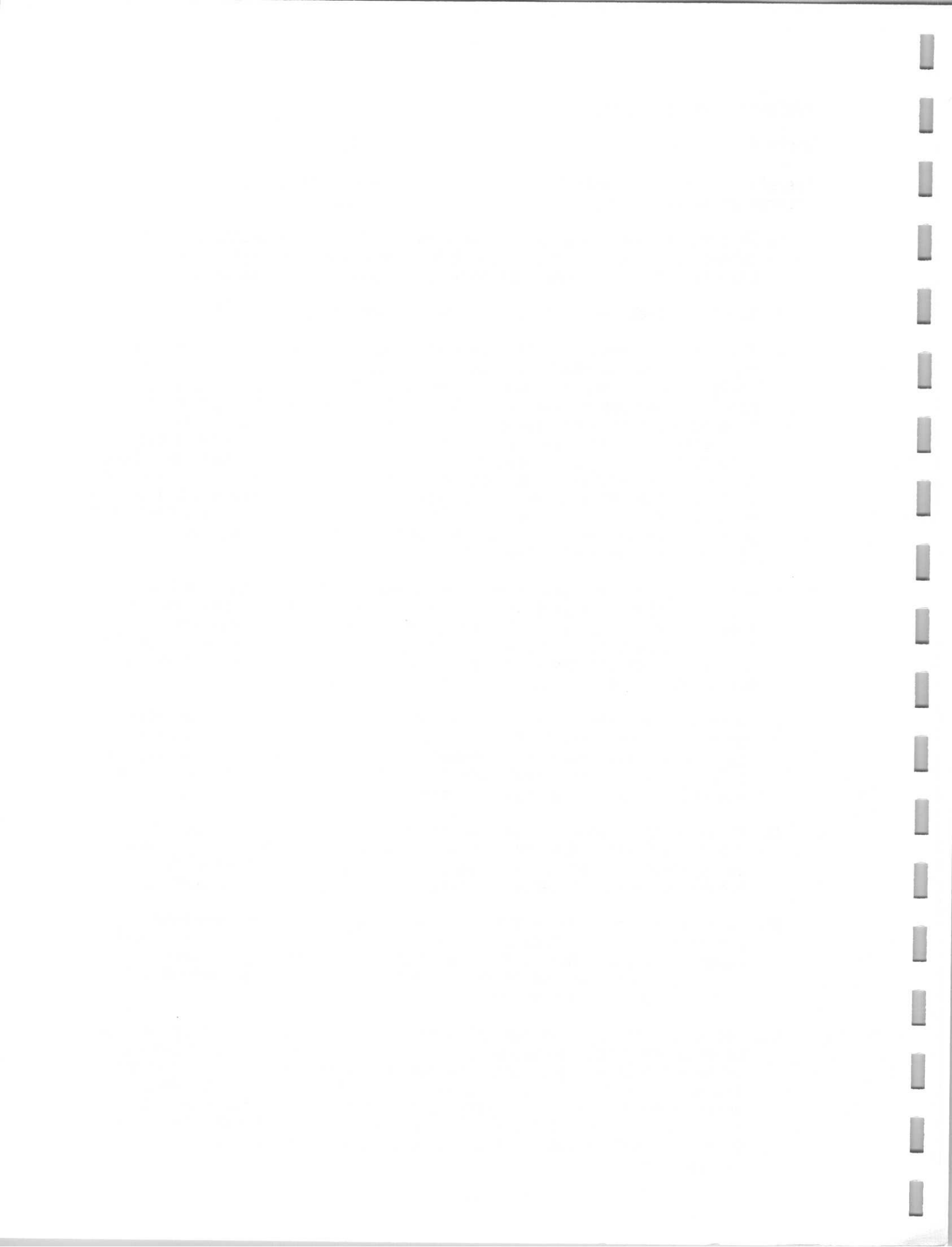
SUCCESS

FAILURE

Overall guidance and counseling program affected by project.

No impact on guidance and counseling program.

6. This helped our students to become aware of career education and to select suitable programs. Helped to identify the potential drop out. Let students become aware of vocational goals earlier in school.
7. It helped meet the needs of counselor, teachers and specified students.
8. The increased amount of materials will expedite the learning process through increased opportunities to experience first hand. Intrinsic motivation has improved and thereby brought about better academic results. Because of the use of consultants our teachers were better able to understand the needs of the students. Better still, in many cases the consultant was able in many cases to confirm the teacher's diagnosis and made the teacher feel better about herself and what she was trying to accomplish. The testing was done in some parts as diagnostic and in other areas as a means to evaluate. This helped bring about a guidance counselor for elementary schools in our school corporation the following year. We became more familiar with specific tests and because of this utilize more diagnostic materials.
9. A systemization of suspensions and alternatives which could be understood and administered consistently. Basic success of the program gets back to a good needs assessment. We are now able to offer alternatives as schools request it, i.e., we have systemitized approaches to suspensions. We have strong personnel to run the program and very good acceptance of these people - strong support from the PDS team.
10. A good career program - first set up as a mini will now be expanded to full semester course for all students - did not have a counselor, so material and course accomplished some of the need for a counselor - will have a counselor next year that will work with teacher of course - weakened by having no counselor involved.
11. It has greatly expanded our career ed program - especially at the 9th grade level. Clerical person hired has proven to greatly benefit our program because it has allowed the counselor to be freed from trivial clerical concerns and concentrate on counseling students.
12. Release of more time from the counselors so they could undertake additional projects such as follow-up studies, additional individual counseling, etc., more time to work with career education (made our schedule - stuck to it and had support from the administration) Occupational information increased.
13. The source of positive communication and affective interaction between parents and school personnel prior to negative developmental patterns of behavior developed. Basic success of program was the ability to identify a need, and then developed the program around that need. Program worked with parents in the evening to increase their positive attitude toward school and has transferred to the child's attitude towards school. Good personnel to run program - good acceptance of personnel/PPS team by the school.



Evaluation stage - Cont.

SUCCESS

Overall guidance and counseling program affected by project.

FAILURE

No impact on guidance and counseling program.

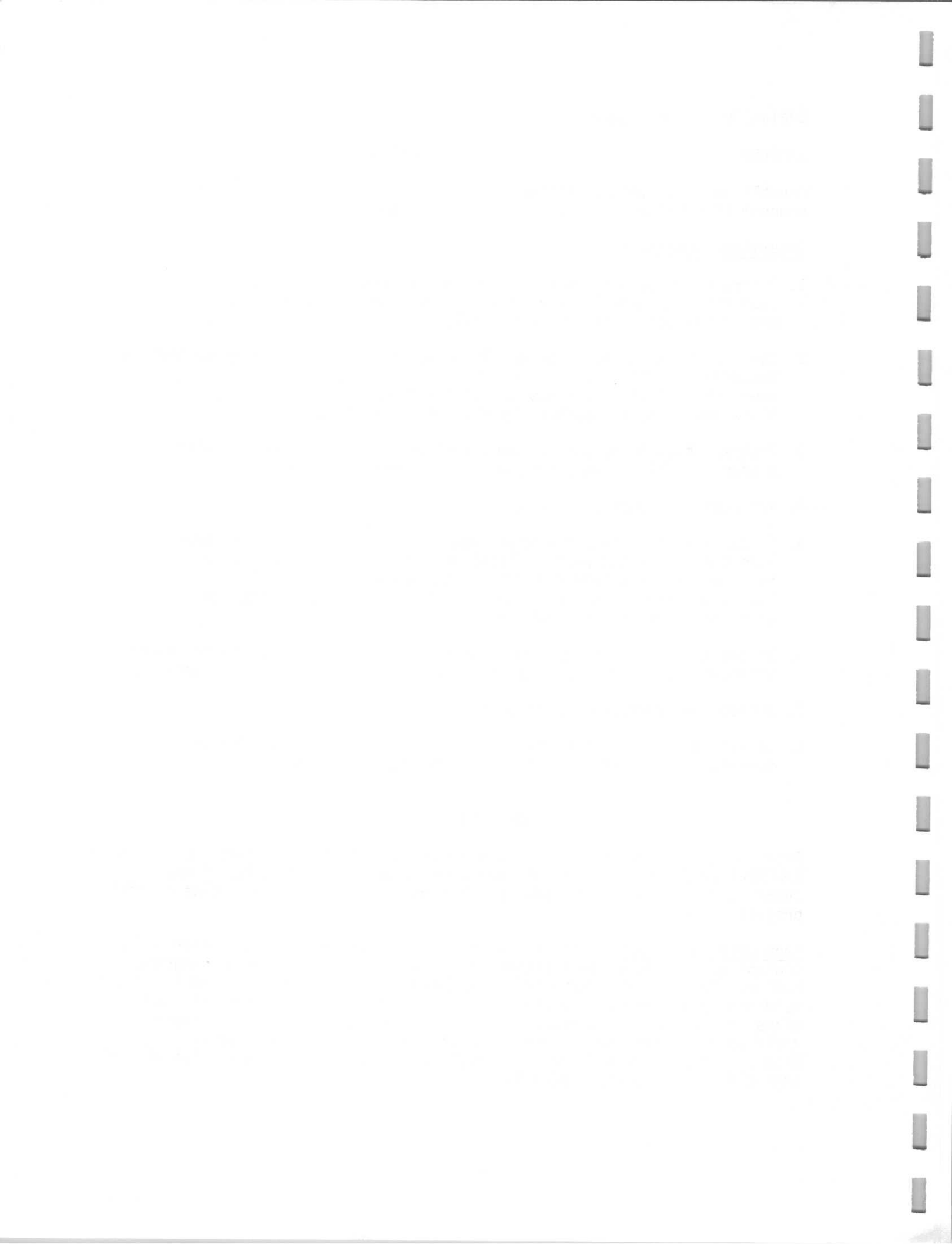
Interview Comments:

1. Counselors made integral/involved part of testing program other than having responsibility to administer tests; counselors were one of the main users of test results.
2. Successful career ed. programs had a specific program (group counseling; semester courses, mini courses) as opposed to expecting teachers, counselors, and/or students to utilize them... once utilized, there was increased contact by students with counselor.
3. Programs that increased the amount of contact counselors had with students enabling counselors to utilize their training.
4. Programs that increased consultation role of counselor.
5. If services of paraprofessional were bought; guidance staff made sure those services were utilized and that they did not continue to do those tasks that that person performed; and that they (guidance staff) did not allow their time to then be "eaten up" by other non-counseling duties.
6. If professional services were bought, person was utilized in the manner intended and did not deviate from the goals and objectives of program.
7. Increase communication with parents.
8. Increased interest in career and life work on part of students; and increased staff interest in being resource for students.

ANALYSIS

From the questionnaire: 54% of the project directors felt that students were now more interested in using Guidance and Counseling services. Almost a third (31%) mentioned improved school/community relations as a plus of their project.

From written comments: Supporting the objectives of the CAPPs program for Indiana was mentioned by a number of project directors. Career programs had been improved with materials, new units and career courses and individual guidance by counselors. Career programs were started in junior high and elementary schools as a result of IVB. Parents were involved in their children's progress and in placement of their child in coursework. Drop out rates were affected. Counselors had more time to work with students when clerical help was available.



Evaluation stage - Cont.

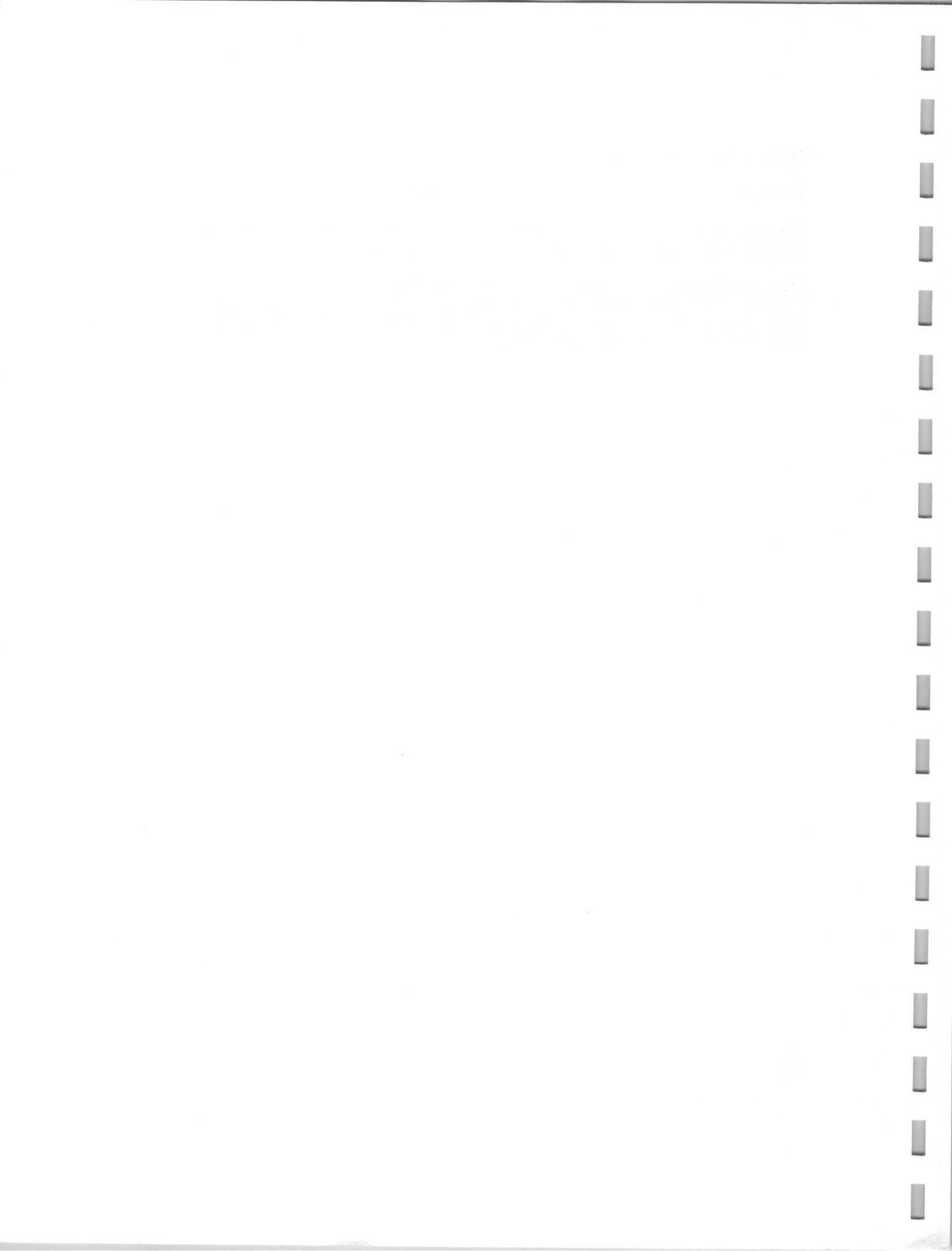
SUCCESS

Overall guidance and counseling program affected by project.

FAILURE

No impact on guidance and counseling program.

From the interview: Counselors reported that they now were taking the lead in using test results in planning career programs. The projects had allowed some counselors to take on new consultation roles. One was particularly happy with increased parental communication.



Evaluation stage - Cont.

SUCCESS

FAILURE

7. Testing program affected by project.

7. No impact on testing program.

The results of this testing program:

%yes

- 67% 22. identified those students in need of remedial help (14/21)
- 38% 23. directed immediate remedial help to specific individual students (8/21)
- 38% 24. directed students to counselors for academic counseling (8/21)
- 26% 25. directed students to counselor for career counseling (5/21)
- 57% 26. helped in scheduling/placement of students (12/21)
- 4% 27. other (1/21)

Which of the following groups were the main users of testing results:

- 67% 28. counselors (14/21)
- 67% 29. teachers (14/21)
- 43% 30. administrators (9/21)
- 14% 31. school psychologist/special education personnel (3/21)
- 19% 32. other (4/21)

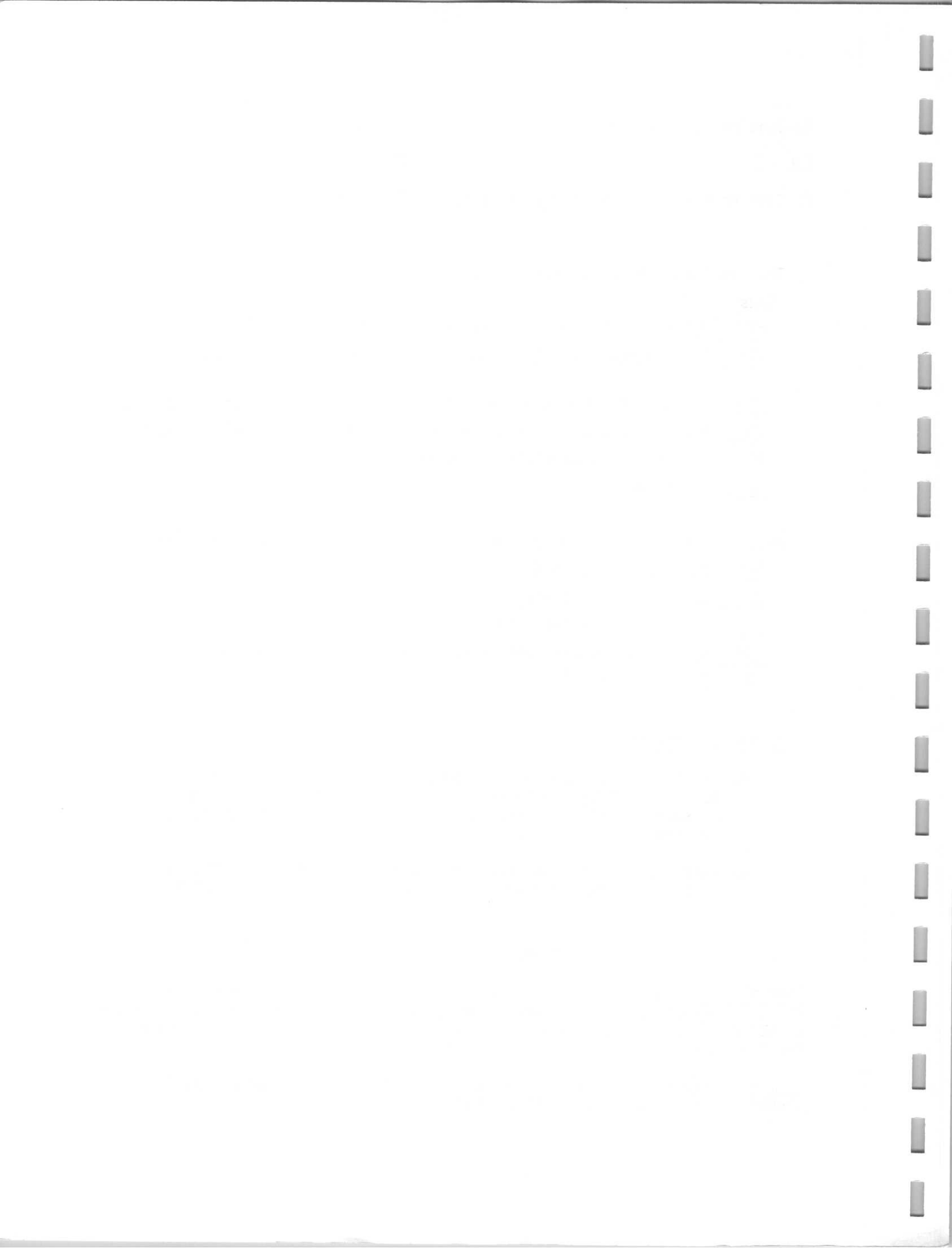
Interview Comments:

1. Scores not utilized with students unless they kept in a specific course of study... students took tests and never became aware of score if they did not continue in that area the following semester.
2. Purchased tests in a specific area(s) (reading, math) and then kept within that academic department, rather than involving other staff.

ANALYSIS

From the questionnaire: The two areas affected by the testing program was identifying students in need of remedial help (67%) and scheduling/placement of students (57%). Counselors and teachers were the main users of test results (67%).

From the interviews: Two comments on the testing program were negative - results were not used to benefit anyone.



Evaluation stage - Cont.

SUCCESS

FAILURE

8. Counseling and guidance and/or school psychological service personnel involved in planning, implementing, and evaluating the project.
8. No involvement.

How heavily involved were guidance personnel and/or school psychologists in the testing project:

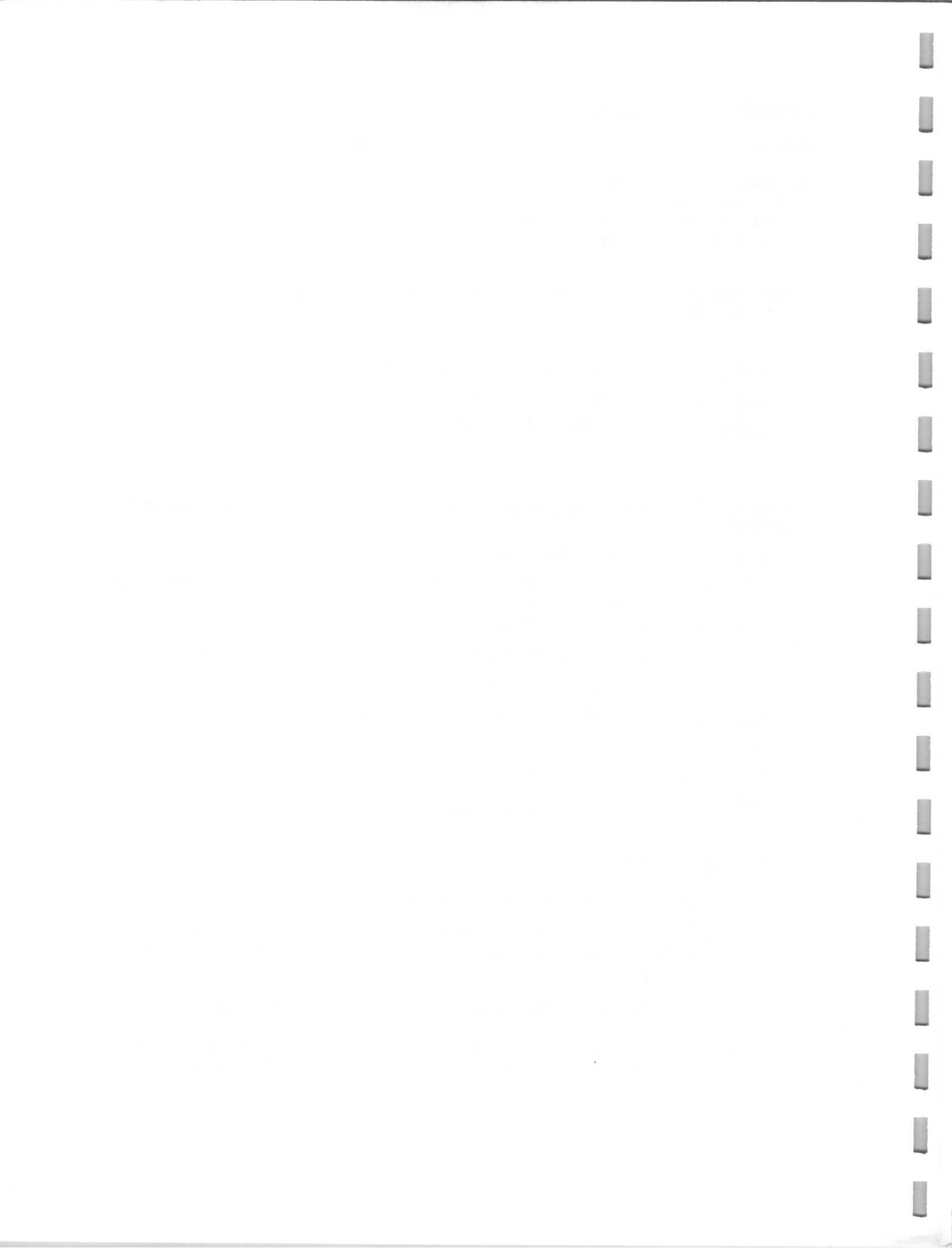
\bar{X}	%3's	
<u>2.6</u>	<u>67%</u>	1. planning the project (14/21)
<u>2.57</u>	<u>67%</u>	2. implementing the project (14/21)
<u>2.38</u>	<u>48%</u>	3. evaluating the project (10/21)

How heavily involved were each of the following groups in planning this project?

<u>2.24</u>	<u>38%</u>	24. building level administrators (10/26)
<u>2.68</u>	<u>65%</u>	25. district pupil personnel services director or personnel and guidance director (17/26)
<u>1.89</u>	<u>19%</u>	26. district level administrators (5/26)
<u>2.06</u>	<u>23%</u>	27. federal projects director (in your school corporation) (6/26)
<u>2.79</u>	<u>73%</u>	28. counselors (19/26)
<u>2.37</u>	<u>42%</u>	29. library media specialists (11/26)
<u>2.23</u>	<u>27%</u>	30. teachers (7/26)
<u>1.80</u>	<u>23%</u>	31. students (6/26)
<u>1.68</u>	<u>12%</u>	32. other pupil personnel services staff (career ed. personnel, school psychologist, etc.) (3/26)

Interview Comments:

1. Scores went to teachers, counselors, and students.
2. Follow through on original program objectives; good time management by guidance staff; and support by administration to keep to that allotted time.
3. Career guidance programs weakened when no counselor involved.
4. Guidance personnel not involved in planning, implementation, or evaluation staff; or involved at very superficial level only.



Evaluation stage - Cont.

SUCCESS

FAILURE

Counseling and guidance and/or school psychological service personnel involved in planning, implementing, and evaluating the project.

No involvement.

ANALYSIS

From the questionnaires: 67% of the guidance personnel were involved in planning and implementing the testing project but only 48% were involved in evaluating their testing projects.

From the interviews: A few counselors felt left out of some of the phases of the projects.