

AN EVALUATION OF A TECHNICAL ASSISTANCE PROGRAM FOR
SPECIAL EDUCATION AREA COOPERATIVES IN KENTUCKY

by

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ABSTRACT

The Kentucky Department of Education initiated a technical assistance program in 1981-82 for fifteen special education area cooperative projects established in 1980 with funds from P. L. 94-142. The program was aimed at overcoming problems related to the implementation of the cooperative concept among project participants. The program consisted of: On-Site Visits; Conferences and Workshops; Statewide Meeting; Consultations; Quarterly Mailings; and Proposal Development. The Discrepancy Evaluation Model was used to evaluate the program. A variety of measures including questionnaires and workshop evaluations were utilized. A review of the cooperative project proposals for 1981-82 and 1982-83, by a Panel of Experts, provided additional evaluation data. The analysis of the data included both descriptive and nonparametric statistics. While statistical significant was not shown, the analysis indicated the program was successful in strengthening the cooperative concept.

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CHAPTER 1

INTRODUCTION

In the past twenty years, local school districts in the United States have increasingly turned to some form of regional educational delivery system to plan and provide specialized programs and services (Stephens, 1975, p. 12). Historically, special education has been one of the first and largest of the programs offered by a regional educational agency (RESA). Today, over eighty-six percent of all RESAs provide special education to participating local school districts (Turner, 1980, p. 33).

The role of the RESAs as an alternative delivery system for special education has taken on increased importance with the passage and implementation of Public Law 94-142, the Education of All Handicapped Children Act of 1975. Prior to 1978, when P. L. 94-142 began to be implemented, small and rural school districts frequently failed to provide appropriate educational opportunities to handicapped children; citing the lack of trained staff, programs, and facilities. In addition to providing federal dollars to school districts, the statute recognizes the unique problems of small and rural districts by allowing them to submit joint or cooperative applications. This feature of the law places the federal government in the position of both recognizing

and encouraging voluntary cooperative programs as an alternative administrative arrangement for serving handicapped children.

It was also in the late seventies that calls for reforming rural education came to the forefront of the nation's education agenda. One aspect of that reform movement called for increased aid to RESAs and the creation of RESAs in those rural states where they did not exist (Sher, 1978, p. 282).

As a rural Appalachian state, Kentucky did not escape the impact of P. L. 94-142 or the rural education reform movement. Traditionally, Kentucky's one hundred eighty local school districts had been independent, autonomous, and in some cases, isolated by topography from neighboring districts and the state's department of education. There had been a limited number of area cooperatives through which the benefits and rewards of an area cooperative approach had been demonstrated. To stimulate program expansion, particularly in rural areas, the Kentucky Department of Education began a program in 1977 of encouraging local districts to participate in regionalized approaches to serving handicapped children. The Kentucky program, funded initially with federal dollars, is aimed at establishing a permanent network of voluntary area cooperatives. During 1979-1980, three regional diagnostic centers were established in the far west, south central, and eastern parts of the state. In 1980-1981, the program was dramatically increased with the addition of seventeen area cooperatives. By the second year of the

program, over eighty percent of Kentucky's school districts were involved in either the diagnostic centers or the area cooperatives.

The focus of this study is on the implementation and evaluation of a program of technical assistance provided to area cooperatives by the Kentucky Department of Education. The purpose of the assistance effort is to improve the operation of the cooperatives by strengthening the level of understanding of the cooperative concept among its participants. This study will not involve the impact of technical assistance on the three area diagnostic centers since their purpose, history and development are significantly different from the area cooperatives. The diagnostic centers will, however, receive the same types of technical assistance offered to the area cooperatives.

Brief History of Educational Cooperatives

While some form of cooperation in education on the regional level has always existed, three developments led to the rapid national growth of educational cooperatives in the past twenty years. First, educational cooperatives were seen by local districts as an attractive alternative to consolidation which was, and still is, threatening to many small town and rural school districts. Secondly, many of those same small districts realized that they could not provide equal educational opportunities to all children, especially to the extent they were being offered in the larger districts. This realization forced districts to consider pooling their resources so they could offer programs and services similar to those of the larger districts

(Stephens, 1979, p. 55). A third development occurred in states, primarily in the north and midwest, which replaced their Office of County Superintendent with statewide networks of regional educational service agencies or RESAs. In those states, RESA is a unit of school government between the state education agency and the local school districts (Davis, 1976, pp. 1-2).

Known in Georgia and Wisconsin as the Cooperative Educational Service Agency (CESA) or in New York as the Board of Cooperative Educational Services (BOCES), in West Virginia as the Regional Educational Service Agency (RESA), and in other states under a variety of other titles, RESA is the generic name applied to three forms of regional approaches to education (Stephens, 1975, p. 7). The first type is found in those states that have established under mandated legislation a statewide network of RESA units. These states include Georgia, Iowa, Nebraska, Pennsylvania, Texas, Washington, West Virginia, and Wisconsin. A second type of RESA has developed in states like New York, Colorado, Oregon, and Michigan. These states have set up statewide networks under permissive legislation. In both these forms of RESA networks, the state education agency provides specific regulations covering governance, funding, programs, and services (Stephens, 1979, p. 56). The third type of RESA is the cooperative, an educational organization created by local educational agencies and established on a framework of permissive legislation or in some states on the absence of legislation. This approach to regionalizing the delivery of educational services and programs appears to support the view that RESAs

should be established by two or more local districts to provide services exclusively to members of the cooperative (Stephens, 1977, p. 4).

Currently, there are over one thousand regional educational service agencies serving over twenty-five million students in elementary and secondary education. These regional agencies provide programs and services to over twelve thousand local school districts and employ over fifty thousand educational workers (Turner, 1980, p. 33).

Background Of The Problem

Prior to fiscal year 1979, the Kentucky Department of Education allocated ninety-five percent of its federal funds from Public Law 94-142 to local school districts. Five percent was used for state administration as allowed under the statute. In 1979, the Kentucky Department of Education, upon the recommendation of the Bureau of Education for Exceptional Children, reduced the amount of flow through dollars to local districts to eighty-five percent. This change permitted the Department to use ten percent of its P. L. 94-142 dollars to fund discretionary grant projects designed to meet statewide concerns in educating the handicapped. The Department continued to use five percent of its federal funds from P. L. 94-142 for state administration.

Kentucky's entry into the regional delivery of educational programs and services to handicapped children began in 1979 when the Department of Education sent out notices for requests for proposals to establish regional diagnostic centers, (as well as model projects focusing on secondary programs, severely profoundly handicapped, and

autism). That year, three projects from the seven proposals received were approved creating diagnostic centers to serve the western, central and eastern parts of the state.

During the 1979-1980 school year, officials of the Department's Bureau of Education for Exceptional Children (BEEC) evaluated the impact of the three diagnostic centers on local district cooperation. It was concluded that area cooperatives represented a cost effective and programmatically sound approach to service delivery, and that this approach was viewed as an acceptable alternative to local school district efforts. This conclusions led to a decision by BEEC officials to expand the discretionary grant program to include area cooperatives consisting of five or more local districts serving handicapped children on an area basis. Described as the Kentucky Model Service Delivery System Program in the Annual Program Plan submitted to the United States Department allocated a total of \$512,125 of its \$1,231,385 in discretionary funds to support the area cooperative program. The goals of the Model Service Delivery System, as outlined in the Annual Program Plan, were:

1. To establish and/or expand interagency coordination of services through local school districts and other agencies on an area basis.
2. To provide financial assistance to local school districts to assist in the provision of quality services in a cost effective manner through maximizing the use of limited financial and service resources.
3. To establish model practices on an area basis for workable approaches to Child Identification, Location and Evaluation;

Secondary Programs; Related Services; Services for Children with Low-Incidence Handicaps; Preschool Programs; Inter-agency Coordination; and Inservice Training. (Annual Program Plan, 1980)

In June 1980, the Kentucky Department of Education informed those Kentucky school districts not involved in an area diagnostic center, that it would begin to accept proposals for area cooperatives which would be funded entirely with discretionary funds for 1980-1981. During the summer and early fall, the BEEC received letters of interest from school districts seeking more information about the proposed area cooperatives. Local school districts were invited to send representatives to the State Capitol in Frankfort on November 6, 1980, for a meeting on preparing proposals for funding area cooperatives. It was explained by BEEC staff at that meeting that the following criteria, along with application guidelines, needed to be met in order for an area cooperative proposal to be approved by the Kentucky Department of Education:

1. A minimum of five local school districts must participate.
2. Each cooperative may decide its own area needs for serving handicapped children from one or more of the following:
 - a. Child Identification, Location and Evaluation.
 - b. Secondary Programs.
 - c. Related Services.
 - d. Services for Children with Low-Incidence Handicaps.
 - e. Preschool Programs.
 - f. Interagency Coordination.
 - g. Inservice Training.

(Application Package, 1980, p. 1-1)

It was further explained to the local districts that their proposal would be required, as a minimum, to address the administration and internal monitoring of the project and interagency coordination.

Beyond the above criteria, each proposed cooperative could identify programs and services which would meet their own needs as long as these were consistent with requirements for the use of Education of the Handicapped Act (EHA), Part B, funds established in P. L. 94-142, Educational Division General Administrative Regulations (EDGAR), and Kentucky's Annual Program Plan.

Between the November 1980 meeting and the end of February, 1981, seventeen proposals for area cooperatives, representing a total involvement of ninety-three local school districts, were received and approved by the Kentucky Department of Education. Each of the seventeen cooperatives was funded for \$30,125 for fiscal year 1981.

The majority of the seventeen cooperatives consisted of five local districts, with two cooperatives having six districts, one with seven districts, and one cooperative with nine member districts. During the first year of operation, three neighboring cooperatives in northern Kentucky merged their grants into one large project involving seventeen districts with a combined budget of \$90,375. Thus, for the purpose of this study, the total number of area cooperatives was considered to be fifteen.

Not all projects were awarded to local school districts. A total of five projects were submitted by independent educational cooperatives

which had been created over the past decade through local initiative. The Ohio Valley Educational Cooperative (OVEC) consists of nine local districts which had joined together primarily for the purpose of providing special education programs and services. The other two cooperatives, located in the eastern part of Kentucky, are the Kentucky Valley Educational Cooperative (KVEC) and Eastern Kentucky Educational Development Corporation (EKEDC). Both of these organizations are broad based educational cooperatives serving a combined total of over fifty local school districts. KVEC and EKEDC were awarded two discretionary projects each, serving a combined total of twenty districts. The two EKEDC area cooperatives were modeled after the Buffalo Trace Regional Diagnostic Center, one of the three original projects funded by the discretionary program in 1979.

In the preparation of their proposals, project coordinators were instructed that the first year could and should be spent in planning and conducting needs assessment in order to lay the groundwork for the second year proposal. Cooperatives were allowed to initiate programs and services to handicapped children if the participating districts believed there was an immediate need. Applicants were then allowed to select from the areas suggested by the BEEC or to add additional areas of local need.

The requirements related to the approach used by the cooperatives were kept to a minimum. This was based on the rationale that the cooperatives were at various levels of organization and sophistication.

Some cooperatives such as OVEC and KVEC had highly developed organizational and operational strategies already in place. For other cooperatives, area cooperation on a formal basis was a new concept, one that would require development based on the unique needs of the participating districts. Further, the BEEC's earlier experience with the three area diagnostic centers had shown that the imposition of extensive requirements, at times, resulted in unworkable approaches to service delivery.

During the winter and spring of 1981, BEEC provided technical assistance to the area cooperatives in the form of consultations from both the Frankfort based staff and the field service consultants. In addition, quarterly mailings, providing updated information on activities of each cooperative, were disseminated to each project. These mailings were an attempt to build linkages among the area cooperatives through sharing information, thus, serving as an initial step in the development of a statewide network of voluntary cooperatives. Through these quarterly mailings, various reported activities reinforced the area cooperative concept. Examples of these activities were:

1. Direction services.
2. Child evaluations.
3. Physical therapy.
4. Occupational therapy.
5. Transportation services.
6. Child Find activities.
7. Inservice training.
8. Curriculum development.

In addition, several area cooperatives developed directories of services for handicapped children, needs assessment instruments,

organizational structures, and administrative policies to guide their cooperative.

As with any new program, problems occur that were not anticipated. While the area cooperatives' fiscal year ended on August 31, 1981, some of the proposals were not approved until late January or February of 1981. This occurrence was due to the late submission of these projects and the necessary time for the application to go through the approval process. The late start for some of these projects was compounded by the fact that most school systems in Kentucky close for summer vacation by the end of May. Some area cooperatives were delayed even further by the time necessary to locate and hire a coordinator. In fact, several cooperatives operated without a designated coordinator, allowing the fiscal agent special education administrator to add that responsibility to their already busy schedule.

Other operational problems experienced in the first year included the lack of adequate needs assessment data to plan programs and services which would best serve handicapped children in the area. Many cooperatives developed their organizational framework as they went along during the year. The general exception to this situation were those projects operated by OVEC, KVEC, and EKEDC which had established organizational back up systems via their sponsoring organizations.

After several months in operation, BEEC officials soon recognized several areas within the area cooperatives that needed attention. The most significant problem areas included the following:

1. Understanding of the area cooperative concept.

2. Understanding of interagency coordination.
3. Organizational structure.
4. Lack of adequate planning and resources for planning.
5. Need for full time BEEC staff person to coordinate the program, provide assistance, and conduct on-site visits. (Stephens, 1980)

In the spring of 1981, BEEC announced that continuation proposals for fiscal year 1982 would be due in Frankfort on July 1, 1981. With an increase in federal funds under Part B of P. L. 94-142 available to Kentucky and with no increase in the number of area cooperatives, plus termination of three discretionary projects, BEEC was able to increase the cooperative's budget allocations to \$41,950 in fiscal year 1982. On June 16, 1981, the author of this study was employed by the Kentucky Department of Education as a consultant in the Unit of Federal Programs (now titled Unit for Part B Implementation). The job responsibility included directing the state's Model Service Delivery System Program consisting of the three area diagnostic centers and the fifteen area cooperatives.

As the fiscal year 1982 continuation proposals were reviewed during June and July of 1981, it became apparent that many of the cooperatives were continuing to encounter operational problems. The primary difficulty was an apparent lack of understanding by the project participants of the area cooperative concept. Some projects were concentrating their efforts on activities that were of relatively less significance in meeting the needs of handicapped children in the area. An additional lack of understanding concerned interagency coordination, a required area for all projects. Most of the cooperatives were not

demonstrating an adequate comprehension of what interagency collaboration entailed. The concern by project participants over threatened cutbacks in federal support for education of the handicapped and their subsequent belief that the discretionary program would not be funded after fiscal year 1982 may have explained, in part, some of the problems in the continuation proposals.

In summary, the area cooperatives needed technical assistance in sufficiently identifying needs and meeting the goals of the Kentucky Department of Education to serve handicapped children on an area basis. More specifically, area cooperatives needed technical assistance in strengthening the cooperative concept.

Statement of the Problem

The central problem of this study was to determine if the Kentucky Department of Education's program of technical assistance resulted in an improved understanding of the cooperative concept among cooperative participants as demonstrated in the 1982-1983 continuation proposals submitted to the Department by the fifteen area cooperatives.

Need For the Study

The Kentucky Department of Education has invested considerable resources in the development of the Model Service Delivery System of 15 area cooperatives. Indications from the initial year of operation demonstrated that area cooperatives have made significant progress, but that equally significant problems remained to be resolved.

Definition of Terms

Area Cooperative. A voluntary educational organization consisting of five or more local school districts created for the purpose of providing programs and services to handicapped children which individual school districts find difficult or too expensive to provide on a district by district basis.

Area Cooperative Board. The decision making body of the area cooperative. Consists of representatives of participating local school districts, usually the special education administrator. In some area cooperatives, the superintendents represent their districts on the board.

Area Cooperative Concept. The philosophy of an area cooperative approach holds that a successful cooperative venture must stress an area-wide approach to dealing with the problems of educating handicapped children. Inherent in this approach is the recognition that member districts have varying needs for cooperative programs and services due to their differences in size, student population, wealth and community resources. Further, this approach recognizes that flexibility in the cooperative's service arrangements must be maintained in order for the cooperative to successfully meet the changing needs of member districts over a period of time. It is essential that each member district be accorded equal status in the governance of the cooperative in order to assure their active participation in the areas of shared decision making and accountability.

Area Cooperative Coordinator. The person responsible for the

administration of an area cooperative. Usually this person is a part-time or full-time employee of the cooperative or the fiscal agent. In some instances, this person is the supervisor of special education of the fiscal agent.

Continuation Proposals. Applications for funding of an area cooperative for an additional fiscal year. Included in the application are a rationale for the project, a detailed program plan, project budget, and supporting documents.

Discretionary Funds. The portion of federal dollars allocated to a state by the federal government under Public Law 94-142 which the state uses to fund special projects in the field of education of handicapped children.

Field Service Consultant. A member of the professional staff of the Bureau of Education for Exceptional Children assigned to one of seventeen areas of the state created by the Bureau. The consultant acts as a liaison between the Bureau and special education staff and administrators of local school districts and area cooperatives within their area.

Fiscal Agent. Usually one of the participating school districts in an area cooperative whose responsibility is to maintain the cooperative's financial records and accounts. In area cooperatives operated by an independent educational cooperative, the independent cooperative serves as the fiscal agent.

Fiscal Year. Refers to the twelve month period in which the area cooperatives are funded by the Kentucky Department of Education. Fiscal

year 1982 will end on June 30, 1982 and fiscal year 1983 will begin on July 1, 1982.

Handicapped Children. Those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services (Federal Register, 1977, p. 42478).

Rural. A geographical area in which agriculture or agriculture-related industries dominate the economy and where population is sparse and scattered (Lindstrom, 1978, p. 9).

Technical Assistance. The provision of specialized help in response to identified needs of a group in meeting their objectives. Assistance may take many forms including providing information, referral and consultation. The end product of assistance is the transferring of knowledge and skills for the purpose of bringing about desired change in educational programs (Regional Resource Center, 1980, p. 237).

Limitations Of The Study

The results of this study are not generalizable to other states or cooperatives outside the State of Kentucky. However, this study may serve as model for state education agencies in providing technical assistance to newly created area cooperatives, especially in states where there is an absence of laws, regulations, and extensive guidelines concerning the operation of educational cooperatives.

CHAPTER 2

REVIEW OF THE LITERATURE

In recent years, technical assistance has become increasingly popular in the affairs of government, business, and education. The popularity of technical assistance and organizations created exclusively to provide it, parallel the rapid growth in information and technological advances of the past two decades. The development of complex and sophisticated organizations and delivery systems has resulted in the demand for technical assistance to determine operational problems and to deliver aid which will enable these complex systems to achieve their goals.

The first section of Chapter 2 is a review of the literature on voluntary educational cooperatives. Included in this review are the organizational and fiscal characteristics of cooperatives as well as programs and services for the handicapped provided by cooperatives. Finally, a brief review of the literature on the delivery of education to the handicapped in rural America is provided.

The second section of Chapter 2 is a review of the literature of technical assistance. Included in this review are the purpose and characteristics of technical assistance programs. The evaluation of technical assistance, and the role of technical assistance in state

special education agencies are also presented. The purpose of this section of the Chapter is not to present a comprehensive review of the literature, but to relate the literature in these areas to evaluating technical assistance programs for educational cooperatives.

Organizational And Fiscal Characteristics Of Cooperatives

Stephens (1975,1977, 1979) reported that several states have permitted the formation of voluntary educational cooperatives without enabling legislation. Hughes and Achilles (1971) and Achilles and Gentry (1977) have stated that the existence of permissive legislation has not always encouraged or resulted in local school districts forming cooperatives. Often state statutes are too restrictive and burdensome, thus defeating the purpose of the law.

According to Stephens (1975, 1977, 1979), the existence of a cooperative board was a common element in the organizational structure of cooperatives. Hughes and Achilles (1971) stated that in almost all cooperatives the board was composed of representatives from participating school districts. Usually the representatives were the school district superintendent or a school board member. Stephens (1977, p. 14) indicated that the size of the board varied greatly depending on whether each member school district was granted full or partial representation. Other factors accounting for the variation of the board included formulas for determining the number of representatives each district was permitted to have on the board. Stephens (1977, p. 14) found that the method of selecting the representative (s) also varied.

In some cooperatives representatives were appointed by the superintendent or school board. In other cooperatives the representatives were elected by the voters in the school district. Lindstrom (1978, pp. 119-120) recommended that representatives come from the ranks of the elected members of the school board.

Squires' (1973, p. 79) survey of ninety-two directors of cooperatives in the nation revealed that over fifty percent had cooperative boards consisting of participating school districts' representatives. In twenty percent of the cooperatives, the board was dominated by one of the member districts. The remaining cooperatives had a variety of membership arrangements, including representatives from local government, community agencies and citizens.

A final universally accepted organizational practice of educational cooperatives was reported by Lindstrom (1978, p. 70). The practice involved the hiring of a cooperative director as the chief administrative officer. The director's position in the administrative framework of the cooperative is similar to that of the superintendent of the local school district. The director reports directly to the cooperative board and administers the policies adopted by that board.

According to Achilles, Hughes and Leonard (1974), Stephens (1975), (1977), Turner (1980), and Squires (1973), the major purpose of the cooperative is to pool the resources of the member districts in order to provide programs and services that the districts individually cannot offer. This concept is critical to understanding the funding of the cooperative.

Hughes and Achilles (1971) and Squires (1973) reported on the variety of methods available to finance educational cooperatives. These options include local school district contributions or assessments, state, and federal support. The most common source of funding is the assessments collected from participating school districts.

Three popular forms of assessing local districts were reported by Connors (1980, pp. 4-10). The methods were per-pupil, percent sharing, and a combination of per-pupil and percent sharing. The per-pupil formula assesses each participating district an amount based upon the operational costs of the cooperative divided by the total number of students enrolled. The percent sharing method charges each district an amount based upon the number of days, weeks, months, or other decided length of enrollment each student from the member district is served by the cooperative. The third method combines per-pupil and percent sharing in order to separate the fixed costs from the operational costs of the specific programs.

Hughes and Achilles (1971) discussed a variation of the per-pupil method in which the member districts' assessments are based upon the total number of students in the cooperative. The per-pupil rate is established and school districts are assessed according to the number of students enrolled in their district.

According to Vuillemot (1967), Hughes and Achilles (1971), and the National School Public Relations Association (1971), the use of an administrative fee is a common practice among cooperatives. Often the fee is based on a percentage of the total budget of the cooperative.

The primary purpose of the administrative fee is to provide a financial base for the cooperative and to separate the administrative costs from program and service delivery expenditures.

In a survey of state directors of special education, Squires (1973, p. 48) found that in twenty states funding for cooperatives came from state, federal, and local sources. In six states, cooperatives were funded exclusively by local school districts. In four states the cooperative was funded totally with federal dollars. The Squires' (1973, p. 99) survey revealed that there were financial problems common to cooperatives across the nation. The problems included inadequate state support, uncertain support from participating school districts, and the lack of authority to independently raise revenue through some taxing mechanism.

Lindstrom (1978) and Stephens (1979) stated that the major financial concern facing voluntary cooperatives was the instability of its funding sources. Squires (1973, p. 76) identified only one cooperative which had the authority to raise revenue through its own taxing authority. Until the question of a more stable funding arrangement is resolved, cooperatives will continue to face the potential threat of dissolution.

In Squires' (1973, pp. 25-26) study of educational cooperatives across the nation, he reported that one of the common features of the organization of cooperatives was the presence of the fiscal agent. the purpose of the fiscal agent was to sponsor the cooperative by maintaining its financial records. Squires' survey revealed that the majority

of the cooperative's fiscal agents were one of the participating school districts. Other types of grants included local government and independent educational cooperatives. No state reported that its department of education acted as the fiscal agent for cooperatives.

Characteristics Of Cooperatives Serving Handicapped Children

Over the past decade, studies by Waller (1976), Uxer (1974), Snell (1973), Stefonek (1973), Stephens (1975, 1977, 1979) and Turner (1980), have cited the increasing role of educational cooperatives in meeting the needs of handicapped children. The passage of state and federal mandates calling for comprehensive special education programs has resulted in cooperatives increasingly being called upon by local school districts to aid the delivery of programs and services.

Waller (1976) and Uxer (1974) found that the cooperative approach to serving low incidence handicapped children was a particularly common practice where cooperatives had been established. Stefonek (1973) and Snell (1973) indicated that pooling low incidence handicapped children from several local districts into a cooperative unit reduced the age and ability ranges within the classrooms.

Uxer (1974), Waller (1976), and Education Cooperative for Greater Boston (1975), found that the cooperative is able to provide programs and services such as child evaluations, physical therapy, occupational therapy, special vocational training, special equipment and learning materials to local school districts which could not afford such items

on their own. Often the cooperative coordinates inservice programs for local districts and acts to encourage regional planning in the education of handicapped children.

Lindstrom (1978, p. 23) reported that the determining factor in which special education programs are provided by the cooperative is dependent upon the ability of local school districts to provide those programs and services independently. Achilles, Hughes and Leonard (1974), Stephens (1975, 1977, 1979), Turner (1980), and Helge (1981b), have stated that the major purpose of a cooperative is to pool the resources of local districts to provide only those programs and services that the districts cannot afford to provide or operate.

In the area of interagency collaboration, Stephens (1975) reported that rural cooperatives are in a better position to enter into such arrangements than local school districts. Stephens claims this is because the cooperative's service boundary is often similar to that of other human service agencies such as welfare, health, and other service agencies dealing with the handicapped.

Morse (1981), Fitch (1981), Audette (1980), and Elder and Magrab (1980), indicated that interagency coordination must be a part of any effort to provide services to handicapped children and their families. The variety of direct and related services available to handicapped children in urban areas is, all too often, not present in rural America. Where services are provided, federal and state policies, procedures, and regulations have often resulted in duplication of services, or worse, large gaps in the service delivery system.

Audette (1980), Elder and Magrab (1980), Elder (1980), Hodge, (1982), Helge (1981c), and Johnson, McLaughlin and Christensen (1982) outlined the barriers to successful interagency planning and coordination of services for handicapped children. Those barriers included: funding arrangements; mandates; client eligibility criteria; intake systems; confidentiality requirements; legislative and regulatory restrictions; and so on. The above mentioned authors have proposed guidelines, recommendations and/or methodologies for developing successful interagency arrangements. Recently, the emphasis on producing successful arrangements has focused on the human element in interagency collaboration. Johnson, McLaughlin and Christensen (1982, pp. 399) stated that the underlying factor to successful interagency efforts is that of interpersonal relationships. The authors recommended this concern be addressed with training programs on group dynamics and effective communication skills. Gabel (1981, pp. 45-47) stressed inservice programs on interagency coordination for professionals responsible for directing programs for handicapped children. This was cited as especially needed in rural areas of the nation.

Elder (1980, p. 186), classified interagency coordination into three levels: policy management; administrative linkages; and, service delivery. The latter two levels describe the educational cooperatives' experience in interagency collaboration. The cooperative is able to provide the organizational and administrative framework for interagency coordination through its board of directors. Further, the cooperative's involvement, directly or indirectly, in service delivery to handicapped children enables it to develop administrative linkages and to implement

service delivery or case management procedures. As a service provider, the cooperative is able to interact directly with agencies in order to improve case coordination and delivery of services.

Humm-Delgado (198-, pp. 168-172) outlined the successful inter-agency efforts of the North Shore Education Consortium in Massachusetts. The Consortium was awarded a state demonstration grant in 1979 to implement an interagency planning group consisting of the seven consortium school districts and six other public agencies (Mental Health; Public Welfare; Youth Services; Commission for the Blind; Rehabilitation; and the Office for Children). The agencies brought together under the North Shore Consortium formed an interagency board which in turn hired an interagency coordinator. The purpose of the interagency project was limited to planning interagency activities and did not involve direct services to handicapped children.

As a result of North Shore Consortium project, Humm-Delgado (1980 pp. 170-171) cited the following accomplishments.

1. Planning and development of grant applications for services and programs for special needs children.
2. Identification and dissemination of recruitment information regarding Hispanic bilingual staff for the participating agencies.
3. Compilation and dissemination of a Resource Directory of services provided by the participating agencies.
4. Provision of inservice workshops for participating agencies' staff.

Additionally, Humm-Delagdo (1980, pp. 172-177) found that despite the successes of the North Shore Consortium interagency project, serious interagency problems were also present. These problems included:

1. The demand on staff time for interagency activities was considered a burden.
2. Different viewpoints among agency representatives were not always diminished.
3. Constant turnover in staff on the interagency committees interrupted the progress of the project.
4. The consensus model of decision-making was found to be "tedious".
5. The lack of control over funding of the interagency activities created continuing problems in effecting some forms of collaborative activities.
6. Conflicting state and federal mandates created nearly insurmountable barriers for some types of interagency efforts.

The project did demonstrate what Elder (1980, p. 200) had stated, "establishing interagency collaborative arrangements is, first of all, a difficult process that demands great political skill."

Helge (1981a, p. 7) reported that since the implementation of P. L. 94-142 interagency arrangements involving cooperatives and other agencies dealing with services for handicapped children have increased

twenty-two percent in the years 1978 to 1980. Helge suggests that the rise in interagency arrangements helps explain the increase in the number of handicapped children identified between 1975 and 1980.

The National School Public Relations Association (1971), Mrdjenovich (1974), and Helge (1980, 1981b) reported that many small and rural school districts have lacked expert administrative personnel in the area of education of handicapped children. This problem has been compounded by the inability of these districts to attract special education administrators, teachers, school psychologists, physical therapists and other special personnel needed to serve handicapped children. The cooperative approach has often resulted in attracting these specialists due to its ability to offer higher salaries and a unique work environment.

Duncan (1979, p. 143) demonstrated that the cooperative's special education director possesses skills not usually required of the local director. Duncan called upon graduate schools to recognize and train students especially for the role of a director of special education in a cooperative setting.

Helge (1981a, p. 6) warns against accepting the promises of the cooperative as a panacea for the problems of special education in rural America. In many cases, cooperatives have created conflict among cooperating districts over such issues as the location of special classes, personnel appointments, control over the cooperative, and the resulting loss of pride in locally run programs taken over by a cooperative. In addition, the problems associated with transportation in rural areas can negatively impact the ability of the cooperative mode of service delivery.

Helge (1981a, p. 9) identified additional concerns encountered with cooperatives operating in a rural environment. One rather subtle concern was the over emphasis on cost effectiveness to the point that the needs of children were compromised in order to maximize cost effectiveness. Another worrisome issue was the tendency of local districts to rely on the cooperative to handle its responsibilities in educating handicapped children.

Delivery Of Special Education In Rural America

In a national study of the impact of Public Law 94-142 on rural school districts, Helge (1980, p. 13) discovered that rural schools were more deeply affected by the passage of the law than the urban and suburban school districts. Since many of the rural districts could not generate sufficient handicapped students to receive federal dollars available under the statute, rural districts often submitted joint or cooperative applications in order to qualify for the funds. According to Helge (1981a, 1980) most rural districts found that the real incentive for cooperation was the lack of resources in terms of dollars, staff, and facilities.

Helge (1980) and Sher (1978) both claimed that proportionately more handicapped children are located in rural areas than in urban areas of the United States. However, due to the fact that rural schools and school districts are low in student population, the ability to provide programs and services are hindered.

Complicating the delivery of special education in rural areas, according to Helge (1981b, p. 517), are topography, distances from schools, and scattered populations, all of which impede the development of a comprehensive special education program. The impact of these factors makes the delivery of special education more expensive in rural America. This finding was reinforced by Helge's (1981a, p. 5) study showing that, of all school districts in the nation, the small rural districts have experienced the greatest increase in the cost of special education over the past five years. Further complicating the ability of rural school districts to deliver quality programs and services are a lower tax base than the metropolitan areas; difficulty in attracting qualified personnel; and cultural differences that oppose the education of the handicapped, particularly the more severely mentally handicapped child.

Vasa and Steckelberg (1981, p. 35) argued that the use of teacher consultants and resource teachers offer rural schools the most practical solution to serving handicapped children in rural schools. Their argument was based on the belief that more mildly handicapped children are mainstreamed in rural schools than in the more populated districts. This finding is due more to the fact that rural schools have not had sufficient special classes to place mildly handicapped children. Thus, the need for regular class teachers to have access to consultant and resource teachers to assist in the instructional process is great. Vasa and Steckelberg suggested that these services can be facilitated through a cooperative arrangement with other school districts.

TECHNICAL ASSISTANCE

The purpose of technical assistant, according to Tracy (1978, p. 7), is to identify the problems encountered by the client and then to maximize the resources available to the client in order to overcome the identified problems. Gallagher (1976a) defined technical assistance as:

...help from an outside agency designed to improve the competence of educational service delivery personnel by increasing their management, organizational or program skills, and/or their available information, relative to their multiple tasks of educational service delivery to students. (p. 3)

Trohanis (1976a, p. 20) viewed technical assistance as the delivery of "qualitative content expertise" and resources in order to enhance change or improvement in the client. In essence, technical assistance is an attempt to help move the clients from their current level of functioning to what they perceive to be their optimal level of operation.

Richmond (1976, p. 29) defined technical assistance as a means of "transferring specialized knowledge, skills, and technologies from one system to another". Clifford and Surles (1976, p. 44) credited technical assistance with having a greater impact on the client than just providing resources, information, and skills to improve their delivery systems. Instead, these authors viewed the assistance provided as impacting on the total organization, resulting in both intended and unintended consequences for the client.

Characteristics Of Technical Assistance Programs

Trohanis (1976a), Richman (1976), and Neufeld (1978) described technical assistance as containing the following stages or phases occurring in a cyclical pattern: entry, needs assessment, delivery, and evaluation. Tracy (1978, p. 7) stated that the entry phase begins when a client, who has a perceived need, calls for "help". In responding to a call for technical assistance, the provider must make sure that the client has a realistic understanding of the provider's services.

This understanding is assisted from the beginning when the provider presents a honest appraisal of the services which the provider can deliver to the client. Tracy (p. 8) stated that this initial response to the client's call for help is crucial in the development of the client-provider relationship. Neufeld (1978, p. 33), stated that in order for the technical assistance effort to be successful, it must be based upon a client-provider relationship built on trust and confidence. Both Tracy (1978) and Neufeld (1978) indicated that the provider's interpersonal skills must be superb, both during the early stages and throughout the relationship with the client. Tracy (1978, p. 8) pointed out that the relationship with the client is impacted by a variety of considerations, but two factors are of paramount importance. First, the type of assistance being offered, and second, the ability or competency of the provider to "facilitate change" with the various levels of individuals involved in the client's organization.

A preliminary step in providing assistance, according to Trohanis (1976a, p. 20), is for the provider to understand the purpose of the client's organization. The provider must determine the goals of the organization and how the organization has been structured to achieve those goals. When this preliminary information has been analyzed, the provider can organize available resources in a manner which will enable the provider to deal with the client.

Neufeld (1978), Clifford and Surles (1976), and Bartel (1976) stated that the entry phase of technical assistance should be recognized by both the provider and client as the beginning of long term and cyclical relationship. It is long term in that many changes required to produce the goals set by the client will not necessarily occur in the immediate future. It is cyclical in that once assistance is provided it often generates or identifies additional areas for assistance.

The needs assessment process, according to Tracy (1978) and Bartel (1976), is designed to refine the technical assistance effort by outlining the relationship of the client to the provider. Bartel (1976, p. 3) stated that a needs assessment must be cognizant to the "program needs" and "activity needs" of the client. Program needs were defined as the resources, materials, and methods of operating the client's organization. These needs are unchanging as long as the client's goals remain unchanged. Activity needs referred to the gap between the client's current level of operation and the desired level of operation. These two types of needs impacted on the type of needs assessment

undertaken, and ultimately upon the kinds of technical assistance employed.

Trohanis (1976a), Richman (1976), and Neufeld (1978), described the needs assessment as the phase in which the provider and client systematically examine the client's organizational operation in order to determine strengths and weaknesses. From this point, the provider and client prioritize the needs which will be addressed by the provider.

To distinguish the client's needs, the needs assessment process according to Tracy (1978) and Black (1976), must rely on the input of the client. Without the client's perception of its needs, the provider can mistake program needs for activity needs. Bartel (1976, p. 5) stated that technical assistance should be limited to providing "only those services which require skills which are not included in the permanent function of the client organization". The process of conducting the needs assessment with the client can, according to Bartel (p. 9), provide a means to base technical assistance on the legitimate needs of the client. It is important for the provider of technical assistance to develop a "systematic procedure" to conduct the assessment. Since the client-provider relationship can be long term and cyclical, future reassessment can be more readily implemented if the procedures are determined during the initial needs assessment.

Since the needs assessment process aims at discovering where the client is in terms of the fulfillment of the organization's goals, the process can produce a consensus among the client's staff concerning the priorities of needs and goals. According to Bartel (1976, p. 11), this

result of the needs assessment process is in itself an important form of technical assistance. Gillis (1976) and Black (1976) indicated that the needs assessment activity should be considered as an ongoing process in technical assistance programs and not be considered as a one time activity or component.

The negotiations stage, according to Wiegerink and Bruninghaus (1976 p. 6), occurs after the needs assessment has indicated a list of needs. The purpose of the negotiations is to agree on what is needed, and when it is needed. Finally, negotiations help the client and provider to establish the purpose of the technical assistance. Without a sense of purpose the program of assistance would be doomed to failure.

Richman (1976, p. 37) stated that the client and provider must agree upon "mutually compatible expectations about what types and modes of assistance will be delivered". Trohanis (1976a, p. 21) emphasized the inclusion of evaluation procedures in the topics for negotiations. When completed, negotiations result in a written document specifying the details of the assistance program.

Neufeld (1978), and Wiegerink and Bruninghaus (1976) have stated that the provider must determine who in the client's organization is in the best position to negotiate the most appropriate technical assistance agreement. The results of the negotiation process should be an agreement that outlines in detail the services to be provided, the time frame for the delivery of services, and the individuals responsible for the implementation of services. The agreement should

also outline the client's roles and responsibilities in assisting the delivery of assistance. Finally, the agreement should specify the responsibility of the provider to monitor and be accountable for the implementation of the assistance agreement. Accountability can be assured in the agreement if objectives of the assistance program have been written in measurable outcomes.

Surles and Clifford (1976), Wiegerink and Bruninghaus (1976) and Trohanis (1976b) pointed out that the agreement on technical assistance should not be considered a final document, but rather a flexible arrangement subject to revisions, via negotiations, as the client's needs evolve over time and are identified. Additionally, the monitoring of the delivery of technical assistance by both the client and provider may identify other reasons for further negotiations and modification of the assistance agreement.

Surles and Clifford (1976, p. 18) indicated that once the assistance program has been negotiated, consideration of the most effective means of delivering services must be undertaken. In the delivery of the technical assistance, the provider must be responsive to the conditions set forth by the client. Trohanis (1976, p. 13) called the delivery stage the "heart of technical assistance", and cautioned that providers must be "sensitive to service delivery both before and after the actual delivery event".

The delivery of technical assistance was described by Neufeld (1978) and Trohanis (1976b) as taking several forms, including consultation, workshops, training, seminars, materials, informal conversa-

tions, letters and telephone contacts. The delivery of the assistance program will take form and substance from the methods and activities agreed to in the contract between the client and provider. As the provider-client relationship becomes more informal, assistance activities will also take on a more informal pattern.

Havelock (1978, pp. 47-55) viewed technical assistance as systems building. The provision of services to the client was seen not simply as the transferral of knowledge or skills from the provider to the client, but an ongoing relationship between the two parties. Havelock predicated six preliminary steps or processes which must occur prior to the delivery of technical assistance. Briefly, the six steps were:

1. Client undergoes a self appraisal;
2. Client communicates a need for assistance;
3. Provider interprets the client's call for help;
4. Provider determines if it is competent to assist;
5. Provider informs client of its ability to help;
6. Client determines if the provider has the services it needs.

Havelock (p. 48) did not regard the delivery of technical assistance as the final step in the assistance effort. Havelock viewed technical assistance in the same manner as Neufeld (1978), Clifford and Surles (1976), and Bartel (1976), in that he perceived it to be both long term and cyclical. Havelock suggested the relationship between

the provider and client develops over time along a four stage process. The first stage occurs when the client calls attention to its need for help, while at the same time the provider is "creating awareness" of its ability to help. The second stage involves ad hoc technical assistance. Havelock viewed this initial period of technical assistance as an opportunity for the client and provider to establish a trusting and confidence building relationship. The third stage in the client-provider relationship is the involvement of the provider in a diagnostic evaluation of the client's operation. The fourth and final stage is a "comprehensive collaborative" relationship involving planning and problem solving.

Trohanis (1976) and Richman (1976) regarded the delivery of assistance as a communication process in which the provide and client must continue to communicate and "work together in the identification and solution of problems". Tohanis (1976, p. 18) outlined five areas of importance in the delivery state: resources; quality; synergism; management; and selection. Resources referred to the capabilities of the provider. Quality concerned the delivery of "credible, competent and authoritative services". Synergism referred to a multi-delivery system approach to technical assistance. Management concerned the provision of systematic procedures in planning and implementation of service delivery. Finally, selection referred to the input of the client in the actual delivery of technical assistance.

Surles and Clifford (1976), Wiegerink and Bruninghaus (1976) and Trohanis (1976) pointed out that in the delivery phase of technical

assistance additional needs may be detected which may supplant those originally conceived by the client to be of importance. The newly identified needs should result in negotiations between the client and provider which could lead to mutually agreed upon modifications in the technical assistance agreement.

Evaluation Of Technical Assistance

The final phase of an assistance program is an evaluation of its effectiveness in meeting the goals agreed to in the contract. Neufeld (1978, p. 37) cautioned that the client should be aware that the evaluation of the assistance program is not an evaluation of the client's programs or efforts during the delivery of the assistance. Failure to reassure the client on this issue will result in internal resistance in the client's organization to the technical assistance program. Such resistance can result in destroying the effectiveness of the technical assistance effort.

Gallagher (1976b, p. 79) focused on the dilemma of evaluating technical assistance where forces in the client's organization or environment, or a combination of both, influenced the impact of the assistance program. Gallagher claimed that when a technical assistance program addressed a specific and narrow objective, there was greater credibility in the evaluation results. However, when the assistance program was aimed at a broader objective, which was subject to a variety of intervening influences, there was a need for greater objectivity in the evaluation process. Such objectivity was assured

to a greater degree when the evaluation is conducted by a third party evaluator.

Gallagher (p. 77-79) presented four stages or levels of evaluation involved in training and technical assistance. Stage one evaluated the implementation of technical assistance through simple data collection methods designed to determine the degree of implementation and completion of the assistance program. The second stage concerns the evaluation of the recipients in the training programs in terms of measuring change or acquisition of skills and knowledge. The third stage evaluated the impact of the new skills on the recipients of the client's services. The fourth and final evaluation stage involved gauging the impact of the assistance program on the environment or community in which the client operates. Gallagher (p. 80) recommended that the last two stages required third party evaluators in order to avoid the biases of the assistance providers.

Finally, Gallagher (p.80-81) recommended case studies as an evaluation tool to determine the "parameters of success". By this, Gallagher meant that case studies could determine why certain aspects of the assistance program proved successful.

Tracy (1978, p. 12) stated that once the evaluation data has been collected, the provider and client must compare the outcomes with the stated objectives of the assistance agreement. Evaluation permits the providers to determine what discrepancies exist between stated expectations and realized outcomes. Finally, the evaluation process must make a judgement as to the cost effectiveness of the assistance effort.

Wiegerink and Bruinghaus (1976) and Trohanis (1976b) stated that the roots of an evaluation are to be found in the negotiation and delivery of the assistance program. Trohanis (1976b, p. 20) claimed that in the selection of the assistance package the substance and style of the evaluation began to take form. As mentioned earlier, the technical assistance agreement should address the procedures to be used in the evaluation.

An evaluation of the technical assistance program provides, according to Trohanis (1976a, p. 20), a form of needs assessment which enables the provider and client to understand the current needs of the client. As a result of the evaluation, the cycle of the technical assistance has come full circle and the option of further assistance rests with the client.

While the above components of the technical assistance program, according to Stedman (1976, p. 13), are common to all assistance programs, the specifics of any one assistance program are determined by the characteristics of the client's organization and the content of the assistance package.

Richman (1976, pp. 30-31) viewed a technical assistance program as an attempt to "solve the client's immediate or long range problem as mutually defined" by the provider and client. The long range goal of technical assistance is to develop the knowledge and skills within the client's organization which will enable the client to determine and solve its own problems.

Role Of Technical Assistance In State Special Education Agencies

Trohanis and Clifford (1976, pp. 59-65) reported on a survey of special education officials in state education agencies (SEAs) on the role of technical assistance in SEAs. State directors of special education in seven eastern states and the District of Columbia indicated that all SEAs provided technical assistance to local school districts directly or via regional education service agencies (RESAs). In addition, some state directors reported that their SEA provided technical assistance to RESAs in their states.

The survey, conducted in 1976, revealed that the most frequent modes of technical assistance used by SEAs included workshops, consultation, conferences and information packets. In assessing the effectiveness of the SEA's delivery of technical assistance, most states indicated a lack of systematic evaluation procedures. In general, effectiveness was often measured by informal means including the reaction of the clients to particular assistance activities and the frequencies of requests for assistance.

In summary, the review of the literature on voluntary educational cooperatives indicated three general areas in which the cooperative approach has encountered difficulties. First, the lack of a solid financial and legal basis for educational cooperatives in many of the states provided a constant threat to their continued existence. Additionally, the financial instability may impact on the long range capabilities of educational cooperatives to plan programs and services.

A second problem area was the tendency for participating school districts to squabble over programs and services, including personnel and facilities. This infighting appeared to occur in new cooperatives where districts did not have a history of cooperation. The cause of inter-district squabbling was the fear of local school district officials that the cooperative would usurp their control over programs, services, personnel. This threat to local autonomy, if not diminished could put the brakes on inter-district cooperation. The third problem area identified in the literature was the impact of the rural setting on educational cooperatives. Smaller schools and the lack of trained personnel in speciality areas, among other factors, have been the driving force for cooperation in rural areas. At the same time, the rural topography and remoteness of the population stood as major barriers to effective cooperation.

The provision of technical assistance, as indicated in the literature, is an ongoing process beginning with the client being aware of the need for assistance and the awareness of the provider's services. Technical assistance should be viewed as cyclical in nature, rather than seen as a series of discrete steps in a chain of events. Each component of the technical assistance process can act as feedback to the provider and client, resulting in a reassessment of the client's assistance needs. The evaluation of a technical assistance program follows a cyclical pattern since it provides additional needs assessment data to the client and informs both the client and the provider on the status of the client's organization. Evaluation should be seen by the

client as a non-threatening process which provides assessment data for future decision making. Finally, the literature stressed the client-provider relationship as one that must be based upon trust and confidence in order that long term assistance can be beneficial to the client.

CHAPTER 3

METHODOLOGY

The program of technical assistance for the fifteen area cooperatives was developed by the Kentucky Department of Education's Bureau of Education for Exceptional Children (BEEC) in response to problems identified by BEEC staff during the cooperatives' first year of operation. The program contains eight components designed to strengthen the cooperative concept by addressing specific problem areas. The components include on-site visits to all area cooperatives; workshops and conferences for area cooperative participants; development of a resource manual on educational cooperatives; a statewide meeting of area cooperative coordinators; quarterly mailings; consultations; and, assistance in the development of the 1982-83 continuation proposals.

In order to evaluate the effectiveness of the technical assistance program, this study will employ the discrepancy evaluation model. As described by Yavorsky (1977, pp. 7-8), this method of program evaluation is based upon comparing program performances to pre-established standards. This comparison allows for the collection of discrepancy information and explanation of standards being not met, met or exceeded. The utilization of this evaluation model will allow for the determination of the effectiveness of each component of the technical assistance

program as well as effectiveness of the total program.

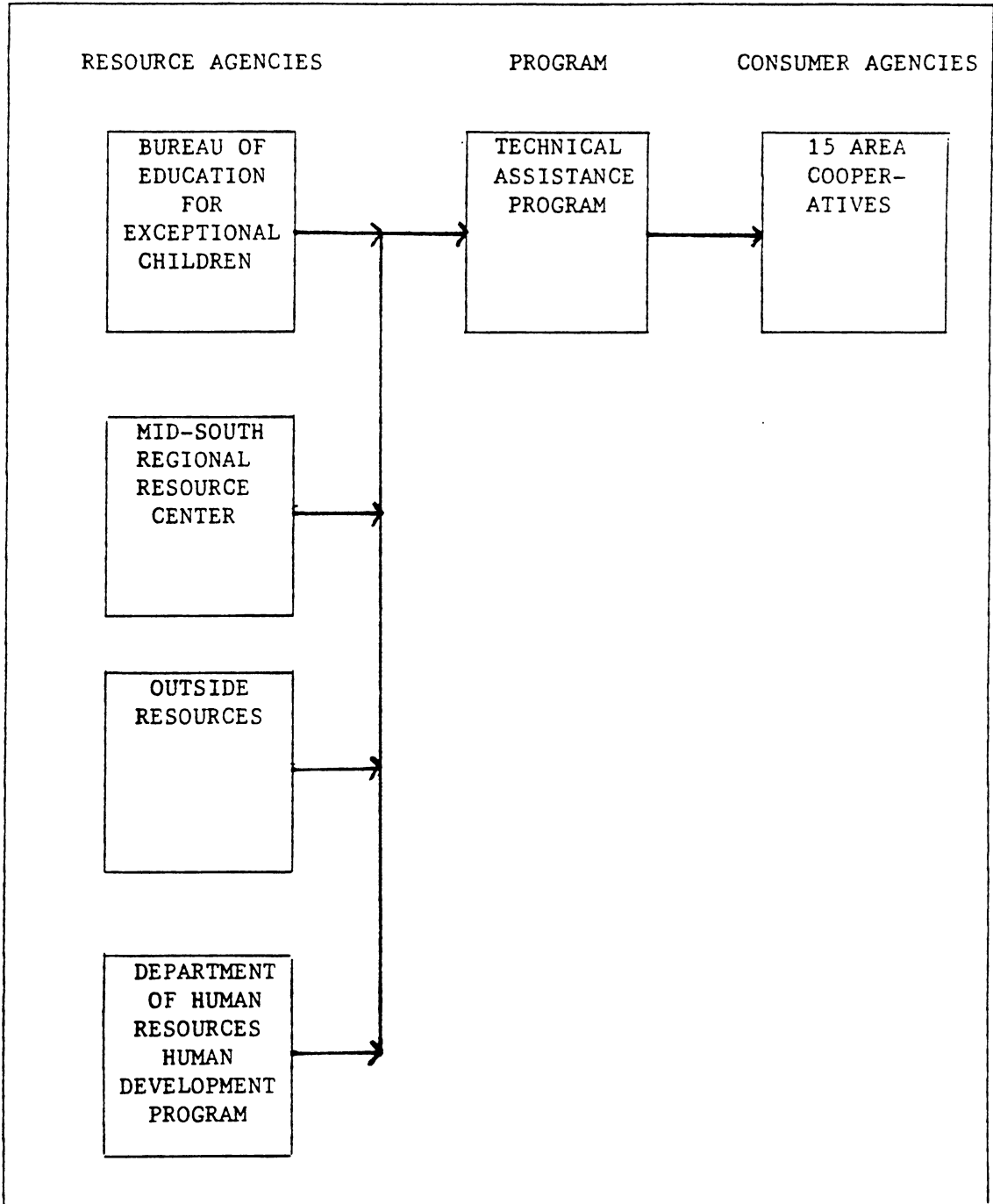
Chapter 3 contains the plan for the evaluation of the technical assistance program in two sections. The first section contains the program design. The design is developed in two levels. The first level describes each component of the assistance program in terms of its resources (inputs), delivery (process) and performance goals (outputs). The second level contains each program component's subcomponents with their attending inputs, process, and outputs.

Specific performance standards developed in the program design are incorporated in the evaluation design which is described in the second section of the Chapter. Not all performance standards are selected for inclusion in the evaluation design since only those performance standards which were of direct importance to the desired outcomes of the assistance program needed to be utilized. The evaluation design outlines the major concerns of the evaluation and lists the specific performance standards and rationale for their inclusion. Finally, the evaluation workplan contains information on how and when the discrepancy data was collected. The analysis of the discrepancy information is discussed in the evaluation component of the program design.

In summary, the program design is presented first. Charts are used to demonstrate the relationship of program components. Following the program design are the evaluation design and workplan.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN
TECHNICAL ASSISTANCE PROGRAM

LEVEL I NETWORK



PROGRAM DESIGN LEVEL I

1.0 ON-SITE VISITS

INPUTS

BEEC Staff
Area Cooperative Coordinators
Fiscal Agent Superintendents
Area Cooperative Board Members
Area Cooperative Staff
Superintendents of participating school districts

PROCESS

On-site visits will be conducted for all fifteen area cooperatives by BEEC staff between September 1981, and February 1982. Each visit will last from two to three days depending on the size and complexity of the cooperative. Each visit will include meetings with the area cooperative coordinator, fiscal agent superintendent, area cooperative board members, cooperative staff and where appropriate, superintendents of participating school districts. A visit to programs or services provided by the cooperative will be part of each visit.

BEEC staff will report the findings of each visit in a written report which will be shared with the area cooperative. The participants will have an opportunity to respond to the report.

OUTPUTS

Increased awareness on the part of the area cooperative participants of the cooperative concept.

Written summary of the findings of each site visit.

Responses to the summary by area cooperative coordinators.

2.0 WORKSHOPS AND CONFERENCES

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<p>The Bureau of Education for Exceptional Children will sponsor a series of workshops/conferences during the 1981-82 school year for participants of area cooperatives. Topics for these meetings will include interagency collaboration, awareness of other area cooperative programs, and, needs assessments.</p> <p>Where appropriate the BEEC will involve outside agencies and consultants to be involved in the planning and/or presentation of the workshops or conferences.</p> <p>Participants will evaluate the workshops and conferences immediately following their conclusion.</p>	<p>Increased awareness by area cooperatives of inter-agency collaboration.</p>
Outside Consultants		<p>Increased ability of area cooperatives to describe interagency efforts.</p>
Other Agencies		<p>Increased awareness of area cooperatives of other area cooperatives in Kentucky.</p>
Area Cooperative Coordinators		<p>Increased utilization of needs assessment data in preparing continuation proposals by area cooperatives.</p>
Area Cooperative Board Members		<p>Evaluation data on workshops and conferences.</p>
On-Site Visit Reports		

3.0 RESOURCE MANUAL

INPUTS	PROCESS	OUTPUTS
BEEC Staff Mid-South Regional Resource Center Staff Area cooperative products or best practices Administrative Funds On-site visit reports Consultations	<p>The Bureau of Education for Exceptional Children will contract with the Mid-South Regional Resource Center to develop a resource manual on educational cooperatives. The manual will include examples of best practices for the operation, financing, organization and administration of educational cooperatives. The manual will also include examples of needs assessment instruments and programs and services offered by cooperatives across the nation. In addition, BEEC staff will provide Mid-South with examples of best practices or products developed by Kentucky's area cooperatives, for inclusion in the manual.</p> <p>Mid-South will print and deliver to BEEC 250 copies of the manual by January 1, 1982. The BEEC will distribute the manuals to the area cooperatives at a meeting in February, 1982 (see 4.0 Statewide Meeting).</p>	<p>A Resource Manual on educational cooperatives.</p> <p>BEEC Contract with Mid-South to develop and deliver 250 copies of the Resource Manual.</p> <p>A planning tool for area cooperatives (see 4.0).</p>

3.0 RESOURCE MANUAL (continued)

INPUTS

PROCESS

OUTPUTS

The Resource Manual will be evaluated by area cooperative coordinators at the February meeting (see 4.0).

Evaluation data on the Resource Manual.

4.0 STATEWIDE MEETING

INPUTS	PROCESS	OUTPUTS
BEEC staff	The Bureau of Education for Exceptional Children will conduct a meeting for all area cooperative coordinators and/or other cooperative representatives in February, 1982, in Frankfort. The meeting will have three distinct purposes: 1) distribute and review the 1982-83 Discretionary Grant Proposal Application Package; 2) distribute and review the use of the Resource Manual on educational cooperatives; and, 3) conduct a training session on planning an area cooperative program using needs assessment data.	Distribution of 1982-83 Proposal Application Package to area cooperatives.
Area Cooperative coordinators		Distribution of Resource Manual to area cooperatives.
Other area cooperative representatives	Participants will evaluate the statewide meeting at its conclusion.	Increase awareness of area cooperative participants of the use of needs assessment data in an area cooperative program.
1981-82 Discretionary Grant Proposal Application Package		Evaluation data on meeting.
Resource Manual		
On-site visit reports		
Workshops/Conferences		
Consultations		

5.0 QUARTERLY MAILINGS

INPUTS	PROCESS	OUTPUTS
<p>BEEC Staff</p> <p>Area cooperative's quarterly reports</p> <p>Journal articles</p> <p>On-site visits</p> <p>Consultations</p>	<p>The Bureau of Education for Exceptional Children will collate information from quarterly reports submitted by area cooperatives. This information will be a part of the information mailed to each cooperative on a quarterly basis. In addition to the summaries, relevant journal articles on educational cooperatives on the delivery of education to handicapped children in rural areas will be included in the mailings.</p> <p>Area cooperative coordinators will evaluate the effectiveness of the quarterly mailings in May, 1982.</p>	<p>Increased awareness by area cooperative participants of the activities of other area cooperatives.</p> <p>Increased communication among area cooperatives regarding program activities.</p> <p>Increased awareness of the cooperative concept as practiced by other Kentucky cooperatives.</p> <p>Evaluation data on quarterly mailings.</p>

6.0 CONSULTATION

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area Cooperative Coordinator Area Cooperative Board Members On-site visit reports Statewide meetings Workshops/Conferences	<p>The Bureau of Education for Exceptional Children will provide consultation to area cooperatives by telephone, mail, or in person. Consultation will stress the cooperative concept in dealing with problems in the operation of the cooperative or its program and service delivery system.</p> <p>BEEC staff will identify resources available to the cooperative which may aid the solution of problems encountered or facilitate the implementation of the cooperative's programs.</p> <p>Area cooperative coordinators will evaluate BEEC consultation in May, 1982.</p>	<p>Increased awareness of solving problems unique to a cooperative arrangement.</p> <p>Evaluation data on consultation activities.</p>

7.0 PROPOSAL DEVELOPMENT

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area Cooperative Coordinators Area Cooperative Board Members 1982-83 Discretionary Grant Application Package	Between mid-February and mid-May, 1982, the Bureau of Education for Exceptional Children will provide assistance to area cooperatives in the preparation of their 1982-83 discretionary proposals. This assistance will be made available upon request from an area cooperative.	Increase the ability of area cooperative participants to develop a continuation proposal.
On-site visit reports Consultations	BEEC staff assistance will be limited to making suggestions and recommendations to the area cooperative participants and will not direct the development of the proposal or participate in the actual writing of the document.	Evaluation data on additional assistance.
	Area cooperative coordinators will evaluate BEEC assistance in June, 1982.	

8.0 EVALUATION

INPUTS	PROCESS	OUTPUTS	
BEEC Staff	<p>The Bureau of Education for Exceptional Children will evaluate its program of technical assistance to area cooperatives using a variety of data. In June, 1982, each area cooperative coordinator will be surveyed to determine the impact of each component of the technical assistance program on the development of their 1982 continuation proposals. In addition, each coordinator will be asked to identify other sources which influenced the development of their proposal.</p>	Evaluation report on the effectiveness of the total assistance program.	
Panel of Experts		Recommendations on the future technical assistance by BEEC to area cooperatives.	
Questionnaires			
Site Visits			
Surveys			
Record of Attendance at technical assistance activities			
Record of Consultations	<p>A Panel of Experts will review and rate the proposals submitted by area cooperatives for 1981-82 with those proposals submitted for 1982-83. This information will be used to assess the impact of the technical assistance program on strengthening the cooperative concept as described in those proposals. Other evaluation data collected during the year will be used with the information from the panel to determine the overall effectiveness of the assistance program.</p>		

8.0 EVALUATION (continued)

INPUTS

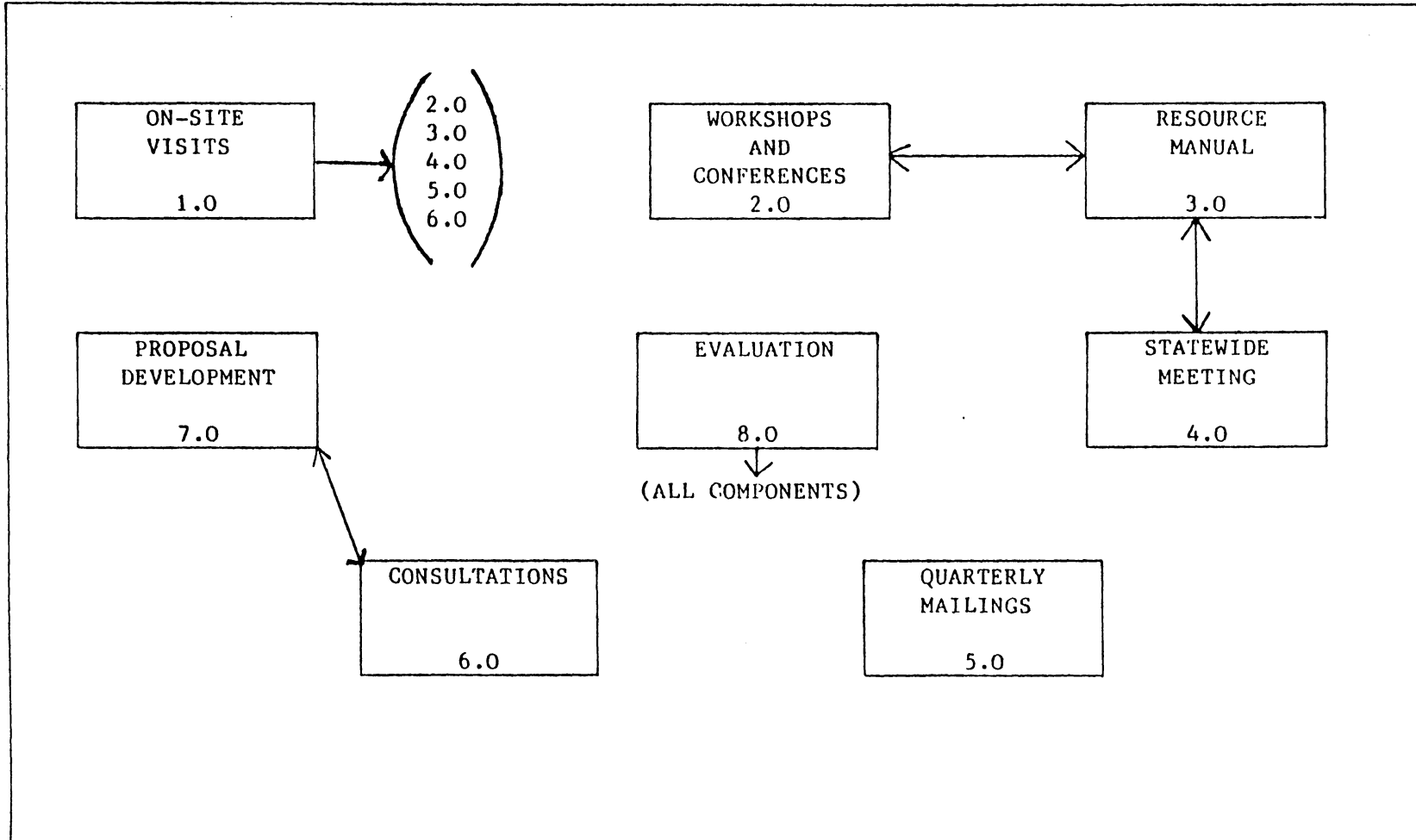
PROCESS

OUTPUTS

The analysis of the evaluation data will result in a report on the effectiveness of the technical assistance program. Recommendations for future assistance activities for area cooperatives will be made.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL II NETWORK



PROGRAM DESIGN LEVEL II

1.0 On-Site Visits

INPUTS

PROCESS

OUTPUTS

BEEC Staff

Area Cooperative Coordinators

1.1 SCHEDULING

In early September, 1981, the Bureau will develop an on-site visit schedule of all fifteen area cooperatives. Each visit will last two to three days and all on-site visits will be completed before the middle of February, 1982.

The Bureau will notify each area cooperative of the tentative dates for their on-site visit. Two weeks before the visit, the area coordinators will be contacted in order to complete the details of the visit. The itinerary for the visit will be confirmed by the coordinator before the scheduled visit.

Each area cooperative is scheduled for site visit as evidence by BEEC On-site notebook.

Itinerary for each visit as evidence by BEEC On-site visit notebook.

BEEC Staff:

Consultant for Discretionary Grant Program
Field Service Consultant(s)
Other staff from Supporting Services or Categorical Programs

1.2 ENTRY MEETING

Each on-site visit to an area cooperative will begin with a meeting with the fiscal agent representative of the cooperative. The purpose of this meeting is to explain the nature of the on-site visit and to determine the level of understanding of the

Increased awareness of the fiscal agent representative for the area cooperative and the cooperative concept.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

1.0 On-Site Visits (continued)

INPUTS	PROCESS	OUTPUTS
<p>Fiscal Agent Representative Area Cooperative Coordinator</p>	<p>fiscal agent representative of the cooperative's operation and the concept of educational cooperatives. At the conclusion of the site visit an exit meeting will be held with the fiscal agent representative to review the findings of the visit.</p>	
<p>BEEC Staff Area Cooperative Coordinator</p>	<p>1.3 <u>REVIEW OF PROGRAM PLAN</u> Following the meeting with the fiscal agent representative, BEEC staff will meet with the area cooperative coordinator to review the current level of implementation of the cooperative's program plan. Each program component will be discussed and suggestions made for resolving current problems or future activities in each program area. Included in the review will be the budget records. The financial status of the cooperative will be assessed as well as any problems encountered with the quarterly financial reports.</p>	<p>The area cooperative coordinator is able to describe problems and progress in program implementation.</p> <p>The coordinator is aware of the fiscal needs of the cooperative.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

1.0 On-Site Visits (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Members of the Area Cooperative Board	<p>1.4 <u>AREA COOPERATIVE BOARD</u></p> <p>Where possible, BEEC staff will meet the area cooperative board at their regular business meeting. In all cases, BEEC staff will meet with the members of the board in individual private sessions. One purpose of these meetings is to determine the understanding of the cooperative concept on the part of each board member. In addition, an attempt will be made to determine if the cooperative is serving the needs of each participating school district. Finally, attempts will be made to solicit from board members suggestions for the current or future operation of the cooperative.</p>	<p>Board members are aware of the benefits of the cooperative to their school district.</p> <p>Board members are able to identify potential needs for the future operation of the cooperative.</p> <p>Board members are aware of the need to keep their superintendents informed.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

1.0 On-Site Visits (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area Cooperative Staff	<u>1.5 AREA COOPERATIVE STAFF</u> Where appropriate, area cooperative staff will be interviewed to determine the level of operation of the cooperative's service delivery system. The cooperative staff will be asked their role in the operation of the cooperative and suggestions will be solicited on current or future activities of the cooperative.	Area cooperative staff made suggestions for future operation of the cooperative.
BEEC Staff Area Cooperative Staff Area Cooperative Coordinator	<u>1.6 VISIT TO PROGRAMS AND/OR SERVICES</u> Where appropriate, visits will be conducted to programs or services operated by the area cooperative. The purpose of the visits is to view the cooperative delivery system in action.	The coordinator and staff are able to assess the strengths and weaknesses of the delivery system.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

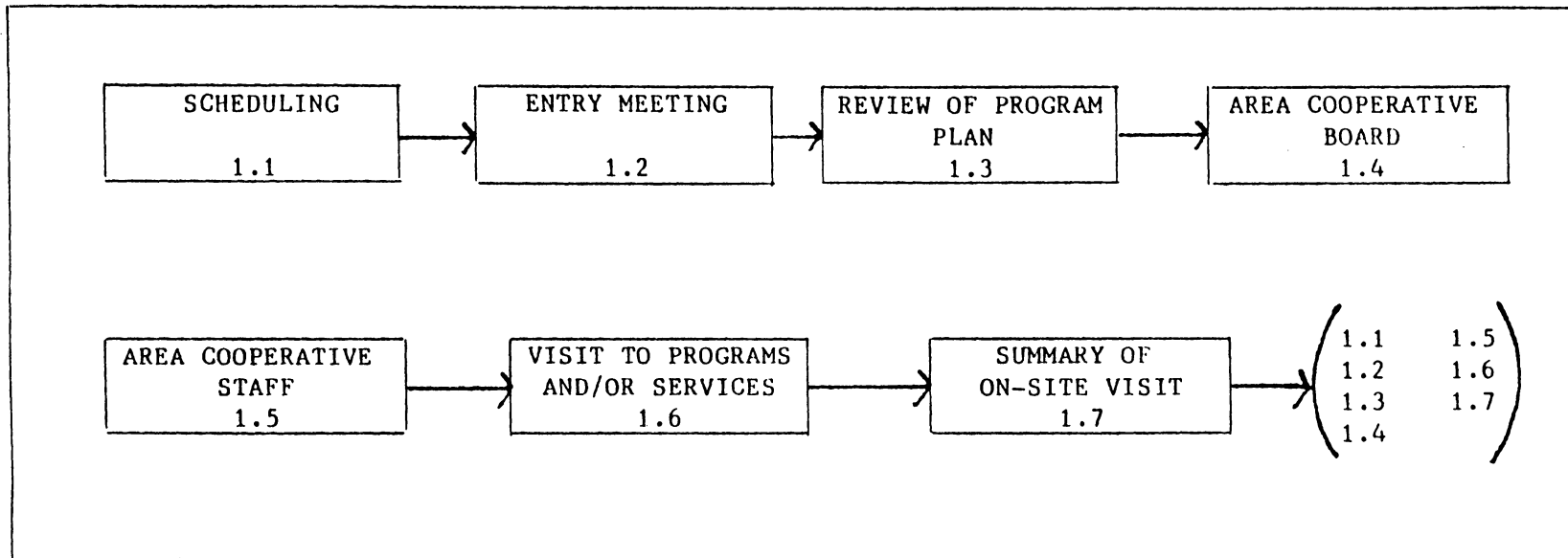
1.0 On-Site Visits (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<p><u>1.7 SUMMARY OF ON-SITE VISIT</u> Within two weeks of conducting an on-site visit, the area cooperative coordinator will receive a written report from BEEC summarizing the findings of the visit. Included in the report will be BEEC's assessment of the level of operation of the area cooperative; the financial and programmatic status of the cooperative; and suggestions and recommendations made by various cooperative participants for the future operation of the cooperative. The area coordinator will be advised to react to the report in writing. It will be the responsibility of the coordinator to disseminate this report to the participants of the cooperative.</p>	<p>Increased awareness in participants of the status of their cooperative.</p> <p>Identification of possible future activities of the cooperative.</p> <p>On-Site Visit Report</p> <p>Reactions at area cooperatives to on-site visit reports</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

1.0 ON-SITE VISITS



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

2.0 Workshops and Conferences

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<p>2.1 <u>INTERAGENCY CONFERENCE</u> The Bureau of Education for Exceptional Children will participate with the Kentucky Department of Human Resources (DHR) in a two day conference on interagency coordination of agencies serving the handicapped. DHR will sponsor the conference and it will be held in September, 1981, in Elizabethtown, Kentucky.</p>	<p>Representatives from area cooperatives and Comprehensive Care Centers attended conference.</p>
DHR Staff		
<p>Area cooperative representatives</p>		<p>Human Development Program planned the program and hired consultant to conduct the sessions.</p>
<p>Comprehensive Care representatives</p>		
<p>Human Development Program staff</p>		<p>Area cooperative participants are aware of service mandates of DHR.</p>
<p>Conference Materials</p>	<p>The BEEC will invite two representatives from area cooperatives to attend and DHR will invite two representatives from each of their comprehensive care centers in the state.</p>	<p>Area cooperative participants are familiar with barriers to interagency coordination.</p>
<p>Questionnaire</p>	<p>DHR will contract with the University of Kentucky's Human Development Program to develop and plan the conference agenda, and hire a consultant to conduct the training.</p>	<p>Area cooperative participants are exposed to successful interagency efforts.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

2.0 Workshops and Conferences (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area cooperative representatives Cooperatives' products or materials Statistical Report on area cooperatives for 1980-81	<p>The conference program will include an overview of the service mandates of DHR and BEEC in serving handicapped children; panel discussion on successful interagency efforts; identification of barriers to interagency efforts; and identification of strategies to overcome barriers.</p> <p><u>2.2 BEEC ANNUAL CONFERENCE</u> In conjunction with the Bureau's Annual Conference, BEEC staff will conduct a two hour session for area cooperative participants on October 30, 1981, in Louisville, Kentucky.</p> <p>The Conference session will be arranged so that each area cooperative will have its own table for display of materials or products developed over the past year. At the beginning of the session, BEEC staff will present a statistical report summarizing the activities of the area cooperative for the</p>	<p>Area cooperative participants broaden their knowledge based on interagency collaboration.</p> <p>Area cooperative representatives are exposed to the activities of other area cooperatives.</p> <p>Area cooperative representatives developed contacts with representatives from other cooperatives.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

2.0 Workshops and Conferences (continued)

INPUTS

PROCESS

OUTPUTS

year ending August 31, 1981. Following this report, each cooperative representative will give a five minute talk outlining the activities of their cooperative for the past year. At the conclusion of the presentations, an informal sharing of information and products among representatives will take place.

At the conclusion of the session, participants will be given an evaluation form to rate the session. The evaluation instrument will be collected as they depart from the room.

Evaluation of the conference.

BEEC Staff

Representatives from area cooperatives

Simulation materials

Outside Consultants

2.3 KENTUCKY CEC MEETING

Staff from the Bureau of Education for Exceptional Children will conduct a two hour workshop for area cooperative representatives in conjunction with the meeting of the Kentucky CEC in April, 1982. The workshop will be a follow-up to the Interagency Conference (see 2.1).

Representatives from cooperatives are exposed to the dynamics of interagency collaboration.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

2.0 Workshops and Conferences (continued)

INPUTS	PROCESS	OUTPUTS
Interagency Conferences On-Site Visit Reports	The workshop will provide simulation training on interagency collaboration. BEEC staff will consult outside consultants for the materials needed in this simulation exercise.	Representatives from area cooperatives expanded their knowledge base of interagency collaboration.
Consultations	The cooperative representatives will be divided into groups and assigned a role as a member of a planning group representing several public and private agencies. The planning groups will be involved in several meetings during the session. Each meeting will represent a point in time after the preceding session. The planning group will be assigned a task of developing an interagency agreement among the agencies for joint sharing of a facility for delivery of services to handicapped children. During the simulated meetings, each planning member will have a role information card to indicate how they should play their role in a given meeting. Each meeting the planning members participate in will	Representatives from area cooperatives are able to describe the basic steps of an interagency effort.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

2.0 Workshops and Conferences (continued)

INPUTS

PROCESS

OUTPUTS

result in barriers which must be addressed. At the conclusion of the session, each group will relate to the total group of participants how their group worked and the results of their efforts.

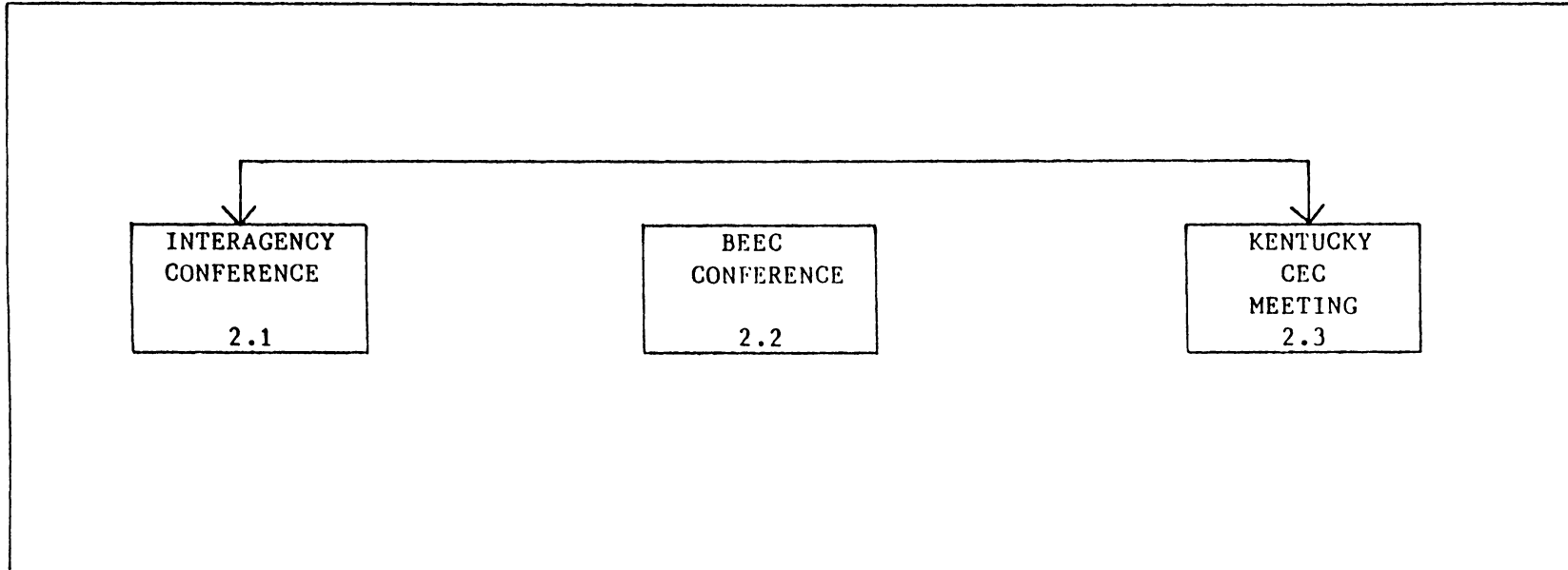
An evaluation questionnaire will be distributed at the end of the session.

Evaluation data collected on the session.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

2.0 WORKSHOPS AND CONFERENCES



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

3.0 Resource Manual

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<p><u>3.1 DEVELOPMENT OF THE MANUAL</u> The Bureau of Education for Exceptional Children will review with the staff of the Mid-South Regional Resource Center, the need and purpose of a resource manual for the fifteen area cooperatives. The Bureau and Mid-South will discuss the contents and total number of copies that will be needed and the date for their delivery.</p>	<p>Agreement between BEEC staff and Mid-South staff on the contents of the resource manual.</p>
Mid-South Regional Resource Center Staff	<p>The Bureau staff will outline the contents of the manual to Mid-South staff. The contents will include best practices of educational cooperatives across the nation in the areas of: administration, financing, program and service delivery, organizational structure and examples of agreements between school systems setting up a cooperative.</p>	<p>Agreement between BEEC staff and Mid-South staff on the number and delivery of the copies of the resource manual.</p>
On-Site Visits	<p>By the end of October, 1981, the Bureau and Mid-South will sign an agreement for the development and</p>	<p>Agreement between BEEC staff and Mid-South staff on the responsibility of BEEC staff to edit drafts of the manual.</p>
Consultations		<p>Written agreement between BEEC and Mid-South for delivery of 250 copies of the manual.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

3.0 Resource Manual (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff	printing of 250 copies of the manual for delivery on January 4, 1982. Included in the agreements will be the Bureau's responsibility to edit drafts of the resource manual as they are prepared for review by Mid-South.	Edited drafts of the resource manual.
Mid-South Staff	<u>3.2 EDITING OF DRAFTS</u> BEEC staff will edit drafts of the resource manual as they are presented by staff from Mid-South. BEEC staff will edit out materials which conflict with current state laws so as to enhance the usability of the manual for Kentucky's cooperatives.	Inclusion of best practices from Kentucky area cooperatives in the manual.
Drafts of the Manual	BEEC staff will provide examples of best practices from area cooperatives in Kentucky. In addition, products developed from area cooperatives in Kentucky will be selected for inclusion in the manual.	Final draft approved by December 23, 1981.
	The final draft of the manual will be edited by BEEC staff and returned to Mid-South by December 23, 1981.	

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

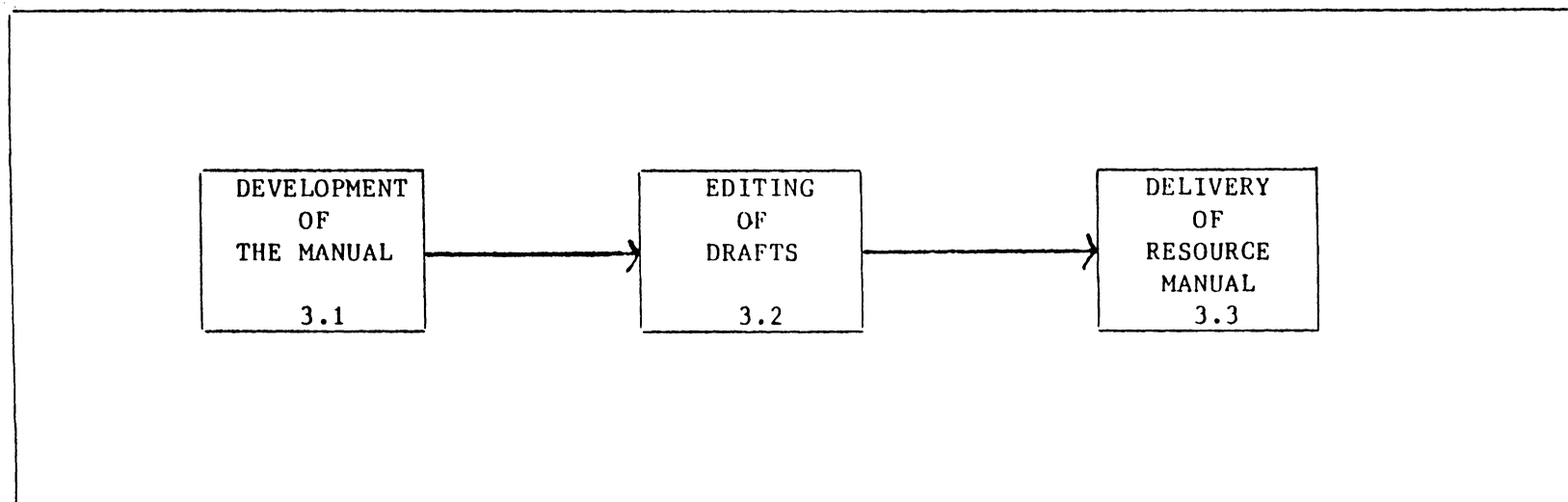
3.0 Resource Manual (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Mid-South Staff 250 copies of the Resource Manual	<u>3.3 DELIVERY OF RESOURCE MANUAL</u> Mid-South staff will deliver 250 copies of the resource manual to BEEC staff on January 4, 1982. BEEC will disseminate the resource manuals at the statewide meeting for area cooperative coordinators in February, 1982. (See 4.2)	250 copies of the resource manual delivered on January 4, 1982.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

3.0 RESOURCE MANUAL



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

4.0 Statewide Meeting

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<u>4.1 1982-83 DISCRETIONARY GRANT APPLICATION</u>	Area cooperative coordinators will be familiar with the 1982-83 application package.
Revised Discretionary Grant Application Package	The first session of the statewide meeting of area cooperative coordinators will be devoted to the dissemination and review of the 1982-83 Discretionary Grant Application package. Included in the package will be the necessary forms and instructions for completing the application. Any new forms for instructions accompanying the application will be thoroughly reviewed.	Area cooperative coordinators will be aware of the new forms and instructions for completing the application.
1982-83 Allocations for each cooperative	BEEC staff will outline common errors made in previous discretionary grant proposals. In addition, area cooperative coordinators will be urged to fully describe the rationale and program plan of their proposals.	Area cooperative coordinators will be familiar with common problems in past proposals.
On-Site Visit Reports	BEEC staff will announce the 1982-83 funding allocations for each area cooperative.	Area cooperative coordinators will be aware of the need to describe fully their rationale and program plan sections of the proposal.
Consultations with area cooperative coordinators		

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

4.0 Statewide Meeting (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Copies of the Resource Manual	<p>4.2 <u>RESOURCE MANUAL</u> During the second session of the statewide meeting, BEEC staff will disseminate copies of the Resource Manual to the area cooperative coordinators.</p> <p>BEEC staff will review the contents of the Resource Manual with the coordinators and explain how the manual can be used as a planning tool for area cooperatives in their preparation of their 1982-83 proposals. (Contents of the manual are described in section 3.1.)</p>	<p>Area cooperative coordinators will be knowledgeable of the amount of funding for their 1982-83 grant.</p> <p>Copies of the Resource Manual disseminated to area cooperative coordinators.</p> <p>Coordinators are familiar with the contents of the Resource Manual.</p> <p>Coordinators have a workable knowledge of how to use the manual.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

4.0 Statewide Meeting (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<p><u>4.3 TRAINING SESSION</u> During the last session of the statewide meeting, BEEC staff will conduct a training program on the development and use of needs assessment data for planning an area cooperative program.</p>	<p>Area cooperative coordinators are exposed to the concept of needs assessment in planning a cooperative program.</p>
Training Materials	<p>Area cooperative coordinators will be divided into groups to simulate cooperative planning committees. Each committee will be given different simulated data for a mythical region of the state. Each planning group will be responsible for developing a strategy and workplan for designing a needs assessment instrument. The planning groups will share their work with the total group. Finally, each planning group will be given additional simulated data and will be responsible for interpreting the data in terms of program options for service delivery by the cooperative. The planning group will then prioritize the options. Each planning group will report their process of prioritization and selection to the</p>	<p>Coordinators will have expanded their knowledge base on needs assessment techniques.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

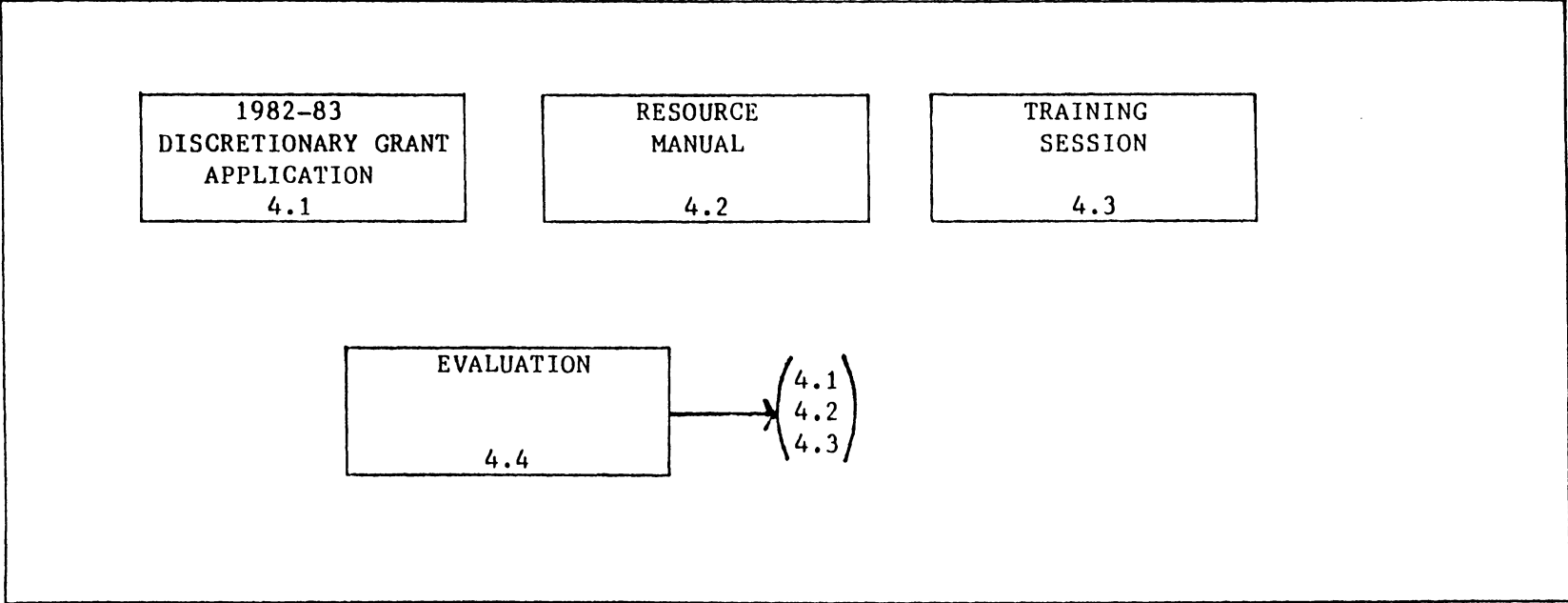
4.0 Statewide Meeting (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff	total group.	
Questionnaires	<p>4.4 <u>EVALUATION</u> At the conclusion of the final session, BEEC staff will distribute to the area cooperative coordinators a questionnaire for coordinators to evaluate the statewide meeting. The questionnaire will address all three sessions of the meeting separately as well as rating the entire meeting. The questionnaire will use a rating scale of 1 to 5 with 1 being "of little use" and 5 being "of great use".</p>	<p>An evaluation of the entire meeting.</p> <p>An evaluation of each session of the meeting.</p>
Area Cooperative Coordinators	<p>A separate questionnaire dealing with the resource manual will be distributed with the manual. The questionnaire will evaluate each content area of the manual as well as its utility for each cooperative coordinators. The questionnaire will also use a rating scale of 1 to 5 and will be collected at the same time as the other questionnaire.</p>	<p>An evaluation of the resource manual.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

4.0 STATEWIDE MEETING



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

5.0 Quarterly Mailings

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area cooperative coordinators Quarterly summaries	<p>5.1 <u>QUARTERLY SUMMARIES</u> At the end of each quarterly reporting period (10/15/81, 1/15/82 and 4/15/82) area cooperative coordinators will submit a one page summary highlighting the activities of their cooperative. BEEC staff will assemble the summaries and organize them according to the general focus of the cooperatives: secondary programs; child find and evaluation; related services; low-incidence handicapping conditions; direction services; curriculum development and, inservice. In addition to the summaries, the name, address, phone number and contact person for each area cooperative will be provided for each mailing.</p>	Area cooperative coordinators are exposed to the activities of the area cooperatives.
BEEC Staff Journal articles and other publications On-Site Visit Reports	<p>5.2 <u>PUBLICATIONS</u> The BEEC staff person directing the discretionary grant program will review selected journals such as CEC and publications of the National Rural Research Project, for articles on</p>	Area cooperative participants are exposed to research on educational cooperatives and rural service delivery.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

5.0 Quarterly Mailings (continued)

INPUTS	PROCESS	OUTPUTS
Consultations with Area Cooperative Coordinators	educational cooperatives and service delivery in rural areas.	Area cooperative participants strengthen their understanding of the cooperative concept.
BEEC Staff	<u>5.3 COVER LETTER</u> The BEEC staff person directing the discretionary grant program will prepare a cover letter for each quarterly mailing. The cover letter will review the contents of the quarterly mailing and recommend that followup to the information provided on the area cooperatives be directed to the specific contact person for the cooperative. In addition to the contents of the mailing, the cover letter will announce upcoming events of interest to all area cooperatives. Finally, the cover letter will address any operational problems encountered by most, if not all, cooperatives.	Area cooperative participants are aware of scheduled events. Area cooperative participants are aware of common problems experienced by cooperatives. Area cooperative participants will communicate with the contact person of an area cooperative for further information on its activities.
Quarterly summaries		
Calendar of events		
Identification of common problems from on-site visits and consultations		

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

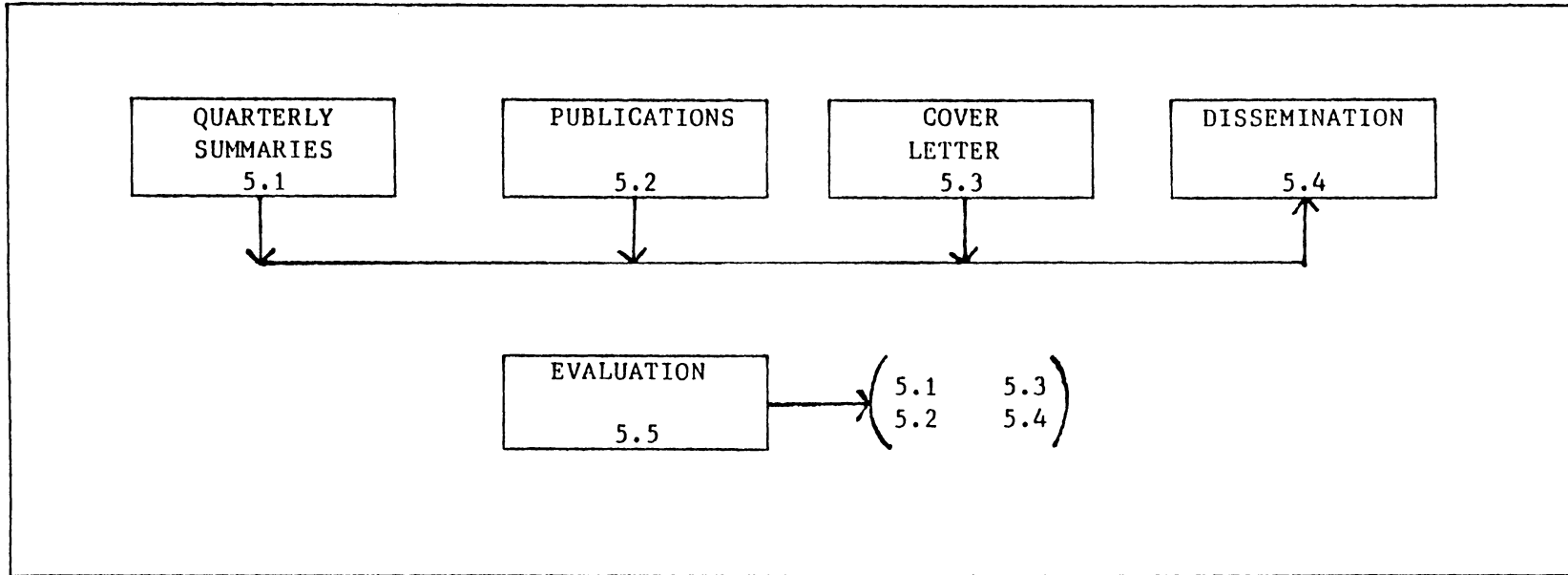
5.0 Quarterly Mailings (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Quarterly summaries Journal articles and publications Cover letters	<u>5.4 DISSEMINATION</u> BEEC staff will duplicate sufficient copies of the quarterly summaries, journal articles and cover letters to mail to each area cooperative. Mailings will be prepared for distribution on December 4, 1981, February 20, 1982, and April 30, 1982.	Area cooperative participants received a copy of the quarterly mailing.
BEEC Staff Area cooperative coordinators Questionnaire	<u>5.5 EVALUATION</u> Area cooperative coordinators will be surveyed, after the last quarterly mailing has been disseminated, to determine the coordinators' views towards the quarterly mailings. A questionnaire will be constructed using a 5 point rating scale. (For analysis of the survey results see 8.5.)	Area cooperative coordinators evaluated the quarterly mailings. Evaluation data collected for analysis.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

5.0 QUARTERLY MAILINGS



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

6.0 Consultation

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area cooperative coordinators Site Visit Reports Statewide meeting Workshops and Conferences Previous consultations	<p data-bbox="813 436 1234 458"><u>6.1 TELEPHONE CONSULTATION</u></p> <p data-bbox="813 468 1430 819">BEEC staff will provide telephone consultation to area cooperative coordinators or other cooperative staff, on an on-going basis. Consultation will take place when either the coordinator or BEEC staff initiate a telephone call to the other party. Consultation will be in response to problems raised by, or request for information from, area coordinators on the operation of their cooperative.</p> <p data-bbox="813 861 1430 982">All telephone consultations will be recorded by BEEC staff on a form indicating the date of each call and the subjects covered.</p>	<p data-bbox="1477 436 1868 525">Area cooperative coordinators receive needed information.</p> <p data-bbox="1477 861 1868 915">Telephone log of consultations.</p>
BEEC Staff Area cooperative coordinators Previous consultations	<p data-bbox="813 1039 1201 1061"><u>6.2 CONSULTATION BY MAIL</u></p> <p data-bbox="813 1071 1430 1288">BEEC staff will provide written consultation to area cooperative coordinators in response to requests for written information. Such information will consist of policy statements, state statutes and regulations, booklets and so forth.</p>	<p data-bbox="1477 1039 1868 1125">Area cooperative coordinators obtain needed written information.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

6.0 Consultation (continued)

INPUTS	PROCESS	OUTPUTS
	A copy of all correspondence between BEEC staff and area cooperatives will be maintained.	File copies maintained on all correspondence.
BEEC Staff Area cooperative coordinators Previous consultations On-Site Visit Reports Workshops and Conferences	6.3 <u>FACE TO FACE CONSULTATION</u> Face to face consultation will take place whenever area cooperative coordinators come to Frankfort seeking assistance from BEEC staff. Other possible face to face consultations may take place at workshops and conferences attended by BEEC staff and coordinators.	Area cooperative coordinators obtain needed information.
Statewide meeting	A record will be maintained of all face to face consultations with area cooperative coordinators.	Consultations recorded on daily log.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

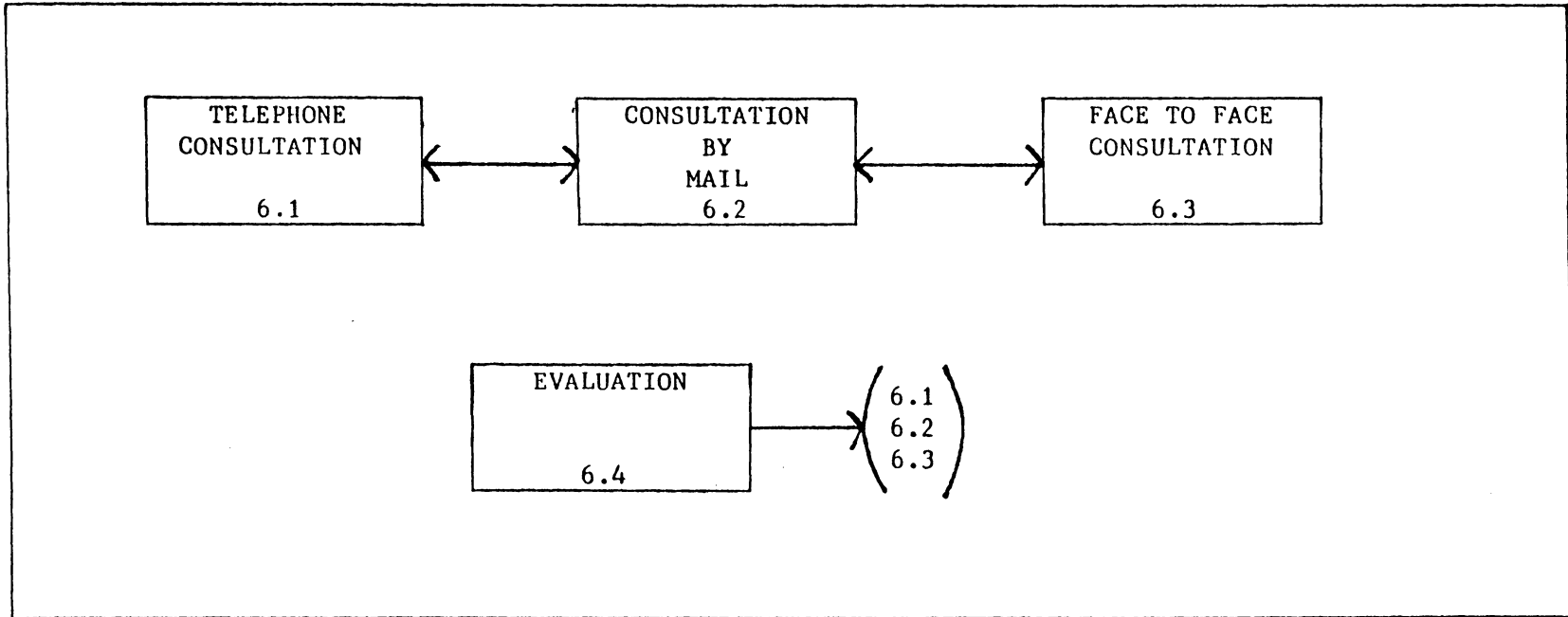
6.0 Consultations (continued)

INPUTS	PROCESS	OUTPUTS
BEEC Staff Area cooperative coordinators Questionnaire Records and logs of all forms of consultations	<u>6.4 EVALUATION</u> In late May or early June, 1982, area cooperative coordinators will be surveyed with a questionnaire on the effectiveness of all three forms of consultation. The questionnaire will use a 5 point rating scale. (For the analysis of the survey results see 8.3.)	Area cooperative coordinators evaluated effectiveness of consultation. Evaluation data collected.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

6.0 CONSULTATION



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

7.0 Proposal Development

INPUTS	PROCESS	OUTPUTS
<p>BEEC Staff Area cooperative coordinators</p>	<p><u>7.1 REQUESTS FOR ASSISTANCE</u> Area cooperative coordinators will be informed by the Bureau that BEEC staff will be available to assist cooperatives in their development of the 1982-83 continuation proposals. Assistance will be provided upon request of the area cooperative and the availability of staff. Assistance will be available from March through the middle of May, 1982.</p>	<p>Area cooperative coordinators request BEEC assistance.</p>
<p>BEEC Staff Area cooperative planning groups 1981-82 continuation proposals Needs assessment data</p>	<p><u>7.2 DELIVERY OF ASSISTANCE</u> BEEC staff will go on-site to provide assistance to area cooperatives. Staff will answer questions, interpret the instructions and requirements for continuation proposals and make recommendations to the cooperative planning group. Staff will emphasize the need to sufficiently describe the rationale for the cooperative by stressing the unique features of area it serves. BEEC staff will advise the planning group to develop detailed and logical</p>	<p>Continuation proposals are well organized and contain sufficient information on the purpose of the cooperative. Program plans are well developed in logical sequential steps. Evaluation criteria is logical and within achievable timeframes.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

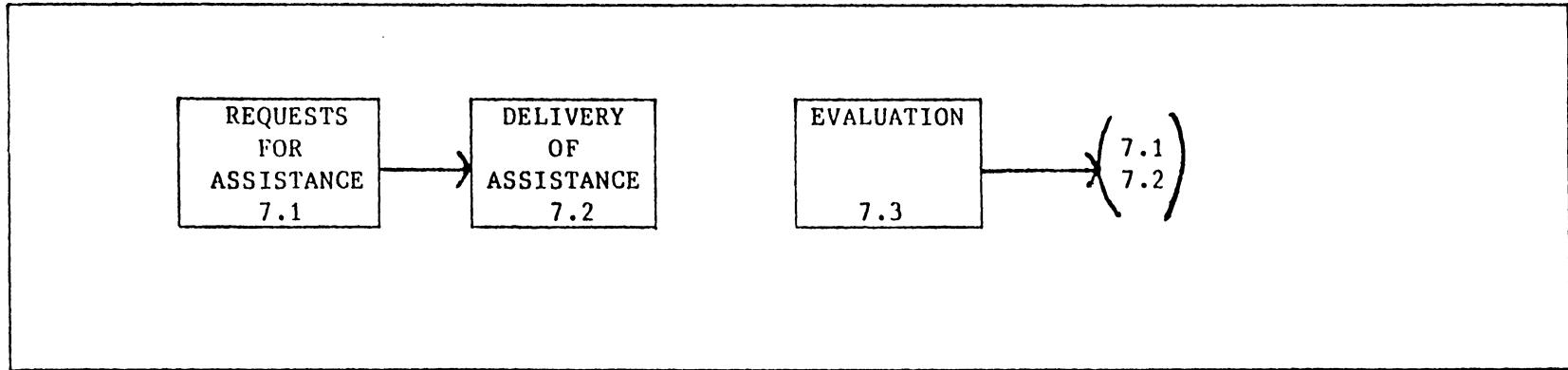
7.0 Proposal Development (continued)

INPUTS	PROCESS	OUTPUTS
Area cooperative coordinators Questionnaire BEEC Staff	<p>steps in the description of the cooperative's program plan of goals, objectives and activities. In addition, the need for logical evaluation criteria with reasonable timelines will be stressed. BEEC staff will not participate in the actual writing of the proposals.</p> <p>7.3 <u>EVALUATION</u> Area cooperative coordinators will be surveyed in May 1982 to evaluate the assistance they received from the Bureau in developing their 1982-83 proposals. The questionnaire will be part of an evaluation of the total technical assistance program.</p>	The effectiveness of the assistance provided by the Bureau will be determined.

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LEVEL III NETWORK

7.0 PROPOSAL DEVELOPMENT



BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

8.0 Evaluation

INPUTS	PROCESS	OUTPUTS
BEEC Staff	<p data-bbox="799 429 1126 449"><u>8.1 PANEL OF EXPERTS</u></p> <p data-bbox="799 462 1406 1143">A total of five individuals representing a wide variety of experience in public education will be selected by October 31, 1981, to a panel of experts which will assess the impact of the technical assistance program. Specifically, the panel will review and rate the continuation proposals for 1981-82 with those submitted in 1982-83. The rating instrument to be used by the panel in their task will be developed in December 1981. The rating instrument will be validated by two BEEC staff members. Between January and March 1982, the panel will rate the 1981-82 continuation proposals. Between June and August 1982, the panel will rate the 1982-83 proposals. The ratings will be used in the overall assessment of the Bureau's technical assistance program.</p>	Panel selected by October 31, 1981.
Panel of experts		Rating instrument developed by January 1982.
1981-82 continuation proposals		Panel completes ratings of 1981-82 proposals by March 1982.
1982-83 continuation proposals		Panel completes ratings of 1982-83 proposals by August 1982.
Rating instrument		Rating instrument validated.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

8.0 Evaluation (continued)

INPUTS	PROCESS	OUTPUTS
Area cooperative coordinators Questionnaire	<u>8.2 OUTSIDE INFLUENCES</u> In May 1982, area cooperative coordinators will be surveyed with a questionnaire in order to determine if other factors influenced the development of their continuation proposals in addition to the Bureau's program of technical assistance. The questionnaire will be part of an evaluation of the total technical assistance program.	Area cooperative coordinators provide evaluation data on outside influences.
Area cooperative coordinators Questionnaire	<u>8.3 EVALUATION OF THE COMPONENTS OF THE TECHNICAL ASSISTANCE PROGRAM</u> In May 1982, area cooperative coordinators will be surveyed with a questionnaire to determine the impact of each of the components of the technical assistance program on the development of the 1982-83 continuation proposals. The questionnaire will include the section on outside influences (8.2).	Evaluation data on all components of the assistance program are provided by area cooperative coordinators.

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

8.0 Evaluation (continued)

INPUTS	PROCESS	OUTPUTS
Ratings of the 1981-82 proposals	<p data-bbox="795 434 1299 458"><u>8.4 ANALYSIS OF EVALUATION DATA</u></p> <p data-bbox="795 465 1426 1270">Evaluation data will be collected from the various evaluation instruments and used to analyze the effectiveness of the technical assistance program. The first step in the analysis will include comparing the panel of experts' ratings of the cooperative's 1982-83 proposals with the ratings for the 1981-82 proposals. The overall ratings of the 1982-83 proposals will then be compared to the 1981-82 proposals. The next step will be to analyze the ratings for each cooperative using all the evaluation data obtained by questionnaires, site visit reports, attendance at workshops and conferences and other activities that made up the technical assistance program. The data collected from each of the above instruments will be tabulated and analyzed according to the nature of the information collected. In general, the frequencies, percentages, and cumulative totals. Appropriate charts and tables will be used to</p>	Assessment made of the effectiveness of the technical assistance program on each area cooperative.
Ratings of the 1982-83 proposals		Assessment made on the effectiveness of the technical assistance program on the area cooperative as a whole.
Questionnaire		
Site visit reports		
Consultation logs		
Records of attendance of workshops, conferences		

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

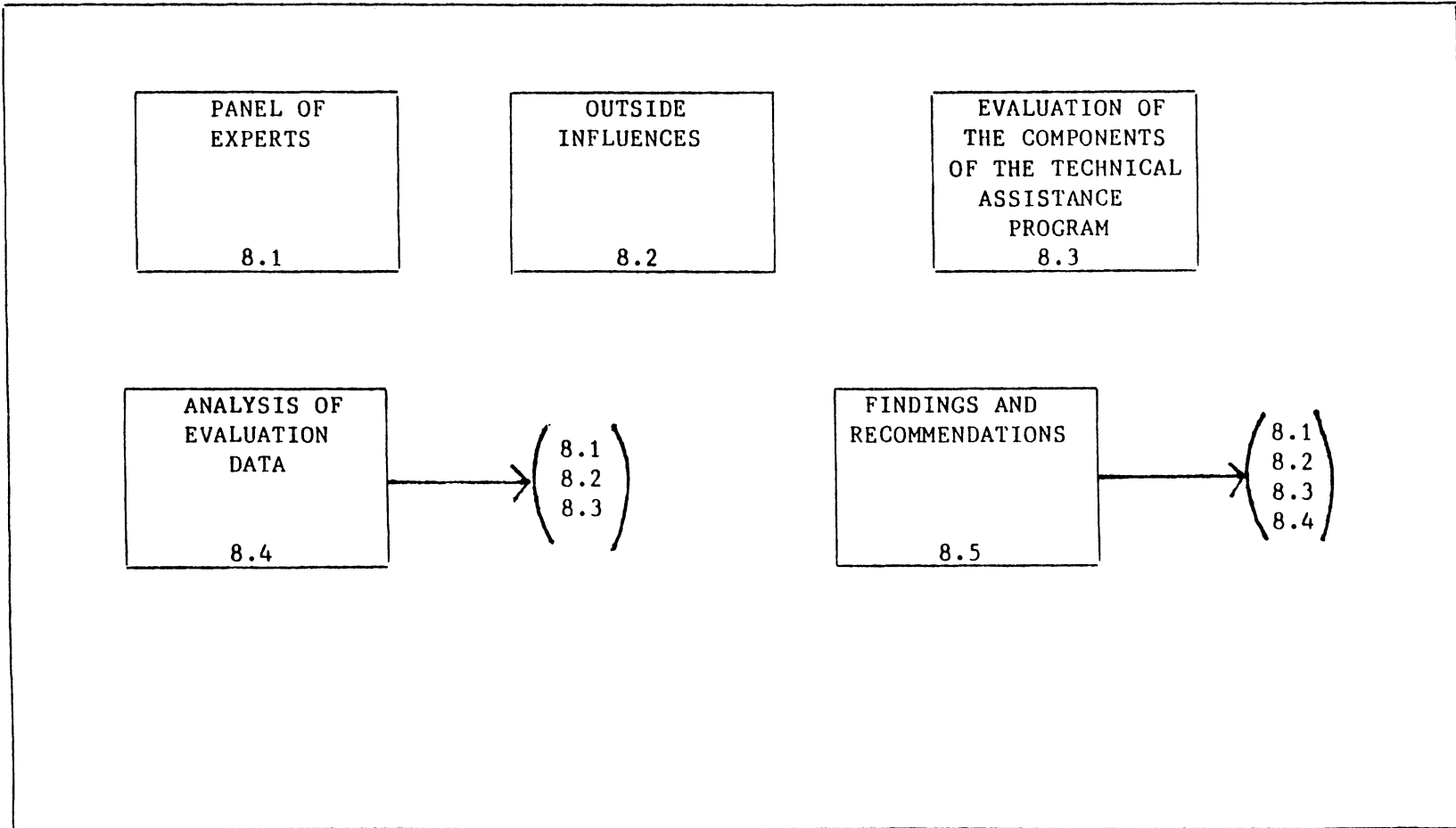
8.0 Evaluation (continued)

INPUTS	PROCESS	OUTPUTS
Analysis of all evaluation data	facilitate the display of the data and its interpretation.	
	<p><u>8.5 FINDINGS AND RECOMMENDATIONS</u> Upon the completion of the analysis of the evaluation data, the assessment of the assistance program will be provided. Each component of the technical assistance program will be discussed in terms of its effectiveness as well as the role it played in the total program. Recommendations will be made regarding modifications or elimination of the various components. The influence of outside factors on the impact of the assistance program will be discussed. Recommendations for future technical assistance to area cooperatives will be provided.</p>	<p>The effectiveness of each component of the assistance program will be determined.</p> <p>Recommendations for modification or elimination of the components will be made.</p> <p>Recommendations for the future delivery of technical assistance to area cooperatives will be made.</p>

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN TECHNICAL ASSISTANCE PROGRAM

LEVEL III NETWORK

8.0 EVALUATION



EVALUATION DESIGN

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
1.0 On-site visits	1.0 Did the fiscal agent superintendent or representative become more aware of the activities of the cooperative?	1.2 Output	(F) One of the concerns BEEC staff has toward the operation of some of the cooperatives is the lack of awareness and involvement of the superintendents. The entry and exit meetings with the fiscal agent superintendent is designed to increase the awareness level of this group. The information obtained from this evaluation question will be used to affirm or modify the attention paid to the superintendents during the site visits.	Survey questionnaire of all area cooperative coordinators will be conducted in late May, 1982	June, 1982
	2.0 Did meetings with area cooperative board members result in the identification of future cooperative activities?	1.2 Process 1.3 Process 1.4 Process 1.5 Process	(F) In the meetings with the area cooperative participants, one of the objectives is to determine the future needs of the cooperative in terms of service delivery to handicapped children. This information will be used to assess the effectiveness of these meetings as an informal needs assessment method.	A review of the site visit reports for each of the cooperatives.	March, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
	3.0 Did the on-site visit reports reinforce the positive cooperative activities?	1.7 Output	(F) One of the purposes of the visits is to identify activities which successfully implement the cooperative concept. It is important that the cooperative participants are reinforced for their efforts in developing the cooperative concept. If this information contained in the site visit does not reinforce the cooperative participants, then the method of reporting or style of writing will need to be examined.	Survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982
	4.0 Did the on-site visit reports identify activities of the cooperative which impeded the development of the cooperative concept?	1.2 Output 1.3 Output 1.4 Output 1.5 Output 1.6 Output 1.7 Output	(F) This evaluation question is needed to determine the effectiveness of site visits to identify problem areas in the operation of area cooperatives. If problem areas are identified, BEEC staff will be in a better position to provide assistance to the cooperatives.	Review of on-site reports.	March, 1982
	5.0 Did the area cooperatives use the site visit reports as planning information in the development of their 1982-83 continuation proposals?	1.7 Output	(F) This evaluation question will be used to determine the utility of the on-site visit reports as a planning document. If the information contained in the reports is inadequate or insufficient to develop planning strategies, then attention to modification of the contents of the reports will be considered.	Survey questionnaire of area cooperative coordinators will be conducted in late May, 1982	June, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
2.0 Workshops and Conferences	1.0 Did area cooperatives communicate during the year with those cooperatives whose programs were of special interest?	2.2 Output	(F) The major purpose of bringing the coordinators of the area cooperatives together in Louisville is to expose them to the activities of other cooperatives. This exposure should result in communication among coordinators of cooperatives which have similar programs or programs which another cooperative may wish to initiate. This information will be used in assessing the value of group meetings of area cooperative representatives.	Survey questionnaire of area cooperative coordinators will be conducted in late May, 1982	June, 1982
	2.0 Did area cooperatives develop adequate descriptions of interagency coordination in their 1982-83 continuation proposals?	2.1 Output 2.3 Output	(F) The purpose of concentrating so much time this year on interagency coordination is to improve area coordinators' understanding of and ability to describe the features of interagency collaboration. The lack of understanding resulted in past proposals, in many cases, lacking thought out goals, objectives, and activities in planning an interagency effort. In addition, timeframes were unrealistic and evaluation were subsequently unmet. The information obtained from this question will be used to determine the need for future workshops on interagency coordination.	Review of area cooperative proposals for 1982-83 Review of the ratings of the panel of experts in the area of interagency coordination.	June, 1982 June, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
	3.0 Did area cooperative coordinators want to have more meetings of area cooperative representatives similar to the BEEC session?	2.1 Process	(F) This evaluation information will serve as an installation check on whether future scheduled meetings of representatives of area cooperatives is desired. This information will be used to determine the arrangements for the statewide meeting in February and the workshop in April.	A questionnaire will be distributed to coordinators at the conclusion of the BEEC session.	October 30, 1981
3.0 Resource Manual	1.0 Did the area cooperative coordinators find the examples of best practice relevant to their cooperative?	3.1 Process 3.2 Process	(F) The purpose in developing the manual is to provide area cooperatives with examples of best practice of educational cooperatives from across the nation. In addition, the inclusion of examples from Kentucky's area cooperatives were designed to make the manual relevant to Kentucky. The information from this evaluation question will be used to modify or add to the contents of the manual.	Survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982
	2.0 Did the area cooperatives use the manual in developing their 1982-83 continuation proposals?	4.2 Output	(F) This evaluation question is critical to the continued use and further development of the resource manual by the Bureau. The information collected from a questionnaire will be used to determine the fate of the resource manual.	A survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
4.0 Statewide Meeting	1.0 Did the BEEC presentation of the Resource Manual enable area cooperative coordinators to effectively use the manual?		(F) A major problem facing the introduction of a new product is the quality of its introduction and its impact on the intended audience. If the presentation of the Resource Manual is properly carried out, then the likelihood of its use is enhanced. The information obtained from this evaluation question will be used to determine if additional follow-up activities with area cooperatives is needed in order to enhance the utility of the Manual.	A questionnaire will be distributed to the coordinators at the end of the session.	February, 1982
	2.0 Did the review of 1982-83 Discretionary Grant Application Package provide area cooperative coordinators with useful information?	4.1 Output	(F) A major purpose in deciding to have a statewide meeting of area cooperative coordinators is to familiarize the coordinators with the changes in the forms, and instructions for completing the discretionary grant application. In addition, the session would result in less errors in the 1982-83 continuation proposals if the coordinators were given complete and accurate information. The information collected will be used to assess the effectiveness of this method of disseminating information.	A questionnaire will be distributed to area cooperative coordinators at the conclusion of the session.	February, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
	3.0 Did the revised instructions enable the area cooperatives to avoid making excessive mistakes in their 1982-83 continuation proposals?	4.1 Output	(F) The development of the revised instructions is designed to clarify the requirements for completing each component of the application proposal. Errors frequently made in the 1981-82 proposals will be addressed in the revised instructions. Information collected from this evaluation question will indicate whether further revisions are needed.	A survey questionnaire of area cooperatives will be conducted in late May, 1982.	June, 1982
5.0 Quarterly Mailings	1.0 Did area cooperative coordinators find the mailings to contain useful information?	5.1 Output 5.2 Output 5.3 Output	(F) The inclusion of quarterly mailings from each area cooperative is designed to provide more useful information on the significant activities for coordinators. In addition, the research and other publication articles are designed to provide the coordinators information on cooperatives and rural service delivery systems outside of Kentucky. The information obtained from this question will be used to maintain or modify the contents of future quarterly mailings.	A survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
	2.0 Did area cooperative coordinators contact other coordinators for further information on the activities of their cooperative?	5.1 Output 5.3 Output	(F) One of the purposes of the quarterly mailings is to link area cooperatives across the state. The information provided in the quarterly reports on the activities of the cooperatives are designed to inform coordinators of programs which are similar to or different from their own cooperative. By providing this information communication between coordinators is enhanced. The information provided by this evaluation question will determine if the quarterly mailings are providing a vehicle for linking area cooperatives in Kentucky.	A survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982
6.0 Consultation	1.0 Did area cooperative coordinators find telephone consultations a useful process to obtain needed information?	6.1 Process 6.3 Process	(F) This evaluation question seeks to determine the effectiveness of telephone consultation. Both the availability and quality of BEEC consultation will be assessed by this question. Information obtained will be used to modify or maintain current practices.	A survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
	2.0 Did area cooperative coordinators obtain needed information?	6.1 Output 6.2 Output 6.3 Output	(F) This evaluation question seeks to discover if the area cooperative coordinators were satisfied with the information they received from BEEC consultations. The information will be used to improve the quality of performance of BEEC staff.	A survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982
7.0 Proposal Development	1.0 Did the cooperatives' 1982-83 continuation proposals contain more complete descriptions in their rationale section?	7.2 Output	(F) One of the problems experienced with the 1981-82 proposals was the incomplete descriptions of the purpose of the cooperatives. This problem was especially noted in the rationale section of the proposals. The information obtained from this evaluation question will be used to determine if additional attention needs to be directed toward area cooperatives in preparing the rationale section of their proposals.	Review of the 1982-83 continuation proposals. Review of the ratings of the proposals by the panel of experts.	July, 1982 July, 1982
	2.0 Did the 1982-83 continuation proposals provide more specific and detailed development of the goals, objectives, and activities of the cooperative's program plan?	7.2 Output	(F) A major source of confusion in past proposals submitted by the cooperatives was the lack of an adequately developed program plan which detailed the specifics of the program. The information obtained from this evaluation question will be used to determine if more assistance is needed for area cooperatives in developing the program plan description.	Review of the 1982-83 continuation proposals. Review of the ratings of the proposals by the panel of experts.	July, 1982 July, 1982

EVALUATION CONCERN	EVALUATION QUESTION	DESIGN REFERENT	INFORMATION NEEDED	SOURCE OF INFORMATION	DATE INFORMATION NEEDED
	3.0 Did the area cooperative coordinators find BEEC assistance useful in their development of the continuation proposals?	7.2 Process	(F) This evaluation question seeks to determine the effectiveness of BEEC assistance in the development of the cooperatives' continuation proposals. Both the time devoted and quality of the assistance will be used to modify or discontinue the practice of providing assistance.	A survey questionnaire of area cooperative coordinators will be conducted in late May, 1982.	June, 1982

EVALUATION WORKPLAN

INSTRUMENT	STATUS OF INSTRUMENT	EVALUATION QUESTIONS ADDRESSED	ADMINISTRATION SCHEDULE	ADMINISTRATORS	RESPONDENTS	SAMPLE	DATA ANALYSIS PROCEDURE	REPORT AVAILABLE
On-Site Visit Reports	Drafted 9/81	1.0	Reports to be prepared one week after each On-Site Visit	BEEC Consultant	BEEC Consultant	All area Cooperatives	Descriptive Statistics	Each On-Site Visit Report will be prepared one week after the visit.
		2.0						
		3.0						
		4.0						
Survey Questionnaire	Draft Due 5/81	1.0	Survey to be conducted in May, 1982, after all 1982-83 proposals have been submitted to BEEC	BEEC Consultant	BEEC Consultant	All	Descriptive Statistics	Survey data analyzed by July, 1982.
		1.0						
		3.0						
		5.0						
		2.0						
		1.0						
		3.0						
		1.0						
		2.0						
		4.0						
		3.0						
		5.0						
		1.0						
2.0								
6.0								
1.0								
2.0								
7.0								
2.0								

INSTRUMENT	STATUS OF INSTRUMENT	EVALUATION QUESTIONS ADDRESSED	ADMINISTRATION SCHEDULE	ADMINISTRATORS	RESPONDENTS	SAMPLE	DATA ANALYSIS PROCEDURE	REPORT AVAILABLE
CEC Workshop Session Evaluation	Draft due by April 1, 1982	2.0 2.0	Administered at the conclusion of the session	BEEC Consultant	Area Cooperative Coordinators	All	Descriptive Statistics	Data will be analyzed by May 1, 1982 and translated into summary form.
Consultation Logs	Drafted August, 1981	6.0 1.0 2.0	Logs will be maintained on all telephone, written and in-person consultations	BEEC Consultant	BEEC Consultant	All	Descriptive Statistics	Data will be tabulated by June 30, 1982 and translated into summary form.
Workshop and Conference Attendance Logs	Drafted October 1981	2.0 1.0 2.0 3.0 4.0	Logs will be maintained on attendance of all Area Cooperative Representatives attending workshops, conferences and meetings sponsored by BEEC	BEEC Consultant	Area Cooperative Representatives	All	Descriptive Statistics	Data will be tabulated by June 30, 1982 and translated into summary form.

INSTRUMENT	STATUS OF INSTRUMENT	EVALUATION QUESTIONS ADDRESSED	ADMINISTRATION SCHEDULE	ADMINISTRATORS	RESPONDENTS	SAMPLE	DATA ANALYSIS PROCEDURE	REPORT AVAILABLE
Proposal Evaluation	Initial Draft due January 1, 1982. First Field Test due for January 10, 1982. Second Field Test due January 18, 1982. Final Draft due by January 25, 1982.	2.0 2.0 7.0 1.0 2.0	Administered with the review of the 1981-82 proposals beginning in January, and ending in March, 1982. The second administration to begin with the review of the 1982-83 proposals in June and ending by August, 1982.	BEEC Consultant	Panel of Experts	All	Descriptive and non-parametric statistics	Data will be analyzed and prepared to be reported within three months following the end of the Panel's review of the 1982-83 proposals.
BEEC Conference Evaluation	Draft due by October 15, 1981.	2.0 3.0	Administered at the conclusion of the Conference session.	BEEC Consultant	Area Cooperative Coordinators	All	Descriptive and non-parametric statistics	Data will be analyzed by November 15, 1981 and translated into summary form.

CHAPTER 4

The implementation of the Bureau of Education for Exceptional Children's (BEEC) program of technical assistance to the fifteen area cooperatives began in September, 1981, and concluded in May, 1982. Each of the seven components of the program were provided, with the exception of the Resource Manual, in close approximation to the evaluation design outlined in Chapter 3. Where components or subcomponents were not implemented or implementation was delayed, an explanation was provided.

The evaluation of the technical assistance program is presented in this chapter in two sections. The first section contains the evaluation concerns and questions included in the evaluation design. The first part of the chapter is organized around those concerns and questions using the numbering system in the design. Documentation for this section comes primarily from a survey questionnaire of area cooperative coordinators. Additional supportive documentation includes workshops and conference materials and evaluation summaries; On-Site Visit Reports; 1981-82 and 1982-83 Discretionary Grant Application; cover letters from the quarterly mailings to area cooperatives; and consultation logs.

The second part of the chapter describes the activities and findings of the panel of experts. The analysis of the panel's data is primarily descriptive in nature, however, two nonparametric statistical procedures were employed in the treatment of the data. The

data generated by the panel's ratings of the 1981-82 and 1982-83 continuation proposals were used to gauge the impact of the technical assistance program on the fifteen area cooperatives as a group. No attempt was made to make comparisons between area cooperatives before or after the implementation of the assistance program. Presented in advance of the analysis of the panel's ratings is a discussion regarding inter-rater reliability among the panel members.

EVALUATION CONCERNS AND QUESTIONS

Evaluation Concern 1.0: On-Site Visits

Beginning on September 14, 1981, and ending on February 23, 1982, all fifteen area cooperatives were site visited according to the schedule in Appendix D. All site visits followed the same general procedures and components as indicated in the Evaluation Program Design Level II in Chapter 3.

Each on-site visit was preceded by a letter from BEEC to the area cooperative coordinator, explaining the purposes of the visit and the proposed dates for the visit. Each coordinator was contacted by telephone to confirm the tentative schedule and to develop the agenda for the visit. Copies of a sample letter from BEEC to the area cooperative coordinator and a sample site visit agenda and a follow-up on-site visit report are included in Appendix E.

Evaluation Question 1.0: Did the fiscal agent superintendent or representative become more aware of the activities of the cooperative?

The first activity of each site visit was an entry meeting with

the fiscal agent superintendent of the cooperative. The purpose of these meetings was to informally assess the degree to which the fiscal agent superintendents were familiar with the area cooperative program. At the conclusions of each site visit, an exit meeting was held with the fiscal agent superintendent to review the overall findings of the visit. In one instance, the superintendent's schedule did not permit time for an exit meeting. In all cases, however, the superintendents did receive a copy of the on-site visit report which summarized the findings of the visit. The reports also contained suggestions or recommendations for future activities of the cooperative. It should be noted that in ten of the fifteen area cooperatives, the fiscal agent was a superintendent of schools. In the remaining five area cooperatives, the agency head was the director of an independent educational cooperative.

A survey questionnaire was disseminated to all area cooperative coordinators on June 16, 1982, at a meeting of Kentucky special education coordinators in Louisville, Kentucky. Twelve of the fifteen area cooperative coordinators completed and returned the questionnaire by July 15, 1982. The twelve coordinators were representative of the total group since all regions of the state and various fiscal agents were included. The questionnaire, EVALUATION OF BEEC TECHNICAL ASSISTANCE TO AREA COOPERATIVES, 1981-82, with a summary of responses is included in Appendix F.

Question 3 asked coordinators, "Did the On-Site Visit Report in-

crease the awareness of the fiscal agent superintendent toward the activities of the area cooperative?" The response of nine area cooperative coordinators was affirmative. The remaining three coordinators did not respond to Question 3. Of the twelve coordinators, three provided written comments as part of their response to Question 3:

Following the visit, (the) superintendent asked the cooperative to make a presentation to the (fiscal agent school) Board of Education.

He (the fiscal agent superintendent) was aware of the activities but became aware of many more of the responsibilities and duties of the fiscal agent.

Site visits are appreciated in order to improve quality of services.

From the above information provided by the area cooperative coordinators, it appears the site visits did result in increasing the level of awareness of the fiscal superintendents toward the area cooperatives.

Evaluation Question 2.0: Did meetings with area cooperative board members result in the identification of future cooperative activities?

During each site visit a meeting was held with the area cooperative board. Usually, the cooperative board scheduled a regular business meeting during the site visit in order to take care of pending matters in addition to the site visit. This provided an opportunity to view the boards' working relationship and the manner in which meetings were conducted. In most instances, the presence of staff from BEEC did create an artificial atmosphere at board meetings, but this usually dissipated during the meeting. In most of the meetings with

area cooperative board members, the discussion of future activities took place, either as a natural course of discussion or introduced purposely in the discussion by BEEC staff.

The information used to answer the above evaluation question comes from the On-Site Visit Reports for each of the fifteen area cooperatives. A sample copy of these reports is included in Appendix E.

The data from the site visit reports regarding the identification of future activities discussed during the site visits are summarized in Table 1. It is apparent from the data in Table 1 that the cooperative board members were able to identify, with two exceptions, activities which the cooperatives could develop in future proposals. This finding confirms, in part, the site visits and subsequent reports provided area cooperatives an informal needs assessment.

Evaluation Question 3.0: Did the On-Site Visit Reports reinforce the positive cooperative activities?

The purpose of this evaluation question was to determine if the on-site visits reinforced the cooperative concept among participants by highlighting those activities which were in keeping with the cooperative concept. The On-Site Visit Reports were used, in part, as a source of information to determine the answer to this evaluation question. A review of the reports indicated positive statements were made regarding one or more activities undertaken by the area cooperatives. This was also true for those cooperatives which were experi-

TABLE 1

SUMMARY OF FUTURE COOPERATIVE ACTIVITIES
IDENTIFIED BY AREA COOPERATIVE
BOARD MEMBERS

Area Cooperative	Future Activities
1	Physical therapy model visitation program
2	Cooperative classroom units for ED/BD students Inservice for regular education teachers
3	*
4	Physical therapy
5	Cooperative classroom units for TMH students
6	Inservice
7	Interagency coordination
8	Cooperative classroom units for BD/ED students
9	Interagency coordination
10	Hire part-time coordinator inservice
11	Expansion of interagency coordination
12	Expansion of interagency coordination
13	Extend the employment of the cooperative's psychologist to a full-time position
14	Paraprofessional training cooperative classroom units for hearing impaired and TMH students
15	**

*Board members were satisfied with the direction of the cooperative and did not recommend any changes for the future.

**Board members made no recommendations for the future.

encing operational problems or problems associated with implementing activities in keeping with the cooperative concept.

Item 1 of the survey questionnaire asked coordinators, "Did the On-Site Visit Report highlight the positive activities of your area cooperative?" The response by coordinators was as follows:

0 Not at all 1 Somewhat 4 Extensively 7 Very Extensively

Written comments made by three of the coordinators were as follows:

All parts of the report were extremely constructive to future operations.

It helped the cooperative members work closer together.

Positive points were expressed throughout the report.

The data presented here indicated the On-Site Visit Reports reinforced the area cooperatives for those activities which were consistent with the cooperative concept.

Evaluation Question 4.0: Did the On-Site Visit Reports identify activities which impeded the development of the cooperative concept?

The purpose of this evaluation question was to determine if the on-site visits and subsequent reports were able to detect operational problems in area cooperatives which impeded the cooperative concept. A review of the On-Site Visit Reports indicated only two area cooperatives were experiencing significant operational problems which impacted the cooperatives' abilities to develop and implement the cooperative concept. In both instances the local school district

representatives had difficulty in understanding their role and that of the school districts in a cooperative venture. This lack of understanding cooperative arrangements was translated into operational problems noted in the On-Site Visit Reports of the two cooperatives. Excerpts of these reports follow:

Despite these positive developments, there are some concerns as they relate to the primary goal of the discretionary projects, that is, the development of the cooperative concept. Specifically, there are two areas of concern. First, one district's involvement in the cooperative is separate from the major thrust of this year's program, i.e., solar greenhouses. Development of a separate program for one district works against the cooperative concept. Simply dividing funds by the number of participating districts and allowing each to determine what it will do with those funds, even if agreed to by the group, is not the purpose of the cooperative. It is rather, the pooling of resources to develop programs and/or services which meet the common needs of all districts.

The second concern deals with the building of four greenhouses in three adjoining counties. Care must be exerted to keep all four programs closely connected or the need for future cooperation in this program area will cease.

Cooperative purchasing of supplies is strongly encouraged, not just in terms of saving dollars and paperwork, but to keep the concept of a cooperative alive. Continuation of joint inservice programs and sharing of experiences is also recommended.

The following areas were identified during the on-site visit as concerns which the cooperative should address in the near future.

Area Cooperative Coordinator: Several individuals suggested that the duties and responsibilities of the coordinator need to be addressed. The cooperative board should provide direction and authority for the coordinator to carry out her responsibilities.

Area Cooperative Board: Indications from interviews with board members indicated an unwillingness on the part of some individuals to meet as a board other than in connection with the supervisors' meeting. The cooperative needs to meet on a monthly basis to establish policy and provide direction for the cooperative.

Area Cooperative Superintendents: Providing superintendents with minutes of the cooperative board meetings is a step in the right direction in keeping superintendents informed. The board should also explore other ways of further involving the superintendents in the activities of the cooperatives.

Area Cooperative Concept: All participants in the Cooperative recognize that the cooperative can best achieve its goals of meeting the needs of handicapped children by fostering the cooperative spirit. Each district must realize that when one district benefits from the cooperative all districts benefit.

In addition to these two area cooperatives cited for failing to fully implement the cooperative concept, all On-Site Visit Reports made recommendations for activities which may enhance the operation of the cooperative. These recommendations included increasing the awareness of the participating school districts and communities of the activities of the cooperative. Other recommendations dealt with administrative matters such as the adoption of policies and procedures.

Evaluation Question 5.0: Did the area cooperatives use the Site Visit Report as planning information in the development of their 1982-83 continuation proposals?

The ultimate value of the on-site visits and the subsequent reports was whether the findings and recommendations made in the

reports were acted upon by the area cooperatives. In order to determine if the cooperatives utilized the information in the reports, item 3 of the questionnaire asked coordinators, "Did you use the On-Site Visit Reports in the development of your 1982-83 continuation proposal?" Of the twelve coordinators who replied, nine said "Yes" and three said "No". Those coordinators who replied affirmatively were then asked "What aspects of the report did you use?" Written responses were from eight of the coordinators are as follows:

Looking at other expansion of services.
We use the cooperative recommendations and the on-site visit recommendations.

Development of contractual agreements relative to specific activities. Many dealing with all members or two or three situations. Further (clearer) definition of roles and responsibilities.

Inter-agency cooperation on local levels and the need for more increased inter-agency specific objectives.

The On-Site Visit Report was used indirectly. We used a needs assessment as our main resource, but the needs assessment did not differ from the on-site visit.

Maintaining those positive aspects that have worked and which have contributed to success of the project.

Used to assist in needs assessment and writing rationale, goals and objectives.

Increased staff services.

The data collected from the questionnaire confirm that three-fourths of the area cooperative coordinators who responded found the

On-Site Visit Reports useful and used the reports as needs assessment in the development of their 1982-83 continuation proposal.

Evaluation Concern 2.0: Workshops and Conferences

As outlined in Chapter 3, on pages 64 to 68, three workshops and/or conferences were planned as part of the second component of the technical assistance program. The first scheduled conference was on the topic of interagency collaboration and was held on September 29 and 30, 1981, in Elizabethtown, Kentucky. The BEEC and the Kentucky Department for Human Resources (DHR) worked together in planning the conference. BEEC invited two representatives from each of the area cooperatives to attend the conference. DHR invited two representatives from each of their regional Comprehensive Care Centers. All of the Comprehensive Care Centers and eleven of the area cooperatives were represented at the conference. The staff from the Human Development Program, a university affiliated facility at the University of Kentucky, and staff from Mid-South Regional Resource Center were contracted by DHR to prepare and present the two day program.

The bulk of the conference was spent by participants working in small groups to first identify barriers to interagency collaboration, and then to identify means to overcome the barriers. At the conclusion of the two day conference, the participants were asked to rate the impact of the conference on helping to establish a "more comprehensive, unduplicated network of services to the handicapped in Kentucky". This rating used a scale from 1 to 6 with 1 being "Very

Little Impact", and 6 being "Great Impact". The participants responded with a mean rating of 4.34. Participants from both area cooperatives and Comprehensive Care Centers indicated a high expectation that the information gained from the conference would be utilized in their work. There was less expectation among area cooperative coordinators that the information would be used to train others in interagency coordination. Topics identified for future interagency programs included related services, secondary and adult programs, and service provision. The participants' evaluation of the conference was conducted by the Human Development Program and a summary of the evaluation results is included in Appendix H.

The next scheduled workshop was the session for area cooperative coordinators at the BEEC Annual Conference in Louisville, Kentucky on October 30, 1981. All fifteen area cooperatives were represented at the three hour session. The purpose of the session was to give each cooperative coordinator an opportunity to share their program accomplishments with the other coordinators. The coordinators' evaluation of the BEEC Conference session was very positive. Using a five point scale, with 1 being "Low" and 5 being "High", the coordinators were asked to rate the components of the session. The sharing of the cooperative activities received a mean rating of 4.12. The coordinators' overall impression of the session resulted in a mean rating of 4.27. In response to the question, "Should BEEC provide other opportunities for representatives of area cooperatives

to meet as a group?" seventeen coordinators responded "Yes" and one coordinator replied "No". The evaluation of the workshop session is included in Appendix I on page 240 along with evaluation instrument and the agenda for the session.

The third workshop was held on April 2, 1982 at the Kentucky Council for Exceptional Children's Annual Meeting in Covington, Kentucky. A two hour session was originally scheduled to provide simulation training on interagency coordination as described in Chapter 3 on pages 66-68. The training required hiring an outside consultant, but due to fiscal restraints funding was not available to hire the consultant. As a result, the purpose of the workshop was altered to deal with a pressing need discovered as a result of on-site visits and consultations. This need was for area cooperatives to develop and adopt written policies and procedures to govern the operation of the cooperatives' programs and activities. The workshop dealt with this issue by dividing the area cooperative coordinators into working groups with each group given a problem facing a fictitious area cooperative. Each group was then directed to discuss the problem and arrive at a policy statement that would help prevent the occurrence of the problem in the future, or at least give the cooperative direction in dealing with the problem. A copy of the simulation problem is included in Appendix K on page 268 along with the evaluation summary for the session.

In addition to dealing with policies and procedures, the workshop provided an opportunity to review with area cooperative coordinators the proposed contents of the resource manual on area cooperatives in Kentucky. As will be discussed later under Evaluation Concern 3.0, the resource manual was not ready for dissemination at the session. However, sufficient work had been completed on the contents to allow it to be shared with the coordinators.

The evaluation of the CEC workshop was conducted using the BEEC Staff Development Evaluation instrument. Additional questions were added to deal specifically with the contents of the workshop. The instrument utilized a four point scale with 1 being "Poor" and 4 being "Excellent". Participants rated the overall workshop activities with a mean rating of 3.55. Additional questions were added to the evaluation instrument to cover the specific contents of the workshop. These questions used a six point scale with 1 being "Poor" and 6 being "Superior". The participants gave the presentation of the resource manual a mean rating of 4.06. The session on policies received a mean rating of 4.11. Finally, fifteen of the eighteen participants responded "yes" to the question on whether they would "be in a better position to develop appropriate policies and procedures" as a result of their participation in the workshop. The attendance record of the fifteen area cooperatives at the three workshops discussed in this section is set forth in Table 12.

Evaluation Question 1.0: Did area cooperatives communicate during the year with those cooperatives whose programs were of special interest?

TABLE 2
ATTENDANCE OF AREA COOPERATIVE
REPRESENTATIVES AT WORKSHOPS AND CONFERENCES

Area Cooperative	Interagency Conference	BEEC Workshop	CEC Workshop
1	YES	YES	YES
2	NO	YES	YES
3	YES	YES	NO
4	NO	YES	YES
5	NO	YES	YES
6	YES	YES	YES
7	YES	YES	YES
8	NO	YES	YES
9	YES	YES	YES
10	YES	YES	YES
11	YES	YES	YES
12	YES	YES	YES
13	YES	YES	YES
14	YES	YES	YES
15	YES	YES	YES
TOTALS %	73%	100%	86%

This evaluation question was utilized to determine if communication and sharing of ideas, solutions to problems, and so on, resulted from area cooperative coordinators attending the workshops and conferences provided by BEEC. The development of networking among the area cooperatives was a concomitant goal with that of the specific training and exchange of information provided at the workshops and the Inter-agency Conference. The purpose of networking was to encourage coordinators to share methods, experiences, and successful practices, thus providing an additional form of technical assistance to the cooperatives.

The data used to answer the evaluation question were collected by the survey questionnaire. Question 4 asked: "In the weeks following the BEEC Conference session did you, as a result of that session, initiate contact with or receive contacts from coordinators of other Kentucky area cooperatives?" Eleven of the twelve coordinators responding to this item said "Yes" and one coordinator responded with "No". The second part of the question asked: "If yes, what was the content, purpose, and outcome of the contacts?" Six coordinators indicated that their cooperative shared procedures for handling referrals for child evaluations. Other coordinators reported contacts dealt with possible program visitations, invitations to speak, and joint printing of a special education curriculum. From the written comments, it could not be determined how many contacts were received or made by each of the cooperatives. It did not appear that the contacts were extensive. The data suggested a limited amount of communi-

cation did occur during the year. The data also indicated that coordinators were able to provide some technical assistance to each other when needed or requested.

Evaluation Question 2.0: Did area cooperatives develop adequate descriptions of interagency coordination in their 1982-83 continuation proposals?

As initially planned and outlined in Chapter 3 on pages 66-67, technical assistance to area cooperatives on the topic of interagency coordination was more extensive than actually provided. As indicated earlier, the workshop on interagency coordination at the CEC workshop session was postponed due to funding problems. This left the Interagency Conference as the only activity in which the topic was specifically addressed in a training situation. The topic was covered during site visits when the area cooperatives' program plans were reviewed. However, this was a general review of the status of interagency efforts and did not deal with in-depth discussions on improving interagency efforts.

At the statewide meeting for area cooperative coordinators in February, 1982, the issue of interagency coordination was discussed in terms of its requirement in the program plans for 1982-83 continuation proposals. This discussion was a general overview of the purpose of the requirement and included examples of how some area cooperatives had addressed the requirement in the past. Finally, the quarterly mailings sent to area cooperatives from BEEC contained some articles

on successful interagency activities. Since the delivery of technical assistance in this area was so limited, it was decided not to evaluate this component as planned. The description of interagency coordination was rated by the Panel of Experts as part of the panel's evaluation of the Rationale Section in the proposals. The data from the panel's ratings are presented in the second section of this chapter.

Evaluation Question 3.0: Did area cooperative coordinators want to have more meetings of area cooperative representatives similar to the BEEC session?

The purpose of this question was to determine early in the technical assistance program (October 31, 1981) if coordinators believed workshops for area cooperatives were beneficial. The answer would affect the planning of the CEC workshop and the statewide meeting of coordinators in February, 1982.

The information to answer this concern was collected from the evaluation of the BEEC session by the participants. Question 7 of the BEEC conference evaluation instrument asked: "Should BEEC provide other opportunities for representatives of area cooperatives to meet as a group?" The response was overwhelmingly favorable with seventeen of the eighteen coordinators responding affirmatively. The evaluation summary for the BEEC conference is on page 242 of Appendix I. As a result of this information, planning for the Statewide Meeting and the CEC workshop proceeded as planned.

Evaluation Concern 3.0: Resource Manual

The purpose of the resource manual on area cooperatives in Kentucky was to provide coordinators and local school district personnel with background and technical information on the operation of an educational cooperative. The resource manual would provide a permanent and updated source of information on needs assessments, policies and procedures, and administrative practices of successful educational cooperatives.

As described in Chapter 3 on pages 70-72, BEEC entered into an agreement with Mid-South Regional Resource Center for the actual development of the manual. The projected delivery date for the final draft of the manual was January 4, 1982. However, Mid-South was unable to develop the manual and eventually entered into a sub-contract with Dr. William Littlejohn, Director, Indiana Special Education Administrators' Services. The contract with Dr. Littlejohn moved the delivery date of the final draft to March 15, 1982.

Dr. Littlejohn worked with BEEC in developing the specific contents of the manual and in the editing of his initial drafts. The final draft was delivered to BEEC by March 15, 1982. Further editing was required for final BEEC approval and this resulted in a further delay in disseminating the manual to area cooperatives. Finally, the delay caused by printing and preparation of the manual resulted in the postponement of the delivery of the manual until the summer of 1982. Since the dissemination of the manual was delayed until after the

June 1, 1982, deadline for submission of 1982-83 continuation proposals, the evaluation questions for this component of the assistance program cannot be answered. The survey questionnaire did contain the appropriate questions to generate the data, but coordinators were instructed not to respond to those questions. As a result of not being able to implement this component of the assistance program as planned, the impact of model programs, procedures, needs assessments, and so on were not provided to area cooperative coordinators. The failure to deliver the manual before June, 1982 did not cause any serious disruption in the delivery of the rest of the technical assistance program. It could not be determined if the manual would have produced improved knowledge and skills regarding the operation of area cooperatives.

Evaluation Concern 4.0: Statewide Meeting

The Statewide Meeting for area cooperative coordinators was included in the technical assistance program in order to provide coordinators:

1. Training on grant writing skills.
2. Information on changes in the 1982-83 Discretionary Grant Application Package.
3. Training in developing a needs assessment instrument.
4. An explanation and dissemination of the Resource Manual.

The meeting was held on February 25, 1982, in Bardstown, Kentucky. Each area cooperative was invited to send two representatives to the

meeting. The participants' expenses for meals, lodging, and transportation were paid for by BEEC. A total of twenty-four participants representing all fifteen area cooperatives attended the day long meeting.

The meeting varied from the agenda in that it did not cover training on techniques of conducting a needs assessment to the degree stated in Chapter 3 on page 76. The change was due to the interest of the participants in the application package and procedures for completing the 1982-83 continuation proposal. As initially planned, only an hour was allocated to presenting the application package and entertaining questions. In reality, the entire morning session was devoted to the application process as participants asked a significant number of questions regarding all phases of the application.

The meeting also included an activity on the development of policies and procedures for operating an area cooperative. As stated earlier under Evaluation Concern 2.0, this training need was identified as a result of the on-site visits. In addition, at least one area cooperative experienced a problem due to the lack of a policy regarding the release of information on child evaluations conducted by the cooperative. A copy of the policies developed at the session are included in Appendix J.

The afternoon session consisted of a group activity in identifying errors in a fictitious continuation proposal. The proposal contained many errors cited in the 1981-82 proposals submitted by area cooperatives to BEEC. It also contained omissions of some of the new requirements

contained in the 1982-83 Discretionary Grant Application Package. The simulated proposal contained inconsistencies in the delivery of services and demonstrated a lack of cooperation plus hints of favoritism in the delivery of services to member districts. A copy of the simulation proposal is included in Appendix J.

As a result of the two training activities and the interest among participants in the application process, insufficient time remained to conduct the needs assessment training. The issue of needs assessment was addressed in a limited way, through response to questions from coordinators during the morning session. This brief discussion developed because the 1982-83 application requirements included documentation of a needs assessment in the development of the continuation proposals. Despite the failure to provide training, all area cooperatives did submit a needs assessment; however, the format and quality varied greatly among the cooperatives.

Evaluation Question 1.0: Did the BEEC presentation of the Resource Manual enable area cooperative coordinators to effectively use the Manual?

As mentioned earlier, the resource manual was not prepared in time for presentation at the Statewide Meeting. This evaluation question cannot be answered as a result of this meeting. However, a discussion of the contents of the manual was presented at the Kentucky CEC workshop. Coordinators at that workshop were asked to evaluate

the presentation using a six point scale, with 1 being "Poor", and 6 being "Superior". The participants responded with a mean rating of 4.06. The participants were also asked if the presentation of the manual's contents would more likely result in their use of the manual once they received their copy. All seventeen participants responded affirmatively to the question. A summary of the workshop evaluation is included in Appendix K.

Evaluation Question 2.0: Did the review of the 1982-83 Discretionary Grant Application Package provide area cooperative coordinators with useful information?

The primary purpose of conducting the Statewide Meeting was to give area cooperative coordinators the information and skills needed to avoid committing the type of errors so common in the 1981-82 continuation proposals. In order to determine if the training activities accomplished this goal, participants were asked in item A of the workshop evaluation form to rate the presentation on the application process using the six point scale discussed earlier. The response to the presentation was a 4.8 rating, thus indicating their overall approval. A total of twenty-four of the twenty-five participants responded affirmatively to the question regarding whether the presentation of the application would better prepare them to develop the 1982-83 proposal. A copy of the evaluation summary is included in Appendix J.

Evaluation Question 3.0: Did the revised instructions enable the area cooperatives to avoid making excessive mistakes in their 1982-83 continuation proposals?

The 1982-83 Discretionary Grant Application Package was extensively revised from the materials used for the preparation of the 1981-82 proposals. The instructions and examples contained in the 1982-83 package were more clearly stated and contained a new section entitled Discretionary Grant Outline. The outline provided the coordinators a checklist for the required components of the proposal. The checklist is the same one used by BEEC to review proposals during the approval process.

To determine if the revisions in the 1982-83 application package were sufficient to assist coordinators in preparing their continuation proposals, coordinators were asked to respond to question 7 of the survey, "Did the application package prove useful in avoiding mistakes in the development of your 1982-83 continuation proposal?" The response was as follows:

0 Not Useful 1 Somewhat Useful 7 Very Useful 4 Extremely Useful

Written comments provided by three coordinators included the following:

The meeting and instructions were very helpful in improving our application.

Instructions plus the comments made at the 2/25 meeting made the application process very understandable.

Felt more clear on what was needed and how much detail and how to avoid inferences....
How to evaluate perhaps more clearly.

The data and comments suggested the coordinators attributed the revised application package as helping them avoid mistakes in the preparation of the 1982-83 proposals. The degree to which this was true, as reflected in the actual proposals, will be discussed later in this chapter in the section dealing with the Panel of Experts.

Evaluation Concern 5.0: Quarterly Mailings

The inclusion of the Quarterly Mailings component in the technical assistance program was to provide useful information on topics directly related to the area cooperatives. The mailings included:

1. Quarterly summaries on the activities of each area cooperative.
2. Articles on cooperatives, interagency coordination, rural service delivery of special education, and other general topics.
3. Information from BEEC on upcoming events for area cooperatives.

During the 1981-82 project year, Quarterly Mailings were distributed to the cooperatives in September and December, 1981, and in February and May of 1982. The quarterly summaries were written by cooperative coordinators and submitted to BEEC with quarterly program and financial reports. The summaries will be addressed further under Evaluation Question 2.0. The articles included in the mailings came from a variety of educational publications including Education Digest, Exceptional Children, Planning & Changing, and the National Rural Project. Each mailing was accompanied by a cover letter from BEEC. Copies of the cover letters are included in Appendix L.

Evaluation Question 1.0: Did area cooperative coordinators find the mailings to contain useful information?

The purpose of this evaluation question was to determine if modifications were needed in the contents of the mailings. The data to answer this question were collected from the survey questionnaire of coordinators. Question 8 asked the coordinators to rate the usefulness of the information they received in the mailings. The response was as follows:

0 Not Useful 4 Somewhat Useful 5 Very Useful 3 Extremely Useful

Question 9 asked the coordinators to rate the value of articles on rural service delivery of special education; area cooperatives; and quarterly summaries. The response is indicated on Table 3. It appears that the coordinators found the articles on area cooperatives and the quarterly summaries the most useful. Less valued were the articles on rural service delivery of special education. The combined responses to questions 8 and 9 indicate the coordinators found the mailings useful.

Evaluation Question 2.0: Did area cooperative coordinators contact other coordinators for further information on the activities of their cooperative?

The development of a network of communication among the area cooperatives was one of the goals of the Quarterly Mailings. The primary vehicle within the mailings to accomplish this network was

TABLE 3
 AREA COOPERATIVE COORDINATORS' RATINGS
 OF USEFULNESS OF QUARTERLY MAILINGS

CONTENTS	FREQUENCY	POOR	AVERAGE	VERY GOOD	EXCELLENT	TOTALS
Rural Service Delivery of Sp Ed	(8)	0	4	6	2	12
Area Cooperative	(3)	0	2	8	2	12
Quarterly Summaries	(4)	2	1	8	1	12

the quarterly summaries. The summaries were included in the mailings to spark communications among coordinators who were interested in activities of other cooperatives. Question 10 of the survey questionnaire in Appendix E on page 219 , sought to determine if the information was used by coordinators to contact each other for more information on particular activities. The response to question 10 showed that only three of the twelve coordinators made contact with another area cooperative as a result of the mailings. It appears from this response that Quarterly Mailings did not meet the goal of establishing a communication network among area cooperatives.

Evaluation Concern 6.0: Consultation

The most frequent form of technical assistance provided to area cooperatives was consultation. From September 1981 through May 1982 data were collected on the number and types of consultation provided to area cooperatives. During that period, 238 telephone consultations were provided as indicated in Table 4. Each of the area cooperatives received fifteen letters during the ten month period dealing with a variety of issues common to all area cooperatives. These included approval letters for 1981-82 proposals; invitations to conferences and workshops, and general information regarding financial guidelines for the operation of cooperatives. In addition, the cooperatives received the quarterly mailings and budget amendment approval letters. In only a few instances were any written forms of consultation utilized.

TABLE 4

NUMBER OF TELEPHONE CONSULTATIONS PROVIDED
TO AREA COOPERATIVES FROM
SEPTEMBER 1, 1981 to MAY 31, 1982

AREA COOPERATIVE	CONSULTATIONS
1	9
2	18
3	19
4	15
5	16
6	16
7	17
8	10
9	18
10	11
11	21
12	26
13	15
14	16
15	11
TOTAL	238

Requests for materials, such as state and federal regulations on educating exceptional children, were routinely handled with a pre-printed form rather than a specific letter. The number of in-person consultations which took place at the BEEC office during this period was twenty.

The kinds of concerns most frequently dealt with through consultations were budget matters, quarterly reports, approval of continuation proposals and requests for specific information regarding unusual problems confronting a particular cooperative. Special problem consultation topics included staff recruitment, the role of area cooperative staff in the local school district, the withdrawal of member districts from a cooperative, and the handling of complaints from third parties. A summary of the most frequent consultation topics is displayed in Table 5. The data collection forms used to keep logs of consultations are included in Appendix M.

Evaluation Question 1.0: Did area cooperative coordinators find telephone consultations a useful process to obtain needed information?

Since telephone consultation was the most frequent type employed by area cooperative coordinators in seeking assistance from BEEC, its effectiveness is of crucial importance. With the frequency in coordinators used this medium appears to answer this question, additional data were collected from the coordinators in question 11 of the survey questionnaire. Specifically, coordinators were asked

TABLE 5
 SUMMARY AND FREQUENCY
 OF CONSULTATION TOPICS PROVIDED
 TO AREA COOPERATIVE COORDINATORS BY BEEC STAFF

Topics	Frequency
Financial Concerns (Budget amendments, financial reports, etc.)	115
Requests for Information or Materials	93
Site Visit Schedules & Follow-up	40
Review of Continuation Proposals	15
Area Cooperative Policies	12
Personnel	7
Area Cooperative Board	6
Total	288

if they used telephone consultations as a means of obtaining needed information. All twelve of the responding coordinators replied affirmatively to the question. This finding is consistent with the frequency with which coordinators used telephone consultations (238) versus the use of written (15-20) and in-person consultations (20).

Evaluation Question 2.0: Did area cooperative coordinators obtain needed information?

This evaluation question sought to determine if coordinators found the information they received in consultations to be what they needed. Question 12 of the survey instrument asked coordinators to rate the usefulness of the information they received from telephone consultations. The response showed that six coordinators rated the information as "Very Useful" and six other coordinators rated the information as "Extremely Useful".

Evaluation Concern 7.0: Proposal Development

The seventh and final component of the technical assistance program was the availability of BEEC on-site assistance to area cooperative coordinators during their preparation of the 1982-83 continuation proposals. The availability of this assistance was announced to coordinators at the Statewide Meeting in February, 1982. Coordinators were informed that BEEC assistance would be given on a request basis during the three month period preceding the deadline of June 1, 1982, for submission of proposals.

The purpose of the on-site assistance was to help area cooperative coordinators and planning committees overcome some of the deficiencies found in their 1981-82 proposals. The deficiencies were particularly noticeable in the rationale and program plan sections.

None of the fifteen area cooperative coordinators requested on-site assistance in the development of their continuation proposal. However, many coordinators did seek information through telephone consultations. Usually, their concerns dealt with specific questions regarding the budget or supportive information required in the application. None of these consultations concerned the rationale or program plan sections. Since this component of the technical assistance program was not utilized as envisioned, the two evaluation questions regarding the quality of the program plans and rationale sections in the 1982-83 proposals will be addressed in the discussion of the panel of experts' ratings of these areas.

PANEL OF EXPERTS

As described in Chapter 3 on pages 90 and 91, a panel of experts was selected to review the 1981-82 and 1982-83 continuation proposals. The purpose of the panel's review was to determine if significant differences in the quality of the 1982-83 proposals could be detected which may be attributed to the program of technical assistance.

Panel members were selected on the basis of their experience in public education programs for exceptional children and in one or more of the following areas of expertise: special education cooperatives;

interagency coordination; technical assistance; reviewing grant proposals; and educational administration. Panel members agreed to serve as volunteers and did not receive payment for their services.

Dr. William R. Littlejohn is the Director of the Indiana Special Education Administrators' Services, a project funded through the Indiana Department of Public Instruction. Dr. Littlejohn was selected due to his extensive experience as a director of a special education cooperative in Indiana. His experience was also the reason Mid-South Regional Resource Center entered into a sub-contract with Dr. Littlejohn for the development of the resource manual. Dr. Littlejohn's involvement with the development of the resource manual did not unduly bias his participation in the Panel. He did not receive any additional information on the area cooperatives in Kentucky from BEEC in the period he was involved with writing the manual. Additionally, it should be noted that the resource manual was not, as noted earlier, distributed to the area cooperatives until after the 1982-83 proposals were submitted to BEEC.

Dr. Melton C. Martinson is the Director of the Human Development Program, a university affiliated facility located at the University of Kentucky. Dr. Martinson's experience in public education includes working at the state level for the Wisconsin Department of Education. His extensive background in technical assistance was an additional reason for his selection to the panel.

Dr. George Hehr is the Assistant Superintendent for the Harrison County (Kentucky) Board of Education. Dr. Hehr's experience in educational administration, and that Harrison County Schools were not participating in the area cooperative program, were factors which led to his selection to the panel.

Dr. Margaret Christensen is the Coordinator for the Technical Assistance Center at James Madison University in Harrisonburg, Virginia. Dr. Christensen was selected to the panel due to her experience and research in the fields of interagency coordination and technical assistance.

Mr. Douglas H. Cox is a Regional Supervisor for the Division of Special Education, Administration and Finance of the Virginia Department of Education in Lynchburg, Virginia. Mr. Cox's experience in working with special education cooperatives in his service region of Virginia was the basis for his selection to the panel.

Assignment of Panel Members

The fifteen area cooperatives were randomly assigned to the five panel members in a manner that resulted in each receiving nine area cooperatives. Two area cooperatives initially assigned to Dr. Martinson were reassigned to other members since the cooperatives were located in the area served by Alice Martinson, a BEEC Field Service Consultant, married to Dr. Martinson. This effort to avoid bias or influence resulted in realignment in several of the original assignments of area cooperatives. Table 6 displays the final assignment of cooperatives

TABLE 6
 ASSIGNMENT OF AREA COOPERATIVES
 TO PANEL MEMBERS

AREA COOPERATIVE	PANEL MEMBERS				
	1	2	3	4	5
1	X		X	X	
2		X	X		X
3	X	X		X	
4	X	X			X
5			X	X	X
6	X	X	X		
7	X			X	X
8		X	X	X	
9	X	X			X
10			X	X	X
11	X	X		X	
12	X		X		X
13		X	X	X	
14	X	X			X
15			X	X	X
TOTALS	9	9	9	9	9

to panel members.

As a result of assigning nine area cooperatives to each of the panel members, a total of nine subpanels was created, each with three members. Due to the assignment patterns each subpanel varied in the number of area cooperatives assigned to it. As displayed in Table 7, five subpanels were assigned only one area cooperative. Two subpanels had three cooperatives and the remaining two subpanels each had two area cooperatives.

The start of the panel's work was delayed from its scheduled time in January 1982 to mid-March, 1982. The delay was caused by the revisions needed in the proposal rating instrument the panel would use to review the proposals.

Phase 1 of the panel's activities concerned the review of the 1981-82 proposals. This activity began on March 15, 1982, with the first of three mailings to each panel member. The first mailing contained the following:

1. Three 1981-82 area cooperative proposals.
2. Three Proposal Evaluation instruments.
3. One copy of the 1981-82 EHA, Part B Discretionary Grant Application Package.

A cover letter provided the panel members with general instructions and suggested timelines for the return of the first three proposal ratings. The letter also included the schedule for the second and third mailings of the 1981-82 proposals. Each panel member was provided a self-addressed mailing envelope in which to return the ratings. A

TABLE 7

MEMBERSHIP OF SUBPANELS AND ASSIGNMENT
OF AREA COOPERATIVE CONTINUATION PROPOSALS

SUBPANEL	PANEL MEMBERS	AREA COOPERATIVES
1	1 3 4	1
2	2 3 5	2
3	1 2 5	4 9 14
4	1 2 4	3 11
5	3 4 5	5 10 15
6	1 2 3	6
7	1 4 5	7
8	2 3 4	8 13
9	1 3 5	12

sample copy of the letter sent to the panel members on March 15, 1983, is included in Appendix N. All Phase 1 ratings were returned by the end of May, 1982.

Phase 2 of the panel's review concerned the 1982-83 proposals. The process began on June 29, 1982, with the first of three mailings. As in Phase 1, each mailing contained three continuation proposals and evaluation instruments. The first mailings also contained the 1982-83 Discretionary Grant Application Package. Panel members were instructed to review the new application package since changes had been made in the instructions and requirements for the 1982-83 proposals. A sample copy of the June 29, 1982 letter to the panel is included in Appendix N. The panel completed the review of the 1982-83 continuation proposals with the return of the last set of proposal evaluation instruments on September 28, 1982.

Proposal Evaluation Instrument

As planned and discussed in Chapter 3 on page 90, the rating instrument to be used by the panel in reviewing the continuation proposals was initially developed in December, 1981. Two BEEC staff members from the Unit of Part B Implementation, experienced in reviewing local school district EHA, Part B Grants, were selected to field test the instrument with two 1981-82 area cooperative proposals. Their comments suggested no significant changes in the content or format of the instrument. In January 1982, the instrument was reviewed by a BEEC Field Service Consultant. As a result of this second field

test, a recommendation was made by the consultant for changes in the format of the instrument. The final draft of the rating instrument incorporated the format design used by the Virginia Department of Education in the review of grant proposals. A copy of the instrument, Proposal Evaluation, is included in Appendix O.

The evaluation instrument was used to review the continuation proposals in six distinct areas:

1. Front materials.
2. Abstract.
3. Rationale.
4. Program plan.
5. Cooperative agreements.
6. Budget.

In addition, a seventh area dealt with the development of the cooperative concept in the proposals. Within each of the seven areas, from one to nine evaluation statements were contained for a total of twenty-five rating variables. All of the evaluation statements required the panel to rate the proposal items using a scale of six choices, ranging from "Poor" to "Superior". Each panel member was also asked to comment after selecting the rating for each of the items.

At the conclusion of the proposal rating, each reviewer was asked to either recommend "Approval" or "Conditional Approval" of the proposal. Panel members did not have the option of disapproving the proposals since Discretionary Grants were not competitive and would ultimately be approved upon submission of any necessary revisions. The selection of "Conditional Approval" recognized significant modifications were required in order to approve the proposals. The final task

of the reviewer was to summarize the strengths and weaknesses of the proposal. The summarization statements in these two areas would provide an indication as to which factors influenced the reviewer in rating the proposal.

As each set of completed rating instruments was received, the ratings transferred by the panel members from the body of the instrument to the summary page were checked for accuracy. In a few instances reviewers forgot to complete the summary page or incorrectly transferred ratings. Wherever omissions or errors were discovered on the summary page, the ratings assigned in the body of the instrument were transferred to the summary page.

In scoring the panel's ratings, the six rating categories were converted to a six point scale with "Poor" valued at 1 and "Superior" valued at 6 points. Additionally, each evaluation statement or criterion was assigned a value of 5, 10, or 15 points depending upon its significance in the proposal. Two factors were considered in assigning weights. If the evaluation statements measured a major requirement of the grant application or were directly related to measuring the cooperative concept it was assigned a value of 10 or 15 points. Those evaluation statements meeting the second condition were assigned the highest weights.

The total of the weighted scores for the twenty-five criteria resulted in a numerical rating for each proposal. After deter-

mining the total weighted scores, the weighted subscores for the following areas of the proposals were determined: Rationale, Program Plan, and Cooperative Concept. The total weighted scores and subscores were used to evaluate the panel's findings.

Inter-rater Reliability

In order to establish the level of agreement among the members within the nine subpanels, Kendall's Coefficient of Concordance W (Seigel, 1956) was utilized. This nonparametric procedure determines the overall level of agreement in a set of ratings using rank-ordered data, or data which can be converted into rankings (Daniels, 1978).

The data utilized to determine Kendall's Coefficient of Concordance for the nine subpanels were the total weighted scores from the review of the 1981-82 and 1982-83 proposals. The total weighted scores by subpanels and subpanel members are displayed in Table 8. The data from the 1981-82 proposals were ranked by each subpanel members' ratings and the Coefficient of Concordance was then calculated. The same procedure was followed for the 1982-83 proposals. The exception to this procedure was for subpanels 1, 2, 6, 7, and 9. These subpanels reviewed only one area cooperative proposal for each proposal year. The coefficients for these subpanels were determined by ranking the weighted scores for each subpanel members' ratings both proposal years.

The findings for each of the nine subpanels are displayed in Table 9. Subpanels 5 and 8 were the only panels which showed a significant level of agreement among the panel members. Subpanel 5

TABLE 8

TOTAL WEIGHTED SCORES
FOR 1981-82 AND 1982-83 CONTINUATION
PROPOSALS RATED BY MEMBERS OF NINE SUBPANELS

Sub- Panel	Area Cooperative	Subpanel Members									
		1		2		3		4		5	
		81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83
1	1	660	730			565	735	660	515		
2	2			905	895	785	830			795	775
3	14	800	805	815	670					970	775
3	4	920	800	705	745					710	915
3	9	835	880	880	995					835	665
4	3	795	840	485	755			300	795		
4	11	765	755	865	835			540	700		
5	5					625	660	730	935	825	
5	10					840	940	785	790	830	875
5	15					840	780	895	965	855	735
6	6	855	820	500	625	680	610				
7	7	855	820					685	725	700	775
8	8			525	770	835	670	815	910		
8	13			625	625	710	620	705	580		
9	12	965	770			805	875			875	825

TABLE 9

COEFFICIENTS
OF CONCORDANCE W FOR SUBPANELS REVIEW
OF 1981-82 AND 1982-83 CONTINUATION PROPOSALS

SUBPANEL	1981-82	1982-83
1	.11	*
2	.11	*
3	.11	.11
4	.11	.11
5	.86	.11
6	.11	*
7	.11	*
8	.11	1.0
9	.11	*

* Coefficient based on combined ranking of one area cooperative's proposals for 1981-82 and 1982-83

had a coefficient of .86 and subpanel 8 obtained a 1.0 or perfect agreement. It is evident from Table 8 that in both subpanels 5 and 8 the high levels of agreement were not maintained throughout the review process. The other seven subpanels all recorded a coefficient of .11. Contributing to this latter finding were the low number of proposals the subpanels had to review. With so few a number of proposals to provide rank ordered data, the Coefficient of Concordance did not tolerate any sizeable amount of disagreement among panel members.

In an effort to determine if the results of Kendall's procedure were indicative of the diversity of opinion among the five panel members, the raw score ratings were reviewed. The frequency of panel members' selection of rating categories (Poor, Adequate, Marginal, Good, Excellent, and Superior) were ascertained.

The frequency rates displayed in Table 10 indicated that several factors were at work in the manner in which each of the panel members rated their proposals. First, panel members 1 and 5 displayed the least amount of discrimination in their assignment of ratings. This is shown in the almost total absence of ratings in the "Poor" and "Marginal" categories. A second factor in the ratings of panel members 1 and 5 appears to be regression. In their review of 1981-82 proposals, the mean rating frequency was 4.19 for panel member 1 and 4.15 for 5. In the review of the 1982-83 proposals, panel member 1's mean rating dropped to 4.08 and 5's dropped to 4.03. By comparison,

TABLE 10

ANALYSIS OF FREQUENCIES
OF RAW SCORES AND MEAN RATINGS OF PANEL
MEMBERS REVIEW OF 1981-82 AND 1982-83 PROPOSALS

Wt. Ratings	Panel Members									
	1		2		3		4		5	
	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83	81-82	82-83
1 Poor	0	0	7	0	1	1	10	4	0	0
2 Marginal	8	0	27	16	16	20	26	15	0	0
3 Average	23	18	68	40	75	75	71	42	29	29
4 Good	112	169	82	117	86	82	77	87	115	160
5 Excellent	81	38	39	46	48	46	41	75	68	36
6 Superior	1	0	2	4	0	2	0	2	3	0
Mean	4.19	4.08	3.55	3.81	3.73	3.71	3.5	3.97	4.15	4.03

panel members 2 and 4 each showed an increase in their mean ratings. The fifth panel member showed a slight decrease in the mean rating from 3.73 in 1981-82 to 3.71 in the review of the 1982-83 proposals.

It is apparent from the data in Table 10 that the five panel members were very individualistic in their approach to reviewing the proposals. This is not entirely unexpected given the varied backgrounds and experiences of the panel. Additionally, they were not called together as a panel or subpanels to discuss their ratings or to explain their ratings beyond that provided in their comments on each proposal.

Panel Ratings

In order to determine if the continuation proposals submitted by the area cooperatives for 1982-83 were significantly different from those submitted in 1981-82, the Wilcoxon Matched-Pairs Signed-Rank Test (Hinkle, et. al., 1980) was employed. The data utilized in this statistical procedure were the weighted scores for proposals rated by the panel members for both years. The Wilcoxon Test was used to test the null hypothesis that there were no significant differences between the 1981-82 and the 1982-83 proposals. Since the interest was whether the 1982-83 proposals improved over the 1981-82 proposals, a one-tailed test was selected with the level of significance established at .025.

The total weighted scores for each of the nine proposals the panel members reviewed in each year were matched in this procedure

to determine the results for each panel member. The findings for each of the panel members are summarized in Table 11. In summary, the null hypothesis was not rejected for any panel member.

The results of the Wilcoxon Test are explained, in part, by the small number of 1982-83 proposals whose scores were higher than the corresponding scores for the 1981-82 proposals. Table 12 shows panel members 1 and 5 both rated 5 of the 9 proposals submitted in 1982-83 as lower than their corresponding 1981-82 proposals. Of the five panel members, only number 4 rated a large number of 1982-83 proposals higher than the 1981-82 proposals. Of a total of forty-five 1982-83 proposals reviewed by the panel, only twenty-four were rated higher than their corresponding 1981-82 proposals. From the data presented, it is apparent that as a group, the panel members found the quality of the proposals changed in both directions but they remained overall essentially unchanged in 1982-83.

Using the same data, a different interpretation can be reached by reviewing each of the nine subpanels' ratings as a group. By taking the mean of the three subpanel members' scores for each of the proposals reviewed for both years, a comparison can be made based upon the mean ratings of the proposals. This comparison is found in Table 13. The result of this comparison showed ten of the fifteen 1982-83 proposals were rated higher by the subpanels. This finding appears to indicate the subpanels did detect differences in proposals in favor

TABLE 11
 SUMMARY OF WILCOXON TEST
 RESULTS FOR PANEL MEMBERS RATINGS
 OF 1981-82 AND 1982-83 CONTINUATION PROPOSALS

	Panel Members				
	1	2	3	4	5
T	19	26	23	9	20
N	9	9	9	9	9
T critical value	6	6	6	6	6
P ≤ .025	NS	NS	NS	NS	NS

TABLE 12
 COMPARISON OF PANEL
 MEMBERS RATINGS OF 1982-83
 PROPOSALS TO RATINGS OF THE 1981-82 PROPOSALS

Panel Member	Increased	Decreased	No Change	Totals
1	4	5	0	9
2	5	4	0	9
3	5	4	0	9
4	6	2	1	9
5	4	5	0	9
Totals	24	20	1	45

TABLE 13
 COMPARISON OF SUBPANELS' MEAN
 RATINGS OF FIFTEEN AREA COOPERATIVES
 CONTINUATION PROPOSALS FOR 1981-82 AND 1982-83

Sub-panel	Area Cooperative	1981-82	1982-83	In-crease	De-crease
1	1	628	658	X	
2	2	828	833	X	
3	14	861	750		X
3	4	773	820	X	
3	9	850	846		X
4	3	526	788	X	
4	11	723	763	X	
5	5	688	806	X	
5	10	818	868	X	
5	15	863	826		X
6	6	678	685	X	
7	7	746	773	X	
8	8	725	751	X	
8	13	680	608		X
9	12	850	846		X
	Mean	749	775	10	5

of those submitted for 1982-83. This finding is further strengthened when considering four of the five 1982-83 proposals which declined from the 1981-82 scores were rated the highest proposals in 1981-82. The one exception was the area cooperative 2 proposal which was rated high in both proposal years. Despite the lower scores in 1982-83, area cooperatives 9, 12, 14 and 15 were still among the highly rated 1982-83 area cooperative proposals. These data seem to suggest the higher rated 1981-82 proposals had the least room for improvement in 1982-83. It should be noted that of the other proposals all achieved a higher mean rating from the subpanel in the review of the 1982-83 proposals.

Panel Ratings: Rationale

As discussed earlier in this chapter, the items on the evaluation instrument under the heading of rationale were summed for each of the proposals reviewed by the panel. These subscores were used to determine if the rationale sections of the 1982-83 proposals were significantly higher than the rationale sections in the 1981-82 proposals. The Wilcoxon Test was used to determine if the differences observed in the subscores were significant. The level of significance was set at .025.

The results of the Wilcoxon Test are shown in Table 14. It appears from the data that none of the panel members found the rationale sections in the 1982-83 proposals to be significantly improved over the 1981-82 proposals.

TABLE 14
 SUMMARY OF WILCOXIN TESTS
 RESULTS FOR PANEL MEMBER RATINGS
 OF RATIONALE SECTIONS IN 1981-82 AND 1982-83 PROPOSALS

	Panel Members				
	1	2	3	4	5
T	9	8	12	3	15.5
N	7	8	8	7	9
T _{critical value}	2	4	6	2	6
P ≤ .025	NS	NS	NS	NS	NS

A review of each of the five panel members' ratings revealed four of the five members rated a majority of the 1982-83 rationale sections higher than the 1981-82 rationale sections. Of the forty-five reviewed by the panel, twenty-six rationale sections were rated higher in 1982-83 proposals. The data for each of the panel members are displayed in Table 15.

The rationale section subscores assigned by each of the subpanels were averaged to determine the mean rating for each subpanel. A comparison of these mean ratings for the nine subpanels showed eleven area cooperatives had rationale sections rated higher in 1982-83. Three cooperatives had rationale sections rated lower in the 1982-83 proposals. All three of these cooperatives were rated among the highest in rationale sections in the 1981-82 proposals. This suggests, as with the findings for the total weighted scores, that the area cooperatives which had the highest rated rationale sections in 1981-82 had the least opportunity to improve in the 1982-83 proposals. The mean ratings for the fifteen area cooperatives as rated by the nine subpanels are displayed in Table 16. The mean rating of the 1982-83 rationale sections, across all subpanels, increased by 8.89 over the 1981-82 combined mean ratings. The data from Tables 15 and 16 indicate the rationale sections did improve for the great majority of the proposals submitted for 1982-83.

Panel Ratings: Program Plan

The identical procedures used for analyzing the rationale section

TABLE 15
 COMPARISON OF PANEL
 MEMBERS' RATINGS OF RATIONALE
 SECTIONS IN 1981-82 AND 1982-83 PROPOSALS

Panel Members	Increased	Decreased	No Change	Total
1	3	3	3	9
2	6	2	1	9
3	5	3	1	9
4	5	2	2	9
5	7	2	0	9
Totals	26	12	7	45

TABLE 16

COMPARISON OF SUBPANELS' MEAN
RATINGS FOR FIFTEEN AREA COOPERATIVES
RATIONALE SECTIONS IN 1981-82 AND 1982-83 PROPOSALS

Sub- panel	Area Cooperative	Mean Ratings		In- crease	De- crease	No Change
		1981-82	1982-83			
1	1	75	85	X		
2	2	106.6	113.3	X		
3	14	111.6	111.6			X
3	4	86.6	108.3	X		
3	9	111.6	108.3		X	
4	3	70	115	X		
4	11	96.6	98.3	X		
5	5	101.6	113.3	X		
5	10	98.3	108.3	X		
5	15	118.3	106.6		X	
6	6	85	91.6	X		
7	7	91.6	103.3	X		
8	8	93.3	111.6	X		
8	13	80	91.6	X		
9	12	116.6	110		X	
Means		96.18	105.07	11	3	1

ratings were employed for the program plan subsections of the continuation proposals. The program plan subscores assigned by each of the five panel members to the nine proposals they reviewed were used to determine if the 1982-83 program plans were significantly improved over the 1981-82 program plans. The Wilcoxon Test was used to determine significance at the .025 level. The results of the Wilcoxon Tests are displayed in Table 17. As with the rationale sections, the program plans were not found to be significantly different by any of the panel members.

The data in Table 17 are explained, in part, by the fact that only two of the five panel members rated a majority of the cooperative's program plans higher in the 1982-83. For the forty-five proposals reviewed by the panel, only twenty-four or fifty-three percent, were rated above the program plans submitted in the 1981-82 proposals. The data on the panel members' ratings of the program plan section are displayed in Table 18.

The data from the mean ratings determined from the subpanel ratings of the program plans for the fifteen area cooperatives showed that only sixty percent, or nine area cooperatives' program plans were rated higher than in the 1981-82 proposals. The subpanels' data are displayed in Table 19. Four of the five area cooperatives which had declining program plan ratings in 1982-83 were among the highest rated in the 1981-82 proposals. The exception to this was area cooperative 13. This finding again suggests the highest rated

TABLE 17
 SUMMARY OF WILCOXON TESTS
 RESULTS FOR PANEL MEMBERS' RATINGS
 OF PROGRAM SECTIONS IN 1981-82 AND 1982-83 PROPOSALS

	Panel Members				
	1	2	3	4	5
T	30.5	9.5	24.5	7	26
N	8	9	9	9	9
T critical value	4	6	6	6	6
$P \leq .025$	NS	NS	NS	NS	NS

TABLE 18
 COMPARISON OF PANEL MEMBERS'
 RATINGS OF PROGRAM PLAN SECTIONS
 IN 1981-82 AND 1982-83 CONTINUATION PROPOSALS

Panel Members	Increased	Decreased	No Change	Total
1	2	6	1	9
2	7	2	0	9
3	3	6	0	9
4	7	2	0	9
5	5	4	0	9
Totals	24	20	1	45

TABLE 19
 COMPARISON OF SUBPANELS' MEAN
 RATINGS FOR FIFTEEN AREA COOPERATIVES
 PROGRAM PLAN SECTIONS IN 1981-82 AND 1982-83 PROPOSALS

Sub- panel	Area Cooperative	Mean Ratings		In- crease	De- crease	No Change
		1981-82	1982-83			
1	1	203.3	211.6	X		
2	2	250	241.6		X	
3	14	263.3	213.3		X	
3	4	230	245	X		
3	9	265	265			X
4	3	161.6	256.6	X		
4	11	216.6	238.3	X		
5	5	223.3	255	X		
5	10	223.3	238.8	X		
5	15	260	250		X	
6	6	196.6	198.3	X		
7	7	223.3	235	X		
8	8	208.3	233.3	X		
8	13	195	180		X	
9	12	256.6	248.3		X	
Means		225.08	233.97	9	5	1

proposals in 1981-82 were more likely to decline in the 1982-83 proposal ratings.

Despite only sixty percent of the area cooperatives having improved program plans in 1982-83, the mean ratings across all subpanels increased by 7.89 points. This increase is attributed, in part, to the 95 point increase in area cooperative 3's program plan in 1982-83.

Panel Ratings: Cooperative Concept

The last of the proposals' subscores concerned the development of the cooperative concept. As with the subscores for the rationale and program plan sections, the Wilcoxon Test was used to determine if there were significant improvements in the development of the cooperative concept in the 1982-83 proposals. The level of significance was set at the .025 level.

The results of the Wilcoxon Tests for each of the panel members' ratings of the cooperative concept are in Table 20. Once again none of the panel members found the 1982-83 proposals to be significantly improved over the 1981-82 proposals.

A review of each panel member's ratings of the nine area cooperatives showed only 2 rated a sizeable majority of the 1982-83 proposals higher than the 1981-82 proposals in the development of the cooperative concept. Of the total of forty-five proposals reviewed by the panel, twenty-one or forty-six percent were rated higher in developing the cooperative concept in the 1982-83 proposals. Sixteen of the proposals decreased and eight remained unchanged from their

TABLE 20
 SUMMARY OF WILCOXIN TESTS
 RESULTS FOR PANEL MEMBERS' RATINGS OF THE
 COOPERATIVE CONCEPT IN 1981-82 AND 1983-PROPOSALS

	Panel Members				
	1	2	3	4	5
T	6.5	9	17	10	10.5
N	6	9	9	9	6
T _{critical value}	2	6	6	6	2
P ≤ .025	NS	NS	NS	NS	NS

1981-82 ratings. The data for the individual panel members are displayed in Table 21.

The cooperative concept subscores for each of the members of the nine subpanels were averaged to determine the mean ratings for each subpanel. The mean ratings for both proposals years were compared for differences. Table 22 shows that eight of the fifteen area cooperatives, or fifty-three percent, were rated higher by the subpanels for the development of the cooperative concept in the 1982-83 proposals. Five of the area cooperatives were rated lower in 1982-83 and two remained unchanged in their ratings. Of the five cooperatives that were rated lower, three were rated among the highest in cooperative concept in the 1981-82 proposals. The exceptions were area cooperatives 3 and 5. This finding again suggests the higher rated proposals were subject to being rated lower in the second year as was the case for the rationale and program plan sections.

The average rating across all nine subpanels for the fifteen area cooperatives, increased from 238.6 to 244.5, or 5.9 points. The data in Tables 21 and 22 indicated the 1982-83 proposals demonstrated modest gains in the development of the cooperative concept.

Approval and Conditional Approval

As discussed earlier, each panel member was asked to indicate whether the proposals they reviewed should be approved or conditionally approved (contingent upon submission of any necessary revisions). A comparison of each of the panel members' approval rate for both

TABLE 21
 COMPARISON OF PANEL MEMBERS'
 RATINGS OF THE COOPERATIVE CONCEPT
 IN 1981-82 AND 1982-83 CONTINUATION PROPOSALS

Panel Members	Increased	Decreased	No Change	Total
1	2	3	4	9
2	6	3	0	9
3	5	4	0	9
4	5	2	2	9
5	3	4	2	9
Totals	21	16	8	45

TABLE 22

COMPARISON OF SUBPANELS' MEAN
RATINGS OF COOPERATIVE CONCEPT IN FIFTEEN
AREA COOPERATIVES 1981-82 AND 1982-83 PROPOSALS

Sub-panel	Area Cooperative	1981-82	1982-83	In-crease	De-crease	No Change
1	1	195	200	X		
2	2	265	270	X		
3	14	270	235		X	
3	4	215	260	X		
3	9	265	265			X
4	3	160	235	X		
4	11	220	238	X		
5	5	240	235		X	
5	10	270	285	X		
5	15	275	260		X	
6	6	225	230	X		
7	7	245	245			X
8	8	245	265	X		
8	13	210	180		X	
9	12	280	265		X	
Means		238	244	8	5	2

proposal years is displayed in Table 23. It is apparent from the data that only three panel members' approval pattern changed in the review of the 1982-83 proposals. While the pattern for panel members 4 and 3 did not change from 1981-82, their patterns are strikingly different as panel member 5 approved all nine proposals reviewed in both proposal years.

Each of the nine subpanels' approval pattern for the fifteen area cooperatives is displayed in Table 24. The approval rate for the area cooperatives increased from seventy-one percent of the 1981-82 proposals to eighty-four percent of the 1982-83 proposals. Additionally, the number of area cooperatives receiving unanimous approval from the subpanel members increased from seven to ten in the 1982-83 proposals. Only one area cooperative received fewer approval recommendations from the subpanel in the second proposal year. These findings indicate the 1982-83 proposals were considered by the subpanels to have improved overall in comparison to the 1981-82 proposals.

Strengths and Weaknesses of Proposals

After indicating whether the continuation proposals should be approved unconditionally or not, each panel member was then asked to describe the major strengths and weaknesses found in the proposals. A review of the panel members' comments revealed fifteen strengths were cited in the 1981-82 proposals. The most frequently mentioned strengths included: cooperative concept; budget priorities; proposal focus; objectives and activities (program plan); and well written.

TABLE 23
 COMPARISON OF PANEL MEMBERS'
 APPROVAL OF PROPOSALS FOR 1981-82 AND 1982-83

Panel Member	1981-82		1982-83	
	Approval	Conditional	Approval	Conditional
1	7	2	9	0
2	4	5	7	2
3	6	3	6	3
4	6	3	7	2
5	9	0	9	0
Totals	32	13	38	7

TABLE 24

COMPARISON OF SUBPANELS'
 APPROVAL OF FIFTEEN AREA COOPERATIVE
 CONTINUATION PROPOSALS FOR 1981-82 AND 1982-83

Sub- panel	Area Cooperative	1981-82		1982-83	
		Approval	Conditional	Approval	Conditional
1	1	1	2	3	0
2	2	3	0	3	0
3	14	3	0	3	0
3	4	2	1	3	0
3	9	3	0	3	0
4	3	1	2	3	0
4	11	1	2	2	1
5	5	2	1	2	1
5	10	3	0	3	0
5	15	3	0	3	0
6	6	1	2	1	2
7	7	3	0	3	0
8	8	2	1	2	1
8	13	2	1	1	2
9	12	3	0	3	0
Totals		32	13	38	7

Only cooperative concept was mentioned as a strength by all panel members.

The number of strengths mentioned by the panel members in their review of the 1982-83 proposals declined to ten categories. The most frequently mentioned were: well written, proposal focus; documentation; and evidence of planning. From the comparison of the strengths cited by the panel members for the two year period, it is apparent the 1982-83 proposals were considered to be better written and containing more documentation than the 1981-82 proposals.

The types of weaknesses cited in the 1981-82 proposals included vagueness; poor evaluation criteria (program plan); poorly written; and interagency coordination. The review of the panel's comments for weaknesses in the 1982-83 proposals revealed the major weaknesses found were vagueness; poor evaluation criteria (program plan) and understaffing of cooperatives.

It is apparent that panel members found almost the identical weaknesses in both proposal years. Additionally, the types of categories cited in the 1982-83 proposals declined from twelve to nine while at the same time the number of proposals which were found to have no major weaknesses increased from two to sixteen. A summary of the strengths and weaknesses cited by panel members for both years is displayed in Table 25.

The types of strengths associated with proposals approved by panel members included the following: well written; proposal focus;

TABLE 25

FREQUENCY OF STRENGTHS
AND WEAKNESSES CITED BY PANEL MEMBERS
IN 1981-82 and 1982-83 CONTINUATION PROPOSALS

Strengths	1981-82 Frequency	1982-83 Frequency
Cooperative Concept	10	-
Budget Priorities	8	2
Proposal Focus	19	13
Program Plan	9	3
Well Written	5	10
Evaluation Criteria	2	2
Rationale	4	3
Evidence of Planning	5	5
Management	4	3
Cost Effectiveness	1	-
Interagency Linkages	2	2
Documentation	1	8
Weaknesses	1981-82 Frequency	1982-83 Frequency
Vagueness	13	7
Poor Evaluation Criteria	8	6
Poorly Written	8	-
Interagency Linkages	5	4
Cost Effectiveness	4	2
Understaffing	8	5
Budget Priorities	3	-
Cooperative Agreements	3	4
Documentation	3	1
Evidence of Planning	3	1
Cooperative Concept	2	2
Management	1	-

objectives and activities (program plan); and services provided. By contrast the kinds of weaknesses cited by panel members for proposals conditionally approved included: vagueness; poorly written; and staffing arrangements. The criticism of cooperative proposals regarding staffing dealt with the lack of details regarding local district staffs' participation in the cooperative program.

Other Influencing Factors

The data presented in this chapter have been used to evaluate the impact of the technical assistance program on the development of the 1982-83 continuation proposals. The assumption thus far has been that the technical assistance program was the only factor impacting the area cooperatives during the ten month period during which technical assistance was being delivered. In order to determine if other influences were at work which may have affected the proposal development, area cooperative coordinators were asked to identify those factors or influences that impacted the development of their 1982-83 proposals. The data were gathered through item 14 of the survey questionnaire mentioned earlier which listed fourteen factors which could have impacted the area cooperative or at least influenced the development of the proposals. Additional space was provided for coordinators to write-in other factors or conditions which may have affected their proposal development. The coordinators' response to item 14 is displayed in Table 26.

TABLE 26
 INFLUENCES ON PROPOSAL
 DEVELOPMENT REPORTED BY AREA COOPERATIVE
 COORDINATORS FOR 1982-83 CONTINUATION PROPOSALS

Influences	Frequency	Major Influence
Anticipated decrease in local EHA, Part B funds	4	2
Belief that discretionary grants would not be funded in 1982-83	3	0
Advice of BEEC Field Service Consultant	6	1
Advice of Superintendents	2	0
Advice of Parents or Advisory Groups	4	2
Change in grant writers	2	2
Loss of services to exceptional children from other service providers	3	0
Loss of specialized staff in cooperating districts	2	0
Loss of cooperative staff	0	0
Involvement in other projects	5	0
Loss of other funding sources	5	3
Anticipated changes in state and Federal regulations	4	0
Addition or loss of member districts	1	0
Significant increase or decrease in exceptional children served	2	0
Other		
Needs Assessment	3	3
Federal and State mandates	1	1

It is apparent from the data in Table 26 that no one factor, influencing condition, or event effected the development of the proposals for all fifteen area cooperatives. The most frequently mentioned influences included: BEEC Field Service Consultant; Involvement in other projects; loss of other funding sources; anticipated changes in federal or state regulations; and advice from advisory groups. In general, two types of influences were reported by the coordinators. One form of influence came from individuals or groups such as the advisory boards or superintendents. The other type of influence felt by the coordinators was the threatened or actual loss of funds.

The coordinators were also asked in item 14 to identify the one factor which had the most impact or influence on the development of their 1982-83 proposal. The response, as shown in Table 26 indicates the loss of other funding sources and the results of their own needs assessment were considered to be the major influences on the 1982-83 proposals.

Problems Associated with Panel Ratings

Two major problems were associated with the analysis of the data generated by the Panel of Experts. The first problem has been mentioned earlier in the discussion of inter-rater reliability. The division of the five panel members into nine subpanels, each with a varying number of area cooperative proposals assigned to it, created problems in the statistical analysis of the subpanel data. Both Kendall's Coefficient of Concordance, and the Wilcoxon Matched-Pairs Signed-

Rank Test were not effective procedures due to the limited number of proposals reviewed by the subpanels. The same problem occurred in analyzing the data generated from each panel member since only nine area cooperatives were assigned to each member. These problems resulted in relying upon descriptive statistics and arriving at less powerful interpretations of the data.

The second problem was the lack of panel member comments in the body of the rating instrument. Often no comments were made with the particular rating variable leaving no clue as to why the panel member rated that variable "Poor, Marginal" and so on. In several cases no comments were made in the entire rating of a proposal. The lack of this rating information resulted in the inability to pinpoint changes, both positive and negative, in the 1982-83 proposals. Possibly the section on strengths and weaknesses added some measure of interpretation to the panel members' ratings.

The problems experienced with the Panels' data will be addressed in Chapter 5. It should be noted here that the panel members were volunteers who agreed to review the proposals despite their full time commitments. The panel members were most cooperative in returning evaluation ratings on time and generally in good order.

CHAPTER 5

SUMMARY, FINDINGS AND DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

An evaluation of the Kentucky Department of Education, Bureau of Education for Exceptional Children's (BEEC) Program of Technical Assistance to fifteen area cooperatives in Kentucky was undertaken using the Discrepancy Evaluation Model. The purpose of this evaluation study was to determine if the ten month program resulted in improved implementation of the cooperative concept among the area cooperatives, as demonstrated in the cooperatives' 1982-83 continuation proposals.

The evaluation also sought to measure the impact of each of the seven components of the Technical Assistance Program as well as the impact of the total program. A variety of data collection instruments, including On-Site Visit Reports, workshop evaluations, and a survey questionnaire, were used during and after the implementation of the assistance program to measure the impact on area cooperatives.

Participation by the area cooperatives in the program was high with total participation in four of the components (On-site visits; Statewide Meeting; Quarterly Mailings; and Consultations). Near unanimous participation in Workshops and Conferences was achieved. Two components, Resource Manual and Proposal Development, were not delivered. The Resource Manual was not prepared in time for distri-

bution to the area cooperatives before the submission of the 1982-83 continuation proposals. The Proposal Development component was not delivered due to a lack of response by area cooperative coordinators.

A five member Panel of Experts comprised the second aspect of the evaluation study. The Panel reviewed area cooperative continuation proposals submitted in 1981-82 and 1982-83. The Panel's ratings were used to determine the effectiveness the Technical Assistance Program had in the development of the 1982-83 proposals as compared to the 1981-82 proposals. The data the Panels generated were used to judge the impact of the assistance program on the rationale and program plan sections of the proposals and the demonstration of the cooperative concept throughout the proposals. Other data from the Panel's ratings were used to compare the strengths and weaknesses discovered in proposals submitted in both years and to compare the overall level of preparation of the proposals.

The Panel's review of the proposals was conducted through nine subpanels, each composed of three members. The number of proposals each subpanel was assigned varied from one to three. The subpanel's rating data were analyzed using the Wilcoxon Matched-Pairs Signed-Rank Test at the .025 level of significance. Additionally, various descriptive statistics were used to interpret the Panel's ratings. Inter-rater reliability coefficients for the subpanels were determined utilizing Kendall's Coefficient of Concordance. Tables were used to display and assist in the interpretation of the data.

Findings and Discussion

Information and data collected from the Survey Questionnaire, On-Site Visit Reports, Conference and Workshop Evaluations, and other data sources including the Panel Experts, resulted in the following findings:

1. On-site visits are an effective method of increasing the awareness of the fiscal agent superintendents toward the activities of the area cooperatives.

The superintendents were already aware, to some degree, of the area cooperative activities since they were responsible for the financial management of the projects. The on-site visits did heighten their awareness level by actively involving them at the start and finish of the visits. While the superintendents may have viewed their participation in the entry and exit meetings as a matter of protocol, their involvement called attention to the priority BEEC placed on the area cooperative program. Additionally, the meetings impressed upon some of the superintendents the role they could play in the operation of the cooperative program. While the level of interest and involvement of the superintendents varied from one area cooperative to another, all of the superintendents appeared genuinely interested and appreciative of the opportunity to express their views on the area cooperative program. It should be noted that the on-site visits were presented to the superintendents as technical assistance to the cooperatives rather than as a monitoring of compliance with state and federal regulations. The less threatening approach created a favorable atmosphere for

discussion. An unanticipated benefit of the on-site visits was the support gained from the superintendents for the continuation of the area cooperative program. This was a significant development since the program is approved on a year to year basis by the State Superintendent of Public Instruction. The superintendents, individually and collectively, are the most powerful lobby for education in Kentucky. Their continued support for the cooperative program is a necessity.

2. On-Site Visit Reports were used, to some degree, by area cooperative coordinators as part of their needs assessment conducted during the development of the continuation proposals.

The on-site visits were conducted to assess both current and long range needs of the cooperatives. In those cooperatives which had developed a successful service delivery system, the consideration of future cooperative activities often were of less concern to the participants than fine tuning the existing programs. In other area cooperatives, the discussion on future activities awakened participants to the possibilities that their cooperative's activities could or should be expanded, modified or completely redirected to meet newly identified needs. In this regard, needs assessment provided benefits cited by Bartel (1976) Tracy (1976) and Black (1976), in that they included relying on the client's perception of needs and assisted in developing consensus among the participants regarding which needs were a priority. Not all the needs identified during the site visits were intended to be acted upon by the cooperatives in their preparation of

the 1982-83 proposals. The On-Site Visit Report was designed to remind the participants of the needs they identified during the visits. It was suggested to the cooperatives that a formal needs assessment be conducted to reaffirm the priority needs for 1982-83.

3. On-site visits are effective as a means to determine which area cooperatives are experiencing operational problems which impact on the implementation of the cooperative concept.

The visits were effective in that they provided an opportunity to meet with and discuss the area cooperative program with project participants. By attending a meeting of the area cooperative board, the personal and professional interactions among the participants could be observed. Individual interviews provided additional opportunities to gauge the views and understanding of the district representatives toward the cooperative. Observing first hand the delivery of services as well as interviewing project staff allowed for determination of any problems in the delivery system. While some problems observed were caused by staffing arrangements, or lack of policies and procedures, the major problems appeared to stem from personalities of the individuals involved in the cooperative. The determination as to whether the problems were based on the participants' understanding of the cooperative concept or their unwillingness to implement the cooperative concept was usually not a difficult task. The barriers to cooperation among member districts were noted in two area cooperatives. These barriers included those cited by Humm-Delgado (1980), namely variant viewpoints among district

representatives, and by Johnson, McLaughlin and Christensen (1982) regarding interpersonal relationships.

4. Workshop sessions provided by BEEC to area cooperative coordinators were considered by coordinators to be effective and beneficial.

This finding was due, in part, to having workshops and conferences designed exclusively with area concerns of area cooperatives. In addition, the cooperative conferences and workshops provided the coordinators an indication of BEEC's commitment to the cooperative program. Two side benefits of the workshops included assisting two coordinators who were new to Kentucky and to the area cooperative program, and the identification by coordinators of topics for future training sessions. This latter benefit was similar to receiving client input for technical assistance.

5. Workshops and conferences did not result in increased communications among coordinators during the year.

The failure to generate communication may have resulted from the lack of time during training sessions for informal interactions among participants. Although group activities were a part of the training, these situations probably did not allow enough time for individuals to exchange meaningful information. The dependence on the workshops to create an informal communication network among coordinators may have been too ambitious a goal. Prior to the technical assistance program, the coordinators had not come together as a group and many did not know their counterparts in the other area cooperatives. It is possible that after a year of group training sessions, the coordina-

tors will more likely communicate with their counterparts.

6. The Statewide Meeting to review the Discretionary Grant Application was viewed by coordinators as a positive training experience.

This finding appears to result from the need of coordinators to have an opportunity to express their concerns, to ask questions and to obtain information regarding the application process. It should be noted that the meeting was the first time the application process was reviewed with coordinators since the initial organizing meeting in November of 1980. The coordinators may have been favorably inclined to the meeting since their lodging, meals and transportation expenses were paid by BEEC. More likely, the coordinators may have realized that the 1982-83 applications would be more closely scrutinized than in previous years. In addition, the changes made in the 1982-83 application would have been difficult to implement without such a meeting. As a side benefit, the Statewide Meeting resulted in more informal interactions among coordinators than was experienced at the workshops.

7. The 1982-83 Discretionary Grant Application was viewed by coordinators as being helpful in avoiding common mistakes in their preparation of continuation proposals.

The inclusion of the checklist to determine the completeness of the application was probably the most attractive new feature of the package. The checklist eliminated the need to reread all the directions and gave the coordinators some assurance they had at least met the minimum requirements for a discretionary grant. It is probable that the coordinators considered the new application helpful due to the amount of

time devoted to the application at the Statewide Meeting. At that meeting, the application and particularly the new requirements were discussed at length. Thus, the coordinators left the meeting knowing how to use the application.

8. Quarterly Mailings were valued by coordinators for providing useful information on the cooperative service delivery system both in Kentucky and elsewhere in the country.

The mailings provided the coordinators with information which would not have been available to them without an extensive expenditure of time, effort and research. Additionally, the mailings were geared exclusively toward the area cooperatives and were designed, like the workshops, to assist the coordinators with concerns associated with the cooperative approach to educating handicapped children.

9. Quarterly Summaries contained in the mailings did not result in encouraging extensive communication among area cooperative coordinators.

While the coordinators found the summaries contained useful information, the summaries may have been too broad in nature and thereby lacking in sufficient detail to encourage coordinators to follow up with a call or letter. Additionally, the summaries were a new requirement in 1981-82 and some coordinators may have resented the additional responsibility. This resentment, if it existed, may have led some coordinators to view the summaries as a burden rather than a benefit. Another factor was the reliance of coordinators on BEEC consultation for information on what was going on in other cooperatives. While the summaries failed to create a network of communication among coordinators, the goal of such

a network should continue to receive consideration from BEEC in the future.

10. Area cooperative coordinators found BEEC Consultation to be effective in providing useful information and helpful in resolving problems.

This finding results from, in part, the creation of the consultant level position in BEEC for the discretionary grant program. By having one individual in the Bureau to handle area cooperative concerns, requests for information, and so on, consultation for the coordinators was greatly facilitated. This does not mean the BEEC consultant for discretionary grant projects provided sole information to the coordinators since the Field Service Consultants and other Frankfort based staff were available on request. Due to many of the coordinators being local district special education coordinators, they knew who was available in BEEC or the Department of Education to assist them with their problems or requests for information. In general, the coordinators did rely on the BEEC consultant for discretionary grants for information regarding the cooperative program. The BEEC should continue to assign the responsibilities of coordinating the area cooperative program to one staff member.

11. Coordinators relied on telephone consultation as the most frequent means of obtaining assistance from BEEC.

This finding indicates that the telephone proved to be the most accessible form of quick and direct consultation. In-person and written consultations were reserved for unique problems which needed an in-depth and/or formal response. It's probable that the coordinators viewed BEEC

consultation, especially via the telephone, the most accessible form of technical assistance offered in 1981-82.

12. The Panel of Experts did not find the 1982-83 area cooperative proposals to be significantly different from the 1981-82 proposals in the following areas:

- a. Total Weighted Scores
- b. Rationale Sections
- c. Program Plan Sections
- d. Cooperative Concept Development

As with all the Wilcoxon Test results, the data analysis was influenced by the limited number of proposals reviewed by each panel member. This situation was unforeseen in the planning of the panel's review of the proposals. Due to this consideration, the Wilcoxon Test was not an adequate statistical procedure to measure significant differences in proposals from 1981-82 to 1982-83.

13. The total weighted scores on two-thirds of the 1982-83 proposals exceeded the total weighted scores of the 1981-82 proposals.

While the Wilcoxon Test did not result in finding significant differences between the 1981-82 and the 1982-83 proposals, the data does indicate improvement in 10 of the 15 1982-83 proposals. This figure might have been greater when regression in the panel's ratings of the 1982-83 proposals is taken into account. The possibility of regression in the panel's ratings is discussed in finding 17.

14. The Panel Experts rated eleven of the fifteen 1982-83 Rationale Sections higher than the Rationale Sections in the 1981-82 proposals.

Several of the panel members commented on the standardized language used in the Rationale Sections in the 1981-82 proposals. There was less criticism of this in the 1982-83 proposals, and more comments on

well-written proposals. Part of the explanation may be in the removal of the example of a Rationale Section in the 1982-83 Application Package. This may have encouraged coordinators to develop a rationale based on their cooperative's unique needs rather than on a standard format.

15. Program Plans submitted in nine of the fifteen proposals were rated higher in 1982-83 as compared to the ratings for the 1981-82 Program Plans.

As with the Rationale Sections, the 1982-83 Program Plans were not significantly different from those submitted in 1981-82. The emphasis on writing more detailed and concise Program Plans and the removal of the example in the Application Package may have resulted in more distinctive Program Plans submitted by the cooperatives in 1982-83.

16. A majority of the 1982-83 proposals were rated higher than the 1981-82 proposals for the development of the cooperative concept.

The improvements noted in the 1982-83 proposals were due, in large measure, to the emphasis placed in all aspects of the technical assistance program on understanding the cooperative concept.

17. The highest rated proposals in 1981-82 were more likely to be rated lower by the Panel in 1982-83.

These proposals, however, remained among the more highly rated 1982-83 proposals. Regression appears to be the factor for the decline of the highest rated proposals rather than a decline in their quality in 1982-83. In addition, the improvement in the lower rated proposals from 1981-82 to 1982-83 had the effect of narrowing the differences between the proposals.

18. The Panel found the 1982-83 proposals to be better written and with more documentation than the 1981-82 proposals.

The reason why documentation was cited by the Panel in their review in 1982-83 proposals was due to the requirement for the proposals to demonstrate planning in the development of the cooperative program. Many of the proposals submitted for the 1982-83 included policies and procedures developed during the year as a result of the technical assistance program. The policies dealt with topics such as ownership of cooperative equipment and supplies, personnel matters and responsibilities of district representatives. The inclusion of the policies and procedures were optional in the 1982-83 proposals, but the presence of these documents along with a needs assessment were noted by the Panel during the review process. In general, the Panel Members appeared to consider a proposal "well written" when it was complete, consistent throughout, and supported by documentation.

19. The major weaknesses of the 1982-83 proposals according to the Panel were vagueness, poor evaluation criteria in program plans, and understaffing of cooperatives.

Vagueness was cited by the Panel in both 1981-82 and 1982-83 proposals. Generally, the criticism dealt with the lack of information in the service delivery system. Particularly, Panel members repeatedly found the proposals assumed the reader already knew the services provided by the participating local districts. Without this background information, the reviewer often could not interpret the need for the cooperative's services or how the cooperative's staff could handle the assigning of

serving five or more school districts. This, too, was the underlying criticism regarding understaffing. It appeared in some of the proposals, for example, that one psychologist was providing the only child evaluation services for five county based school districts. No information was provided in these instances to indicate whether the districts had their own evaluation staff or were contracting with other agencies or individuals. The weaknesses in the evaluation criteria were cited as a problem in both the 1981-82 and 1982-83 proposals. The criticism centered on evaluation statements based on a completion of an activity rather than the impact of an activity.

20. The number of 1982-83 proposals which were judged by the Panel to be in approvable form increased by thirteen percent over the number of approvable 1981-82 proposals.

Since improvement in the 1982-83 proposals were made in all evaluation categories, it would appear that an increase in approvable proposals was a natural result. Another explanation is that some of the Panel members may have become less discriminating in this aspect of their review during the evaluation of the 1982-83 proposals.

21. The development of the 1982-83 proposals was influenced by a variety of factors such as the threatened loss of other funding sources; the threatened cut in local district's Part B funds; the advice of the BEEC Field Service Consultants; and so on.

However, no one factor or event appeared to influence a majority of the proposals. In addition, internal and external influences appeared to effect each area cooperative according to its unique organizational arrangement. For example, in some area cooperatives the Field Service

Consultant was an influencing factor while in other cooperatives the Field Service Consultant was not directly involved and therefore did not significantly influence the cooperative participants.

In review, three general observations can be made regarding the findings. First, many of the findings support the position taken by Havelock (1978) in regard to the relationship between the provider and the receiver of technical assistance. The Bureau's program of technical assistance was developed in response to the needs of the area cooperatives. Those needs were expressed in terms of the confusion among area cooperative coordinators toward the concepts of an area cooperative, and the provision of interagency coordination of services for handicapped children. As BEEC's technical assistance was provided, a closer relationship between BEEC and the coordinators developed. This development was in keeping with Havelock's observations on the cyclical pattern of the provider-client relationship. As a result of this closer relationship, the coordinators were able to express their specific needs for assistance to BEEC. An example of this occurred regarding the need for policies and procedures to govern area cooperatives. Initially, the need for such policies and procedures was uncovered during the on-site visits. However, the coordinators were not ready to develop such procedures until they were directly confronted with the need for a specific policy or procedure. When this occurred, the coordinators readily approached BEEC for assistance. While the provider-client relationship did follow the pattern suggested by Havelock, it did not reach the higher stages

of development. A possible reason for this arrested development might have been the area cooperatives were initially unprepared to seek technical assistance from the BEEC. This explanation would agree with Havelock's theory that the client must first be aware of its needs before outside help is recognized as needed.

The second observation concerns the dilemma mentioned by Gallagher (1976b) regarding the maintenance of objectivity in the evaluation of broadly based technical assistance programs. The Bureau's program focused on the broad objective of increasing the coordinators' understanding of the cooperative concept. The evaluation of the technical assistance program was subject to intervening influences from within the client organizations. In addition there may have been intervening influences on the BEEC. How objective were the coordinator's evaluation of the technical assistance when their projects were financially dependent on the BEEC? To what extent was the technical assistance influenced by field service consultants who were closely associated with some of the cooperatives? These questions only hint at the influences which may have affected both the technical assistance program and the evaluation of that program. According to Gallagher, the credibility of an evaluation process can only be assured by the provision of a third party evaluator.

The final observation concerns the written comments of the panel members. Many of the comments, particularly those dealing with the strengths and weaknesses of the proposals, were general rather than specific judgments about the quality of the proposals. The tendency of

the panel to make global comments regarding the proposals was probably due to the lack of specific instructions provided to the panel.

Apparently, the instructions on the evaluation form were insufficient to direct the panel to make specific observations on the quality of the proposals. This lack of specificity in the instructions may also explain the reduction in written comments made by the panel in their review of the 1982-83 proposals.

Conclusions

The findings presented conflicting evidence as to the impact of the Bureau's program of technical assistance. The statistical analysis of the non-parametric data, utilizing the Wilcoxon Test, indicated there were no significant differences between the 1981-82 and 1982-83 proposals in four areas: total weighed scores, rationale section, program plan section, and cooperative concept. As discussed earlier, the Wilcoxon Test results were influenced by the limited number of proposals the panel members reviewed. In addition, regression in the panel's ratings of the 1982-83 proposals also impacted the results. Finally, the low inter-rater reliability for each of the sub-panels indicated an additional problem with the statistical analysis.

In contrast, the descriptive statistics indicated improvement in the 1982-83 proposals in the total weighted scores, rationale section, program plan section, and cooperative concept. Further, other evaluation measures, including the survey of area cooperative coordinators, provided valuable data on each of the components of the technical assistance program. As a result, greater weight was given to the analysis of the

descriptive statistics as well as the results of other evaluation measures. Based on these considerations the following conclusions are drawn:

1. The Bureau of Education for Exceptional Children's program of technical assistance appears to have had a favorable and measurable impact on the development of the 1982-83 area cooperative proposals.
2. The development of the cooperative concept in the 1982-83 area cooperative proposals was enhanced by the Bureau's technical assistance program.
3. The predominant factor which influenced the development of the 1982-83 proposals was the Bureau's technical assistance program.
4. The on-site visits were effective in providing technical assistance and support to area cooperatives.
5. Workshops and conferences sponsored by the Bureau for area cooperatives were an effective means to provide training to area cooperative coordinators.
6. The statewide meeting to train coordinators on the discretionary grant application process was an effective method of technical assistance.
7. The program of technical assistance provided the Bureau with an organized approach for improving the operation of the area cooperative programs.
8. Providing telephone consultation to the area cooperative coordinators was an effective means of delivery technical assistance.
9. The quarterly mailings did not result in creating an information network among area cooperatives.
10. The technical assistance program did not greatly improve the grant writing skills of the area cooperative coordinators.
11. Workshops and conferences for area cooperatives did not have the affect of increasing communication among coordinators during the year.

12. The panel of experts did not receive sufficient instructions prior to their review of the proposals.
13. The statistical analysis of the data was flawed by low inter-rater reliability, regression, and the limited number of proposals assigned to each panel member.

Recommendations

The following recommendations are made to the Bureau of Education for Exceptional Children:

1. The Bureau should continue to provide a planned program of technical assistance to its fifteen area cooperatives. The program should include the following components of the 1981-82 program:
 - a. On-site visits to each cooperative
 - b. Series of workshops and conferences
 - c. Statewide meeting on discretionary grant application procedures
 - d. Consultation services
2. The Quarterly Mailings should be replaced with a program designed to promote the area cooperatives via the Kentucky Department of Education's publications and other media.
3. Training programs to be conducted for area cooperative coordinators during the year should address grant writing skills and internal program evaluation methods and skills.
4. On-site visits should focus on identification of areas in which additional technical assistance is needed. Follow-up programs of technical assistance should be provided to area cooperatives identified in site-visit reports as experiencing operational problems.
5. An evaluation of the resource manual on area cooperatives should be conducted to determine if the manual has met the expectations of both the Bureau and the area cooperatives.
6. The Bureau should consider a third party evaluation of the area cooperatives in order to obtain evaluation data which are less subject to bias than are in-house evaluation data.

The following recommendations are made in regard to future evaluation studies:

1. In assigning continuation proposals (or other documents) to a panel of experts or judges, care should be taken to assure that each panel member has the opportunity to review all proposals.
2. If subpanels are utilized, an equal number of proposals should be submitted to each subpanel to allow use of more powerful statistical procedure.
3. In order to have sufficient data to determine inter-rater reliability, each subpanel should review the maximum number of proposals that is feasible.
4. More specific instructions should be provided to insure panel members' comments are obtained. Instead of leaving space for comments after each rating item, raters should be directed to respond to specific questions regarding the reason for the rating selection.
5. Panel members should be brought together after their individual review of the proposals in order to develop consensus on each proposal.
6. The evaluation should include a follow-up procedure to determine if skills acquired as a result of the technical assistance are being effectively implemented.

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APPENDIX A

APPENDIX A

Panel of Experts

Dr. William R. Littlejohn
Project Director
Indiana Special Education
Administrators' Services
Madison, Indiana

Dr. Martin C. Martinson
Director
Human Development Program
University of Kentucky
Lexington, Kentucky

Dr. George Hehr
Assistant Superintendent
Harrison County (KY) Public Schools
Cynthiana, Kentucky

H. Douglas Cox
Supervisor
Virginia Department of
Education
Lynchburg, Virginia

Dr. Margaret Christensen
Director
Technical Assistance Center
James Madison University
Harrisonburg, Virginia

APPENDIX B

APPENDIX B

List of EHA, Part B, Discretionary Grants

West Kentucky Diagnostic Center
 c/o Melba Casey
 West Ky. Educational Cooperative
 Murray State University
 Special Education Building
 Suite 338
 Murray, Kentucky 42071
 502/762-6965

Buffalo Trace Diagnostic Center
 c/o Alpha Straub
 Mason Co. Bd. of Education
 Box 97, Route 5
 Maysville, Kentucky 41056
 606/564-9911

Northern Kentucky Cooperative for
 Special Education
 c/o Dr. Betty Herron
 Covington Ind. Bd. of Education
 25 East 7th Street
 Covington, Kentucky 41011
 606/292-5895

Big Sandy Diagnostic Center #2
 c/o Cynthia Champer
 Eastern Kentucky Educational
 Development Corp. (EKEDC)
 P.O. Box 1269
 925 Winchester Avenue
 Ashland, Kentucky 41101
 606/324-5161

Kentucky Valley Educational
 Cooperative #2
 c/o Elwood Cornett
 325 Broadway
 P.O. Box 1118
 Hazard, Kentucky 41701
 606/439-2311

Diagnostic Network Coordination
 Center for South Central
 Kentucky: A Service Delivery
 Network for Rural Areas
 c/o Dr. James A. Gibbs
 Western Kentucky University
 College of Education
 Bowling Green, Kentucky 42101
 502/745-5363

Wilderness Trail Cooperative
 c/o Carol Horn
 Madison Co. Bd. of Education
 707 North 2nd Street
 Richmond, Kentucky 40475
 606/623-5200

Big Sandy Diagnostic Center #1
 c/o Cynthia Champer
 Eastern Kentucky Educational
 Development Corp. (EKEDC)
 P.O. Box 1269
 925 Winchester Avenue
 Ashland, Kentucky 41101
 606/324-5161

Kentucky Valley Educational
 Cooperative #1
 c/o Elwood Cornett
 325 Broadway
 P.O. Box 1118
 Hazard, Kentucky 41701
 606/439-2311

Ohio Valley Educational
 Cooperative (OVEC)
 c/o Linda Hargan
 05F Houchens Building
 University of Louisville
 Louisville, Kentucky 40292
 502/588-5049

Ashland Regional Assessment Center
c/o Steve Gilmore
Ashland Ind. Bd. of Education
1420 Central Avenue
Ashland, Kentucky 41101
606/329-9777

South Eastern Kentucky Special
Education Cooperative
c/o Frances Turner
James A. Cawood
U. S. Mounted Route 1
Harlan, Kentucky 40831
606/573-7310

Central Kentucky Physical Therapy
Cooperative
c/o Jenny Jacobs
Lincoln Co. Bd. of Education
Box 265, Somerset Road
Stanford, Kentucky 40484
606/365-2124

Bluegrass Secondary Model
Cooperative
c/o Barbara Rainey
Scott Co. Bd. of Education
Box 561
Georgetown, Kentucky 40324
502/863-3663

Rough River Educational Cooper-
ative
c/o Carol Walker
Grayson Co. Bd. of Education
909 Brandenburg Road
Leitchfield, Kentucky 42754
502/259-4011

Central Kentucky Cooperative
c/o Wendy Bernhardt
Jessamine Co. Bd. of Education
P.O. Box 186
Nicholasville, Kentucky 40356
606/885-4179

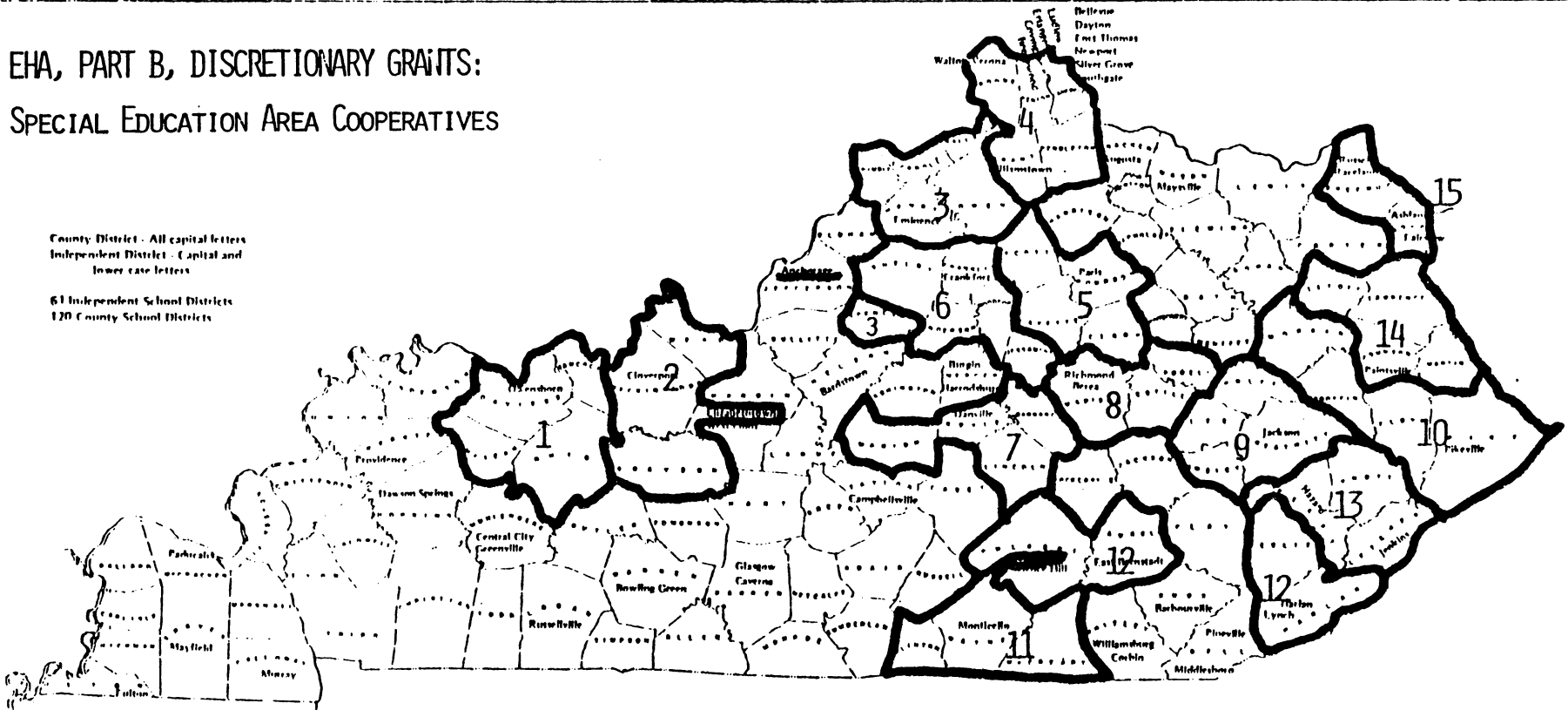
Green River Area Service Coop-
erative
c/o Theresa Varnet
Owensboro Ind. Bd. of Education
Box 746
Owensboro, Kentucky 42301
502/685-2981

Lake Cumberland Cooperative
c/o Ginger McPheron
Somerset Ind. Bd. of Education
305 College Street
Somerset, Kentucky 42501
606/679-4451

APPENDIX C

EHA, PART B, DISCRETIONARY GRANTS: SPECIAL EDUCATION AREA COOPERATIVES

County District - All capital letters
 Independent District - Capital and lower case letters
 61 Independent School Districts
 120 County School Districts



- | | |
|--|--|
| 1. Green River Area Service Cooperative | 8. Wilderness Trail Cooperative |
| 2. Rough River Educational Cooperative | 9. Kentucky Valley Educational Cooperative #1 |
| 3. Ohio Valley Educational Cooperative | 10. Big Sandy Diagnostic Center #1 |
| 4. Northern Kentucky Cooperative | 11. Lake Cumberland Cooperative |
| 5. Bluegrass Secondary Model Cooperative | 12. Southeastern Kentucky Cooperative |
| 6. Central Kentucky Cooperative | 13. Kentucky Valley Educational Cooperative #2 |
| 7. Central Kentucky P. T. Cooperative | 14. Big Sandy Diagnostic Center #2 |
| 15. Ashland Regional Diagnostic Center | |

APPENDIX D

APPENDIX D

Schedule of 1981-82 On-Site Visits

Area Cooperative	Dates
Central Kentucky P. T. Cooperative	September 14, 15, & 16
Lake Cumberland Cooperative	16, 17, & 18
Kentucky Valley Educational Coops. #1 & #2	October 1, 2, & 5
Southeastern Kentucky Special Education Cooperative	6, 7, & 8
EKEDC (Big Sandy) #1 & #2	13, 14, & 15
Rough River Educational Cooperative	November 12, 13
Ashland Regional Assessment Center	23, 24
West Kentucky Diagnostic Center	30 & Dec. 1
Diagnostic Network Coordination Center	December 2, 3, & 4
Buffalo Trace Diagnostic Center	9, 10, & 11
Northern Kentucky Cooperative	January 11, 12, & 13
Bluegrass Secondary Model Cooperative	14, 15
Green River Area Service Cooperative	18, 19
Wilderness Trail Cooperative	20, 21, & 22
Ohio Valley Educational Cooperative	26, 27, & 28
Central Kentucky Cooperative	February 8, 9, & 10

APPENDIX E



Kentucky Department of Education

Raymond Barber, Superintendent of Public Instruction

December 18, 1981

Dr. Betty Herron
Northern KY Cooperative
Covington Board of Education
25 East 7th Street
Covington, KY 41011

Dear Dr. Herron:

As a part of the Bureau's commitment to the discretionary grant projects in FY 1982, visits to each area cooperative and regional diagnostic center have been planned between September and February, 1982. The purpose of these two to three day visits is to provide an opportunity to review the status of your project. In addition, attention will be directed toward providing technical assistance to your project in program implementation and future planning.

The following activities will be part of the scheduled visits:

1. Meeting with the project coordinator or fiscal agent representative.
2. Meeting with the fiscal agent superintendent or agency head.
3. Meeting with the cooperative board members.
4. Meetings with the project staff.
5. Review of financial records including the inventory of purchases by the project.
6. Review of the project's program plan and status of implementation.
7. A minimum of two site visits to schools, classrooms, etc., where programs and/or services are being provided by the project. Where possible, these site visits should be scheduled in more than one local district.

I will contact you in advance of the visit to discuss scheduling details. Tentatively, the visit to your project is scheduled for 1/11-13, 1982.

If you have any concerns regarding the above dates, please contact me at your convenience.

Sincerely,

John A. Rosati, Consultant
Unit of Part B Implementation

cc: Dr. David Lusk, Dr. Allen Bernard, Managerial Committee

Kentucky Department of Education, Capital Plaza Tower, Frankfort, Kentucky 40601

ASHLAND REGIONAL ASSESSMENT CENTER

Administration Building
 1420 CENTRAL AVENUE
 ASHLAND, KENTUCKY 41101
 PHONE 606/328-9777

DISCRETIONARY GRANT VISIT

- ACENDA -

Monday, November 23	8:30 a.m.	Conference John Rosati, B.E.E.C. Steve Gilmore, Project Director Dr. Stephen Towler, Superintendent
	9:00 a.m.	Conference John Rosati, B.E.E.C. Nick Ghassomians, Project Psychologist
	10:00 a.m.	Records Review
	12:00 noon	Lunch
	1:00 p.m. to 3:00 p.m.	Individual Conferences with Project Participants
Tuesday, November 24	8:30 a.m.	Individual Conferences with Project Participants
	10:30 a.m.	Review Program Objectives
	11:30 a.m.	Exit Conference John Rosati, B.E.E.C. Dr. Stephen Towler, Superintendent

Schedule of Conferences

November 23 - Greenup County Charlie Mullins 1:00 - 3:00 p.m.	November 24 - Fairview Stan Ramey 8:30 - 10:30 a.m.
Raceland-Worthington Bennie Bingham 1:00 - 3:00 p.m.	Foyd County Delmas Donta 8:30 - 10:30 a.m.
Russell Fred Billups 1:00 - 3:00 p.m.	



Kentucky Department of Education

Raymond Barber, Superintendent of Public Instruction

February 1, 1982

Dr. Betty Herron
Northern Kentucky Cooperative for
Special Education
Administration Building
25 East Seventh Street
Covington, Kentucky 41011

Dear Dr. Herron:

Thank you for the cordial reception and cooperation extended by you and Superintendent Lusk to me during my visit to the Northern Kentucky Cooperative for Special Education on January 11-13, 1982.

I appreciated the opportunity to meet with the members of the Managerial Committee as well as with Mr. Estreicher, Principal of the Fort Wright School, Ms. Reutman, Special Education Director of Erlanger-Elsmere, and Dr. Reubenstein and his staff at the Cincinnati Center for Developmental Disorders. A special thank you to Ann Khourney for the informative tour of CCDD. The visit to your cooperative was an extremely profitable experience for me and hopefully the enclosed comments will be of value to you in your continued efforts to serve exceptional children on an area basis.

The enclosed report identifies the findings of the visit. The report reflects the views and suggestions offered by the individuals mentioned above as well as our review of the financial and programmatic status of the cooperative. After you and the Managerial Committee review the contents of the enclosed report, you may wish to respond in writing to any or all of the issues raised in the report.

As you and the Managerial Committee continue to implement the proposed objectives and activities to provide services to exceptional children in your service area, please feel free to contact me for assistance.

Sincerely,

John A. Rosati, Consultant
Unit of Part B Implementation
Bureau of Education for Exceptional Children

JAR:sbm

Enclosures

cc: Dr. David Lusk
Managerial Committee

Kentucky Department of Education, Capital Plaza Tower, Frankfort, Kentucky 40601

FINDINGS OF ONSITE VISIT
NORTHERN KENTUCKY COOPERATIVE FOR SPECIAL EDUCATION
January 11-13, 1982

Project Director: Dr. Betty Herron

Fiscal Agent: Covington Independent Board of Education

Fiscal Agent Superintendent: Dr. David Lusk

Participating Districts:

Boone County	Grant County
Walton-Verona Independent	Williamstown Independent
Cambell County	Kenton County
Bellevue Independent	Beechwood Independent
Dayton Independent	Covington Independent
Ft. Thomas Independent	Erlanger-Elsmere Independent
Newport Independent	Ludlow Independent
Silver Grove Independent	Pendleton County
Southgate Independent	

Financial Status:

NKCSE has received to date \$62,000 in FY 1981 funds. For the quarter ending December 31, 1981, the cooperative has spent or obligated \$67,721.95. An amendment may be needed in the near future in order to cover the printing cost of special education forms. Approximately \$17,000 in FY 1980 funds remains to be expended between January and August 31, 1982.

Program Plan Implementation:

A review of the NKCE program plan indicated that project goals and objectives were being met on time and according to established evaluation criteria.

Administration and Internal Monitoring:

The cooperative's governing body is the Managerial Committee composed of both Superintendents and Special Education Directors. The Committee meets monthly to discuss current and future activities of the cooperative. Dr. Herron, the project Director, administers the cooperative's daily operation. Dr. Herron does an excellent job of keeping committee members informed. Representatives interviewed during the visit were appreciative of Dr. Herron's efforts. The cooperative has developed procedures for districts referring students to the cooperative.

Interagency Coordination:

The cooperative has contacted all agencies and private practitioners currently involved in a service contract to renegotiate or review contracts for 1981-82.

In many cases, contracts were continued in effect without change in condition or rates. The cooperative continues to locate additional practitioners and agencies and enter into service contracts. The variety of services available via these agreements allows the cooperative to select the agency or private practitioner that best suits the needs of the district and student.

The working relationship with the Cincinnati Center for Developmental Disorders and the NKCSSE is excellent. Both parties see the benefit of the cooperative in interagency coordination as a focal point in the referral process. The role of the cooperative in interagency coordination is to represent all the districts in a one on one relationship with the agencies and other service providers. As such, there is no effort toward a large scale interagency planning group. In general, NKCSSE has identified the resources available and has negotiated service agreements from which all districts benefit. Considering the size of the cooperative (both geographic and number of districts), this is a major accomplishment. Possibly the best compliment comes from Dr. Rubenstein of CCDD who stated that CCDD has a stronger working relationship with NKCSSE than with either the Cincinnati or Hamilton County (Ohio) School Systems!

In another aspect of interagency coordination, NKCSSE has surveyed special education directors, superintendents and principals regarding ED/BD consultation seminars for staff from the districts in the cooperative. A tentative schedule has been drawn up with topics and consultants identified. Plans call for the seminars to be held at Northern Kentucky University.

Services For Children With Low-Incidence Handicaps:

The cooperative was unable to secure a full-time physical therapist. Instead, a part-time therapist has been contracted for the Dorothy Howell School and for the Ft. Wright School. In addition, a part-time occupational therapist is providing services for the Howell School and Arnett programs. A total of 34 students are receiving physical therapy services and 15 students are receiving occupational therapy services.

A total of 31 referrals have been processed for individual diagnostic and/or counseling services during the second quarter for a total of 62 referrals processed for the first six months. A total of 26 referrals for psychiatric and group counseling have been processed.

Transportation was provided for 11 referrals to diagnostic and counseling appointments during the first two quarters. Equipment was purchased and distributed to the Dorothy Howell and Ft. Wright Schools. The cooperative has set aside transportation funds to help transport students from Northern Kentucky to the Special Olympics.

Other Activities:

The cooperative is in the process of developing common special education forms for the 17 districts. The forms will be printed on NCR paper. A brochure describing NKCE is being prepared and will be printed and distributed this spring.

Overall Impression:

The cooperative's strength comes from three sources: 1) the commitment and involvement of the superintendents, 2) the expertise of the special education directors; and 3) the abilities of the project director. The superintendents have a good understanding of the benefits of districts cooperating via their experience with the Dorothy Howell School. It is apparent that district representatives believe that through cooperation, the school districts of northern Kentucky can maximize the resources available. Further, it is recognized by the larger districts that providing support services to the smaller districts increases special education programs and services for the area in general.

As a result of interviews with the project director, superintendents, and special education directors, the following suggestions regarding the future development of the cooperative are:

1. Continue the emphasis on multihandicapped programs and related service
2. Explore the possibility of including ED/BD programs on an area basis
3. Develop an inservice program for regular educators on special education topics

APPENDIX F

EVALUATION OF BEEC TECHNICAL ASSISTANCE
TO AREA COOPERATIVES
1981-82

Please answer the following questions by placing a check (✓) in the space next to the appropriate response.

THE FOLLOWING QUESTIONS DEAL WITH THE ON-SITE VISIT REPORT OF YOUR AREA COOPERATIVE.

1. Did the on-site visit report highlight the positive activities of your area cooperative?

Not at all Somewhat Extensively Very Extensively

Comments:

2. Did you use the on-site visit report in the development of your 1982-83 continuation proposal?

Yes No

If yes, what aspects of the report did you use?

3. Did the on-site visit report increase the awareness of the fiscal agent superintendent toward the activities of the area cooperative?

Yes No

Comments:

THE FOLLOWING QUESTION DEALS WITH THE BEEC CONFERENCE SESSION FOR AREA COOPERATIVES.

4. In the weeks and months following the BEEC conference session, did you, as a result of that session, initiate contact with or receive contacts from coordinators of other Kentucky area cooperatives?

(cont.)

Yes No

If yes, what was the content, purpose, and outcome of the contact(s)?

THE FOLLOWING QUESTIONS DEAL WITH THE RESOURCE MANUAL, COOPERATING FOR SPECIAL EDUCATION IN KENTUCKY.

5. Did you find the examples of best practices in the resource manual relevant to your area cooperative?

Yes No

Comments:

6. Did you use the Resource Manual in the preparation of your 1982-83 continuation proposal?

Not at all Somewhat Extensively Very Extensively

If so, what part(s) of the manual did you use?

THE FOLLOWING QUESTION DEALS WITH THE REVISED APPLICATION FOR DISCRETIONARY GRANTS PRESENTED AT THE FEBRUARY 25th MEETING.

7. Did the revised instructions in the application package prove useful in avoiding mistakes in the development of your 1982-83 continuation proposal?

Not useful Somewhat useful Very useful Extremely useful

Comments:

THE FOLLOWING QUESTIONS DEAL WITH THE BUREAU'S QUARTERLY MAILINGS TO AREA COOPERATIVES.

8. Describe the usefulness of the information contained in the quarterly mailings.
- Not useful Somewhat useful Very useful Extremely useful
- Comments:

9. Rate the value of the following components of the quarterly mailings:

Research articles on:

- | | | | |
|--|-------------------------------|------------------------------------|------------------------------------|
| Rural Delivery of Special Education | <input type="checkbox"/> Poor | <input type="checkbox"/> Average | <input type="checkbox"/> Very good |
| | | <input type="checkbox"/> Excellent | |
| Area Cooperatives | <input type="checkbox"/> Poor | <input type="checkbox"/> Average | <input type="checkbox"/> Very good |
| | | <input type="checkbox"/> Excellent | |
| Quarterly Summaries of Area Cooperatives | <input type="checkbox"/> Poor | <input type="checkbox"/> Average | <input type="checkbox"/> Very good |
| | | <input type="checkbox"/> Excellent | |

10. As a result of receiving information in the quarterly mailing on the activities of those area cooperatives, did you contact other coordinators of area cooperatives?

Yes No

Comments:

THE FOLLOWING QUESTIONS DEAL WITH CONSULTATIONS BETWEEN BEEC STAFF RESPONSIBLE FOR DISCRETIONARY GRANTS AND AREA COOPERATIVE COORDINATORS.

11. Did you use telephone consultations with BEEC staff as a means of obtaining needed information for your area cooperative?

Yes No

Comments:

12. Rate the usefulness of the information you received from telephone consultations with BEEC staff.

Not useful Somewhat useful Very useful Extremely useful

Comments:

PLEASE ANSWER THE FOLLOWING QUESTION IF YOU REQUESTED ON-SITE BEEC ASSISTANCE DURING THE DEVELOPMENT OF YOUR 1982-83 CONTINUATION PROPOSAL.

13. Classify the extent to which BEEC assistance was useful in the development of the continuation proposal.

Not useful Somewhat useful Very useful Extremely useful

Comments:

14. Listed below are factors which may have influenced the development or focus of your 1982-83 continuation proposal. Place a check (✓) next to the factor(s) which affected the development of your Discretionary Grant proposal. Place an asterisk (*) next to the one factor that most effected the development of the proposal. Please comment on all of the items checked and identify your comments with the item number.

1. Anticipated decrease in EHA, Part B funds for local school districts.
2. Feeling that Discretionary Grants would not be renewed in 1982-83.
3. Advice of Field Service Consultant(s) serving your area.
4. Advice or direction from Superintendent(s) (where Superintendents are not represented on cooperative board).
5. Advice or demands from parents or advisory groups..
6. Change in individuals responsible for preparing draft proposal.
7. Loss of other services for exceptional children from other service providers.

(cont.)

- ___8. Loss of specialized staff in districts served by area cooperatives.
- ___9. Loss of staff employed by the area cooperative.
- ___10. Involvement in other projects dealing with exceptional children.
- ___11. Loss of other sources of funding services/programs for exceptional children.
- ___12. Anticipated changes in federal or state regulations regarding the education of exceptional children.
- ___13. Addition or loss of participating districts in the area cooperative.
- ___14. Significant increase or decrease in exceptional children served by the participating districts.
- ___15. Other (specify) _____

Comments:

APPENDIX F

SUMMARY OF THE
EVALUATION OF BEEC TECHNICAL ASSISTANCE
TO AREA COOPERATIVES
1981-82

1. Did the On-Site Visit Report highlight the positive activities of your area cooperative?
0 Not at all 1 Somewhat 4 Extensively 7 ^{Very} Extensively
2. Did you use the On-Site Visit Report in the development of your 1982-83 continuation proposal?
9 Yes 3 No
3. Did the On-Site visit report increase the awareness of the fiscal agent superintendent toward the activities of the area cooperative?
9 Yes 0 No
4. In the weeks and months following the BEEC conference session, did you, as a result of that session, initiate contact with or receive contacts from coordinators of other Kentucky area cooperatives?
11 Yes 1 No
5. Did you find the examples of best practices in the resource manual relevant to your area cooperative?
NA Yes NA No
6. Did you use the Resource Manual in the preparation of your 1982-83 continuation proposal?
NA Not at all NA Somewhat NA Extensively NA ^{Very} Extensively
7. Did the revised instructions in the application package prove useful in avoid mistakes in the development of your 1982-83 continuation proposal?
0 Not useful 1 ^{Somewhat} Useful 7 ^{Very} Useful 4 ^{Extremely} Useful

8. Describe the usefulness of the information contained in the quarterly mailings.

	Somewhat	Very	Extremely
<u>0</u> Not useful	<u>4</u> Useful	<u>5</u> Useful	<u>3</u> Useful

9. Rate the value of the following components of the quarterly mailings:

Research articles on:

Rural Delivery of Special Education	<u>0</u> Poor	<u>4</u> Average
	Very	
	<u>6</u> Good	<u>2</u> Excellent

Area Cooperatives	<u>0</u> Poor	<u>2</u> Average
	Very	
	<u>8</u> Good	<u>2</u> Excellent

Quarterly Summaries of Area Cooperatives	<u>2</u> Poor	<u>1</u> Average
	Very	
	<u>8</u> Good	<u>1</u> Excellent

10. As a result of receiving information in the quarterly mailing on the activities of those area cooperatives, did you contact other coordinators of area cooperatives?

<u>3</u> Yes	<u>9</u> No
--------------	-------------

11. Did you use telephone consultations with BEEC staff as a means of obtaining needed information for your area cooperative?

<u>12</u> Yes	<u>0</u> No
---------------	-------------

12. Rate the usefulness of the information you received from telephone consultations with BEEC staff.

	Somewhat	Very	Extremely
<u>0</u> Not useful	<u>0</u> Useful	<u>6</u> Useful	<u>6</u> Useful

13. Classify the extent to which BEEC assistance was useful in the development of the continuation proposal.

	Somewhat	Very	Extremely
<u>0</u> Not useful	<u>0</u> Useful	<u>1</u> Useful	<u>4</u> Useful

14. Listed below are factors which may have influenced the development or focus of your 1982-83 continuation proposal. Place a check () next to the factors(s) which affected the development of your Discretionary Grant proposal. Place an asterick (*) next to the one factor that most effected the development of the proposal. Please comment on all of the items checked and identify your comments with the item number.

Frq.		
4-0	<u>*</u>	1. Anticipated decrease in EHA, Part B funds for local school districts.
3-0	<u>*</u>	2. Feeling that Discretionary Grants would not be renewed in 1982-83.
6-1	<u>*</u>	3. Advice or direction from Superintendent(s) (where Superintendents are not represented on cooperative board).
2-0	___	4. Advice or direction from Superintendent(s) (where Superintendents are not represented on cooperative board).
4-2	___	5. Advice or demands from parents or advisory groups.
2-2	___	6. Change in individuals responsible for preparing draft proposal.
3-0	___	7. Loss of other services for exceptional children from other service providers.
2-0	___	8. Loss of specialized staff in districts service by area cooperatives.
0-0	___	9. Loss of staff employed by the area cooperative.
5-0	___	10. Involvement in other projects dealing with exceptional children.
5-3	___	11. Loss of other sources of funding services/programs for exceptional children.
4-0	___	12. Anticipated changes in federal or state regulations regarding the education of exceptional children.

Frq.

- 1-0 ___ 13. Addition or loss of participating districts
in the area cooperative.
- 2-0 ___ 14. Significant increase or decrease in exceptional
children served by the participating districts.
15. Other (specify)
- 3-3 ___ Need Assessment
- 1-1 ___ State and Federal Mandates

Comments:

APPENDIX G

APPENDIX G
ATTENDANCE LOG

Area Cooperative Program

Event _____ Date _____

Representative	Area Cooperative
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APPENDIX H

EVALUATION DATA

The following data were tallied from the 34 responses to a questionnaire distributed at the end of the workshop:

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Opinions on Process:					
a. Objectives for the meeting were clearly stated.	34	68%	32%	0%	0%
b. Working relationships among participants were good.	34	71%	29%	0%	0%
c. There was a high level of participation by all members of the group.	34	53%	44%	3%	0%
d. Advance preparation for the meeting by HDP made time utilization more efficient.	34	74%	26%	0%	0%
e. Work activities were appropriate to meeting objectives.	34	56%	44%	0%	0%
f. Meeting activities were too highly structured.	34	3%	3%	56%	38%
g. Time was used efficiently.	34	62%	38%	0%	0%
h. The meeting rooms and accommodations were excellent.	34	44%	53%	3%	0%

COMMENTS: "I liked the meeting being exactly on time."

"Excellent meeting -- much needed -- conference report will help on follow-up with follow-up being key in determination of impact."

"Process orientation was good. Would have profited from a more extensive time allotment for sharing/hearing about successful collaborations as well."

"Terrible sweet rolls -- I would have appreciated cold drink (water) and a sugar-free snack. Our group leader was excellent and I was surprised at the variety and potency of some generated ideas."

"Would have liked more flexibility during work activities."

"Thanks, folks -- you did a great job."

V. Appendix
C. Evaluation Data

2. To what extent do you feel that the following objectives were achieved:

	Far from being achieved			Almost Completely achieved			<u>X</u>	<u>N</u>
a. Increase the participant's awareness of potential coordination between Department of Education/Bureau of Education for Exceptional Children and Department for Human Resources/Bureau for Health Services Program.	1	2	3	4	5	6	4.2	34
b. Identify successful practices of interagency collaboration that have application in Kentucky.	1	2	3	4	5	6	4.1	34
c. Identify barriers to interagency collaboration in Kentucky.	1	2	3	4	5	6	5.1	33
d. Clarify participant's role in coordinating services through interagency collaborative efforts.	1	2	3	4	5	6	4.3	33
e. Develop a follow-up plan for facilitating collaborative efforts at the community level.	1	2	3	4	5	6	4.1	34
f. Identify Department of Education/Bureau of Education for Exceptional Children and Department for Human Resources/Bureau for Health Services role in supporting collaborative efforts through follow-up.	1	2	3	4	5	6	4.1	32

NOTE: Asterisk (*) denotes mean

COMMENTS: "I feel that each one of the objectives were met."

"Super group to work with -- people were task-oriented while maintaining informal/comfortable atmosphere."

"I could not comment on 2; I did not attend on Tuesday."

Comments
Page Two

V. Appendix
C. Evaluation Data

"This was one of the most well organized and structured conferences I have attended. Good work!"

"What about Comprehensive Care Center role -- this is not clearly stated in objectives or evaluation -- yet was addressed thru activities."

"Large effort attempted to be achieved in a short amount of time; many persons -- including myself -- was still unsure about what we could do after going home (I just need permission from administration at large)."

V. Appendix
C. Evaluation Data

3. To what extent do you feel that this effort will help accomplish our overall goal of establishing a more comprehensive, unduplicated network of services to the handicapped in Kentucky?

	Very Little Impact				Great Impact		N	X
	1	2	3	4	5	6		
Participants in area of Education				4			23	4.43
Participants in area of Health or Social Services	1	2	3	4			8	4.25
Participants in other fields	1	2	3	4			1	3.00
Consensus of Participants	1	2	3	4				4.34

NOTE: Asterisk (*) denotes mean

Why: "It appears to be a beginning -- much more follow-up work is needed."

"Too many barriers."

"The conference has been effective."

"This is a beginning. By identification of barriers in black and white, we may be able to overcome these obstacles."

"Not every agency was represented, therefore, total success is not possible within framework of this workshop."

"Better understanding of the problems."

"Helped to reinforce and/or establish the need for consideration as well as identified strategies with local input for accomplishing."

"Motivation was increased, skills developed, contacts made, barriers identified. Realities over which we have no control will probably limit total impact."

"Comprehensive care agencies in our local area also need to participate."

"Face to face contact with other agencies -- increasing awareness."

"It provides information and initial contacts to achieve goals in a well-planned process."

Comments
Page Two

V. Appendix
C. Evaluation Data

"This is a beginning -- need to follow up."

"Elevation of awareness level of multi-agency personnel."

"Gave a process for developing methods of communication."

"Becoming aware of other agencies concerning service delivery to handicapped students is a start. Getting the job done and how to go about it seems to be our problem."

"Need a lot of follow up and support services to encourage workshop participants to generate similar activities in home district."

"Just a beginning -- but a good beginning. First time Comp Care and Education have tried to plan together."

"We are just one person in our agency with limited influence."

"Increased awareness and broke down barriers on local and state levels."

"I feel the groundwork has been started but it will take more follow-up action."

"We have begun the process -- many will go back into own area and begin at that level the things we've outlined here."

"Because it will make people think about the possibility of working with other agencies toward a common goal."

"To be knowledgeable of planning collaborative efforts does not mean collaboration will be achieved."

"I feel the meeting had great impact on those who attended and it is my strong hope that this impact can be carried into our respective agencies."

"Needs to be taken back to Regional/Local level."

"Because this existing network is opening the communication for us all -- increasing our particular awareness of such will assist us in disseminating this information."

"A lot will depend on follow-up activities."

"If we practice and implement what we've learned, it'll be great, but that comes as a decision from persons with more authority than most of us as participants have."

V. Appendix
C. Evaluation Data

4. Please indicate your expectations for using the information from this effort.

	n	Unlikely	Probable	Almost Certain
a. Share with colleagues	to=33	1	2	3
(1) Participants in the area of Education	24	0%	17%	83%
(2) Participants in the area of Health or Social Services	8	0%	0%	100%
(3) Participants in other areas	1	0%	100%	0%
b. Use in my job	to=32	1	2	3
(1) Part/ in the area of Education	24	0%	17%	83%
(2) Part/ in the area of health or SS	7	0%	0%	100%
(3) Part/ in other areas	1	0%	100%	0%
c. Use in training others	to=33	1	2	3
(1) Part/ in the area of Education	24	12.5%	37.5%	50%
(2) Part/ in the area of Health of SS	8	0%	12.5%	87.5%
(3) Part/ in other areas	1	0%	100%	0%

COMMENTS: "The workshop was very well planned and tightly run -- it was very helpful in meeting with other people around the state."

"I will share the information with co-workers."

"Will use NGT to prioritize objectives in our Regional MR Planning process -- possible use in intra-agency conflict resolution."

"Excellent learning experience."

"Apply techniques to other job-related activities."

"As a direct service provider it is likely that I will not be involved in the early stages of collaboration. however, I did pick up some techniques in identification and implementation that will be helpful to me."

V. Appendix
C. Evaluation Data

5. Please consider the content of and process for this workshop, e.g., objectives, format, personnel, dissemination, orientation/philosophy, structure, etc.

a. What were some strengths of this workshop?

"Refer to the comments on Page 3 -- the workshop was well organized and materials well-prepared -- group leaders seemed to be in control at all times."

"Small group sessions."

"I felt the structure of which the workshop started on time and ended on time made the workshop very enjoyable."

"Very well planned."

"1. Organization, 2. Presentors, 3. Participants."

"It's structure and use of different people as facilitators."

"Objectives -- Structure -- Personnel."

"Excellent preparation/skills on part of staff/presentors. (Bonnie was a super facilitator!) Good opportunities for input from participants. Good techniques for group process -- was happy to review/revive my use of N.G.T."

"Objectives were defined, tasks and activities specific to objectives -- kept participants active and on task -- development of a specific plan of action as participants can implement after the workshop."

"1. Well organized, 2. Good techniques used which participants could use at home, 3. People from varying backgrounds discussing mutual concerns, 4. Format could easily be used in local areas, 5. Personnel well-trained."

"Small group process -- Involvement of local/state levels -- Good organization."

"Personnel and planning were excellent. Good representation by the various groups. Excellent strategies to meet goals."

"Format and structure. Well-organized -- ran smoothly and efficiently without wasting time. Used good techniques that are simple and can be shared at the local level. Good number of participants to work with -- not too large."

"Well-organized -- no wasted time."

Comments
Page Two

V. Appendix
C. Evaluation Data

"Demonstrated that a process can involve people to plan a system that will enhance communication."

"Group participation. Positive attitudes from all agencies. One goal seemed to be in common -- "Service Delivery" and how to find services and ways of getting the services."

"Organization, generation of new ideas was effective, very goal-related."

"Organization, presenters, informative."

"Well-structured, well-planned, interesting -- activity oriented."

"Very pleasant atmosphere, time for free discussion and sharing."

"Material, adequate time per exercise, excellent group facilitators."

"Too numerous to mention!"

"The organization has been outstanding."

"Well-organized -- informative -- facilitators very good."

"The organization -- the structure -- bring people together from various agencies -- very relevant and critical issue to address."

"Use of nominal group techniques."

"Very well-organized. Group facilitator very skilled in both process and content."

"Highly structured meetings made activities more efficient -- good leadership -- enjoyable speaking, even the panel from the grass roots -- time to meet some of the bureaucracy on a one to one personal level."

"The facilitators were informed of their general purpose and were very informed of N.G.T."

"Competency of participants, facilitators, presentors; time usage; facilities; organization and scheduling, program format and planning; resource materials packet; accepting attitude and hospitality of workshop sponsors."

Comments
Page Three

V. Appendix
C. Evaluation Data

b. What were some limitations of this workshop?

"Follow-up work needed if these two days are to be "fruitful."

"More persons with authority to make decisions should have been in attendance."

"Not enough agencies involved."

"Time allotment."

"I did not notice any limitations which could be corrected. There are always limitations such as time constraints, but these are to be expected."

"That we concerned ourselves with two agencies. Even though that was the goal."

"Handout material would have been helpful -- lost interest on individual group reports."

"Inclusion of school superintendents would have facilitated likelihood of success in implementing plans."

"All Comprehensive Care and all cooperatives should have been present."

"1. Some participation in group activities at beginning of workshop. This would have facilitated discussion on first day. 2. More discussion to develop common goal. 3. Time for discussion somewhat limited."

"Many agencies not involved; no one assigned leadership role to insure that ideas will be carried out."

"Initial lack of education of purposes of all groups purposes; LEA vs. Coop. vs. CCC. Remedied quickly as workshop progressed."

"Lack of representation by some critical agencies."

"Not enough time to think through issues, snap judgements made on many strategies."

"I needed to know what groups included what agencies."

"Interchange/sharing among groups was limited."

"Long hours, very intense at times."

"May have been too optimistic for a complex effort. Still, a good beginning."

Comments
Page Four

V. Appendix
C. Data Evaluation

"Facilities could have been better. More regions represented would have helped."

"No specified after-session gathering for social interaction between HDP staff, Education and CCC staff."

"Lack of involvement of 'key' people in the agencies. Lack of time for this task (5)."

"Making the concept into a reality."

"Participants not really understanding their roles and responsibilities at first; more specifics 'what is expected and what we will do upon returning to our own communities,' my area CCC people not being present!"

"Just not knowing what person(s) from each agency will carry through in implementing the strategies. I would love to say I'm the one, but, once again: who is the contact in the others?"

"Need of more agencies to send a representative."

c. What recommendations do you have for changes if we do this type of workshop again?

"Enlarge participant list to include at least 1 person from each agency in an area."

"Have some one to come into the local areas and do these types of things on a local level so that all agencies can participate."

"I personally like some media alternatives or extras. These can be set up for two (2) hour sessions during later afternoons or evenings."

"To invite more care providers."

"Allow time for content as well as process. Plan a social gathering opportunity. Many people did not know one another and no way to touch base for evening 'sharing.'"

"More specifics on individual and group dynamics."

"More varied groups -- did well in bringing an understanding of all involved."

"Perhaps more examples of types of cooperative efforts that are being done."

Comments
Page Five

V. Appendix
C. Data Evaluation

"Define terms better. Ex. glittering generalist "use positive approach." Destroy any person who uses such a strategy."

"One group having one agency representative. Example: Group One: Educational member, BSS member (DHR), BEEC members, DHR members, so forth."

"Compile a master list of ideas generated in the workshop and disseminate this to participants. Make regional workshops and include participants from same geographical areas. No one was here from any of my comprehensive care centers."

"It might help (but may not be possible) to have participants of more common background, functions, and philosophy."

"Executive Inn (Owensboro); notify further in advance; have it on a Thursday-Friday."

"None -- was very good!"

"I think the workshop addressed the purpose very adequately. It was very helpful. I can't think of any improvements."

"Initial goal statement too tightly structured -- this should be developed more by group consensus."

"A third day where specifics are outlined and commitments made from participants following assurance from somebody."

"Have agency definitions and parameters already outlined so we can better see how we can plug into them. Break down the barriers on a more personal level, or applicable level."

"Representatives of each agency present a flowchart of services, who to contact beyond the local level."

V. Appendix
C. Evaluation Data

1. Would you like to see a follow-up to this meeting? 22 YES 0 NO (Education)
6 YES 2 NO (health)
1 YES 0 NO (Other)

If no, why? The next step is to use this info at the local level to affect interagency coordination; follow-up needs to be at local level

2. If answer to question one is yes, please check top three (3) priorities for program related topics in interagency coordination:

EDUCATION		HEALTH	
<u>8</u>	Preschool	<u>3</u>	
<u>6</u>	School age	<u>0</u>	
<u>13</u>	Secondary through adult (16 years and older)	<u>5</u>	
<u>5</u>	Child identification and referral	<u>2</u>	
<u>1</u>	Child evaluation	<u>0</u>	
<u>11</u>	Service provision	<u>4</u>	
<u>17</u>	Related services	<u>4</u>	
<u>10</u>	Parent counseling and training	<u>3</u>	

3. Also, please check top three (3) priorities for generic topics in interagency coordination:

<u>20</u>	Communication among interagency personnel at the local level	<u>3</u>
<u>5</u>	Clarification of legal issues (e.g. confidentiality of student records)	<u>1</u>
<u>17</u>	Interagency Collaboration on Inservice Training	<u>6</u>
<u>10</u>	Skill Development for Interagency Coordination	<u>4</u>
<u>7</u>	Interagency Collaboration on Area Service Planning and Delivery	<u>3</u>
<u>11</u>	Maximizing Funding and Program Resources	<u>4</u>
<u>0</u>	Other, Please specify:	<u>0</u>

V. Appendix
C. Evaluation Data

4. Would you like to see a meeting similar to this meeting involving other agencies?

	20	YES	8	
<u>EDUCATION</u>	1	NO	0	<u>HEALTH/SOCIAL SERVICES</u>

If yes, what agencies?

Medical agencies	Health Department
Health Department	School Superintendents
BSS, Comp Care, Social Security	F & A, Comp Care
Head Start, Schools, Parent groups	Home Health
People who have the authority to make commitments	Maternal & Child Health
Voc Rehab	BSS, Voc Rehab
BSI Child Welfare	School Systems
PHR Service Providers	ADDs; Health/Mental Health/MR Agencies
Crippled Children's Service	
Cardinal Hill	
Oakwood	
Representatives of available state resources, Disabled Children Programs, etc.	
Department of Corrections	

5. Identify ways in which state agencies can provide your program additional assistance (include any current practices which should be continued/expanded):

- Monthly Newsletter
- Similar conference on the local level
- Health screenings, audiological exams, speech therapists
- Info on resources; ass't in service for low incidence handicaps
- Provide incentives for collaboration
- Facilitate meetings such as this; work to organize at state level agency lines
- More info on service providers
- Have available resources they "now" know about given to local districts
- Streamline or coordinate regulations among agencies-especially those which establish eligibility or diagnosis, support workshop similar to this on a local level
- Provide no-cost inservice training; reduce detailed structure of grants, regulations & forms; \$\$\$; organize into the same 15 regions as CMH/MR, Home Health & ADD
- Encouragement to coordinate; increase flexibility of finding; clarify/revise regulations to allow creative collaboration
- Providing information on new trends
- Technical Assistance
- More coordinated information from state
- Make available consultants in area of planning/resource development/coordination; Request info from agencies about specific regs that could be changed to enhance cooperation

APPENDIX I

DISCRETIONARY GRANT PROGRAM

SHANNON ROOM

1:15 - 4:00

AGENDA

1:15	Introduction and Announcements	Peggy Stephens John Rosati
1:30	1980-81 Discretionary Grant Projects: A Statistical Review	John Rosati
1:50	Project Reports	
	<u>Project</u>	<u>Representative</u>
	Bluegrass Secondary Model Cooperative	Delores Nelson
	Central Kentucky Cooperative	Shirley Duff
	Central Kentucky Physical Therapy Cooperative	Jenny Jacobs
	Northern Kentucky Cooperative for Special Education	Dr. Betty Herron
	Wilderness Trail Cooperative	Carol Horn
	Buffalo Trace Regional Diagnostic Center	Alpha Straub
	Ashland Regional Assessment Center	Steve Gilmore
	Big Sandy Diagnostic Centers #1 and #2	Harry P. Brown
	Kentucky Valley Educational Cooperative	Elwood Cornett
	Southeastern Kentucky Special Education Cooperative	Frances Turner
	Ohio Valley Educational Cooperative	Linda Hargan
	Rough River Educational Cooperative	Carol Walker
	Green River Area Service Cooperative	Teresa Varnet
	Network Diagnostic Center for South Central Kentucky	Dr. James Gibbs
	West Kentucky Diagnostic Center	Melba Casey

3:10 INFORMAL SHARING SESSION

4:00 ADJOURNMENT

NOTICE

Materials available from BEEC are listed below, please take one copy of each.

1. Learning Opportunities for Teachers (notebook)
2. Towards A Comprehensive System of Personnel Development (notebook)
3. Clarification of P. L. 94-142 for the:

Special Educator
Administrator
Classroom Teacher
Paraprofessional and Supportive Staff

Also a sample set of the CSDC modules are on display.

EVALUATION RESULTS OF DISCRETIONARY GRANT SESSION

BEEC Conference October 30, 1981

#	No Ans.	Rating Frequency					Total Points	Total Response	AVE
		1	2	3	4	5			
1.	1	0	0	6	12	60	78	17	4.58
2.		1	0	12	16	45	73	18	4.05
3.	2	1	2	6	12	45	66	16	4.12
4.		0	2	6	12	55	75	18	4.16
5.		0	0	6	36	35	77	18	4.27

7. Yes 17
No 1

Summary of Written Responses

1. Very well presented overview of what each district is doing
2. They could be more concise
Very informative
Overkill
Excellent
Very Good
Needed reminder of time limits and/or possible outline of info to report
3. Everyone seemed helpful in giving out any information you might desire
More structure might help
5. Excellent idea! Please continue--we need to do this for coop. idea
Very informative and obtained a lot of helpful and resourceful information.
6. Limit the presentations (the length of the presentations)
Allow 15 min. if that's going to be taken anyhow
We needed small break
Shorten the number of reports
Need larger room & make part of formal BEEC Conf.
Breaks (2)
Keep within time limits a little more
Avoid duplication of activity reports
Shorter presentations, orderly dissemination of material
Cut shorter

7. Definitely !
Regionally perhaps

Respondents.

Project Coordinators	8
Special Ed. Coord.	1
Project Staff	2
Fiscal Agent Rep.	1
Assistant Superintendent	1
Other	1
Not Identified	4
<hr/> Total	<hr/> 16

APPENDIX J

APPENDIX J

Evaluation Summary
 Statewide Discretionary Grant Meeting
 Bardstown, Kentucky
 February 25, 1982

	Poor			Excellent
	1	2	3	4
1. The overall organization was		1	7	16
2. The time allocation was	1	2	14	7
3. The activities conducted were		3	7	14
4. The statement of objectives was		1	10	13
5. The presenter(s) was			3	17
6. What did you like best?				
- small group sessions (2)				
- development of policy/going through changes in application procedure				
- presentations followed by questions and answers				
- evaluation of sample proposal				
- review of policies or issues regarding policies/review of proposal and content/practice group writing of policy				
- everything was well planned				
- review of FY '82 application (2)				
- guideline proposals - evaluation of poor proposal				
- reviewing of sample proposal/a.m. explanation of application was very thorough				
- group-sharing of activities/overview of bad proposal				
- an atmosphere whereby each person could question, comment, etc., without any threat				
- morning session-reviewing requirements with time for questions				
- discussion				
- reviewing proposal/group activities				
- evaluating sample proposal-helped to make me aware of errors				
- going over what new changes will be				
- writing policy				
- exact information				
- development of policy				
- evaluation of proposal/group activities				
7. What did you like least?				
- small group activities (2)				
- needed to share more on policies/procedures				
- the long drive				
- sample model (because of its quality)				

- length of discussion of minor points/reviewing of bad proposal/ developing policy that may not be relative
- am quite satisfied-no criticism
- writing policy (too many variables made it difficult)
- room was cold
- the changes are not with this inservice
- group exercises
- lecture type of presentation in beginning
- evaluating sample proposal - tired!!
- analysis of project sample

8. What changes would you recommend?

- workshop to just include review of application
- opportunity to work in small group on policies and procedures
- possible time for meetings for diagnostic centers and cooperatives to get together in two groups to discuss particular needs/questions
- resource person or assistant
- I felt we would have gone through the application requirements a little faster.
- more detailed explanation
- don't focus on what's wrong-emphasize what is correct and acceptable/give a good model to analyze, not a poor one
- maybe less time devoted to topics
- maybe more time
- more efficient use of time

9. List topic(s) of additional need for inservice.

- reporting activities
- perhaps more specific information on regulation of 800 code items and their application to personnel
- an inservice on evaluation of objectives
- any of the topics which were listed for policy
- interaction with smaller co-ops to determine uniqueness of services they are rendering
- ways to identify service needs in districts and co-ops
- perhaps a specific training session on conducting needs assessments/ developing good proposals, etc.

10. General Comments:

- would like meeting of large diagnostic center directors/staff
- room was chilly in morning, warmer in afternoon/good workshop-liked and needed practical experience in writing policies/procedures and evaluating proposals. Would prefer more time doing rather than being passive audience.
- I appreciate this discussion, wish I had access to this a year ago when our project began or soon thereafter
- good program
- the session was quite good
- Good professional job by John. He has a grasp of what constitutes an effective organization.

- Very beneficial meeting. In order to cut Bureau expenses, two people are not always required for a proposal meeting; however, the option for two is good for workshops, etc.
- follow-up with policies should be beneficial
- very helpful
- very enjoyable
- more info needed on policies and procedures

	<u>Poor</u>	<u>Marginal</u>	<u>Average</u>	<u>Good</u>	<u>Excellent</u>	<u>Superior</u>
A. Review of FY 1982 application	1			7	11	6
B. Evaluating sample proposal.		2	2	7	11	3
E. Development of model policies/procedures.		1	3	8	11	2
F. As a result of this workshop, I will be in a better position to prepare or assist in the preparation of the FY 1982 Discretionary Grant Application						
		<u>YES</u>	<u>NO</u>			
		24	1			

Policy: Transportation Liability

XYZ Cooperative will secure the services of a reputable attorney in the area of service covered for its contractual agreements.

Our cooperative will contract with _____ transportation company for transportation of _____ students to and from school at a rate of _____ per mile, _____ per hour, up to _____ hours. The contracts will have the responsibility for liability claims for the 1982-83 school year.

The _____ Cooperative will contract for individual or private transportation at a set fee which shall include cost of liability coverage. The co-op assumes no responsibility for injury or claims filed against transportation provided.

Policy: Confidentiality

The conglomerate cooperative follows rules and regulations as stated in federal and state policies on Confidentiality, Right and Privacy Act.

In accordance with the Confidentiality, Right and Privacy Act, parents have the right to all reports. No information will be released to any agency or person without parental signed permission.

Any agency or person requesting information from the cooperative will be informed that they must obtain a signed consent form and submit it to the cooperative before information will be released.

Policy: Distribution of Property

All property owned by the ABC Cooperative shall be held in trust by all districts. Any district can sell their share to any willing buyer that is acceptable to the cooperative board. Each district share shall be determined as follows:

1. Each district will share equally in 50% of the value of any property
2. the remaining 50% shall be pro rated according to student enrollment
3. the cooperative board shall determine the value of the property.

Policy: Purchasing of Materials, Equipment, and Services

1. All purchases will be coded and given final authorization by the project coordinator of the fiscal agent.
2. The project coordinator of the fiscal agent shall monitor all purchases and expenditures of each participating district utilizing an appropriate coding system and reporting procedure.
3. A standard requisition shall be developed and utilized for all purchases through cooperative funds.
4. All major purchases shall follow the procurement policy of the fiscal agent ("major" is defined within the procurement code and may vary based on individual district policy).
5. The person authorizing payment of purchases within the fiscal agent shall be bonded.
6. All purchases of services are subject to the prior approval of a formal written contract by the cooperative board, and/or each individual district board of education.

Policy: Equal Distribution of Services or Materials

1. A base percentage of time should be divided equally among member districts. Thirty percent of total staff time has been suggested as being successful in one cooperative.
2. The remainder of time should be divided based on identified special education population figures (excluding speech) for each district. December Child Find figures have been utilized successfully for this purpose.
3. Time for additional duties must be considered.
4. The policy should be described to member district superintendents and special education coordinators, whose responsibility is to share it with other appropriate staff members.
5. Each district shall have responsibility for selecting referrals that are most needy.

Kentucky Department of Education
 Bureau of Education for Exceptional Children
 Capital Plaza Tower
 Frankfort, Kentucky 40601

Application for Federal Assistance for the
 Education of Handicapped Children under
 Part B., Amended by P.L. 94-142
 Discretionary Grant

A To be completed by State Department of Education			
Project Number	Congressional District	Total Amount Approved	For Period Ending June 30, 1983
Signature (Authorized State Department of Education Official)			Date Approved

B To be completed by Applicant	
(a) Agency Head _____	(b) Cooperative _____
(c) Address _____ <small>(number/street) (city) (county)</small>	
(d) Zip Code _____	(e) Telephone _____ <small>(area code) (number) (extension)</small>
(f) Name of Program Contact Person _____ <small>(if different from agency head)</small>	
(g) Address _____	(h) Telephone _____ <small>(area code) (number)</small>
.....	
Title of Project _____	
Fiscal Agent _____	
Participants:	

KDE/MSC APPROVED
 Form No. E460-386

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 SECTION I - ASSURANCE STATEMENT

The area cooperative entitled Riverview Area Educational Cooperative hereby assures the State Superintendent of Public Instruction that:

1. The area cooperative will administer the program covered by this application in accordance with P.L. 94-142, federal regulations 34 CFR, Parts 300 (P.L. 94-142) and 74, 75, and 76 (EDGAR), Kentucky Revised Statutes, and Kentucky Administrative Regulations related to programs for Exceptional Children, Kentucky's FY 1981-81 Annual Program Plan Amendment for Part E of the Education of the Handicapped Act (EHA, Part B) as amended by P.L. 94-142 and all other applicable statutes, regulations, program plans, and applications. (EDGAR 76.301)
2. The control of funds provided to the area cooperative under the EHA, Part B Discretionary Grant Program and title to property acquired with those funds will be in a public agency and that a public agency will administer those funds and property. (EDGAR 76.301)
3. The area cooperative will use fiscal control and fund accounting procedures that will ensure proper disbursement of and accounting for EHA, Part B funds paid to the area cooperative under the EHA, Part B Discretionary Grant Program. (EDGAR 76.301)
4. The area cooperative will make reports to the Kentucky Department of Education, State Board of Education and to the Secretary of the U.S. Department of Education as may reasonably be necessary to enable the Kentucky Department of Education, the State Board of Education and the Secretary to perform their duties. (EDGAR 76.301)
5. The area cooperative will maintain records - including the records required under Section 437 of the General Education Provisions Act (GEPA)- and provide access to those records as the Kentucky Department of Education, State Board of Education or the Secretary of the U.S. Department of Education decides are necessary to perform their duties. (EDGAR 76.301)
6. The area cooperative will provide reasonable opportunities for the participation by teachers, parents, and other interested public and private agencies, organizations and individuals in the planning for and operation of the project funded through EHA, Part B funds. (EDGAR 76.301 and 76.652)
7. The area cooperative will make any application, evaluation, periodic program plan, or report relating to the EHA, Part B funded project readily available to parents and other members of the general public for the purpose of public inspection. (EDGAR 76.301 and 76.304)
8. The area cooperative has adopted effective procedures for (1) acquiring and disseminating to teachers and administrators participating in the EHA, Part B funded program, significant information from educational research, demonstrations, and similar projects and (2) adopting, if appropriate, promising educational practices developed through those projects. (EDGAR 76.301)

9. The area cooperative will provide students enrolled in private schools with genuine opportunity for equitable participation in accordance with the requirements in 76.652-76.662 (EDGAR) and in P.L. 94-142 and the implementing regulations for EHA, Part B funded programs. (EDGAR 76.651)
10. The area cooperative insures equal employment/educational opportunities/affirmative action, regardless of race, color, creed or national origin or sex in compliance with Title IX or handicap in compliance with Section 504 of the Rehabilitation Act of 1973. (EDGAR 76.500)
11. All teachers, administrators, and support personnel hired for this project will meet those standards of the position for which they have been hired as established or recognized by the Kentucky Department of Education and other applicable State and Federal requirements (P.L. 94-142, 300.12)
12. The area cooperative will provide special education and related services in a manner consistent with policies and procedures established in the participating local school districts' local applications for funds under P.L. 94-142 approved by the Kentucky Department of Education. These policies and procedures include, but are not necessarily limited to, the areas of Child Identification (P.L. 94-142, 300.220); Confidentiality of Personally Identifiable Information (P.L. 94-142, 300.221); Full Educational Opportunity Goal and Timetable (P.L. 94-142, 300.222 and 300.223); Comprehensive System of Personnel Development (P.L. 94-142, 300.224); Priorities for the Use of EHA, Part B Funds (P.L. 94-142, 300.225); Parent Involvement (P.L. 94-142, 300.226); Participation in Regulation Education Programs (P.L. 94-142, 300.227); Individual Education Programs (P.L. 94-142, 300.235); Procedural Safeguards (P.L. 94-142, 300.237); and a Free Appropriate Public Education (P.L. 94-142, 300.300).
13. The expenditures for services and goods will be made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in 707 KAR Chapter 1, and that personnel assignments and other documentation of expenses will be readily available for audit. (P.L. 94-142, 300.229)
14. In no case will federal funds be used to supplant state and local funds. The amounts of funds expended for schools operated or supported by this area cooperative will be maintained at the same level as they would have been maintained if no federal funds had been approved for these schools and that federal funds will be expended for excess costs only. (P.L. 94-142, 300.230)
15. Services provided handicapped children with EHA, Part B funds will be comparable, when taken as a whole, to services provided other handicapped children of this area cooperative through use of state and local funds. Records shall be maintained for audit. (P.L. 94-142, 300.229)

 SECTION II. ABSTRACT

Project Title Riverview Area Educational Cooperative

Project Director or Contact Robert Roberts

Address 94142 Compliance Drive, Edgarsville, Kentucky 40504

Project Participants:

Alexander County Board of Education	Cartersville Independent Board of Education
Edgarsville Independent Board of Education	Barker County Board of Education
	Hamilton County Board of Education
	Rivermont Independent Board of Education

This project has six main purposes: (1) interagency planning and coordination of services in the six school districts, (2) provision of related services to handicapped children, (3) child evaluation to handicapped children in the six district area, (4) inservice/staff development for the professional employees of the participating districts, (5) secondary programming for the special vocational education unit, and (6) administration and internal monitoring of the project. These will be accomplished through (1) the establishment of an interagency planning group, (2) hiring a psychologist, (3) hiring a part time physical therapist, (4) hiring a paraprofessional aide, and (5) hiring a clerical assistant.

CERTIFICATION

I CERTIFY, that, to the best of my knowledge, the information contained in this application is correct and complete, that the participating school district Boards of Education have authorized me, as their representative, to give the assurances contained herein and to file this application, and that this application has been reviewed by the participating school district Boards of Education, parents, and the general public with comments received from this review having been given affirmative consideration in finalizing this application.

Signature of Authorized Representative

Date

Type Name of Authorized Representative

Robert Roberts, Superintendent, Alexander County Board of Education

 SECTION III. RATIONALE

300.320-324, 76.301, 76.304, 76.652-656, 76.580-581, and 76.771-772)

First Priority Children

The five participating districts have established procedures for the location, identification and placement of handicapped children within their individual applications for EHA, Part B funds. In addition, all districts are providing a free and appropriate public education to all first priority children when such children have been identified or located.

As a part of this application, the participating districts will coordinate all child find and child evaluation activities designed to address handicapped children residing in the cooperative's service area, but who are not being served or provided with a free appropriate public education. Additionally, the applicants, via this application, will establish linkages with other public and private agencies serving the handicapped within the cooperative's service area. The purpose of these linkages will be to exchange information on handicapped children who are not now being served by any public or private K-12 educational program.

Second Priority Children

The applicants propose to serve second priority children, via this application, by providing the following programs and services:

- 1) Child Evaluation Services
- 2) Related Services
- 3) Secondary Programs
- 4) Inservice/staff development

Child Evaluation Services will be provided via the employment of a full time psychologist. Related Services will include a part-time itinerant physical therapist, and transportation services. Secondary Programs will be provided through the employment of a paraprofessional to assist in the special vocational education unit at Barker County High School. Inservice/Staff Development will be provided to regular education teachers on topics related to the education of handicapped children. Additional inservice programs will be offered to building level administrators.

Area Cooperative Planning

The development of this application was under the direction of the area cooperative planning committee. The committee was composed of the special education coordinators of each of the participating districts. The planning committee met on March 3, 1982 to develop strategies for the development of this application. A needs assessment instrument was developed by a sub-committee at its March 24, 1982 meeting. A copy of the needs assessment instrument is found in Appendix _____. The needs assessment data was collected via a survey of special and regular education teachers in each of the districts. The survey was circulated during the period of April 1 to April 20, 1982. During this period, each of the special education coordinators developed a profile of their district's special education needs. A copy of the instrument used in the development of this data is found in Appendix _____. On April 26, 1982 the Planning Committee met to review the needs assessment data collected from all sources described in this section. The Committee reviewed the data and prioritized the needs of the area based upon the needs data. A sub-committee on proposal development was established to prepare a draft of the proposal to be submitted to Frankfort. The Draft was to be submitted to the full Planning Committee on May 3, 1982. On May 3, 1982, the Planning Committee met to review the proposal. During that review changes and modifications in the proposal were made.

On May 10, 1962, the proposal was presented to the superintendents of the five participating districts at their regularly scheduled regional meeting. Comments were solicited from the superintendents and modifications were made based upon their suggestions. On May 14, 1962, a notice of the availability of applications was published in the area newspapers inviting comment on the proposal from interested citizens, organizations and public and private agencies. See pages 2-12 and 2-13 of this application for the copy of the notice and a listing of the newspapers which published the notice.

In addition to the publication of the notice, teachers and administrators in the participating districts were invited to review the proposal and comment at a special meeting of the Planning Committee on May 17, 1962. Comments received from teachers, parents, administrators, and representatives from public and private agencies are found on page 2-20 of this application. On May 24, 1962, Superintendent Rogers, representing the fiscal agent board of education, signed the certification statement and the cooperative agreements with the participating districts. On page 2-13 of this application is the notice of approval of application and the list of newspapers in which it will be published subsequent to the receipt of approval from the Kentucky Department of Education.

Service Coordination.

The participating districts assure that attempts have been made to maximize the use of all fiscal and program resources prior to making application for Discretionary Grant funds. Despite our efforts to maximize resources, gaps remain toward which this application proposes the use of EHA, Part B Discretionary Grant funds. Resources currently used in the participating districts include: EHA, Part B projects; Minimum Foundation Units, Title IV-C projects, Vocational and Vocational Rehabilitation resources; WHAS Crusade for Children, local funds, and accessing services provided by public and private agencies serving handicapped children. Appendix ___ provides a list of resources available from the agencies listed above. Our commitment to service coordination is further demonstrated by the interagency collaboration proposed in the program plan of this application.

Despite the availability of these program and fiscal resources, a number of area needs can be identified. The need remains for itinerant speech therapy, full time services of an occupational therapist, the development of a joint secondary unit for severely mentally handicapped children and youth, and direction services. Despite our best efforts to meet the needs of handicapped children, there remains a significant gap in services that can only be provided with the use of EHA, Part B Discretionary Grant funds.

(make additional copies as needed)

Project Title: _____

SECTION IV - ANNUAL PROGRAM PLAN AND EVALUATION FOR PART B FUNDS

(300.238, 300.240, 300.321, 76.580-581, 76.772)

General Area	Objectives	Activities	Evaluation
<p>1. Administration, Reporting and Internal Monitoring</p>	<p>I. A. Develop and modify the administrative framework for the operation of the cooperative.</p> <p>I. B. Develop an evaluation instrument in order to assess the impact of the area cooperative on the range of educational services available to exceptional children in the area.</p> <p>I. C. 1. Review all reporting data sent to the REEC by the cooperative board before it is sent.</p>	<p>I. A. 1. Beginning in August, 1982, a three member committee of the cooperative board will begin studying the current administrative framework including policies and procedures adopted by the board during the past two years.</p> <p>I. A. 2. The cooperative board will consider the report at a regularly scheduled meeting.</p> <p>I. B. 1. The cooperative board will draft an evaluation instrument by March 1, 1983.</p> <p>I. B. 2. The final evaluation instrument will be revised and adopted for use by the cooperative board by April 1, 1983.</p> <p>I. C. 1. All cooperative board meetings will be scheduled to consider reporting data before such data is sent to REEC.</p>	<p>IA.1. The committee will present a written report to the full cooperative board with recommendations for the board's consideration. This report will be sent with the quarterly report. June 30, 1983.</p> <p>I. A. 2. The actions of the cooperative board will be reported in the quarterly report.</p> <p>I. B. 1. The draft instrument will be included in the quarterly report to REEC on April 15, 1983.</p> <p>I. B. 2. The final evaluation instrument will be sent to REEC on April 15, 1983, as a part of the quarterly report.</p> <p>I. C. 1. Cooperative board meetings will be scheduled to include the following dates: October 1, 1982 January 3, 1983 April 2, 1983 June 2, 1983</p>

(make additional copies as needed)

Project 1 _____

SECTION IV - ANNUAL PROGRAM PLAN AND EVALUATION FOR PART B FUNDS

(300.238, 300.240, 300.321, 76.580-581, 76.772)

General Area	Objectives	Activities	Evaluation
II. A. Interagency Planning/Expansion	II. A. Establish an interagency linkage with the Vanishing Trail Comprehensive Care Center.	<p>II.A. 1. The Project coordinator will contact the Director of VTCCC in order to arrange a joint meeting of the Riverview Area Educational Cooperative and the VTCCC. (August, 1982)</p> <p>II.A.2. A series of monthly meetings between the cooperative board and the VTCCC will be held to discuss the potential collaborative arrangement. (September, 1982)</p> <p>II.A.3. The interagency agreement will be signed by the Fiscal Agent of the Riverview Area Educational Cooperative and the director of VTCCC. (January 3, 1983)</p>	<p>II.A.1. Copies of all correspondence between the two agencies will be included in the quarterly report of October 15, 1982.</p> <p>II.A.2. Agendas of meetings will be included in the quarterly report.(October 15, 1982; January 15, 1983)</p> <p>II.A.3. A copy of the interagency agreement will be included in the quarterly report (January 15, 1983)</p>
III.A. Child Evaluation	III.A. Employ a full time psychologist to provide evaluation services to the participating districts.	III.A. By August 15, 1982, a psychologist will be employed by the cooperative.	III.A. A copy of the contract between the area cooperative and the psychologist will be included in the quarterly report (October 15, 1982)
IV. Inservice/Staff Development	IV.A. Determine the topics of interest among regular education teachers regarding the education of exceptional children.	IV A. 1. The cooperative will survey regular education teachers on topics of interest.	IV A. 1. The results of the survey will be interpreted by the board and used to develop a list of inservice topics to be presented.

Project Title: _____

SECTION IV - ANNUAL PROGRAM PLAN AND EVALUATION FOR PART B FUNDS

(300.238, 300.240, 300.321, 76.580-581, 76.772)

General Area	Objectives	Activities	Evaluation
IV. (cont)	<p>IV. B. Develop a list of inservice programs based upon survey results.</p> <p>IV C. Determine if there is a need/interest in providing inservice training for building level administrators.</p>	<p>IV.B.1. Inservice programs will be conducted in the following locations on the dates indicated:</p> <p>Alexander Co. October 12, 1982 Barker Co. November 7, 1982 Cartersville Ind. January 12, 1983 Edgarsville Ind. January 12, 1983 Hamilton Co. January 15, 1983</p> <p>IV.C.1. The cooperative board will send letters to each building level administrator asking them if they wish to attend an administrator's inservice program on exceptional children.</p>	<p>Inservice agendas will be included in the quarterly report as well as evaluation data from each of the inservice programs (January 15, 1983)</p> <p>A copy of the letter and the a summary of the responses will be maintained and sent to BEEC with the quarterly report. (October 15, 1982)</p>
V. Related Services	<p>V. A. Provide itinerant physical therapy services to Edgarsville Indep.</p> <p>V.B. Provide transportation of two Alexander County children to an appropriate private school placement.</p>	<p>IV. A. 1. A physical therapist will be employed to provide services to multihandicapped children at the Edgarsville Special Day School.</p> <p>IV. B.1. Transportation will be provided daily from Alexander Elem. School to the Greedwell Academy.</p>	<p>The contract between the cooperative and the physical therapist will be included in the quarter report. (January 15, 1983)</p> <p>Bills presented by the contract driver and copies of the checks paid by the cooperative will be maintained at the cooperative's fiscal agent's office.</p>

SECTION IV - ANNUAL PROGRAM PLAN AND EVALUATION FOR PART B FUNDS

(100.238, 100.240, 100.321, 76.580-581, 76.772)

General Area	Objectives	Activities	Evaluation
Secondary Programs	VI. A. Provide paraprofessional assistance to the special vocational unit.	VI.A.1. Employ a full time paraprofessional to assist the special vocational education teacher.	VI.A.1. By October 1, 1982, an aide will be employed and assigned to the special vocational unit at Barker County High School.

SECTION V. COOPERATIVE AGREEMENTS AND CONTRACTS

(300.190, 300.192, 76.303)

Each of the undersigned certifies that, to the best of his/her knowledge, the information contained in the application is correct and complete, that the agency which he/she represents has authorized him/her to file this application. The participating agency named below has been designated at the administrative and fiscal agency for this project. All participating agencies have entered into an agreement concerning the final disposition of all equipment, facilities and materials purchased for this project with Federal funds, project administration as described in the Program Plan of this application and program operation consistent with the Assurance Statement and Program Plan found in this application.

CERTIFICATION OF ADMINISTRATIVE AND FISCAL AGENT

Edgarsville Independent Board of Education
 (Legal name of agency - State or Local)

94142 Compliance Drive Edgarsville Kentucky 40504
 (Address - number/street) (city/town) (state) -(zip code)

504 89-313
 (area code) (telephone number) (extension)

Roger Rogers, Superintendent
 (Name and Title of authorized representative)

 (signature) (date)

CERTIFICATION OF COOPERATING AGENCIES:

 (Signature of authorized representative) (Agency) (date)

 (Signature of authorized representative) (Agency) (date)

 (Signature of authorized representative) (Agency) (date)

 (Signature of authorized representative) (Agency) (date)

 SECTION VI. BUDGET

May 12, 1982
(Date)

Riverview Area Educational Cooperative
(Name)

Project Budget Detail

EHA-B FY 1982 Discretionary Funds
To Support FY 1983 Program

<u>Code</u>	<u>Activity</u>	<u>Amount</u>	<u>Totals</u>
153	Postage	250	
154	Printing	<u>500</u>	
			750
221.02	Psychologist, Full Time **= (7-1-82 to 6-30-83) 12 equal checks @\$1500	15,000	
	Physical Therapist (.5) (9-1-82 to 5-30-83) 10 equal checks at \$750 (10X\$750= \$7,500)	7,500	
225.01	Clerical Assistant*** 12 Months (7-1-82 to 6-30-83) \$4.50 per Hr. \$33.75 per day X 220days= \$7,425; 12 equal checks of \$618.75	7,425	
	Paraprofessional Aide (9-1-82 to 5-30-83) \$3.40 per hr. 7.5 hr per day X 185 days = \$4717	4,717	
267	Staff Travel	1,000	
265.01	Teaching Materials	652	36,294

<u>CODE</u>	<u>ACTIVITY</u>	<u>AMOUNT</u>	<u>TOTALS</u>
651	Social Security Matching (34,642 X 6.65% = 2,304)	2,304	
852	County Retirement (34642 X 7.25% = 2,512)	2,512	
883	Workman's Compensation (34,642 X .26 per \$1,000 = 90.00)	90	
			<u>4,906</u>
		GRAND TOTAL	\$41,950

JOB DESCRIPTION

Position Title: Psychologist

Responsible To: Cooperative Board

Qualifications/Certification(s): (Vitae may be attached)

Graduate Degree in clinical or educational psychology

Related Work Experience: (Vitae may be attached)

1 to 3 years experience as a psychologist in either a clinical or educational setting.

General Responsibilities:

Providing educational and intellectual assessments and write-ups.

Specific Duties:

Provide assessment results to local school districts.
handle all referrals that are sent to the cooperative.

Attend AARC meetings and SBARC meetings upon request of the local district.

Term/Time of Employment: (Full/part time, beginning and ending dates)

Full time employment from July 1, 1962 to June 30, 1963.

PUBLIC NOTICE

The public notice appearing on page ~~274~~ of this application was published on 5/28/82 in the following area newspapers:

Edgarsville Register
Cartersville Regular
Alexander Times
Hamilton County News
Barker Bulletin
Rivermont News & Journal

As a result of publishing this notice, written comments were received from the following persons/groups:

Riverview Parents League
Riverview Association for Retarded Citizens
Riverview Area Parents for Less Federal Spending
Rivermont Parents Inc.
Barker County Administrators Association
Dr. Robert Small

PUBLIC NOTICE
REGARDING APPLICATION APPROVAL

The Riverview Area Educational Cooperative recently received approval of a project funded through the Kentucky Department of Education with federal funds under EHA, Part E (P.L. 94-142)

The project, known as the Riverview Area Educational Cooperative, provides services to handicapped children in the school districts of Barker, Hamilton, and Alexander Counties and the independent districts of Cartersville, Edgarsville and Rivermont. The project has six main purposes: (1) interagency coordination of services in the six district area, (2) administration, reporting and internal monitoring of the project, (3) Child evaluation services, (4) Related services for handicapped children, (5) inservice staff development, and (6) secondary programming for handicapped children.

The application for this approved project and any subsequent evaluation, periodic program plan, or report relating to the project are available for public inspection by contacting the Superintendent's office in each of the six participating districts. In addition, if you would like further information on this project, please contact:

Rober Roberts
Edgarsville Public Schools
94142 Compliance Dr.
Edgarsville, Kentucky 40504

PUBLIC NOTICE REGARDING
APPLICATION AVAILABILITY FOR
PUBLIC COMMENT

The Riverview Area Educational Cooperative is developing an application for funds to be submitted to the Kentucky Department of Education. Federal funds for this project are available through EHA, Part E, (P.L. 94-142). This application proposes an area cooperative project serving handicapped children served through the county districts of Alexander, Hamilton, Barker Counties and the independent school districts of Edgarsville, Cartersville and Rivermont Independent school systems.

This project has six main purposes: (1) interagency planning and coordination of services in the six school districts, (2) provision of related services to handicapped children, (3) child evaluation to handicapped children in the six district area, (4) inservice/staff development for the professional employees of the participating districts, (5) secondary programming for the special vocational education unit, and (6) administration and internal monitoring of the project. These will be accomplished through (1) the establishment of an interagency planning group, (2) hiring a psychologist, (3) hiring a part time physical therapist, (4) hiring a paraprofessional aide, and (5) hiring a clerical assistant.

This notice is being published to provide reasonable opportunities for the participation by teachers, parents, other interested individuals and public and private agencies and organizations in the planning for and operation of the area cooperative project. Input is requested in order to assist the Riverview Area Educational Cooperative in determining considerations such as the following: which children will receive benefits under the project, how the children's needs will be identified, what benefits will be provided, how benefits will be provided, and how the project will be evaluated.

Plans call for this application to be finalized and submitted to the Kentucky Department of Education by June 1, 1982. Those persons desiring to give input may obtain a copy of this application by contacting the superintendent's office in each of the six participating school districts. Comments on the application should be submitted in writing to:

Robert Roberts
Edgarsville Public Schools
94142 Compliance Dr.
Edgarsville, Kentucky 40504

APPENDIX K

Evaluation Summary
 Kentucky CEC Session
 Ft. Mitchell, Kentucky
 April 2, 1982

	Poor 1	2	3	Excellent 4
1. The overall organization was			8	10
2. The time allocation was		4	7	7
3. The activities conducted were		3	10	5
4. The statement of objectives was		4	4	8
5. The presenter(s) was			8	10
6. What did you like best?				
- group work				
- question/answer session				
- group discussion and new information				
- informal discussion				
- specific information on 1983 proposal				
- practical material				
- time/organization				
- simulation-writing policies and procedures				
- policy review				
- interesting format				
- handbook description				
- policy development activities				
- working on policy				
- less formal or related to individual questions better				
- activities				
7. What did you like least?				
- overhead presentation (2)				
- seeing or attempting to see screen				
- time				
- policies activity (2)				
8. What changes would you recommend?				
- time of day/meeting of diagnostic centers-needs would be more similar				
- clear screen				
- need a little more structure				

9. List topic(s) of additional need for inservice.

- model special education programs in Kentucky
- model special education programs outside Kentucky, such as: integrated services (information) for special education students, assessment programs, and multi-intinerant services.
- management/what is done in other states
- development of needs assessment tool
- specific concerns-discussion groups

10. General Comments:

- John treats personnel on a personal level-this is much appreciated due to his close working relationship and accessibility.
- meetings have been helpful-we need the communication
- In the length of time of this session, I became aware of five areas that I need to know about. I really do appreciate having the time made available to share ideas and materials.
- good program

Poor Marginal Average Good Excellent Superior

A. Resource Notebook on Sp. Ed. Coop.	1	4	5	3	2
---------------------------------------	---	---	---	---	---

Comments: Look forward to seeing it.
 Look forward to receiving the notebook.
 Sounds good but really need to see it.
 Haven't seen notebook-sounds good if permanent co-op is planned but would reserve judgement until see it as pertains to discretionary grant.

Poor Marginal Average Good Excellent Superior

B. Policies and Procedures	1	3	8	5	1
----------------------------	---	---	---	---	---

Comments: Policy making comes with experience, also each situation varies and one must know the people involved and "both" sides of the issues.

1. As a result of this workshop, I will be in a better position to develop appropriate policies and procedures for my special education cooperative.

YES NO

15 3

2. 17 - I will more likely refer to the notebook.
 0 - I will less likely refer to the notebook.

KENTUCKY DEPARTMENT OF EDUCATION
 BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN
 STAFF DEVELOPMENT
 EVALUATION FORM

_____ Agency / District / Other _____ Date

Please specify your present position:

Central Office Personnel _____ Regular Education Teacher _____

Administrator _____ Special Education Teacher _____

Other _____

Session _____

	<u>Poor</u>			<u>Excellent</u>
1. The overall organization was	1	2	3	4
2. The time allocation was	1	2	3	4
3. The activities conducted were	1	2	3	4
4. The statement of objectives was	1	2	3	4
5. The presenter(s) was	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

6. What did you like best?

7. What did you like least?

8. What changes would you recommend?

9. List topic(s) of additional need for inservice.

10. General Comments:

KDE/MIC Approved
8460-451 6/83

Printed by the Kentucky Department of Education

Rate the value of the following components of the workshop.

A. Resource Notebook on Special Education Cooperatives

Poor Marginal Average Good Excellent Superior

Comments:

B. Policies and Procedures

Poor Marginal Average Good Excellent Superior

Comments:

1. As a result of their workshop, I will be in a better position to develop appropriate policies and procedures for my special education cooperative.

Yes No

2. As a result of the presentation on the resource notebook on special education cooperatives

I will more likely refer to the notebook.

I will less likely refer to the notebook.

The Riverview Area Educational Cooperative consists of the following local school districts: Alexander, Barker, Hamilton Counties, and Edgarsville, Cartersville, and Rivermont Independent districts. The Riverview Cooperative provides sheltered workshop experience for secondary handicapped students. The workshop is located in the Edgarsville Middle School Annex.

- i. Johnny Jackson, a secondary TMR student from Rivermont Independent, attends the sheltered workshop three days a week. On Friday, March 2nd, Johnny, on instructions from his teacher-supervisor, lifts a heavy box of metal scraps resulting in a severe back strain.

On Monday afternoon Johnny Jackson's parents confronted the superintendent of Rivermont Independent and stated that unless Johnny's medical bills are paid they will sue: 1) Superintendent of Rivermont, 2) Edgarsville Independent, 3, Principal of Edgarsville Middle School, 4) Johnny's sheltered workshop teacher-supervisor.

Superintendent Ralph Poorhouse consults his Riverview Area Educational handbook for the policy which will cover this situation.

TASK: Develop the policy that Superintendent Poorhouse needs to resolve this situation.

2. Until recently there has been sufficient space at the workshop for all students referred by the participating districts. Recently, due to the turndown in the economy, few students have been placed from the sheltered workshop into community placements. This has resulted in a backlog of placements at the sheltered workshop. At a recent meeting of the Riverview Area Cooperative Board, the following data on the workshop program was reviewed.

District	Students at Sheltered workshop	Students Referred but not placed at workshop
Eggersville Independent	7	3
Barker County	5	2
Hamilton County	3	1
Centersville Independent	6	4
Alexander County	9	0
Rivermont Independent	2	8
	<u>32</u>	<u>20</u>

Capacity at the sheltered workshop - 30

Superintendent Poorhouse of Riverview wants to know how long students currently placed in the sheltered workshop will remain in the program if placement in the community is not available. Superintendent Synder of Alexander County states that the coop's sheltered workshop placement committee should decide the length of placement in the workshop according to the individual student needs. Jeff Synder, superintendent of Alexander County, feels the current policy is adequate and argues against any changes. After a lengthy debate, the issue is referred to a board committee on policy development.

TASK: Develop the policy which will address the concerns expressed by the superintendents.

3. Mr. Robert Jones is the work study coordinator for the sheltered workshop and has recently completed his fourth year at the workshop. On May 3rd, Mr. Jones inquires of Billy Bob Smith, principal of Edgersville Middle School where the sheltered workshop is located, why he did not receive a permanent contract with Edgersville Independent. Billy Bob relays Mr. Jones' concern to Superintendent Roger Rogers. On May 10th, Mr. Jones receives the following letter from Superintendent Rogers.

Edgersville Public Schools
94142 Compliance Drive
Edgersville, Kentucky 40504

Mr. Robert Jones
Shelter Workshop
Edgersville Middle School Annex
89313 Regulation Avenue
Edgersville, Kentucky 40504

Dear Mr. Jones:

This is to inform you that Edgersville Public Schools cannot offer you a permanent teaching contract with the district. You were on September 1, 1976, employed to work at the sheltered workshop operated by the Riverview Area Educational Cooperative. The Edgersville school district is the fiscal agent for the cooperative. However, Edgersville Public Schools in no way agreed to employ you as a teacher for this district. It is my understanding that you are an official employee of the Riverview Cooperative.

Since Kentucky school law does not permit agencies other than a local school district to grant a teacher a continuous contract, I am afraid you will continue on a provisional contract.

Sincerely,

Roger Rogers
Superintendent

On May 17th, Superintendent Rogers received the following letter:

P. Lee Bailey
Attorney at Law
Sharks Commerce Building
Suite 1001-1129

Mr. Roger Rogers, Superintendent
Edgersville Public Schools
94142 Compliance Drive
Edgersville, Kentucky 40504

1. Policy on Liability

1. Professional and personal liability insurance on all cooperative employees and board members.
2. Errors and omissions insurance on cooperative employees and board members.
3. Policy for filing statements of injury within a definite period of time following the injury. All injuries must be reported to the immediate supervisor of the person injured, or the building principal or supervisor within two hours of the occurrence of injury.
4. Property insurance on the facility which includes personal injury to any and all persons on the property.

2. Policy on Distribution of Services

1. Reevaluate needs of students.
2. Move out those (students) who have reached potential.
3. Each school district will be allotted four spaces (in the sheltered workshop) with the remaining six spaces for high priority selected by need.

3. Policy on Tenure

1. The Edgarsville Public Schools serves as the fiscal agent for the Riverview Area Educational Cooperative. The Board of Directors of the Riverview Area Educational Cooperative consists of a representative of each member of the co-op. The co-op is an agency which has been hired to provide services as needed. In accordance with Kentucky school laws which does not permit agencies other than a local school district to grant a teacher a continuous contract - All employees are hired under a limited contract for non-tenured positions which expires on a stated expiration date which can expire prior to but no later than the end of the fiscal year.

APPENDIX L

APPENDIX L

COMMONWEALTH OF KENTUCKY
Department of Education

Bureau of Education for Exceptional Children
 FRANKFURT 40601

September 23, 1981

Ms. Barbara Rainey
 Bluegrass Secondary Model Cooperative
 Scott County Board of Education
 Box 561
 Georgetown, KY 40324

Dear Ms. Rainey:

I am sure the last couple of weeks have been a hectic time for you, with closing out your FY 1980 project and beginning the FY 1981 project, while at the same time, getting the school year off to a good start.

Enclosed for your information is the quarterly update of discretionary project activities. I have been pleased to hear from area cooperative coordinators of the value of the quarterly mailings. In order that this kind of information may be of more benefit to projects, it is requested that each project coordinator, or contact person, prepare a one page summary of quarterly activities similar to a news release format. This will allow you to highlight the more significant happenings during the quarter in a way that will be of interest to the other projects. In addition, you may wish to use this same summary as a news release to local media. The first summary should accompany your first quarterly report for FY 1981, due on October 15, 1981.

Included with this mailing are the following materials:

1. Three articles:
 - "Parent Power"
 - "Interagency Collaboration to Facilitate Services for Rural Handicapped Students"
 - "Permanent Organization Regarding Rural Special Education Founded"
2. Flyer on KAEER FAIR III
3. Outdoor Education for the Handicapped Project - located at the University of Kentucky
4. A list of A-V and other materials from Chapel Hill Training-Outreach Project

On Friday, October 30, at the Bureau of Education for Exceptional Children's Annual Conference, there will be a program on discretionary projects from 2 to 5 p.m. The tentative agenda for this program includes a presentation of the FY 1980 project year in review. Following the report, staff from various projects will have an opportunity to share with each other information on their projects. To facilitate this sharing process, tables will be set up for each project. You may want to start planning on what materials, products, etc., you would like to display at your table. More information on this will follow shortly.

Please share the materials and information provided in this mailing with representatives, including superintendents, of local school districts in your cooperative.

I would appreciate hearing from you on the information and materials provided in this mailing.

Sincerely,

~~John~~ A. Rosati, Consultant
Unit of Part B Implementation

JAR:dgp

Enclosures



Kentucky Department of Education

Raymond Barber, Superintendent of Public Instruction

December 10, 1981

Ms. Barbara Rainey
Bluegrass Secondary Model Cooperative
Scott County Board of Education
Box 561
Georgetown, KY 40324

Dear Ms. Rainey:

As you know December 31 marks the end of not only 1981, but the second quarter of the discretionary grant's fiscal year. During my visits to eleven area cooperatives and diagnostic centers over the past three months, I have been excited by the programs and services being offered to handicapped children. I am looking forward to visiting the remaining six area cooperatives in January and February.

Enclosed is the quarterly update of discretionary projects for the quarter ending September 30, 1981. A new format is being used in this mailing to report the activities of each project. As you know, I asked that each project prepare a brief summary highlighting the first quarter's activities. I hope you will find this new format more informative and useful. In addition to the update, a new list of contact persons for each project is provided. I encourage you to contact directly the coordinator of any area cooperative or diagnostic center in which you wish to have more information.

Included with this mailing are the following materials:

Problems in Implementing Comprehensive Special Education
in Rural Areas

Lessons from the Survival and Death of Regional Educational
Organizations

Recruitment and Retention in Rural America

Evaluation Results of Discretionary Grant Session (BEEC Conference)

Let me take this opportunity to make the following announcements:

1. Any area cooperative which still has obligated FY 1980 funds and has not submitted a final report showing all funds expended will need to submit an FY 80 financial quarterly report along with the FY 81 quarterly report due on January 15, 1982.

Barbara Rainey
December 10, 1981
Page 2

2. As stated at the BEEC conference session for Discretionary Projects, you need to submit only one copy of the quarterly report to BEEC. You should still send a copy to the field service consultant(s) in your area.
3. Remember to enclose a one page summary of your project's second quarter activities with your quarterly report on January 15, 1982.
4. Plans are now under way to have a meeting of all area cooperatives and diagnostic representatives in late February. More information on this meeting will be provided to you in January.

Please share the materials and information provided in this mailing with representatives, including superintendents of local districts in your cooperative. I would also appreciate hearing from you on the new format for the quarterly update as well as other information provided in this mailing.

Sincerely,

John A. Rosati, Consultant
Unit of Part B Implementation
Bureau of Education for Exceptional Children

JAR:ej

cc: Dr. John Herlihy
Area Cooperative Board

Enclosures



Kentucky Department of Education

Kenneth Barber, Superintendent of Public Instruction

May 7, 1982

Ms. Barbara Rainey
Bluegrass Secondary Model Cooperative
Scott County Board of Education
Box 561
Georgetown, Kentucky 40324

Dear Ms. Rainey:

Enclosed are the quarterly summaries from area cooperatives and diagnostic centers for the period ending March 31, 1982. Also enclosed are the following items of interest:

- Evaluation Summary of Discretionary Grant Session at Kentucky CEC, April 2, 1982
- Area Cooperative Policies developed by CEC session participants.
- Paras Solve Preschool Special Education Problems in Arizona
- Why Educators Shine Their Shoes
- Laying the Groundwork - How and Where To Begin

Please share the quarterly summaries and the above enclosures with representatives of the participating districts.

A session at this summer's coordinators meeting in Louisville may be of interest to those cooperatives interested in microcomputers. Linda Hargan (OVEC) will present a two hour session on June 16th concerning the selection and purchase of a microcomputer and appropriate software. Included in the session will be a demonstration of a program designed especially for special education cooperatives. If you are unable to attend this session, Linda will be available during the OVEC presentation at Table Talks.

Speaking of Table Talks, presentors should keep in mind that up to six presentations will be going on in the same room at the same time. The idea is for an informal sharing of innovative ways discretionary projects

Ms. Barbara Rainey
May 7, 1982
Page 2

are meeting the needs of exceptional children. The meeting room is large enough to accomodate a multi- presentation format, however, any presentations utilizing loud A-V equipment or requiring a darken room should be avoided.

If you are unable to attend the discretionary grant meeting preceding Table Talks, please advise so that the FY 1982 Reporting Requirements can be sent directly to you. In addition, I would appreciate knowing your summer work schedule. This will be helpful if I need to contact you regarding your 1982-83 proposal or other equally important matters.

See you in Louisville in June!

Sincerely,

John A. Rosaty, Consultant
Unit of Part B Implementation
Bureau of Education for
Exceptional Children

JAR:dgp

Enclosures

cc: Area Cooperative Board
Fiscal Agent



Kentucky Department of Education

to meet better - Superintendents of Public Instruction

March 15, 1982

Ms. Barbara Rainey
Bluegrass Secondary Model Cooperative
Scott County Board of Education
Box 561
Georgetown, Kentucky 40324

Dear Ms. Rainey:

Enclosed are the Quarterly Summaries from all 18 discretionary grant area cooperatives and diagnostic centers for the second quarter of FY '81. Please review and share these summaries with others in your area cooperative. The main purpose of these summaries is to provide for a vehicle for communication among the area cooperatives.

Also enclosed are several relevant articles:

Special Education in Rural Areas: The Problems . . . and Some Solutions

Improving Services for Rural Handicapped Students

School Psychology in Rural Areas: Problems & Promising Developments

Mildly Handicapped Students in Rural Schools

Also enclosed is an evaluation summary from the February 25th Discretionary Grant meeting in Bardstown. Apparently, participants felt the meeting was valuable in getting prepared for developing the 1982-83 grant proposal. Certainly that was our goal and hopefully we all see the results this spring!

Our next statewide meeting is at the Kentucky CEC Convention on April 2nd from 3-5 p.m. in the Beowulf room at the Drawbridge Inn in Fort Mitchell, Kentucky. At that session we will have ready for distribution and review our resource notebook on area cooperatives. Also, we will deal further with the issue of Policies and Procedures for operating an area cooperative. The copies of the policies developed at

Barbara Rainey
March 15, 1982
Page 2

the Bardstown meeting are also with the other materials provided in this mailing. Due to time constraints, we will have to postpone to a later date a session for issues involving direct services to exceptional children.

Hope to see you at CEC!

Sincerely,

John A. Rosati, Consultant
Unit of Part B Implementation
Bureau of Education for
Exceptional Children

JAR:dgp

Enclosures

cc: Area Cooperative Board

APPENDIX M

DISCRETIONARY GRANT WEEKLY LOG

Week of _____

Project Consultations:ProjectsTopicsMethodProject Amendments/Quarterly Reports:Consultations with Field Service Staff:In Office Consultations:Meetings with BEEC Staff on Projects:OTHER:

APPENDIX N

APPENDIX N



Kentucky Department of Education

Kenneth B. Sizer, Superintendent of Public Instruction

March 15, 1982

Dr. William Littlejohn, Project Director
Indiana Special Education
Administrator's Services
Special Services Unit
P.O. Box 251
Madison, Indiana 47250

Dear Dr. Littlejohn:

Last fall I contacted you regarding serving on my dissertation panel to review EHA, Part B Discretionary Grant applications submitted by local school districts to the Kentucky Department of Education. Presented here is a description of the panel's role and the specific instructions for Phase One of the panel's task.

Each of the five panel members will receive a total of nine applications during Phase One. The proposals are for continuing area cooperatives to serve exceptional children in 1981-82. Phase II, which will occur later in the spring and summer, will involve reviewing similar proposals for the 1982-83 year.

During the next several weeks, you will receive three mailings, each containing three 1981-82 proposals. Enclosed in the first mailing are: a) three 1981-82 proposals, b) three copies of the proposal evaluation instrument, c) one 1981-82 EHA, Part B Discretionary Grant Application (including instructions and resource material), and d) one stamped returned envelope.

Specific instructions for reviewing proposals are attached to the evaluation instrument. Experience has shown that it may take you 45-60 minutes to evaluate one proposal. Actual reviewing time will vary with the length and sophistication of the proposal.

Below I have provided a suggested timetable for receiving, reviewing, and returning the Phase One proposals.

<u>Seq</u>	<u>Mailing Date</u>	<u>Return of Evaluations</u>
1	3/15/82	4/7/82
2	4/5/82	4/23/82
3	4/21/82	5/12/82

March 15, 1982

Page 2

Please return in the stamped envelope only the three evaluation instruments. Please keep or dispose of the proposals once you have completed and returned your evaluations. Phase Two is tentatively scheduled to begin on June 1, 1982 with completion by early August.

If you have any questions regarding the schedule for Phase One and Two, or on the evaluation instrument, please contact me at (502)564-3790.

Sincerely,

John A. Rosati
Consultant
Unit of Part B Implementation
Bureau of Education for Exceptional Children

JAR:dgp



Kentucky Department of Education

Raymond Barker, Superintendent of Public Instruction

June 29, 1982

Dr. Marty Martinson
Human Development Program
114 Porter Building
University of Kentucky
Lexington, Kentucky 40506

Dear Dr. Martinson:

As you have probably anticipated, this mailing signals the beginning of the second phase of your participation in the review of continuation proposals for Kentucky's EMA, Part B Discretionary Grant area cooperatives. Presented here is a description of the enclosed materials, and the process, including time-lines, for reviewing the 1982-83 proposals.

As with the first phase proposals, you will receive a total of three mailings each containing the following:

- 1) three 1982-83 continuation proposals
- 2) three proposal evaluation instruments
- 3) one stamped, self-addressed envelope.

In addition, this, the first mailing, contains the 1982-83 application package and Reporting Requirements for EMA, Part B Discretionary Grants. Both of these documents have been substantially revised from those used by project applicants in preparation of their 1981-82 proposals. It would be very beneficial for your review of the 1982-83 proposals to first read through these materials.

During Phase II you will be reviewing the continuation proposals for the same projects you reviewed in Phase I. If you kept the 1981-82, or Phase I proposals, please do not refer back to those proposals during Phase II. As with Phase I proposals, once your review of the 1982-83 proposals are completed and your evaluation returned, you may destroy or keep the proposals. Return only the completed evaluation instruments.

The following is the tentative schedule for review of 1982-83 proposals:

Proposals Mailed Out	Review Period	Proposals Returned
6/29/82	6/30-7/14	7/16
7/12/82	7/14-7/29	7/31
7/27/82	7/29-8/15	8/17

APPENDIX O

APPENDIX O

PROPOSAL EVALUATION

EHA, Part E
Discretionary Grant Projects
Continuation Proposal
1982-1983

Instructions

This evaluation instrument is to be used to evaluate proposals submitted to the Bureau of Education for Exceptional Children, Kentucky Department of Education for the continuation of Discretionary Grant Projects in 1981-1982. It is suggested that the evaluator review the total instrument prior to rating the proposal. Additionally, it may be helpful to read the proposal one time in advance of the rating of its content. Finally, please read the Application Instructions for Discretionary Grant Projects before beginning your reviews.

You will note that the evaluation form is keyed to the required components of the proposal as delineated in the application instructions. In addition, a section of the cooperative concept has been included in the instrument in order that you can judge the degree to which the concept is developed in the proposal.

As the reviewer of this application, you are asked to rate each required component and the component on the cooperative concept. Please use the comments section since these will help the Bureau to understand your rating. A summary sheet is included as the last page of the instrument. Please complete and sign this letter after you finish your review.

Use this proposal evaluation instrument to review:

Section: Front Materials

This section of the proposal must include the cooperative project participants, the Table of Contents, Assurance Statement, and Certification by the fiscal agent representative.

Classify the extent to which these materials are included and complete.

Poor Marginal Adequate Good Excellent Superior

Comments:

Section II Abstract

This section briefly summarizes the major purposes of the project and describes how EHA, Part B, Discretionary Grant funds will be used toward the accomplishment of project purposes.

Part A

Classify the extent to which the abstract provides a brief and accurate overview of the project.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part B

Classify the extent to which the abstract is internally consistent with the other sections of the proposal.

Poor Marginal Adequate Good Excellent Superior

Comments:

Section III Rationale

This section must provide the reader with a detailed description of the area cooperative's focus. Included in this description must be a discussion of how: 1) first and second priority children will be served; 2) input gathered from individuals, professionals, and public and private agencies and organizations in the planning and development of the application; and 3) services and programs offered by the area cooperative will be coordinated with other programs and services in the same geographic area which serve similar purposes and target populations. Your rating should also include any discussion or documentation of surveys or needs assessments used in the planning and development of the proposal.

Part A

Classify the extent to which the proposal has addressed the needs of first and second priority children.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part B

Classify the extent to which the proposal has met the requirements to seek and utilize input from individuals, professionals, and public and private agencies in the development of the proposal.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part C

Classify the extent to which the proposal has met the requirement of service coordination within the geographic area of the project.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part D

Classify the extent to which the rationale section is internally consistent with the other sections of the proposal.

Poor Marginal Adequate Good Excellent Superior

Comments:

Section IV Program Plan - Required Areas

In this section the applicants must provide a description of the required areas in which project funds will be utilized. The two areas are: Planning and Expansion of Interagency Coordination, and Administration, Reporting and Internal Monitoring. Include in your rating consideration of the adequacies of timelines and personnel responsible for the activities, plus the documentation cited in the evaluation criteria statements.

Part A - Planning and Expansion of Interagency Coordination

Classify the extent to which the proposal demonstrates support and involvement of other agencies through objectives and activity statements.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part B - Administration, Reporting and Internal Monitoring

Classify the extent to which the proposal shows lines of authority, responsibility, and communication within the project which assures internal project management.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part C

Classify the extent to which the proposal provides adequate timelines and personnel to accomplish objectives.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part D

Classify the extent to which the proposal provides adequate documentation in the evaluation criteria statements.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part E

Classify the extent to which the Required Areas of the Program Plan are internally consistent with other sections of the proposal.

Poor Marginal Adequate Good Excellent Superior

Comments:

Section IV Program Plan - Optional Areas

In addition to the required areas, applicants may select other areas based on area needs for inclusion in the proposal. These areas include, but are not limited to, Child Identification, Location and Placement, Secondary Programs, Preschool Programs, Services for Children with Low-incidence Handicaps, Related Services, and Inservice Training.

Your rating should address both the relationships of the objectives to the overall intent of the project and the logical relationship between activity statements and evaluation statements. Include in your rating, consideration of the adequacies of timelines, personnel responsible for the activities and the evaluation criteria.

Part A

Classify the extent to which the proposal describes objectives, activities, and outcomes consistent with the identified area needs and/or service gaps.

Poor Marginal Adequate Good Excellent Superior
 N/A

Comments:

Part B

Classify the extent to which the proposal provides adequate timelines and personnel to accomplish objectives.

Poor Marginal Adequate Good Excellent Superior
 N/A

Comments:

Part C

Classify the extent to which the proposal provides adequate documentation in the evaluation criteria statements.

Poor Marginal Adequate Good Excellent Superior
 N/A

Comments:

Part D

Classify the extent to which the Optional Areas of the Program Plan are internally consistent with the other section of the proposal.

Poor Marginal Adequate Good Excellent Superior
 N/A

Comments:

 Part V Cooperative Agreements and Contracts

This section of the proposal must include all interagency contracts or agreements related to the project which have been entered into by the Cooperative. Included in this section must be an agreement among the participating districts in which the respective superintendents agree to the formation of the cooperative. Any agreements negotiated by the Cooperative with public and private agencies other than the participating districts are to be included in this section.

Your rating should cover both the kinds of agreements/contracts and the quality of the documents.

 Part A

Classify the extent to which the agreements/contracts included in the proposal meet the requirements of this section.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part B

Classify the extent to which the Cooperative Agreements/Contracts included in this section are internally consistent with the other sections of the proposals.

Poor Marginal Adequate Good Excellent Superior

Comments:

 Section VI Budget

Each proposal is to provide a detailed budget for the total cost of the project, with a breakdown of the specific line item costs for implementing the project. The use of funds must be related to the project objectives.

 Part A

Classify the extent to which the proposal has allocated funds according to project activities described in the program plan.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part B

Classify the extent to which the proposal has set forth reasonable line item costs in comparison to projected outcomes.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part C

Classify the extent to which the Budget is internally consistent with other sections of the proposal.

Poor Marginal Adequate Good Excellent Superior

Comments:

Cooperative Concept

While no one section of the proposal addresses the cooperative concept, you are asked to review the entire proposal in order to rate the extent to which the applicant has demonstrated in the proposal an understanding of the concept. The following questions will assist you in the overall rating of the proposal.

Part A

Classify the extent to which the proposal has demonstrated cost effective approaches for providing quality programs and services.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part B

Classify the extent which the proposal has demonstrated a commitment to provide quality programs and services to exceptional children on an area basis:

Poor Marginal Adequate Good Excellent Superior

Comments:

Part C

Classify the extent to which the applicant has proposed programs and services which can best be provided on a cooperative basis.

Poor Marginal Adequate Good Excellent Superior

Comments:

Part D

Classify the extent to which the applicant has demonstrated a commitment to shared decision-making and accountability.

Poor Marginal Adequate Good Excellent Superior

Comments:

SUMMARY

1. Transfer your ratings to this summary sheet.

SECTION	Wt.	POOR	MARG.	ADEQ.	GOOD	EX.	SUP.
I. Front Materials							
II. Abstract							
Part A							
Part B							
III. Rationale							
Part A							
Part B							
Part C							
Part D							
IV. Program Plan (Required)							
Part A							
Part B							
Part C							
Part D							
Part E							
Program Plan (Optional)							
Part A							
Part B							
Part C							
Part D							
V. Cooperative Agreements							
Part A							
Part B							
VI. Budget							
Part A							
Part B							
Part C							
Cooperative Concept							
Part A							
Part B							
Part C							
Part D							

2. RECOMMENDATION:

Place an "X" in the box which best represents your recommendation regarding the disposition of the enclosed proposal.

) APPROVAL. No significant modifications needed.

) CONDITIONAL APPROVAL. Proposal is basically sound, but with specific modifications indicated.

3. Please describe what you believe to be the major strengths of the proposal.

4. Please describe what you believe to be the major weaknesses of the proposal.

Signature of Reviewer

DATE

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the scanned document**